

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS
(CANS)**

**WISCONSIN
DEPARTMENT OF CHILDREN AND FAMILIES
VERSION 12-7-10**

Children and Youth 5 to 17

Manual

**Praed Foundation
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A large number of individuals have collaborated in the development of the CANS-Comprehensive. Along with the CANS versions for developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support individual case planning and the planning and evaluation of service systems. The CANS-Comprehensive is an open domain tool for use in service delivery systems that address the mental health of children, adolescents and their families. The copyright is held by the Buddin Praed Foundation to ensure that it remains free to use. For specific permission to use please contact the Foundation. For more information on the CANS-Comprehensive assessment tool contact:

John S. Lyons, Ph.D.,
Endowed Chair of Child & Youth Mental Health
University of Ottawa
Children's Hospital of Eastern Ontario
401 Smyth Road
Ottawa, ON
jlyons@uottawa.ca
613-767-7300 X4860

Jónelle Brom, CAPSW, MSW
Out-of-Home Care Specialist
Department of Children and Families
201 E. Washington Avenue, RM E200
P.O. BOX 8916
Madison, WI 53708-8916
Jonelle.brom@wisconsin.gov
(608) 264-6933

Praed Foundation
praedfoundation@yahoo.com

INTRODUCTION

The **CANS** is a multiple purpose information integration tool that is designed to be the output of an assessment process. The purpose of the **CANS** is to accurately represent the shared vision of the child services system—child and families. As such, completion of the **CANS** is accomplished in order to allow for the effective communication of this shared vision for use at all levels of the system. Since its primary purpose is communication, the **CANS** is designed based on communication theory rather than the psychometric theories that have influenced most measurement development. There are six key principles of a communimetric measure that apply to understanding the **CANS**.

Six Key Principles of the CANS

1. Items were selected because they are each relevant to service/treatment planning. An item exists because it might lead you down a different pathway in terms of planning actions.
2. Each item uses a 4-level rating system. Those levels are designed to translate immediately into action levels. Different action levels exist for needs and strengths. For a description of these action levels please see below.
3. Rating should describe the child/youth, not the child/youth in services. If an intervention is present that is masking a need but must stay in place, this should be factored into the rating consideration and would result in a rating of an “actionable” need (i.e. “2” or “3”).
4. Culture and development should be considered prior to establishing the action levels. Cultural sensitivity involves considering whether cultural factors are influencing the expression of needs and strengths. Ratings should be completed considering the child/youth’s developmental and/or chronological age depending on the item. In other words, anger control is not relevant for a very young child but would be for an older child or youth regardless of developmental age. Alternatively, school achievement should be considered within the framework of expectations based on the child/youth’s developmental age.
5. The ratings are generally “agnostic as to etiology”. In other words this is a descriptive tool. It is about the “what” not the “why”. Only one item, Adjustment to Trauma, has any cause-effect judgments.
6. A 30-day window is used for ratings in order to make sure assessments stay “fresh” and relevant to the child or youth’s present circumstances. However, the action levels can be used to over-ride the 30-day rating period.

Action Levels for “Need” Items

0 – No Evidence of Need – This rating indicates that there is no reason to believe that a particular need exists. Based on current assessment information there is no reason to assume this is a need. For example, “does Johnny smoke weed?” He says he doesn’t, his mother says he doesn’t, no one else has expressed any concern – does this mean Johnny is not smoking weed?

NO, but we have no reason to believe that he does and we would certainly not refer him to programming for substance related problems.

1 - Watchful Waiting/Prevention – This level of rating indicates that you need to keep an eye on this area or think about putting in place some preventive actions to make sure things do not get worse (e.g. a child/youth who has been suicidal in the past). We know that the best predictor of future behavior is past behavior, and that such behavior may recur under stress, so we would want to keep an eye on it from a preventive point of view.

2 - Action Needed – This level of rating implies that something must be done to address the identified need. The need is sufficiently problematic, that it is interfering in the child/youth's or family's life in a notable way.

3 - Immediate/Intensive Action Needed – This level rating indicates a need that requires immediate or intensive effort to address. Dangerous or disabling levels of needs are rated with this level. A child/youth who is not attending school at all or an acutely suicidal youth would be rated with a "3" on the relevant need.

Action Levels of "Strengths" Items

0 - Centerpiece Strength This rating indicates a domain where strengths exist that can be used as a centerpiece for a strength-based plan. In other words, the strength-based plan can be organized around a specific strength in this area.

1 - Useful Strength This rating indicates a domain where strengths exist and can be included in a strength-based plan but not as a centerpiece of the plan.

2 - Identified Strength This rating indicates a domain where strengths have been identified but that they require significant strength building efforts before they can be effectively utilized in a strength-based plan.

3 - No Strength Identified This rating indicates a domain in which efforts are needed in order to identify potential strengths for strength building efforts.

CODING DEFINITIONS

TRAUMA EXPERIENCE

These items describe static events that may have happened at anytime in the child/youth's lifetime. They are unlikely to change over time unless previously unknown trauma experiences become identified.

| <i>Check</i> | SEXUAL ABUSE <i>Please rate within the lifetime.</i> |
|--------------|---|
| 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 the child has experienced sexual abuse but no confirming evidence. |
| 2 | Child has experienced repeated sexual abuse. |
| 3 | Child has experienced severe and repeated sexual abuse. Sexual abuse may have caused physical harm. |

If a child has been sexually abused:

| <i>Check</i> | EMOTIONAL CLOSENESS TO PERPETRATOR |
|--------------|--|
| 0 | Perpetrator was a stranger at the time of the abuse. |
| 1 | Perpetrator was known to the child at the time of event but only as an acquaintance. |
| 2 | Perpetrator had a close relationship with the child at the time of the event but was not an immediate family member. |
| 3 | Perpetrator was an immediate family member (e.g. parent, sibling). |

| <i>Check</i> | FREQUENCY OF ABUSE |
|--------------|-------------------------------------|
| 0 | Abuse occurred only one time. |
| 1 | Abuse occurred two times. |
| 2 | Abuse occurred two to ten times. |
| 3 | Abuse occurred more than ten times. |

| <i>Check</i> | DURATION |
|--------------|--|
| 0 | Abuse occurred only one time. |
| 1 | Abuse occurred within a six-month time period. |
| 2 | Abuse occurred within a six-month to one year time period. |
| 3 | Abuse occurred over a period of longer than one year. |

| <i>Check</i> | FORCE |
|--------------|--|
| 0 | No physical force or threat of force occurred during the abuse episode(s). |
| 1 | Sexual abuse was associated with threat of violence but no physical force. |
| 2 | Physical force was used during the sexual abuse. |
| 3 | Significant physical force/violence was used during the sexual abuse. Physical injuries occurred as a result of the force. |

| <i>Check</i> | REACTION TO DISCLOSURE |
|--------------|---|
| 0 | All significant family members are aware of the abuse and supportive of the child coming forward with the description of his/her abuse experience. |
| 1 | Most significant family members are aware of the abuse and supportive of the child for coming forward. One or two family members may be less supportive. Parent may be experiencing anxiety/depression/guilt regarding abuse. |
| 2 | Significant split among family members in terms of their support of the child for coming forward with the description of his/her experience. |
| 3 | Significant lack of support from close family members of the child for coming forward with the description of his/her abuse experience. Significant relationship (e.g. parent, care-giving grandparent) is threatened. |

| <i>Check</i> | PHYSICAL ABUSE <i>Please rate within the lifetime.</i> |
|--------------|---|
| 0 | There is no evidence that the child has experienced physical abuse. |
| 1 | Child has experienced one episode of physical abuse or there is a suspicion that the child has experienced physical abuse but no confirming evidence. |
| 2 | Child has experienced repeated physical abuse. |
| 3 | Child has experienced severe and repeated physical abuse that causes sufficient physical harm to necessitate hospital treatment. |

| <i>Check</i> | NEGLECT <i>Please rate within the lifetime.</i> |
|--------------|--|
| 0 | There is no evidence that the child has experienced neglect. |
| 1 | Child has experienced minor or occasional neglect. Child may have been left at home alone with no adult supervision or there may be occasional failure to provide adequate supervision of the child. |
| 2 | Child has experienced a moderate level of neglect. This may include occasional unintended failure to provide adequate food, shelter, or clothing with corrective action. |
| 3 | Child has experienced a severe level of neglect including prolonged absences by adults, without minimal supervision, and failure to provide basic necessities of life on a regular basis. |

| <i>Check</i> | EMOTIONAL ABUSE <i>Please rate within the lifetime.</i> |
|--------------|--|
| 0 | There is no evidence that the 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). |

| <i>Check</i> | MEDICAL TRAUMA <i>Please rate within the lifetime.</i> |
|--------------|--|
| 0 | There is no evidence that the 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. |

