

# Family Functioning Factors<sup>1</sup>

## Sections A through F

### Family Identifying Information:

Name	DOB	Relationship

<sup>1</sup> Children's Bureau of Southern California. (1997). *Family Assessment Form*. California: Authors. Reprinted with permission from Sandy Sladen, LCSW.

**SECTION A: LIVING CONDITIONS\***

A1. Cleanliness/Orderliness - Outside Environmental Conditions	Score	Operational Definition
<p>Refers to environmental health and hygiene factors (e.g. litter, garbage, vermin, clutter, odors around the exterior of the home) that are NOT WITHIN the family's control. Need to consider intervening with owner/landlord, county health department, city code enforcement, and/or other regulatory agencies.</p> <p>STRENGTHS:</p>     <p>CONCERNS:</p>	1 1.5	Consistently clean and orderly; property very well maintained by owner/landlord and other tenants if a rental
	2 2.5	Generally clean and orderly; no health hazards; property well maintained by owner/landlord and other tenants if a rental
	3 3.5	Some lack of cleanliness; some disorderliness or clutter; other tenants or neighbors create messiness; slow response to problems by owner/landlord; occasional roach problem
	4 4.5	Inadequately clean or organized; potential health hazards present; a great deal of clutter or litter/garbage; or offensive odors; consistent roach problem; property poorly maintained by owner/landlord and other tenants; very difficult to reach or get response from owner/landlord
	5	Health hazards and violations present, e.g., overflowing trash bins/barrels, rotting food, flies; multiple vermin present; property essentially ignored by owner/landlord; other tenants do not do their part to maintain clean, healthy environment
	A2. Cleanliness/Orderliness - Outside Home Maintenance	
<p>Refers to environmental health and hygiene factors (e.g., litter, garbage, vermin, clutter, odors around the exterior of the home) that ARE WITHIN the family's ability to control. Assesses family's willingness and ability to maintain clean, orderly environment.</p> <p>STRENGTHS:</p>     <p>CONCERNS:</p>	1 1.5	Consistently clean and orderly; family takes very good care of their home or, if an apartment building, takes lead among tenants to keep property clean and neat
	2 2.5	Generally clean and orderly; no health hazards; if in an apartment, family takes good care of area around their unit
	3 3.5	Some lack of cleanliness; some disorderliness or clutter; family does not routinely clean up area around their unit or home
	4 4.5	Inadequately clean or organized; potential health hazards present; a great deal of clutter or litter/garbage; or offensive odors; family rarely cleans-up area around their unit or home
	5	Health hazards and violations present, e.g., overflowing trash bins/barrels, rotting food, toxins exposed; family does nothing to clean up area around their unit or home, or contributes to lack of cleanliness/orderliness

\* The term *home* is used to denote any dwelling in which the family may live, including but not limited to a single family home, town home, apartment, and shelter.

<b>A3. Cleanliness/Orderliness - Inside Home Maintenance</b>	<b>Score</b>	<b>Operational Definition</b>
<p>Refers to litter, garbage, cleanliness, feces, vermin, clutter, and odors in home. Does not refer to cleanliness of people in home. Assesses health hazards and physical neglect issues that ARE WITHIN the family's control.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p> <p>SAFETY PLAN REQUIRED  <input type="checkbox"/> Check box if household hazards suggest that the child(ren) may be in immediate danger of serious harm.</p>	1  1.5	Consistently clean and orderly; family takes very good care of their home
	2  2.5	Generally clean and orderly; family takes good care of their home
	3  3.5	Some lack of cleanliness and orderliness, e.g., some clutter, trash, full garbage bags, noticeable but tolerable odor; occasional roach problem due to lack of cleaning; could be improved with a couple of hours of work
	4  4.5	Generally not clean and orderly, e.g., food particles on floors, tables, chairs; dirty diapers laying around; consistent odors; grease and grime evident; potential health hazard; consist roach problem despite fumigation
	5	Extremely dirty, e.g., multiple vermin, urine-soaked furniture, sticky floors, feces on floor, rotting food, overflowing garbage, intolerable odors; health hazards present
	<p><b>A4. Safety - Outside Environmental Conditions</b></p> <p>Refers to condition of building in terms of danger as well as functioning of utilities. If a rental, assesses condition that are generally NOT WITHIN family's control.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	1  1.5
2  2.5		Building generally in good condition; some basic safety precautions provided; no obvious problems; property well maintained by owner/landlord
3  3.5		Some safety concerns present, e.g., cracks in walls, cracked windows, mold on wall, minimal lighting or missing lights, plumbing problems; property minimally maintained by owner/landlord; slow response to problems by owner/landlord
4  4.5		Generally not safe; noticeable safety hazards, e.g., uncovered or unfenced bodies of water, broken windows, rotting floors or walls, poor lighting, blocked access ways, poorly operating elevators, property poorly maintained by owner/landlord; very difficult to reach or get response from owner/landlord
5		Extremely dangerous; obvious safety hazards, e.g., broken windows within the child(ren)'s reach, holes through walls, missing steps, broken glass in hallways and play area; dangerous materials all around, i.e., rusting metal, broken glass, sharp tools; no exterior lighting; code violations; property essentially ignored by owner/landlord





