

Life Functioning Domain

Life domains are the different arenas of social interaction found in the lives of children and their families. This domain rates how they are functioning in the individual, family, peer, school, and community realms. This section is rated using the needs scale and therefore will highlight any struggles the child and family are experiencing.

Question to Consider for this Domain: How is the child functioning in individual, family, peer, school, and community realms? **Please rate the highest level from the past 30 days.**

For Life Functioning Domain, the following categories and action levels are used:

0 = A dimension in which there is not current need; no need for action/intervention.

1 = A dimension in that indicates mild problems; requires monitoring, watchful waiting, or preventive activities.

2 = A dimension that indicates moderate problems; requires action to ensure that the identified need is addressed.

3 = A dimension that indicates significant problem; requires immediate or intensive action to improve functioning.

12. FAMILY RELATIONSHIPS - This item evaluates and rates the child's relationships with those who are in his/her family. It is recommended that the definition of family should come from the child's perspective (i.e. who the child describes as his/her family). If you do not know this information, then we recommend a definition of family that includes biological relatives and their significant others with whom the child is still in contact. When rating this item, you should take into account the relationship the child has with his/her family as well as the relationship 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?

Ratings & Definitions

- 0** No evidence of problems in relationships with family members and/or child is doing well in relationships with family members.
- 1** There is a history or suspicion of problems and/or child is doing adequately in relationships with family members, although some problems may exist. For example, some family members may have problems in their relationships with child. Arguing may be common but does not result in major problems.
- 2** Child is having significant problems with parents, siblings and/or other family members. Frequent arguing, difficulty maintaining positive relationships may be observed.
- 3** Child is having severe problems with parents, siblings, and/or other family members. This would include problems of domestic violence, absence of any positive relationships, etc.

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → 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? 	<p>0 No evidence of problem with functioning in current living environment.</p> <hr/> <p>1 Child experiences mild problems with functioning in current living situation. Caregivers concerned about child’s behavior in living situation.</p> <hr/> <p>2 Child has moderate to severe problems with functioning in current living situation. Child has difficulties maintaining his/her behavior in this setting creating significant problems for others in the residence.</p> <hr/> <p>3 Child has profound problems with functioning in current living situation. Child is at immediate risk of being removed from living situation due to his/her behaviors.</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → What is the child’s experience at school? → Does the child have difficulties with academics, social relationships, behavior or attendance? → Has the caregiver received calls from the school/teacher regarding issues the child is experiencing in school? 	<p>0 Child is performing well in school.</p> <hr/> <p>1 Child is performing adequately in school although some problems may exist.</p> <hr/> <p>2 Child is experiencing moderate problems with school attendance, behavior, and/or achievement.</p> <hr/> <p>3 Child is experiencing severe problems in school with school attendance, behavior and/or achievement.</p>

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

15. SOCIAL FUNCTIONING - This item rates social skills and relationships. It includes age appropriate behavior and the ability to make and sustain relationships. Social functioning is different from Interpersonal (Strengths) in that functioning is a description of how the child/youth is doing currently. Strengths are longer-term assets.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → 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 s/he tend to change friends frequently? 	<p>0 No evidence of problems and/or child has developmentally appropriate social functioning.</p> <hr/> <p>1 Child is having some minor problems with his/her social development or has a history of problems in social relationships.</p> <hr/> <p>2 Child is having some moderate problems with his/her social relationships that interfere with other life domains.</p> <hr/> <p>3 Child is experiencing severe disruptions in his/her social relationships. Child may have no friends or have constant conflict in relations with others.</p>

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

Questions to Consider	Ratings & Definitions
→ What activities is the child involved in?	0 No evidence of any problems with recreational functioning. Child has access sufficient activities that s/he enjoys.
→ Are there barriers to participation in extracurricular activities?	1 Child is doing adequately with recreational activities although some problems may exist.
→ How does the child use his/her free time?	2 Child is having 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.

17. DEVELOPMENTAL FUNCTIONING* - This item rates the presence of any Developmental/Intellectual Disabilities. It includes Intellectual Developmental Disorder (IDD) and issues on the Pervasive Developmental Disorder (PDD) spectrum, including Autism Spectrum Disorders.

Questions to Consider	Ratings & Definitions
→ Does the child's growth and development seem healthy?	0 No evidence of developmental delay and/or child has no developmental problems.
→ Has the child been screened for any developmental problems?	1 Child has 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.

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

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

Questions to Consider	Ratings & Definitions
→ How is the child's judgment and ability to make good decisions?	0 No evidence of problems with judgment or poor decision making that result in harm to development and/or well being.
→ Does s/he typically make good choices for him/herself?	1 There is a history or suspicion of problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being.
→ Do his/her choices ever result in harm to the child or others?	2 Problems with judgment in which the child 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.

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

Questions to Consider	Ratings & Definitions
→ Is the child able to meet expectations at work?	NA Child is not working or recently employed.
→ Does s/he have regular conflict at work?	0 No evidence of any problems in work environment.
→ Is s/he timely and able to complete responsibilities?	1 Child has some mild problems work (e.g. tardiness, conflict).
	2 Child has moderate problems at work.
	3 Child has severe problems at work in terms of attendance, performance or relationships. Child may have recently lost job.

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

Questions to Consider

- 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.

21. 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?

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.

22. PHYSICAL - This item identifies any physical limitations.

Questions to Consider

- 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.
Child has some physical condition that places mild limitations on activities.
- 1** Conditions such as impaired hearing or vision would be rated here. Rate here, treatable medical conditions that result in physical limitations (e.g. asthma).
Child has physical condition that notably impacts activities. Sensory disorders such as blindness, deafness, or significant motor difficulties would be rated here.
- 2**
- 3** Child has severe physical limitations due to multiple physical conditions.

23. SEXUAL DEVELOPMENT - This item looks at broad issues of sexual development including sexual behavior, sexual identity, sexual concerns, and the reactions of others to any of these factors.

Questions to Consider

- 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.

24. SLEEP - This item rates the child's sleep patterns. This item is used to describe any problems with sleep, regardless of the cause including difficulties falling asleep or staying asleep as well as sleeping too much. Bedwetting and nightmares should be considered a sleep issue.

Questions to Consider

- Does the child appear rested?
- Is s/he often sleepy during the day?
- Does s/he 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** Child has some problems sleeping. Generally, child gets a full night's sleep but at least once a week problems arise. This may include occasionally awakening or bed wetting or having nightmares.

- 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.

25. INDEPENDENT LIVING - This item is used to describe the child's ability to take responsibility for and also manage him/herself in an age appropriate way. Skills related to healthy development towards becoming a responsible adult and living independently may include money management, cooking, housekeeping, and/or finding transportation, etc.

Questions to Consider

- 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 in an apartment by themselves?
- Or, if living on their own, how well can s/he maintain their home?

Ratings & Definitions

- 0** No evidence of any deficits or barriers in demonstrating developmentally appropriate responsibility or anything that could impede the development of skills to maintain one's own home and/or this level indicates a person who is fully capable of independent living.

- 1** This level indicates a person with mild impairment of independent living skills. These problems are generally addressable with training or supervision.

- 2** This level indicates a person with moderate impairment of independent living skills. Notable problems completing tasks necessary for independent living and/or managing him/ herself when unsupervised would be common at this level. Problems are generally addressable with in-home services and supports.

- 3** This level indicates a person with profound impairment of independent living skills. This child would be expected to be unable to live independently given their current status. Problems require a structured living environment.