| <i>Check</i> | NATURAL DISASTER <i>Please rate within the lifetime.</i> |
|--------------|--|
| 0 | There is no evidence that the child has experienced any natural disaster. |
| 1 | Child has been indirectly affected by a natural disaster. |
| 2 | Child has experienced a natural disaster which has had a notable impact on his/her well-being. |
| 3 | Child has experienced life-threatening natural disaster. |

| | |
|--------------|--|
| Check | WITNESS TO FAMILY VIOLENCE <i>Please rate within the lifetime.</i> |
| 0 | There is no evidence that the child has witnessed family violence. |
| 1 | Child has witnessed one episode of family violence. |
| 2 | Child has witnessed repeated episodes of family violence but no significant injuries (i.e. requiring emergency medical attention) have been witnessed. |
| 3 | Child has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result of the violence. |

| | |
|--------------|--|
| Check | WITNESS TO COMMUNITY VIOLENCE <i>Please rate within the lifetime.</i> |
| 0 | There is no evidence that child has witnessed violence in his/her community. |
| 1 | Child has witnessed fighting or other forms of violence in his/her 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. |

| | |
|--------------|---|
| Check | WITNESS/VICTIM TO CRIMINAL ACTIVITY <i>Please rate within the lifetime.</i> |
| 0 | There is no evidence that the child has been victimized or witnessed 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 | Child is a victim of criminal activity that was life-threatening or caused significant physical harm or the child witnessed the death of a loved one. |

ADJUSTMENT TO TRAUMA

| | |
|--------------|---|
| Check | ADJUSTMENT TO TRAUMA <i>Please rate based on the adjustment over the past 30 days.</i> |
| 0 | No evidence |
| 1 | History or suspicion of problems associated with traumatic life event/s. |
| 2 | Clear evidence of adjustment problems associated with traumatic life event/s. Adjustment is interfering with child's functioning in at least one life domain. |
| 3 | Clear evidence of symptoms of Post Traumatic Stress Disorder, which may include flashbacks, nightmares, significant anxiety, and intrusive thoughts of trauma experience. |

| | |
|--------------|---|
| Check | TRAUMATIC GRIEF/SEPARATION <i>This rating describes the level of traumatic grief due to death or loss or separation from significant caregivers.</i> |
| 0 | There is no evidence that the child has experienced traumatic grief or separation from significant caregivers. |
| 1 | Child is experiencing some level of traumatic grief due to death or loss of a significant person or distress from caregiver separation in a manner that is appropriate given the recent nature of loss or separation. |
| 2 | Child is experiencing a moderate level of traumatic grief or difficulties with separation in a manner that impairs functioning in certain but not all areas. This could include withdrawal or isolation from others. |
| 3 | Child is experiencing significant traumatic grief or separation reactions. Child exhibits impaired functioning across several areas (e.g. interpersonal relationships, school) for a significant period of time following the loss or separation. |

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|--------------|--|
| Check | INTRUSIONS <i>Please rate the highest level from the past 30 days.</i> |
| 0 | There is no evidence that child experiences intrusive thoughts of trauma. |
| 1 | Child experiences some intrusive thoughts of trauma but they do not affect his/her functioning. |
| 2 | Child experiences intrusive thoughts that interfere in his/her ability to function in some life domains. |
| 3 | Child experiences repeated and severe intrusive thoughts of trauma. |

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| Check | ATTACHMENT <i>Please rate the highest level from the past 30 days.</i> |
| 0 | No evidence of attachment problems. Parent-child relationship is characterized by satisfaction of needs, child's development of a sense of security and trust. |
| 1 | Mild problems with attachment. This could involve either mild problems with separation or mild problems of detachment. |
| 2 | Moderate problems with attachment. Child is having problems with attachment that require intervention. A child who meets the criteria for an Attachment Disorder in DSM-IV would be rated here. |
| 3 | Severe problems with attachment. A child who is unable to separate or a child who appears to have severe problems with forming or maintaining relationships with caregivers would be rated here. |

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|--------------|---|
| Check | DISSOCIATION <i>Please rate the highest level from the past 30 days.</i> |
| 0 | There is no evidence of dissociation. |
| 1 | Child may experience some symptoms of dissociation. |
| 2 | Child clearly experiences episodes of dissociation. |
| 3 | Profound dissociation occurs. |

LIFE DOMAIN FUNCTIONING

| | |
|--------------|---|
| Check | FAMILY-NUCLEAR <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child is doing well in relationships with nuclear family members. |
| 1 | Child is doing adequately in relationships with nuclear family members although some problems may exist. For example, some family members may have some problems in their relationships with the child. |
| 2 | Child is having moderate problems with parents and/or siblings. Frequent arguing, difficulties in maintaining any positive relationship may be observed. |
| 3 | Child is having severe problems with parents and/or siblings. This would include problems of domestic violence, constant arguing, etc. |

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|--------------|--|
| Check | FAMILY-EXTENDED <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child is doing well in relationships with extended family members. |
| 1 | Child is doing adequately in relationships with extended family members although some problems may exist. For example, some family members may have some problems in their relationships with the child. |
| 2 | Child is having moderate problems with extended family members. Frequent arguing, difficulties in maintaining any positive relationship may be observed. |
| 3 | Child is having severe problems with extended family members. This would include problems of domestic violence, constant arguing, etc. |

| | |
|--------------|--|
| Check | LIVING SITUATION <i>Please rate the highest level from the past 30 days.</i> |
| 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 at home. |
| 2 | 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. |
| 3 | Profound problems with functioning in current living situation. Child is at immediate risk of being removed from living situation due to his/her behaviors. |

| <i>Check</i> | DEVELOPMENTAL <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child has no developmental problems. |
| 1 | Child has some problems with physical 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. |

If Child has Developmental Disability Needs Identified

DEVELOPMENTAL DISABILITY (DD) MODULE

Coding Definitions

| <i>Check</i> | COGNITIVE <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child's intellectual functioning appears to be in normal range. There is no reason to believe that the child has any problems with intellectual functioning. |
| 1 | Child has low IQ (70 to 85) or has identified learning challenges. |
| 2 | Child has mild mental retardation. IQ is between 55 and 70. |
| 3 | Child has moderate to profound mental retardation. IQ is less than 55. |

| <i>Check</i> | AUTISM SPECTRUM <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child's development appears within normal range. There is no reason to believe that the child has any developmental problems associated within the autism spectrum |
| 1 | Evidence of mild symptoms of an autism spectrum disorder. Child/youth may meet criteria for Aspergers disorder. |
| 2 | Child meets diagnostic criteria for an autism spectrum disorder. |
| 3 | Severe autism. Symptoms are disabling in at least one life domain. |

| <i>Check</i> | COMMUNICATION <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the child has any problems communicating. |
| 1 | Child has receptive communication skills but limited expressive communication skills. |
| 2 | Child has both limited receptive and expressive communication skills. |
| 3 | Child is unable to communicate. |

| <i>Check</i> | SELF-CARE DAILY LIVING SKILLS <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the child has any problems performing daily living skills. |
| 1 | Child requires excessive verbal prompting on self-care tasks or daily living skills. |
| 2 | Child requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting). |
| 3 | Child requires attendant care on more than one of the self-care tasks-eating, bathing, dressing, toileting. |

| <i>Check</i> | MEDICAL <i>Please rate the highest level from the past 30 days</i> |
|--------------|---|
| 0 | Child is healthy. |
| 1 | Child has some medical problems that require medical treatment. |
| 2 | Child has chronic illness that requires ongoing medical intervention. |
| 3 | Child has life threatening illness or medical condition. |

If the child has Medical Needs Identified

MEDICAL MODULE

Coding Definitions

| <i>Check</i> | Life Threat <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child's medical condition has no implications for shortening his/her life. |
| 1 | Child's medical condition may shorten life but not until later in adulthood. |
| 2 | Child's medical condition places him/her at some risk of premature death before he/she reaches adulthood. |
| 3 | Child's medical condition places him/her at eminent risk of death. |

| <i>Check</i> | Chronicity <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child is expected to fully recover from his/her current medical condition within the next six months. |
| 1 | Child is expected to fully recover from his/her current medical condition after at least six months but less than two years. |
| 2 | Child is expected to fully recover from his/her current medical condition but not within the next two years. |
| 3 | Child's medical condition is expected to continue throughout his/her lifetime. |

| <i>Check</i> | Diagnostic Complexity <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | The child's medical diagnoses are clear and there is no doubt as to the correct diagnoses. Symptom presentation is clear. |
| 1 | Although there is some confidence in the accuracy of child's diagnoses, there also exists sufficient complexity in the child's symptom presentation to raise concerns that the diagnoses may not be accurate. |
| 2 | There is substantial concern about the accuracy of the child's medical diagnoses due to the complexity of symptom presentation. |
| 3 | It is currently not possible to accurately diagnose the child's medical condition(s). |