<b>B2. Financial Management</b>		
<p>Refers to ability to plan, budget, organize, and spend money wisely and responsibly.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	1	<b>Above average; good at bargain hunting; plans budgets; organizes in a way that gets best value for money and meets family needs consistently</b>
	1.5	
	2	<b>Minimal and manageable debts; generally has planned use of money; generally spends money wisely</b>
	2.5	
	3	<b>Some problems in planning or budgeting for use of money; occasional impulse buying; doesn't deprive child of necessities but problem if there is an emergency; limited planning for future needs; debts occasionally unmanageable</b>
	3.5	
	4	<b>In debt over their heads; irresponsible spending; often buys luxuries rather than necessities; cannot account for money/spending</b>
4.5		
	5	<b>No plan or budget for use of money; without necessities; frequently broke; money used for betting, gambling, or alcohol/drugs rather than on family necessities</b>
<b>B3. Financial Problem Due to Welfare System/Child Support</b>		
<p>Refers to financial problems that result from errors, delays, etc., in welfare or child support system that are out of client's control</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>Score</b>	<b>Operational Definition</b>
	1	<b>Not financially dependent on welfare system or child support</b>
	1.5	
	2	<b>Isolated problems that are quickly resolved or do not create major problems</b>
	2.5	
	3	<b>Regular problems with eligibility worker or other responsible caregiver</b>
	3.5	
	4	<b>Irregular or late AFDC, Medi-Cal or food stamps; child support sporadic</b>
	4.5	
	5	<b>Severe problems; little hope of resolution; causes extreme financial difficulty for family; canceled aid; not eligible; absent caregiver provides no child support</b>
<b>B4. Adequate Furniture</b>		
<p>Refers to amount of furniture and whether or not it meets the needs of the family; also refers to condition of the furniture.</p> <p>STRENGTHS:</p>	1	<b>Above average; new or in excellent condition</b>
	1.5	
	2	<b>Basic, sufficient furniture for family needs; functional; good condition</b>
	2.5	
	3	<b>Limited amount of furniture; meets some but not all family needs; fair condition</b>

CONCERNS:	3.5	
	4	<b>Sparse furnishings; furniture generally inadequate in meeting family needs; only able to sleep on floor; missing furniture but may have luxuries; no furniture in some rooms; broken, nonfunctional furniture</b>
	4.5	
	5	<b>Inadequate furnishings; does not meet family needs, e.g., missing necessities, nothing to sit on, one bed for entire family, furniture presents health or safety hazard</b>
<b>B5. Availability of Transportation</b>		
Refers to availability or access to a car, bus, or rides.	1	<b>No problem with transportation</b>
STRENGTHS:	1.5	<b>Adequate access to transportation</b>
	2	
CONCERNS:	2.5	<b>Limited access to reliable transportation</b>
	3	
	3.5	
CONCERNS:	4	<b>Minimal access to reliable transportation</b>
	4.5	<b>Transportation unavailable and presents a major problem</b>
	5	

<b>SECTION C: SUPPORTS TO CAREGIVERS</b>		
<b>C1. Support from Friends and Neighbors and Community Involvement</b>	<b>Score</b>	<b>Operational Definition</b>
Refers to involvements/connections in society and community that offer positive support for family	1	Maintains strong support and reciprocal network of friends and neighbors; active in community; regularly attends community functions (e.g., church, recreational, cultural)
	1.5	
STRENGTHS:	2	Adequate social support; friends or neighbors supportive; some community involvement
	2.5	
CONCERNS:	3	Limited social support; few friends or only acquaintances; seeks or offers no concrete help from people; goes to community resources in crisis; occasional contact in community (e.g., school, church)
	3.5	
	4	
CONCERNS:	4.5	Minimal social support; limited friendships; no connection with neighbors or neighbors nonexistent; very limited social/community contact
	5	
	5	<b>No friends; extremely isolated; negative impact or involvement; leaves home for necessities only; may not leave home at all</b>

<b>C2. Available Child Care</b>		
Refers to availability, affordability, and adequacy of child care. Note: If caregiver says, "I never leave my child" question why: Past problems? Current resources?	<b>1</b>	Available and affordable; relative, other person, or child care provider willingly provides good care
	<b>1.5</b>	
STRENGTHS:	<b>2</b>	Some difficulty finding and affording good child care, but has adequate resources
	<b>2.5</b>	
CONCERNS:	<b>3</b>	Caregiver not always available or affordable as needed; baby sitter/relative/friend does it but complains
	<b>3.5</b>	
	<b>4</b>	Rarely able to find available, affordable, adequate child care
	<b>4.5</b>	
	<b>5</b>	None; no family, friends, neighbors; no child care; no money for it

<b>C3. Chooses Appropriate Substitute Caregivers</b>	<b>Score</b>	<b>Operational Definition</b>
Refers to caregiver's planning for safe and appropriate child care. Keep in mind age appropriateness and need of child(ren). If no money, resources, or adequate child care available, indicate N/A and make note in comments as to what problem is, so it can be addressed.	<b>1</b>	Caregiver very careful and conscientious; checks things out, e.g., obtains and talks with references; makes sure child(ren) is comfortable and safe with substitute caregiver
	<b>1.5</b>	
STRENGTHS:	<b>2</b>	Generally adequate and careful about child care decisions; concerns may exist but do not create risk
	<b>2.5</b>	
CONCERNS:	<b>3</b>	Inconsistencies in decisions about child care (e.g., sometimes for convenience v. appropriateness); some pattern of questionable decision, e.g., leaves child(ren) at home alone for periods essentially unsupervised
	<b>3.5</b>	
	<b>4</b>	Leaves child(ren) in chaotic care situations; physical care all right but emotional deprivation or cruelty suffered; left with casual acquaintances; relies on known drug or alcohol users as caregivers
	<b>4.5</b>	
	<b>5</b>	No thinking about or planning for child care; child(ren) left with strangers or know child abuser; child(ren) left totally alone with no supervision or anyone watching over; child(ren) left with person currently under the influence of drugs or alcohol
<p><b>SAFETY PLAN REQUIRED</b></p> <p><input type="checkbox"/> Check box if caregiver appears unwilling or unable to meet the child's immediate needs for sufficient supervision to protect the child from immediate danger of serious harm.</p> <p><input type="checkbox"/> Check box if there is reason to believe that the family will flee and/or the caregiver refuses access to the child in the</p>		

home or cannot provide the whereabouts of the child.		
<b>C4. Available Health Care</b>		
Refers to availability, affordability, and accessibility of health care.	<b>1</b>	Comprehensive health care (including dental care) available, affordable, and accessible, e.g., private insurance, HMO, Medi-Cal with medical home
STRENGTHS:	<b>1.5</b>	
	<b>2</b>	Adequate availability and access to affordable health care including preventive care, e.g., immunizations, well-child care, dental care
	<b>2.5</b>	
CONCERNS:	<b>3</b>	Limited availability and access to affordable health care; only go to doctor when sick; difficulty affording prescription medication; generally uses same medical care providers, e.g., local community clinic
	<b>3.5</b>	
	<b>4</b>	Minimal availability and access to affordable health care; no form of insurance making cost very prohibitive; uses emergency rooms for routine care; has to wait too long to seek medical care due to lack of money
	<b>4.5</b>	
	<b>5</b>	No access, availability, or ability to afford health care of any kind
<b>C5. Provides for Basic Medical/Physical Care</b>	<b>Score</b>	<b>Operational Definition</b>
Refers to caregiver's provision of good home health care; good nutrition; personal hygiene; as well as caregiver's accessing and follow-through on prevention well-child medical care and treatment. This item refers to issues that ARE WITHIN the ability of the caregiver to control, influence or change.	<b>1</b>	Very attentive to health care and hygiene issues; nutritionally planned meals; child(ren) receive routine well-child medical care and immunizations are current; child(ren) receive routine preventive dental care
	<b>1.5</b>	
STRENGTHS:	<b>2</b>	Adequate medical and physical care provided; caregiver generally reacts appropriately to symptoms of illness; generally keeps regularly scheduled checkups/appointments; adequate nutrition, grooming, and hygiene
CONCERNS:	<b>2.5</b>	
	<b>3</b>	Occasional problems; inadequate home health care practices; child(ren) often sick; immunization not on schedule; limited attention to nutrition; inconsistent personal hygiene or appropriate dress for the weather; do not receive preventive dental care
SAFETY PLAN REQUIRED <input type="checkbox"/> Check box if caregiver appears unwilling or unable to meet the child's immediate needs for sufficient food or clothing or whether the parent appears unwilling or unable to meet the child's immediate needs (physical, behavioral, or mental health), and failure to do so may result in the child being in immediate danger of serious harm.	<b>3.5</b>	
	<b>4</b>	Minimal attention to medical/physical care; generally inadequate; poor home health care practices or practices have potential for harm; waits too long to go to doctor when child(ren) is sick; child(ren) has not been immunized; poor follow-through on recommended treatment
	<b>4.5</b>	
	<b>5</b>	Child(ren)'s health is endangered; extremely inadequate home health care, e.g., food, clothing, malnutrition, inappropriate clothing for weather; child(ren) not receiving needed medical care; appearance of failure to thrive