| <i>Check</i> | Emotional Response <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child is coping well with his/her medical condition. |
| 1 | Child is experiencing some emotional difficulties related to his/her medical condition but these difficulties are not interfering with other areas of functioning. |
| 2 | Child is having difficulties coping with medical condition. His/her emotional response is interfering with functioning in other life domains. |
| 3 | Child is having severe emotional response to his/her medical condition that is interfering with treatment and functioning. |

| <i>Check</i> | Impairment in Functioning <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child's medical condition is not interfering with his/her functioning in other life domains. |
| 1 | Child's medical condition is having a limited impact on his/her functioning in at least one other life domain. |
| 2 | Child's medical condition is interfering with functioning in more than one life domain or is disabling in at least one. |
| 3 | Child's medical condition has disabled him/her in all other life domains. |

| <i>Check</i> | Treatment Involvement <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child and family are actively involved in treatment. |
| 1 | Child and/or family are generally involved in treatment but may struggle to stay consistent. |
| 2 | Child and/or family are generally uninvolved in treatment although they are sometimes compliant to treatment recommendations. |
| 3 | Child and/or family are currently resistant to all efforts to provide medical treatment. |

| <i>Check</i> | Intensity of Treatment <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child's medical treatment involves taking daily medication or visiting a medical professional no more than weekly. |
| 1 | Child's medical treatment involves taking multiple medications or visiting a medical professional multiple times per week. |
| 2 | Child's treatment is daily but non-invasive. Treatment can be administered by a caregiver. |
| 3 | Child's medical treatment is daily and invasive and requires either a medical professional to administer or a well trained caregiver. |

| <i>Check</i> | Organizational Complexity <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | All medical care is provided by a single medical professional. |
| 1 | Child's medical care is generally provided by a coordinated team of medical professionals who all work for the same organization. |
| 2 | Child's medical care requires collaboration of multiple medical professionals who work for more than one organization but current communication and coordination is effective. |
| 3 | Child's medical care requires the collaboration of multiple medical professionals who work for more than one organization and problems currently exist in communication among these professionals. |

| <i>Check</i> | PHYSICAL <i>Please rate the highest level from the past 30 days</i> |
|--------------|---|
| 0 | Child has no physical limitations. |
| 1 | Child has some physical condition that places mild limitations on activities. Conditions such as impaired hearing or vision would be rated here. Rate here, treatable medical conditions that result in physical limitations (e.g. asthma). |
| 2 | Child has physical condition that notably impacts activities. Sensory disorders such as blindness, deafness, or significant motor difficulties would be rated here. |
| 3 | Child has severe physical limitations due to multiple physical conditions. |

| <i>Check</i> | DENTAL |
|--------------|---|
| 0 | No evidence of any dental health needs. |
| 1 | Child has not received dental health care and requires a check up. Child may have some dental health needs but they are not clearly known at this time. |
| 2 | Child has dental health needs that require attention. Dental health is interfering with child's functioning in at least one life domain. |
| 3 | Child has serious dental health needs that require intensive and/or extended treatment/intervention. |

| <i>Check</i> | DAILY FUNCTIONING <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child demonstrates age appropriate or advanced self-care skills. Relies on others as expected for his/her age group. |
| 1 | Child shows mild or occasional problems in self-care skills for his/her age, but is generally self-reliant. |
| 2 | Child demonstrates moderate or routine problems in self-care skills and relies on others for help more than is expected for his/her age group. |
| 3 | Child shows severe or almost constant problems in self-care skills, and relies on others for help much more than is expected for his/her age group. |

| <i>Check</i> | SOCIAL FUNCTIONING--PEER <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Child has positive social relationships with same age peers. |
| 1 | Child is having some minor problems in social relationships with same age peers. |
| 2 | Child is having some moderate problems with his/her social relationships with same age peers. |
| 3 | Child is experiencing severe disruptions in his/her social relationships with same age peers. |

| <i>Check</i> | SOCIAL FUNCTIONING-ADULTS <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child has positive social relationships with adults. |
| 1 | Child is having some minor problems in social relationships with adults. |
| 2 | Child is having some moderate problems with his/her social relationships with adults. |
| 3 | Child is experiencing severe disruptions in his/her social relationships with adults. |

| <i>Check</i> | LEGAL <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 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. |

If the Child/Youth has Legal Issues Identified

LEGAL - JUVENILE JUSTICE (JJ) MODULE

Coding Definitions

For the purposes of this module a delinquent act or criminal act are interchangeable if the youth is being charged as an adult.

| <i>Check</i> | SERIOUSNESS <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Youth has engaged only in status violations (e.g. curfew). |
| 1 | Youth has engaged in delinquent behavior equivalent to a misdemeanor. |
| 2 | Youth has engaged in delinquent behavior equivalent to a felony. |
| 3 | Youth has engaged in delinquent behavior that places other citizens at risk of significant physical harm. |

| | |
|--------------|---|
| Check | HISTORY Please rate using time frames provided in the anchors. |
| 0 | Current criminal/delinquent behavior is the first known occurrence. |
| 1 | Youth has engaged in multiple criminal/delinquent acts in the past one year. |
| 2 | Youth has engaged in multiple criminal/delinquent acts for more than one year but has had periods of at least 3 months where he/she did not engage in delinquent behavior. |
| 3 | Youth has engaged in multiple criminal/delinquent acts for more than one year without any period of at least 3 months where he/she did not engage in criminal or delinquent behavior. |

| | |
|--------------|---|
| Check | ARRESTS Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Youth has no known arrests in past. |
| 1 | Youth has history of delinquency, but no arrests past 30 days. |
| 2 | Youth has 1 to 2 arrests in last 30 days. |
| 3 | Youth has more than 2 arrests in last 30 day. |

| | |
|--------------|---|
| Check | PLANNING Please rate the highest level from the <i>past 30 days</i> . |
| 0 | No evidence of any planning. Criminal/delinquent behavior appears opportunistic or impulsive. |
| 1 | Evidence suggests that youth places him/herself into situations where the likelihood of criminal/delinquent behavior is enhanced. |
| 2 | Evidence of some planning of criminal/delinquent behavior. |
| 3 | Considerable evidence of significant planning of criminal/delinquent behavior. Behavior is clearly premeditated. |

| | |
|--------------|---|
| Check | COMMUNITY SAFETY Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Youth presents no risk to the community. He/she could be unsupervised in the community. |
| 1 | Youth engages in behavior that represents a risk to community property. |
| 2 | Youth engages in behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the youth's behavior. |
| 3 | Youth engages in behavior that directly places community members in danger of significant physical harm. |

| | |
|--------------|--|
| Check | LEGAL COMPLIANCE Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Youth is fully compliant with all responsibilities imposed by the court (e.g. school attendance, treatment, restraining orders) or no court orders are currently in place. |
| 1 | Youth is in general compliance with responsibilities imposed by the court (e.g. occasionally missed appointments). |
| 2 | Youth is in partial noncompliance with standing court orders (e.g. youth is going to school but not attending court-order treatment). |
| 3 | Youth is in serious and/or complete noncompliance with standing court orders (e.g. parole violations). |

| | |
|--------------|---|
| Check | PEER INFLUENCES Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Youth's primary peer social network does not engage in delinquent/criminal behavior. |
| 1 | Youth has peers in his/her primary peer social network who do not engage in criminal/delinquent behavior but has some peers who do. |
| 2 | Youth predominantly has peers who engage in delinquent behavior but youth is not a member of a gang. |
| 3 | Youth is a member of a gang whose membership encourages or requires illegal behavior as an aspect of gang membership. |

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| Check | PARENTAL CRIMINAL BEHAVIOR (INFLUENCES) <i>Please rate the highest level from the past 30 days.</i> |
| 0 | There is no evidence that youth's parents have ever engaged in criminal/delinquent behavior. |
| 1 | One of youth's parents has history of criminal/delinquent behavior but youth has not been in contact with this parent for at least one year. |
| 2 | One of youth's parents has history of criminal/delinquent behavior and youth has been in contact with this parent in the past year. |
| 3 | Both of youth's parents have history of criminal/delinquent behavior. |

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| Check | ENVIRONMENTAL INFLUENCES <i>Please rate the environment around the youth's living situation.</i> |
| 0 | No evidence that the child's environment stimulates or exposes the child to any criminal/delinquent behavior. |
| 1 | Mild problems in the child's environment that might expose the child to criminal/delinquent behavior. |
| 2 | Moderate problems in the child's environment that clearly expose the child to criminal/delinquent behavior. |
| 3 | Severe problems in the child's environment that stimulate the child to engage in criminal/delinquent behavior. |