	Caregiver Score*		
	A	B	
<b>C6. Ability to Maintain Long-Term Relationship</b>			
Refers to quality, length, and emotional support of adult-to-adult relationships including friends and partners (not of family origin).	1	1	Lots of friends; no problem maintaining emotionally supportive intimate relationship with occasional normal conflict
STRENGTHS:	1.5	1.5	
	2	2	Has experienced long-term friendship or intimate relationship; several good friends
CONCERNS:	2.5	2.5	
	3	3	A long-term conflictive relationship or multiple short-term partners; minimal social relationships
	3.5	3.5	
	4	4	History of sporadic relationships or long-terms conflictive relationship with no network of friends
	4.5	4.5	
	5	5	No past or current intimate relationships; no personal friendships

\* Rate each caregiver separately unless otherwise specified

## SECTION D: CAREGIVER/CHILD INTERACTIONS

<b>D1. Understands Child Development</b>	<b>Caregiver Score</b>		<b>Operational Definition</b>
	<b>A</b>	<b>B</b>	
<p>Refers to all areas of development including physical, emotional, cognitive, and social.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p> <p>SAFETY PLAN REQUIRED  <input type="checkbox"/> Check box if any member of the household or other person with access to child describes or acts toward the child in predominantly or extremely negative terms and/or has extremely unrealistic expectations of the child that would suggest the child may be in immediate danger of serious harm.</p>	1	1	<b>Above average understanding of child(ren) and child development</b>
	1.5	1.5	
	2	2	<b>Adequate knowledge of child development leading to age appropriate expectations</b>
	2.5	2.5	
	3	3	<b>Limited knowledge in some areas leading to parental frustration over age-typical child behavior</b>
	3.5	3.5	
	4	4	<b>Limited understanding; could place child(ren) at high risk for emotional and/or physical abuse or neglect; sees problems that are not there; has unrealistic expectations of child(ren)</b>
4.5	4.5		
5	5	<b>Little knowledge or inappropriate understanding of child development which has resulted in some type of abuse or neglect</b>	
<b>D2. Daily Routine for Child(ren)</b>	<b>Caregiver Score</b>		<b>Operational Definition</b>
	<b>A</b>	<b>B</b>	
<p>Refers to all areas of child(ren)'s life such as bedtime, meals, naps, homework, baths, etc.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	1	1	<b>Consistent routine for child(ren) that is age appropriate and recognizes individual differences</b>
	1.5	1.5	
	2	2	<b>Reasonably consistent, flexible, and age appropriate daily routines</b>
	2.5	2.5	
	3	3	<b>Has some daily routines; some inconsistency or rigidity</b>
	3.5	3.5	
	4	4	<b>Minimal routine with little consistency or overly rigid or overly permissive</b>
4.5	4.5		
5	5	<b>No routine, no consistency; no flexibility</b>	

<b>D3. Use of Physical Discipline</b>			
Refers to use, frequency, and severity of physical punishment. Assess for age and vulnerability of child(ren) and potential for harm.	<b>1</b>	<b>1</b>	Only uses nonphysical forms of discipline
	<b>1.5</b>	<b>1.5</b>	
STRENGTHS:	<b>2</b>	<b>2</b>	Generally does not use physical discipline but may infrequently swat with hand or spank
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Uses physical discipline in response to specific behaviors; spanking, pinching, pulling ears or hair
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Regular use of physical punishment which could endanger child(ren)'s safety; use of belts, shoes; throws things at child
	<b>4.5</b>	<b>4.5</b>	
CONCERNS:	<b>5</b>	<b>5</b>	Regular and severe physical punishment; explosive and out of control; shaking of infants or toddlers; behavior endangers child(ren)'s safety
SAFETY PLAN REQUIRED			
<input type="checkbox"/> Check box if serious physical harm or injury appears to be inflicted on the child(ren), including injuries resulting from instruments (e.g., cigarettes, hot water, belts, sticks) or injuries due to dangerous acts (e.g., choking, shaking of an infant, cruelty).			
<input type="checkbox"/> Check box if caregiver has given an inconsistent or insufficient explanation for the child(ren)'s serious physical injury.			
<input type="checkbox"/> Check box if caregiver or other person with access to the child has made a credible threat or expresses a credible belief that caregiver's actions may result in serious harm to the child.			
<input type="checkbox"/> Check box if child is fearful of parent, other family members, or other persons living in or with access to the home, or is prone to inconsolable crying, suggesting the child may be in immediate danger of serious harm.			

<b>D4. Appropriateness of Disciplinary Methods</b>			
<p>Refers to a planned approach appropriate to child(ren)'s age; caregiver is in emotional control and uses discipline to teach rather than punish.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>1</b>	<b>1</b>	Well thought out, age appropriate, nonpunitive educational approach; uses variety of positive techniques as part of regular routine
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Generally practices rules, natural consequences, positive reinforcement when disciplining; caregiver in emotional control
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Some inappropriate expectations; some potential for emotional or physical harm, tendency to focus on negative aspects of child(ren)'s behaviors, i.e., "serves you right" attitude; sometime ignores child(ren) inappropriately; sometimes does not discipline when needed
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Unplanned punitive approach; mostly reacts emotionally and with inappropriate age expectations; emotionally abusive; overreacts to behaviors and situations; rarely sees positive in child(ren); does not discipline most of the time; means of discipline has great potential for harm
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Past or current severe emotional and/or physical abuse or no discipline at all
<b>D5. Consistency of Discipline</b>			
<p>Refers to predictability; child(ren) has been made aware of consequences and feels secure about caregiver's response. Misbehavior is corrected each time it occurs and in a similar manner</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>A</b>	<b>B</b>	<b>Operational Definition</b>
	<b>1</b>	<b>1</b>	Well thought out consistent plan appropriate for situation; not negatively impacted by caregiver's mood or stress level
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Generally consistent and predictable response to behavior; appropriate to age and situation; infrequently impacted by caregiver's mood
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Some consistency; caregivers unaware of importance of consistency; occasionally dependent on caregiver's mood; sometimes inappropriate for age or situation
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Mostly inconsistent or unpredictable; little flexibility related to age or situation; mostly dependent on caregiver's mood or stress level
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	No consistency or predictability; no flexibility related to age or situation; totally dependent on caregiver's mood or stress level

<b>D6. Bonding Style with Child(ren)</b>			
<p>Refers to emotional investment and attachment of the caregiver to the child(ren).</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>1</b>	<b>1</b>	Encourages appropriate attachment and independence; attentive; responds appropriately to needs; reads child(ren)'s cues correctly; sends consistent messages to child(ren)
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Adequate emotional involvement and support; occasional difficulty allowing separation/differences; reads cues correctly most of the time
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Some inconsistency in emotional support ; some ambivalence; responds to physical and/or social needs inconsistently; difficulty reading child(ren)'s cues; some over involvement or lack of appropriate involvement
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Minimal responsiveness to child(ren)'s needs; little emotional investment; irritable; over-identifying; often misinterprets cues; frequently does not respond or responds inappropriately; minimal response to child(ren)'s approach/attachment to other people
<b>4.5</b>	<b>4.5</b>		
	<b>5</b>	<b>5</b>	Inappropriate attachment (e.g., unable to see child(ren) as separate individual); resentful; rejecting; detached; promotes child(ren)'s attachment to other people rather than self; child(ren) endangered by nonresponsiveness or inappropriate responses; total lack of involvement with child(ren)
<b>D7. Attitude Expressed About Child(ren)/Caregiver Role</b>			
<p>Refers to verbal or nonverbal behaviors indicating enjoyment of the child(ren) and parenting. Assesses degree to which caregiver accepts child(ren) as he/she is without projecting either positive or negative attitudes about or onto the child(ren).</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>Caregiver Score</b>		<b>Operational Definition</b>
	<b>A</b>	<b>B</b>	
	<b>1</b>	<b>1</b>	Happy to have parental role; sees humor in parenting; accepting; warm; loving; positive; has realistic view of challenges and rewards
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Generally positive; accepts parental role; verbalizes some enjoyment most of the time
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Inconsistent view of parenting; mostly views child(ren) as responsibility; limited moments of enjoyment in parenting; some indifference; some irritation and resentment; attitude depends on mood
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Primarily negative view of parenting; feelings of being tied down; no pleasure; ambivalent; predominately irritated and resentful; minimal expression of love or acceptance of child(ren)
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Negative view of parental role; child(ren) seen as obstacle in caregiver's life; resents responsibility or parenting and parenting tasks; detached and indifferent or rejecting; no desire to fulfill parenting role