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| Check | EATING DISTURBANCE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | No evidence of eating disturbance. |
| 1 | Mild level of eating disturbance. This could include some preoccupation with weight, calorie intake, or body size or type when of normal weight or below weight. This could also include some binge eating patterns. |
| 2 | Clear evidence of eating disturbance. This could include a more intense preoccupation with weight gain or becoming fat when underweight, restrictive eating habits or excessive exercising in order to maintain below normal weight, and/or emaciated body appearance. This level could also include more notable binge eating episodes that are followed by compensatory behaviors in order to prevent weight gain (e.g., vomiting, use of laxatives, excessive exercising). This child may meet criteria for a DSM-IV Eating Disorder (Anorexia or Bulimia Nervosa). Food hoarding also would be rated here. |
| 3 | Eating disturbance is disabling. This could include significantly low weight where hospitalization is required or excessive binge-purge behaviors (at least once per day). |

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| Check | SLEEP <i>Please rate the highest level from the past 30 days.</i> |
| 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 waking up or bed wetting or 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 difficult for the child and they are not able to get a full night's sleep. |

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| Check | SEXUAL DEVELOPMENT <i>Please rate the highest level from the past 30 days.</i> |
| 0 | No evidence of any problems with sexual development. |
| 1 | Mild to moderate problems with sexual development. May include concerns about sexual identity or anxiety about the reactions of others. |
| 2 | Significant problems with sexual development. May include multiple and/or older partners or high-risk sexual behaviors. |
| 3 | Profound problems with sexual development. This level would include prostitution, very frequent risky sexual behavior, or sexual aggression. |

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| Check | LIFE SKILLS <i>This rating focuses on the presence or absence of short or long-term risks associated with impairments in independent living abilities.</i> |
| 0 | This level indicates a person who is fully capable of independent living. No evidence of any deficits that could impede maintaining own home. |
| 1 | This level indicates a person with mild impairment of independent living skills. Some problems exist with maintaining reasonable cleanliness, diet and so forth. Problems with money management may occur at this level. This level indicates a person who is fully capable of independent living. Youth needs to learn additional independent living skills. |
| 2 | This level indicates a person with moderate impairment of independent living skills. Notable problems with completing tasks necessary for independent living (e.g., difficulty with cooking, cleaning, and self-management when unsupervised) are apparent. Youth needs to learn independent living skills. |
| 3 | This level indicates a person with profound impairment of independent living skills. This individual would be expected to be unable to live independently given their current status. Problems require a structured living environment. Youth needs an immediate intervention to develop an independent living plan. |

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| Check | Expectant Parent or Parenting |
| 0 | Child is not an expectant parent or parenting. |
| 1 | Child is an expectant parent. |
| 2 | Child is an expectant parent or is parenting a child with no additional child protective services involvement for the child. |
| 3 | Child/Youth is an expectant parent or is parenting a child with concerns being addressed through a child protective services order for the minor child. |

SCHOOL

| | |
|--------------|--|
| Check | SCHOOL ATTENDANCE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child attends school regularly. |
| 1 | Child has some problems attending school but generally goes to school. |
| 2 | Child is having problems with school attendance. He/she is missing at least two days each week on average. |
| 3 | Child is generally truant or refusing to go to school. |

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| Check | SCHOOL BEHAVIOR <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child is behaving well in school. |
| 1 | Child is behaving adequately in school although some behavior problems exist. |
| 2 | Child is having moderate behavioral problems at school. He/she is disruptive and may have received sanctions including suspensions. |
| 3 | Child is having severe problems with behavior in school. He/she is frequently or severely disruptive. School placement may be in jeopardy due to behavior. |

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| Check | SCHOOL ACHIEVEMENT <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child is doing well in school. |
| 1 | Child is doing adequately in school although some problems with achievement exist. |
| 2 | Child is having moderate problems with school achievement. He/she may be failing some subjects. |
| 3 | Child is having severe achievement problems. He/she may be failing most subjects or more than one year behind same age peers in school achievement. |

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| Check | RELATION WITH TEACHER(S) <i>This rating should be based on relationships with teachers, staff, and other school personnel.</i> |
| 0 | Child has good relations with teachers. |
| 1 | Child has occasional difficulties relating with at least one teacher. Child may have difficulties during one class period (e.g. math, gym). |
| 2 | Child has difficult relations with teachers that notably interferes with his/her education. |
| 3 | Child has very difficult relations with all teachers or all the time with their only teacher. Relations with teachers currently prevents child from learning. |

CHILD/YOUTH AND FAMILY ACCULTURATION

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|--------------|---|
| Check | LANGUAGE <i>This item includes both spoken and sign language.</i> |
| 0 | Child and family speak English well. |
| 1 | Child and family speak some English but potential communication problems exist due to limits on vocabulary or understanding of the nuances of the language. |
| 2 | Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention but qualified individual can be identified within natural supports. |
| 3 | Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention and no such individual is available from among natural supports. |

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| Check | IDENTITY <i>Cultural identity refers to the child's view of his/herself as belonging to a specific cultural group. This cultural group may be defined by a number of factors including race, religion, ethnicity, geography or lifestyle.</i> |
| 0 | Child has clear and consistent cultural identity and is connected to others who share his/her cultural identity. |
| 1 | Child is experiencing some confusion or concern regarding cultural identity. |
| 2 | Child has significant struggles with his/her own cultural identity. Child may have cultural identity but is not connected with others who share this culture. |
| 3 | Child has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity. |

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| Check | RITUAL <i>Cultural rituals are activities and traditions that are culturally including the celebration of culturally specific holidays such as kwanza, cinco de mayo, etc. Rituals also may include daily activities that are culturally specific (e.g. praying toward Mecca at specific times, eating a specific diet, access to media).</i> |
| 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 consistent with their cultural identity; however, they sometimes experience some obstacles to the performance of these rituals. |
| 2 | Child and family experience 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. |

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| Check | CULTURE STRESS <i>Culture stress refers to experiences and feelings of discomfort and/or distress arising from friction (real or perceived) between an individual's own cultural identity and the predominant culture in which he/she lives.</i> |
| 0 | No evidence of stress between caregiver's cultural identify and current living situation. |
| 1 | Some mild or occasional stress resulting from friction between the caregiver's cultural identify and his/her current living situation. |
| 2 | Caregiver is experiencing cultural stress that is causing problems of functioning in at least one life domain. Caregiver needs to learn how to manage culture stress. |
| 3 | Caregiver is experiencing a high level of cultural stress that is making functioning in any life domain difficult under the present circumstances. Caregiver needs immediate plan to reduce culture stress. |

| <i>Check</i> | KNOWLEDGE CONGRUENCE - <i>This item refers to a family's explanation about their children's presenting issues, needs and strengths in comparison to the prevailing professional/helping culture(s) perspective.</i> |
|--------------|--|
| 0 | There is no evidence of differences/disagreements between the family's explanation of presenting issues, needs and strengths and the prevailing professional/helping cultural view(s), i.e., the family's view of the child is congruent with the prevailing professional/helping cultural perspective(s). |
| 1 | Small or mild differences between the family's explanation and the prevailing professional/helping cultural perspective(s), but these disagreements do not interfere with the family's ability to meet its needs. |
| 2 | Disagreement between the family's explanation and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those who work with them. |
| 3 | Significant disagreement in terms of explanation between the family and the prevailing professional/helping cultural perspective(s) that places the family in jeopardy of significant problems or sanctions. |

| <i>Check</i> | HELP SEEKING CONGRUENCE - <i>This item refers to a family's approach to help seeking behavior in comparison to the prevailing professional/helping culture(s) perspective.</i> |
|--------------|--|
| 0 | There is no evidence of differences/disagreements between the family's approach to help seeking and the prevailing professional/helping cultural view(s), i.e. the family's approach is congruent with prevailing professional/helping cultural perspective(s) on help seeking behavior. |
| 1 | Small or mild differences between the family's help seeking beliefs and/or behavior and the prevailing professional/helping cultural perspective(s), but these disagreements do not interfere with the family's ability to meet its needs. |
| 2 | Disagreement between the family's help seeking beliefs and/or behavior and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those working with them. |
| 3 | Significant disagreement in terms of help seeking beliefs and/or behaviors between the family and the prevailing professional/helping cultural perspective(s) places the family in jeopardy of significant problems or sanctions. |

| <i>Check</i> | EXPRESSION OF DISTRESS - <i>This item refers to a family's style of expressing distress in comparison to the prevailing professional/helping culture(s) perspective.</i> |
|--------------|---|
| 0 | There is no evidence of differences/disagreements between the way the family expresses distress and the prevailing professional/helping cultural view(s), i.e. family's style of expressing distress is congruent with prevailing professional/helping cultural perspective(s). |
| 1 | Small or mild differences between the way the family expresses distress and the prevailing professional/helping cultural perspective(s) but these disagreements do not interfere with the family's ability to meet its needs. |
| 2 | Disagreement between the way the family expresses distress and the prevailing professional/helping cultural perspective(s) creates challenges for the family and/or those who work with them. |
| 3 | Dramatic disagreement in terms of the way the family expresses distress and the prevailing professional/helping cultural perspective(s) places the family in jeopardy of significant problems or sanctions. |