<b>D8. Takes Appropriate Authority Role</b>			
Refers to caregiver's ability to convey and accept appropriate authority  STRENGTHS:    CONCERNS:	<b>1</b>	<b>1</b>	Consistently demonstrates ability to exercise appropriate authority; willing and able to negotiate on privileges and consequences appropriate to child(ren)'s age and situation; caregiver knows how and when to set and hold limits
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Generally consistent in exercise of appropriate authority; occasional power struggle; can usually set and hold limits
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Some inconsistency in setting limits and structure; arbitrarily exercises authority
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Seldom exercises appropriate authority; minimal limit setting; seldom maintains limits set; frequent role reversal; constant power struggles; caregiver unable to say no or allow child(ren) any decision-making power; mostly sets own rules
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Demonstrates no ability to exercise appropriate authority; no structure or limits; complete role reversal; abdicates responsibility
<b>D9. Quality and Effectiveness of Communication [Caregiver to Child(ren)]</b>		<b>Caregiver Score</b>	<b>Operational Definition</b>
Refers to caregiver's ability not only to make own desires known but foster child(ren)'s understanding and communication abilities.		<b>A</b>	<b>B</b>
STRENGTHS:	<b>1</b>	<b>1</b>	Open two-way verbal communication without fear; praises and supports appropriately
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Generally good communication with some difficulty verbalizing in some areas (i.e., sex, deep feelings); usually supportive; sometimes does not listen to child(ren)'s attempt to communicate; no verbal abuse
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Limited communication; gives some mixed messages; some ignoring or discounting of child(ren)'s attempt to communicate; some criticism of child(ren)
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Minimal communication' primarily negative, harsh, and ineffective; or child(ren) is discouraged from communicating thoughts or feelings; rarely supportive
	<b>4.5</b>	<b>4.5</b>	
CONCERNS:	<b>5</b>	<b>5</b>	Communication is negative, critical, and abusive; child(ren) not allowed to talk about feelings; or absence of verbal communication; nonsupportive

<b>D10. Quality and Effectiveness of Communication [Child(ren) to Caregiver]</b>	<b>Caregiver Score</b>		
Refers to child(ren)'s verbal or nonverbal ability to communicate needs and feelings to caregiver.	1	1	Open verbal communication and appropriate affection: child(ren) able to express feelings and needs
STRENGTHS:	1.5	1.5	
	2	2	Child(ren) can generally communicate feelings and needs appropriately
	2.5	2.5	
	3	3	Child(ren) has some difficulty communicating own feelings and needs to caregiver(s); hesitant in initiation and response; gives only brief answers; sometimes ignores caregivers
	3.5	3.5	
CONCERNS:	4	4	Extremely limited ability to communicate; frequently ignores or verbally provokes caregivers; frightened or withdrawn; rarely shares ideas, feelings, or needs with caregiver
	4.5	4.5	
	5	5	No effective or constructive communication with caregiver; constant fighting or provoking or active avoidance or verbally abusive towards caregiver
<b>D11. Cooperation/Follows Rules and Directions</b>	<b>Caregiver Score</b>		<b>Operational Definition</b>
Refers to degree to which child(ren) follows rules and directions and is a cooperative member of the family.	1	1	Consistently cooperative; follows rules and directions established by caregivers
STRENGTHS:	1.5	1.5	
	2	2	Mostly cooperative; generally follows rules and directions established by caregivers
	2.5	2.5	
	3	3	Inconsistently cooperative; needs frequent reminding to follow rules and directions
	3.5	3.5	
CONCERNS:	4	4	Mostly uncooperative; seldom abides by rules and directions established by caregivers
	4.5	4.5	
	5	5	Uncooperative; refuse to follow rules or directions established by caregivers

<b>D12. Bonding to Caregiver</b>	<b>Caregiver Score</b>		
<p>Refers to child(ren)'s emotional attachment to caregiver(s). To help in assessing, note to whom the child(ren) seems most bonded and the qualities of the attachment. These qualities can be seen in language, facial expressions, tone of voice, content of communications, visual contact, physical closeness or distance and amount of time spent with the caregiver and depends on the developmental stage of the child(ren).</p>	1	1	Child(ren) exhibit consistently appropriate attachment and bonding to caregiver
STRENGTHS:	1.5	1.5	
	2	2	Child(ren) exhibit adequate bonding; show occasional tensions or anxieties
CONCERNS:	2.5	2.5	
	3	3	Child(ren) exhibit some signs of ambivalence, anxiety or hostility toward caregiver; child(ren) may demonstrate insecure attachment (e.g., may appear overly needy)
STRENGTHS:	3.5	3.5	
CONCERNS:	4	4	Minimal appropriate attachment with caregiver; behavior indicates anger, uncertainty, reluctance, or indifference toward caregiver; child(ren) may seem needy of attention from strangers
	4.5	4.5	
STRENGTHS:	5	5	Inappropriate attachment; child(ren) exhibit extreme dependence or independence consistently hostile, rejecting or provocative stance towards caregiver; or excessive fearfulness of caregiver; or indiscriminate attachment to strangers
	5	5	
CONCERNS:	5	5	
<b>SECTION E: DEVELOPMENTAL STIMULATION</b>			
<b>E1. Appropriate Play Area/Things - Inside Home</b>	<b>Score</b>		<b>Operational Definition</b>
Refers to adequacy and safety of play area; number and condition of playthings; age appropriateness or developmental appropriateness of playthings.	1	1	Child safe play area present; a wide choice of age appropriate learning playthings in good and safe condition available
STRENGTHS:	1.5	1.5	
	2	2	Age appropriate learning playthings generally available; adequate play area generally available
CONCERNS:	2.5	2.5	
	3	3	Some age appropriate learning playthings for each child; limited play area with some potential dangers
STRENGTHS:	3.5	3.5	
CONCERNS:	4	4	Very limited or no playthings available; play items in poor condition or unsafe; very limited or unsafe play area available
	4.5	4.5	
STRENGTHS:	5	5	Nothing to play with or inappropriate/potentially dangerous items used as playthings; no play area available
	5	5	