CHILD/YOUTH BEHAVIORAL/EMOTIONAL NEEDS

| | |
|--------------|---|
| Check | PSYCHOSIS <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or suspicion of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder. |
| 2 | Clear evidence of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder. |
| 3 | Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder which places the child or others at risk of physical harm. |

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| Check | IMPULSIVITY/HYPERACTIVITY <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence. |
| 1 | Some problems with impulsive, distractible or hyperactive behavior that places the child at risk of future functioning difficulties. |
| 2 | Clear evidence of problems with impulsive, distractible, 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 impulsive behavior that can place the child at risk of physical harm. |

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|--------------|---|
| Check | DEPRESSION <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or suspicion of depression or mild to moderate depression associated with a recent negative life event with minimal impact on life domain functioning. |
| 2 | Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered significantly in child's ability to function in at least one life domain. |
| 3 | Clear evidence of disabling level of depression that makes it virtually impossible for the child to function in any life domain. |

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|--------------|--|
| Check | ANXIETY <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or suspicion of anxiety problems or mild to moderate anxiety associated with a recent negative life event. |
| 2 | Clear evidence of anxiety associated with either anxious mood or significant fearfulness. Anxiety has interfered significantly in child's ability to function 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. |

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| Check | OPPOSITIONAL <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or recent onset (past 6 weeks) of defiance towards authority figures. |
| 2 | Clear evidence of oppositional and/or defiant behavior towards authority figures, which is currently interfering with the child's functioning in at least one life domain. Behavior causes emotional harm to others. |
| 3 | Clear evidence of a dangerous level of oppositional behavior involving the threat of physical harm to others. |

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| Check | CONDUCT <i>Please rate the highest level from the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or suspicion of problems associated with antisocial behavior including, but not limited to, lying, stealing, manipulating others, sexual aggression, violence towards people, property or animals. |
| 2 | Clear evidence of antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals. |
| 3 | Evidence of a severe level of conduct problems as described above that places the child or community at significant risk of physical harm due to these behaviors. |

| | |
|--------------|---|
| Check | ANGER CONTROL <i>Please rate based on the past 30 days.</i> |
| 0 | No evidence of any significant anger control problems. |
| 1 | Some problems with controlling anger. Child may sometimes become verbally aggressive when frustrated. Peers and family may be aware of and may attempt to avoid stimulating angry outbursts. |
| 2 | Moderate anger control problems. Child's temper has gotten him/her in significant trouble with peers, family and/or school. Anger may be associated with physical violence. Others are likely quite aware of anger potential. |
| 3 | Severe anger control problems. Child's temper is likely associated with frequent fighting that is often physical. Others likely fear him/her. |

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|--------------|--|
| Check | SUBSTANCE USE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | No evidence. |
| 1 | History or suspicion of substance use. |
| 2 | Clear evidence of substance abuse that interferes with functioning in any life domain. |
| 3 | Child requires detoxification OR is addicted to alcohol and/or drugs. Include here a child/youth who is intoxicated at the time of the assessment (i.e., currently under the influence). |

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| Check | SOMATIZATION |
| 0 | This rating is for a child with no evidence of unexplained somatic symptoms. |
| 1 | This rating indicates a child with a mild level of somatic problems. This could include occasional headaches, stomach problems (nausea, vomiting), joint, limb or chest pain without medical cause. |
| 2 | This rating indicates a child with a moderate level of somatic problems or the presence of conversion symptoms. This could include more persistent physical symptoms without a medical cause or the presence of several different physical symptoms (e.g., stomach problems, headaches, backaches). This child may meet criteria for a somatoform disorder. Additionally, the child could manifest any conversion symptoms here (e.g., pseudoseizures, paralysis). |
| 3 | This rating indicates a child with severe somatic symptoms causing significant disturbance in school or social functioning. This could include significant and varied symptomatic disturbance without medical cause. |

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| Check | BEHAVIORAL REGRESSION |
| 0 | This rating is given to a child with no evidence of behavioral regression. |
| 1 | This rating is given to a child with some regressions in age-level of behavior (e.g., thumb sucking, whining when age inappropriate). |
| 2 | This rating is given to a child with moderate regressions in age-level of behavior including loss of ability to engage with peers, stopping play or exploration in environment that was previously evident, or occasional bedwetting. |
| 3 | This rating is given to a child with more significant regressions in behaviors in an earlier age as demonstrated by changes in speech or loss of bowel or bladder control. |

| <i>Check</i> | AFFECT DYSREGULATION <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Child has no problems with affect regulation. |
| 1 | Child has mild to moderate problems with affect regulation. |
| 2 | Child has severe problems with affect regulation but is able to control affect at times. Problems with affect regulation interferes with child's functioning in some life domains. |
| 3 | Child unable to regulate affect. |

CHILD/YOUTH RISK BEHAVIORS

| <i>Check</i> | SUICIDE RISK <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | No evidence. |
| 1 | History but no recent ideation or gesture. |
| 2 | Recent ideation or gesture but not in past 24 hours. |
| 3 | Current ideation and intent OR command hallucinations that involve self-harm. |

| <i>Check</i> | SELF-INJURIOUS BEHAVIOR <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | No evidence. |
| 1 | History of self-mutilation. |
| 2 | Engaged in self-mutilation that does not require medical attention. |
| 3 | Engaged in self-mutilation that requires medical attention. |

| <i>Check</i> | OTHER SELF HARM <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | No evidence of behaviors other than suicide or self-mutilation that place the child at risk of physical harm. |
| 1 | History of behavior other than suicide or self-mutilation that places child at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the child. |
| 2 | Engaged in behavior other than suicide or self-mutilation that places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior. |
| 3 | Engaged in behavior other than suicide or self-mutilation that places him/her at immediate risk of death. This includes reckless behavior or intentional risk-taking behavior. |

| <i>Check</i> | EXPLOITED – <i>This item is used to examine a history and pattern of abuse, and/or includes a level of current risk for re-victimization. This can include parentification of children, being bullied, prostituted, or taken advantage of by others.</i> |
|--------------|--|
| 0 | There is no evidence of a history of exploitation OR no evidence of recent exploitation and no significant history of victimization within the past year. The person may have been robbed or burglarized on one or more occasions in the past, but no pattern of victimization exists. Person is not presently at risk for re-victimization. |
| 1 | Suspicion or history of exploitation, but a person has not been exploited to any significant degree during the past year. Person is not presently at risk for re-victimization. |
| 2 | This level indicates a person who has been recently exploited (within the past year) but is not at acute risk of re-exploitation. This might include experiences of physical or sexual abuse, significant psychological abuse by family or friends, extortion or violent crime. |
| 3 | This level indicates a person who has been recently exploited and has an acute risk of re-exploitation. Examples include working as a prostitute and living in an abusive relationship. |

| <i>Check</i> | DANGER TO OTHERS <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | No evidence. |
| 1 | History of homicidal ideation, physically harmful aggression or fire setting that has put self or others in danger of harm. |
| 2 | Recent homicidal ideation, physically harmful aggression, or dangerous fire setting but not in past 24 hours. |
| 3 | Acute homicidal ideation with a plan or physically harmful aggression OR command hallucinations that involve the harm of others. Or, child set a fire that placed others at significant risk of harm. |

| <i>Check</i> | SEXUAL AGGRESSION <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | No evidence of any history of sexually aggressive behavior. No sexual activity with younger children, non-consenting others, or children not able to understand consent. |
| 1 | History of sexually aggressive behavior (but not in past year) OR sexually inappropriate behavior in the past year that troubles others such as harassing talk or excessive masturbation. |
| 2 | Child is engaged in sexually aggressive behavior in the past year but not in the past 30 days. |
| 3 | Child has engaged in sexually aggressive behavior in the past 30 days. |

| <i>Check</i> | RUNAWAY <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | No evidence. |
| 1 | History of runaway from home or other settings involving at least one overnight absence, at least 30 days ago. |
| 2 | Recent runaway behavior or ideation but not in past 7 days. |
| 3 | Acute threat to runaway as manifest by either recent attempts OR significant ideation about running away OR child is currently a runaway. |

If Runaway Issues are Identified

RUNAWAY MODULE Coding Definitions

| <i>Check</i> | FREQUENCY OF RUNNING |
|--------------|---|
| 0 | Youth has only run once in past year. |
| 1 | Youth has run on multiple occasions in past year. |
| 2 | Youth runs often but not always. |
| 3 | Youth runs at every opportunity. |

| <i>Check</i> | CONSISTENCY OF DESTINATION |
|--------------|---|
| 0 | Youth always runs to the same location. |
| 1 | Youth generally runs to the same location or neighborhood. |
| 2 | Youth runs to the same community but the specific locations change. |
| 3 | Youth runs to no planned destination. |

| <i>Check</i> | SAFETY OF DESTINATION |
|--------------|---|
| 0 | Youth runs to a safe environment that meets his/hers basic needs (e.g. food, shelter). |
| 1 | Youth runs to generally safe environments; however, they might be somewhat unstable or variable. |
| 2 | Youth runs to generally unsafe environments that cannot meet his/her basic needs. |
| 3 | Youth runs to very unsafe environments where the likelihood that he/she will be victimized is high. |

| Check | INVOLVEMENT IN ILLEGAL ACTIVITIES |
|--------------|--|
| 0 | Youth does not engage in illegal activities while on run beyond those involved with the running itself. |
| 1 | Youth engages in status offenses beyond those involved with the running itself while on run (e.g. curfew violations, underage drinking). |
| 2 | Youth engages in delinquent activities while on run. |
| 3 | Youth engages in dangerous delinquent activities while on run (e.g. prostitution). |

| Check | LIKELIHOOD OF RETURN ON OWN |
|--------------|---|
| 0 | Youth will return from run on his/her own without prompting. |
| 1 | Youth will return from run when found, but not without being found. |
| 2 | Youth will make him/her difficult to find and/or might passively resist return once found. |
| 3 | Youth makes repeated and concerted efforts to hide so as to not be found and/or resists return. |

| Check | INVOLVEMENT WITH OTHERS |
|--------------|---|
| 0 | Youth runs by self with no involvement of others. Others may discourage behavior or encourage youth to return from run. |
| 1 | Others enable youth running by not discouraging youth's behavior. |
| 2 | Others involved in running by actively helping or encouraging youth. |
| 3 | Youth actively is encouraged to run by others. Others actively cooperate to facilitate running behavior. |

| Check | REALISTIC EXPECTATIONS |
|--------------|---|
| 0 | Youth has realistic expectations about the implications of his/her running behavior. |
| 1 | Youth has reasonable expectations about the implications of his/her running behavior but may be hoping for a somewhat 'optimistic' outcome. |
| 2 | Youth has unrealistic expectations about the implications of their running behavior. |
| 3 | Youth has obviously false or delusional expectations about the implications of their running behavior. |

| Check | INTENTIONAL MISBEHAVIOR <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | No evidence of problematic social behavior. Child does not engage in behavior that forces adults to sanction him/her. |
| 1 | Mild level of problematic social behavior. This might include occasional inappropriate social behavior that forces adults to sanction the child. Infrequent inappropriate comments to strangers or unusual behavior in social settings might be included in this level. |
| 2 | Moderate level of problematic social behavior. Child is intentionally engaging in problematic social behavior that is causing problems in his/her life. Child is intentionally getting in trouble in school, at home, or in the community. |
| 3 | Severe level of problematic social behavior. This level would be indicated by frequent serious social behavior that forces adults to seriously and/or repeatedly sanction the child. Behaviors are sufficiently severe that they place the child at risk of significant sanctions (e.g. expulsion, removal from the community) |

| <i>Check</i> | FIRE SETTING <i>Please rate using time frames provided in the anchors.</i> |
|--------------|---|
| 0 | No evidence. |
| 1 | History of fire setting but not in the past six months. |
| 2 | Recent fire setting behavior (in past six months) but not of the type that has endangered the lives of others OR repeated fire-setting behavior over a period of at least two years even if not in the past six months. |
| 3 | Acute threat of fire setting. Set fire that endangered the lives of others (e.g. attempting to burn down a house). |

| <i>Check</i> | BULLYING |
|--------------|--|
| 0 | Youth has never engaged in bullying at school or in the community. |
| 1 | Youth has been involved with groups that have bully other youth either in school or the community; however, youth has not had a leadership role in these groups. |
| 2 | Youth has bullied other youth in school or community. Youth has either bullied the other youth individually or led a group that bullied youth. |
| 3 | Youth has repeated utilized threats or actual violence to bully youth in school and/or community. |

CHILD/YOUTH STRENGTHS

| <i>Check</i> | RELATIONSHIP PERMANENCE <i>This rating refers to the stability of significant relationships in the child or youth's life. This likely includes family members but may also include other individuals.</i> |
|--------------|--|
| 0 | This level indicates a child who has very stable relationships. Family members, friends, and community have been stable for most of his/her life and are likely to remain so in the foreseeable future. Child is involved with both parents. |
| 1 | This level indicates a child who has had stable relationships but there is some concern about instability in the near future (one year) due to transitions, illness, or age. A stable relationship with only one parent may be rated here. |
| 2 | This level indicates a child who has had at least one stable relationship over his/her lifetime but has experienced other instability through factors such as divorce, moving, removal from home, and death. |
| 3 | This level indicates a child who does not have any stability in relationships. Independent living or adoption must be considered. |

| <i>Check</i> | FAMILY-NUCLEAR <i>Please rate the highest level from the past 30 days.</i> |
|--------------|---|
| 0 | Nuclear family has strong relationships and excellent communication. |
| 1 | Nuclear family has some good relationships and good communication. |
| 2 | Nuclear family needs some assistance in developing relationships and/or communications. |
| 3 | Nuclear family needs significant assistance in developing relationships and communications or child has no identified family. |

| <i>Check</i> | FAMILY-EXTENDED <i>Please rate the highest level from the past 30 days.</i> |
|--------------|--|
| 0 | Extended family has strong relationships and excellent communication. |
| 1 | Extended family has some good relationships and good communication. |
| 2 | Extended family needs some assistance in developing relationships and/or communications. |
| 3 | Extended family needs significant assistance in developing relationships and communications or child has no identified family. |

| | |
|--------------|---|
| Check | POSITIVE PEER RELATIONS <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child has well-developed interpersonal skills and friends. |
| 1 | Child has good interpersonal skills and has shown the ability to develop healthy friendships. |
| 2 | Child needs assistance in developing good interpersonal skills and/or healthy friendships. |
| 3 | Child needs significant help in developing interpersonal skills and healthy friendships. |

| | |
|--------------|--|
| Check | OPTIMISM <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child has a strong and stable optimistic outlook on his/her life. |
| 1 | Child is generally optimistic. |
| 2 | Child has difficulties maintaining a positive view of him/herself and his/her life. Child may vary from overly optimistic to overly pessimistic. |
| 3 | Child has difficulties seeing <i>any</i> positives about him/herself or his/her life. |

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| Check | DECISION-MAKING <i>This rating describes the child/youth's problem solving abilities including his/her ability to assess a situation and anticipate likely consequences of various responses in a developmentally appropriate manner.</i> |
| 0 | Child/youth has excellent and consistent decision-making. |
| 1 | Child/youth has generally good decision-making. |
| 2 | Child/youth has some limited ability to assess situations and anticipate consequences but generally needs assistance. |
| 3 | Child/youth has no demonstrated ability to make appropriate decisions. |

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| Check | WELL-BEING <i>This rating should be based on the psychological strengths that the child or adolescent might have developed including both the ability to enjoy positive life experiences and manage negative life experiences. This should be rated independent of the child's current level of distress.</i> |
| 0 | This level indicates a child with exceptional psychological strengths. Both coping and savoring skills are well developed. |
| 1 | This level indicates a child with good psychological strengths. The person has solid coping skills for managing distress or solid savoring skills for enjoying pleasurable events. |
| 2 | This level indicates a child with limited psychological strengths. For example, a person with very low self-esteem would be rated here. |
| 3 | This level indicates a child with no known or identifiable psychological strengths. This may be due to intellectual impairment or serious psychiatric disorders. |

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| Check | EDUCATIONAL <i>Please rate the highest level from the past 30 days.</i> |
| 0 | School works closely with child and family to identify and successfully address child's educational needs OR child excels in school. |
| 1 | School works with child and family to identify and address child's educational needs OR child likes school. |
| 2 | School currently unable to adequately address child's needs. |
| 3 | School unable and/or unwilling to work to identify and address child's needs. |

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| Check | RECREATIONAL <i>This rating refers to leisure time activities outside of school.</i> |
| 0 | Child/youth has notable recreational opportunities that play a significant role in his/her well-being. |
| 1 | Child/youth has recreational opportunities that are consistent with his/her talents/interests. |
| 2 | Child/youth has limited recreational opportunities or those available do not fit the child/youth's talents/interests. |
| 3 | Child/youth has no recreational opportunities. |

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| Check | VOCATIONAL <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child has vocational skills and relevant work experience. |
| 1 | Child has some vocational skills or work experience. |
| 2 | Child has some prevocational skills or vocational interests. |
| 3 | No vocational strengths identified or youth needs significant assistance developing vocational skills. |

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| Check | TALENTS/INTEREST <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child has a talent that provides him/her with pleasure and/or self esteem. |
| 1 | Child has a talent, interest, or hobby with the potential to provide him/her with pleasure and self esteem. |
| 2 | Child has identified interests but needs assistance converting those interests into a talent or hobby. |
| 3 | Child has no identified talents, interests or hobbies. |