	Caregiver Score		
	A	B	
<b>E2. Provides Enriching/Learning Experiences for Child(ren)</b>			
Refers to caregiver's investment in child(ren) social and academic growth and development.	<b>1</b>	<b>1</b>	Interacts with enjoyment; plans reading or story telling time; carefully selects experiences; plans outings, i.e., park, museum); avid involvement with school; appropriately help to attain expected developmental tasks (i.e., walking, talking, self-care skills)
STRENGTHS:	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Reads to child(ren) as time allows; monitors what child(ren) watches on TV; occasionally planned learning activity; checks homework; talks to teacher
	<b>2.5</b>	<b>2.5</b>	
CONCERNS:	<b>3</b>	<b>3</b>	Inconsistently provides enriching learning experiences; lets kids watch any program on TV, although may verbally disapprove ; interacts with school only at school's request; rarely reads to child(ren); allows child(ren) to develop with minimal guidance and/or with unrealistic expectations (i.e., child must read before starting school)
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Little interest in child(ren)'s activities, learning, and development; avoids school contact; child(ren) on own or excessive pressure to achieve
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Blocks and rejects child(ren)'s need for learning; keeps child(ren) at home to meet own needs; interferes with child(ren) attempts to achieve normal developmental tasks (i.e., keeps child in crib 90% of the time, holds excessively, only talks baby talk); or pressures child(ren) to perform/achieve to degree that child(ren) develops emotional or physical problems
<b>E3. Ability and Time for Child(ren)'s Play</b>	<b>A</b>	<b>B</b>	<b>Operational Definition</b>
Refers to caregiver's understanding of the value of play and creating or allowing it.	<b>1</b>	<b>1</b>	Understands importance of play; sets aside time; plays with child(ren); encourages playfulness and spontaneity; encourages creative play
STRENGTHS:	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Understands the value of children's play; sometimes sets up play situations; or sometimes makes helpful suggestions regarding play activities; or plays with children occasionally as time allows
	<b>2.5</b>	<b>2.5</b>	
CONCERNS:	<b>3</b>	<b>3</b>	Sees little importance in play; seldom plays with child(ren) but allows child(ren) to play; some dampening of spontaneity
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Ignores child(ren)'s need for play; makes no provisions for space or time; doesn't play with child(ren); puts unnecessary restrictions on play; puts down spontaneity; feels children should be working or studying rather than playing
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Resents need for play; thwarts playfulness and spontaneity in child; "I never got to play, all he/she ever does is play"; does not want or allow child(ren) to play
<b>E4. Deals with Sibling Interactions</b>			

Refers to caregiver's ability to cope with sibling conflicts and structure positive interaction. Mark N/A if no siblings.  STRENGTHS:     CONCERNS:	<b>1</b>	<b>1</b>	Aware and sensitive to sibling interactions; teaches problem solving appropriate sharing and respect; appreciates individual differences; fairness is important
	<b>1.5</b>	<b>1.5</b>	
	<b>2</b>	<b>2</b>	Limits fighting; encourages appropriate sharing and verbal conflict resolution; generally assists with problem solving; tries to be fair
	<b>2.5</b>	<b>2.5</b>	
	<b>3</b>	<b>3</b>	Inconsistent; sometime assists with conflicts and problem solving; fairness not generally considered important
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Indifferent; leaves to own devices; tends to ignores sibling interaction both positive and negative; or does not treat children equitably
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Favors or rejects one; or fosters rivalry; or scapegoats one child; or allows one to rule; or compares children negatively

<b>SECTION F: INTERACTIONS BETWEEN CAREGIVERS</b>		
<b>F1. Conjoint Problem Solving Activity</b>	<b>Score</b>	<b>Operational Definition</b>
Refers to the ability of caregivers to listen, develop options, and compromise (rate ability of all caregivers in household, not each caregiver).  STRENGTHS:     CONCERNS:	<b>1</b>	Consistently able to negotiate and communicate; encourage each other to give and express own opinion
	<b>1.5</b>	
	<b>2</b>	Generally able to negotiate; occasional difficulty in developing options or listening to each other
	<b>2.5</b>	
	<b>3</b>	Limited communication skills; able to problem solve some daily living issues (i.e., shopping, home chores), but difficulty solving bigger issues (i.e., children, relatives)
	<b>3.5</b>	
	<b>4</b>	Rarely able to problem solve together; decision-making discussion become arguments
	<b>4.5</b>	
	<b>5</b>	No compromise or negotiation; problems are not discussed
<b>F2. Manner of Dealing with Conflicts/Stress</b>		