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| Check | SPIRITUAL/RELIGIOUS <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Child receives comfort and support from religious and/or spiritual beliefs and practices. |
| 1 | Child is involved in a religious community whose members provide support. |
| 2 | Child has expressed some interest in religious or spiritual belief and practices. |
| 3 | Child has no identified religious or spiritual beliefs or interest in these pursuits. |

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| Check | COMMUNITY LIFE <i>This rating refers to the connection and child/youth has to the community in which he/she lives.</i> |
| 0 | Child is well-integrated into his/her community. He/she 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 ties to that community. |
| 3 | Child has no identified community to which he/she is a member. A child/youth placed in a campus based residential program with no community links would be rated here. |

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| Check | YOUTH INVOLVEMENT WITH CARE <i>This item refers to the youth's participation in efforts to address his/her identified needs.</i> |
| 0 | Child is knowledgeable of needs and helps direct planning to address them. |
| 1 | Child is knowledgeable of needs and participate in planning to address them. |
| 2 | Child is at least somewhat knowledgeable of needs but is not willing to participate in plans to address them. |
| 3 | Child is neither knowledgeable about needs nor willing to participate in any process to address them. |

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| Check | NATURAL SUPPORTS <i>Refers to unpaid helpers in the child's natural environment. All family members and paid care givers are excluded.</i> |
| 0 | Child has significant natural supports who contribute to helping support the child's healthy development. |
| 1 | Child has identified natural supports who provide some assistance in supporting the child's healthy development. |
| 2 | Child has some identified natural supports however they are not actively contributing to the child's healthy development. |
| 3 | Child has no known natural supports (outside of family and paid caregivers). |

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| Check | RESILIENCY <i>This rating should be based on the child/youth's ability to identify and use internal strengths in managing his/her healthy development.</i> |
| 0 | This level indicates a child/youth who is able to both identify and use internal strengths to better themselves and successfully manage difficult challenges. |
| 1 | This level indicates a child/youth who able to identify most of his/her internal strengths and is able to partially utilize them. |
| 2 | This level indicates a child/youth who is able to identify internal strengths but is not able to utilize them effectively. |
| 3 | This level indicates a child/youth who is not yet able to identify personal/internal strengths. |

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| Check | RESOURCEFULNESS <i>This rating should be based on the child/youth's ability to identify and use external strengths in managing his/her healthy development.</i> |
| 0 | This level indicates a child/youth who is able to both identify and use external strengths to better themselves and successfully manage difficult challenges. |
| 1 | This level indicates a child/youth who able to identify most of his/her external strengths and is able to partially utilize them. |
| 2 | This level indicates a child/youth who is able to identify external strengths but is not able to utilize them effectively. |
| 3 | This level indicates a child/youth who is not yet able to identify environmental/external strengths. |

CURRENT CAREGIVER

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| Check | SUPERVISION <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver has good monitoring and discipline skills. |
| 1 | Caregiver provides generally adequate supervision. May need occasional help or technical assistance. |
| 2 | Caregiver reports difficulties monitoring and/or disciplining child. Caregiver needs assistance to improve supervision skills. |
| 3 | Caregiver is unable to monitor or discipline the child. Caregiver requires immediate and continuing assistance. Child is at risk of harm due to absence of supervision. |

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| Check | PROBLEM SOLVING |
| 0 | Caregiver appears to have good problem solving skills. |
| 1 | Caregiver has generally good problem solving but may struggle with some problems occasionally leading to some difficulties in parenting |
| 2 | Caregiver has challenges with problem solving that interfere with capacity to parent. |
| 3 | Caregiver has severe challenges with problem solving. |

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| Check | INVOLVEMENT WITH CARE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver is actively involved in planning or implementation of services and able to act as an effective advocate for the child. |
| 1 | Caregiver has a history of seeking help for their children. Caregiver is open to receiving support, education, and information. |
| 2 | Caregiver does not wish to participate in services and/or interventions intended to assist their child. |
| 3 | Caregiver wishes for child to be removed from their care or is not visiting the child in residential care. |

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| Check | KNOWLEDGE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver is knowledgeable about the child's needs and strengths. |
| 1 | Caregiver is generally knowledgeable about the child but may require additional information to improve their capacity to parent. |
| 2 | Caregiver has a clear need for information to improve how knowledgeable they are about the child. Current lack of information is interfering with their ability to parent. |
| 3 | Caregiver has knowledge problems that place the child at risk of significant negative outcomes. |

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| Check | EMPATHY WITH CHILD <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver has strong empathic relationship with the child/youth. |
| 1 | Caregiver has generally empathic relationship with the child/youth. |
| 2 | Caregiver demonstrates only limited empathy with the child/youth. |
| 3 | Caregiver is does not have any empathy with the child/youth. |

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| Check | ORGANIZATION Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver is well organized and efficient. |
| 1 | Caregiver has minimal difficulties with organizing and maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to return caseworker calls. |
| 2 | Caregiver has moderate difficulty organizing and maintaining household to support needed services. |
| 3 | Caregiver is unable to organize household to support needed services. |

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| Check | SOCIAL RESOURCES Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has significant family and social network that actively helps with raising the child (e.g., child rearing). |
| 1 | Caregiver has some family or social network that actively helps with raising the child (e.g. child rearing). |
| 2 | Caregiver has some family or social network that may be able to help with raising the child (e.g., child rearing). |
| 3 | Caregiver has no family or social network that may be able to help with raising the child (e.g. child rearing). |

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| Check | PHYSICAL HEALTH Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver is generally healthy. |
| 1 | Caregiver is in recovery from medical/physical problems. |
| 2 | Caregiver has medical/physical problems that interfere with their capacity to parent. |
| 3 | Caregiver has medical/physical problems that make it impossible for them to parent at this time. |

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| Check | MENTAL HEALTH Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has no mental health needs. |
| 1 | Caregiver is in recovery from mental health difficulties. |
| 2 | Caregiver has some mental health difficulties that interfere with their capacity to parent. |
| 3 | Caregiver has mental health difficulties that make it impossible for them to parent at this time. |

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| Check | SUBSTANCE USE Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has no substance use needs. |
| 1 | Caregiver is in recovery from substance use difficulties. |
| 2 | Caregiver has some substance use difficulties that interfere with their capacity to parent. |
| 3 | Caregiver has substance use difficulties that make it impossible for them to parent at this time. |

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| Check | DEVELOPMENTAL Please rate the highest level from the <i>past 30 days</i> . |
| 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 them to parent at this time. |

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| Check | FAMILY STRESS Please rate the highest level from the <i>past 30 days</i> |
| 0 | Caregiver is able to manage the stress of the child/children's needs. |
| 1 | Caregiver has some problems managing the stress of the child/children's needs. |
| 2 | Caregiver has notable problems managing the stress of the child/children's needs. This stress interferes with their capacity to give care. |
| 3 | Caregiver is unable to manage the stress associated with the child/children's needs. This stress prevents caregiver from parenting. |

| Check | Cultural Congruence <i>Please rate the highest level from the past 30 days</i> |
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| 0 | The family does not have cultural differences related to child rearing practices, child development and early intervention that are considered by the majority culture as problematic for the child. |
| 1 | The family has some cultural differences related to child rearing practices, child development and early intervention that are not generally accepted but not considered to put the child at risk. |
| 2 | The family has cultural differences related to child rearing practices, child development and early intervention that are considered by the majority culture as problematic for the child. |
| 3 | The family has cultural differences related to child rearing practices, child development and early intervention that is considered abusive or neglectful and may result in intervention. |

IDENTIFIED PERMANENT RESOURCE NEEDS AND STRENGTHS

| Check | RESIDENTIAL STABILITY <i>Please rate the highest level from the past 30 days.</i> |
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| 0 | Caregiver has stable housing for the foreseeable future. |
| 1 | Caregiver has relatively stable housing but either has moved in the past three months or there are indications of housing problems that might force them to move in the next three months. |
| 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. |

| Check | SELF-CARE/DAILY LIVING <i>This rating describes the caregiver's ability to provide for the basic needs (e.g., shelter, food, safety, and clothing) of their child.</i> |
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| 0 | The caregiver has the daily living skills needed to care for their child |
| 1 | The caregiver needs verbal prompting to complete the daily living skills required to care for their child. |
| 2 | The caregiver needs assistance (physical prompting) to complete the daily living skills required to care for their child. |
| 3 | The caregiver is unable to complete the daily living skills required to care for their child. Caregiver needs immediate intervention. |

| Check | ACCESSIBILITY TO CHILD CARE SERVICES <i>Please rate the highest level from the past 30 days.</i> |
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| 0 | Caregiver has access to sufficient child care services. |
| 1 | Caregiver has limited access to child care services. Needs are met minimally by existing, available services. |
| 2 | Caregiver has limited access or access to limited child care services. Current services do not meet the caregiver's needs. |
| 3 | Caregiver has no access to child care services. |

| Check | ACCULTURATION <i>This item includes both spoken and sign language.</i> |
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| 0 | Caregiver and family are acculturated. |
| 1 | Caregiver and/family have some cultural differences from their primary environment that have created challenges in the past or might lead to future challenges. |
| 2 | Caregiver and/or significant family members have notable cultural differences from their primary environment that currently lead to functional problems. |
| 3 | Caregiver and/or significant family members have notable cultural differences with their primary environment that are causing profound difficulties for the child and/or family. |

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| Check | EMPLOYMENT/EDUCATIONAL FUNCTIONING <i>This rates the performance of the caregiver in school or work settings. This performance can include issues of behavior, attendance or achievement/productivity.</i> |
| 0 | Caregiver is gainfully employed and/or in school. |
| 1 | A mild degree of problems with school or work functioning. Caregiver may have some problems in work environment. Caregiver needs to be monitored and assessed further. |
| 2 | A moderate degree of school or work problems and/or difficulties with learning. Caregiver may have history of frequent job loss or may be recently unemployed. Caregiver needs an intervention to address employment and/or learning difficulties. |
| 3 | A severe degree of school or work problems. Caregiver is chronically unemployed and not attending any education program. Caregiver needs immediate intervention. |

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| Check | EDUCATIONAL ATTAINMENT <i>This rates the degree to which the individual has completed his/her planned education.</i> |
| 0 | Caregiver has achieved all educational goals or has none but educational attainment has no impact on lifetime vocational functioning. |
| 1 | Caregiver has set educational goals and is currently making progress towards achieving them. |
| 2 | Caregiver has set educational goals but is currently not making progress towards achieving them. |
| 3 | Caregiver has no educational goals and lack of educational attainment is interfering with individual's lifetime vocational functioning. Caregiver needs educational/vocational intervention. |

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| Check | FINANCIAL RESOURCES <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver has sufficient financial resources to raise the child (e.g., child rearing). |
| 1 | Caregiver has some financial resources that actively help with raising the child (e.g. child rearing). |
| 2 | Caregiver has limited financial resources that may be able to help with raising the child (e.g., child rearing). |
| 3 | Caregiver has no financial resources to help with raising the child (e.g. child rearing). Caregiver needs financial resources. |

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| Check | COMMUNITY CONNECTION <i>This rating should be based on the individual's level of involvement in the cultural aspects of life in his/her community.</i> |
| 0 | This level indicates an individual with extensive and substantial long-term ties with the community. For example, involvement in a community group for more than one year, may be widely accepted by neighbors, or involved in other community activities or informal networks. |
| 1 | This level indicates an individual with significant community ties although they may be relatively short-term (i.e., past year). |
| 2 | This level indicates an individual with limited ties and/or supports from the community. |
| 3 | This level indicates an individual with no known ties or supports from the community. |

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| Check | LEGAL <i>Please rate the highest level from the past 30 days.</i> |
| 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 that place him/her at risk for incarceration. Caregiver needs an immediate comprehensive and community-based intervention. |

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| Check | TRANSPORTATION <i>This rating reflects the caregiver's ability to provide appropriate transportation for his/her child.</i> |
| 0 | Child and his/her caregiver have no transportation needs. Caregiver is able to get his/her child to appointments, school, activities, etc. consistently. |
| 1 | Child and his/her caregiver have occasional transportation needs (e.g. appointments). Caregiver has difficulty getting his/her child to appointments, school, activities, etc. less than once a week. |
| 2* | Child and his/her caregiver have frequent transportation needs. Caregiver has difficulty getting his/her child to appointments, school, activities, etc. regularly (e.g. once a week). Caregiver needs assistance transporting child and access to transportation resources. |
| 3 | Child and his/her caregiver have no access to appropriate transportation and are unable to get his/her child to appointments, school, activities, etc. Caregiver needs immediate intervention and development of transportation resources. |

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| Check | SUPERVISION <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver has good monitoring and discipline skills. |
| 1 | Caregiver provides generally adequate supervision. May need occasional help or technical assistance. |
| 2 | Caregiver reports difficulties monitoring and/or disciplining child. Caregiver needs assistance to improve supervision skills. |
| 3 | Caregiver is unable to monitor or discipline the child. Caregiver requires immediate and continuing assistance. Child is at risk of harm due to absence of supervision. |

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| Check | PROBLEM SOLVING |
| 0 | Caregiver appears to have good problem solving skills. |
| 1 | Caregiver has generally good problem solving but may struggle with some problems occasionally leading to some difficulties in parenting |
| 2 | Caregiver has challenges with problem solving that interfere with capacity to parent. |
| 3 | Caregiver has severe challenges with problem solving. |

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| Check | INVOLVEMENT WITH CARE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver is actively involved in planning or implementation of services and able to act as an effective advocate for the child. |
| 1 | Caregiver has a history of seeking help for their children. Caregiver is open to receiving support, education, and information. |
| 2 | Caregiver does not wish to participate in services and/or interventions intended to assist their child. |
| 3 | Caregiver wishes for child to be removed from their care or is not visiting the child in residential care. |

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| Check | KNOWLEDGE <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver is knowledgeable about the child's needs and strengths. |
| 1 | Caregiver is generally knowledgeable about the child but may require additional information to improve their capacity to parent. |
| 2 | Caregiver has a clear need for information to improve how knowledgeable they are about the child. Current lack of information is interfering with their ability to parent. |
| 3 | Caregiver has knowledge problems that place the child at risk of significant negative outcomes. |

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| Check | EMPATHY WITH CHILD <i>Please rate the highest level from the past 30 days.</i> |
| 0 | Caregiver has strong empathic relationship with the child/youth. |
| 1 | Caregiver has generally empathic relationship with the child/youth. |
| 2 | Caregiver demonstrates only limited empathy with the child/youth. |
| 3 | Caregiver does not have any empathy with the child/youth. |

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| Check | ORGANIZATION Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver is well organized and efficient. |
| 1 | Caregiver has minimal difficulties with organizing and maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to return caseworker calls. |
| 2 | Caregiver has moderate difficulty organizing and maintaining household to support needed services. |
| 3 | Caregiver is unable to organize household to support needed services. |

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| Check | SOCIAL RESOURCES Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has significant family and social network that actively helps with raising the child (e.g., child rearing). |
| 1 | Caregiver has some family or social network that actively helps with raising the child (e.g. child rearing). |
| 2 | Caregiver has some family or social network that may be able to help with raising the child (e.g., child rearing). |
| 3 | Caregiver has no family or social network that may be able to help with raising the child (e.g. child rearing). |

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| Check | PHYSICAL HEALTH Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver is generally healthy. |
| 1 | Caregiver is in recovery from medical/physical problems. |
| 2 | Caregiver has medical/physical problems that interfere with their capacity to parent. |
| 3 | Caregiver has medical/physical problems that make it impossible for them to parent at this time. |

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| Check | MENTAL HEALTH Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has no mental health needs. |
| 1 | Caregiver is in recovery from mental health difficulties. |
| 2 | Caregiver has some mental health difficulties that interfere with their capacity to parent. |
| 3 | Caregiver has mental health difficulties that make it impossible for them to parent at this time. |

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| Check | SUBSTANCE USE Please rate the highest level from the <i>past 30 days</i> . |
| 0 | Caregiver has no substance use needs. |
| 1 | Caregiver is in recovery from substance use difficulties. |
| 2 | Caregiver has some substance use difficulties that interfere with their capacity to parent. |
| 3 | Caregiver has substance use difficulties that make it impossible for them to parent at this time. |

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| Check | DEVELOPMENTAL Please rate the highest level from the <i>past 30 days</i> . |
| 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 them to parent at this time. |

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| Check | FAMILY STRESS Please rate the highest level from the <i>past 30 days</i> |
| 0 | Caregiver is able to manage the stress of the child/children's needs. |
| 1 | Caregiver has some problems managing the stress of the child/children's needs. |
| 2 | Caregiver has notable problems managing the stress of the child/children's needs. This stress interferes with their capacity to give care. |
| 3 | Caregiver is unable to manage the stress associated with the child/children's needs. This stress prevents caregiver from parenting. |

| <i>Check</i> | Cultural Congruence <i>Please rate the highest level from the past 30 days</i> |
|--------------|--|
| 0 | The family does not have cultural differences related to child rearing practices, child development and early intervention that are considered by the majority culture as problematic for the child. |
| 1 | The family has some cultural differences related to child rearing practices, child development and early intervention that are not generally accepted but not considered to put the child at risk. |
| 2 | The family has cultural differences related to child rearing practices, child development and early intervention that are considered by the majority culture as problematic for the child. |
| 3 | The family has cultural differences related to child rearing practices, child development and early intervention that is considered abusive or neglectful and may result in intervention. |