<p>Refers to way in which caregivers handle conflicts (rate ability of all caregivers in household, not each caregiver).</p> <p>STRENGTHS:</p> <p>CONCERNS:</p> <p><b>SAFETY PLAN REQUIRED</b>  <input type="checkbox"/> Check box if the behavior of any member of the household or other person with access to the child(ren) is violent and/or out of control, (including acts of domestic violence), suggesting the child(ren) may be in immediate danger of serious harm.</p>	<b>1</b>	Constructively talk over problems; effective handling of stress/conflict
	<b>1.5</b>	
	<b>2</b>	Discuss major differences; most conflicts resolved; occasionally arguing
	<b>2.5</b>	
	<b>3</b>	Major conflicts ignored and remain unresolved; able to resolve minor differences; frequent arguing; some verbal threats and intimidation uses
	<b>3.5</b>	
	<b>4</b>	Constant disagreement; arguing; occasionally resort to physical expression like slamming doors, breaking things but not physically abusive towards each other
<b>4.5</b>		
<b>5</b>	Incapable of dealing with conflict effectively; resorts to negative behaviors, e.g., domestic violence, substance abuse, abandonment, harmful to emotional and physical health and safety of self and others	
<b>F3. Balance of Power</b>		<b>Operational Definition</b>
<p>Refers to healthy interdependence (rate caregivers together, not each caregiver).</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	<b>1</b>	Distribution of power is functional within context of family
	<b>1.5</b>	
	<b>2</b>	Minor imbalance; "traditional roles" accepted by both caregivers (i.e., culturally accepted roles)
	<b>2.5</b>	
	<b>3</b>	Some imbalance leading to some difficulty in problem solving and conflict resolution; some emotional distress exhibited due to nature of interdependent roles
	<b>3.5</b>	
	<b>4</b>	Major imbalance; high risk for domestic violence; emotionally harmful; one extremely domineering
<b>4.5</b>		
<b>5</b>	Severe imbalance; detrimental to physical and emotional well-being of children or adults; one extremely victimized or dominated; presence of domestic violence	
		<b>Caregiver</b>

		Score		
<b>F4. Supportive</b>		<b>A</b>	<b>B</b>	
Refers to emotional support and degree to which caregivers can count on each other (rate each caregiver separately).		1	1	Supportive; responsible; appreciative; encouraging
		1.5	1.5	
STRENGTHS:		2	2	Mostly supportive and encouraging; minor disagreements or disappointments where partner might feel criticized
		2.5	2.5	
CONCERNS:		3	3	Limited and inconsistent support; unpredictable; unknowingly hurtful
		3.5	3.5	
		4	4	Minimal support; frequently unreliable; irresponsible; often lets partner down; frequently does not backup partner; critical
		4.5	4.5	
		5	5	Does not follow through on agreements; unreliable; extremely critical of each other; insults partner in public; ridicules partner
		<b>Caregiver Score</b>		
<b>F5. Caregiver's Attitude Toward Each Other</b>		<b>A</b>	<b>B</b>	<b>Operational Definition</b>
Refers to overall feelings partners seem to have about each other (rate each caregiver separately).		1	1	Respectful; positive; admiring; caring; appreciative of differences; trusting
		1.5	1.5	
STRENGTHS:		2	2	Generally supportive and encouraging; warm; occasionally feels some minor irritation with partner
		2.5	2.5	
CONCERNS:		3	3	Some indifference; irritation; patronizing; ambivalence
		3.5	3.5	
		4	4	Condescending; resentful; angry; disrespectful; fearful
		4.5	4.5	
		5	5	Excessively fearful; abusive; hostile; hateful; rejecting; totally indifferent
<b>F6. Ability to Communicate</b>				

Refers to ability and/or willingness to listen to the other and express oneself (rate each caregiver separately).	<b>1</b>	<b>1</b>	Open communication; able to express opinions or feelings, or experiences comfortably and safely
	<b>1.5</b>	<b>1.5</b>	
STRENGTHS:	<b>2</b>	<b>2</b>	Generally adequate; minor difficulties communicating on certain issues; willing to communicate actively
	<b>2.5</b>	<b>2.5</b>	
CONCERNS:	<b>3</b>	<b>3</b>	Limited communication; daily life/business oriented; minimal personal conversation; minimal hearing of feelings; nonproductive communication of important issues; tendency to withdraw
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Minimal communication; very poor communication; a lot of misunderstanding; misreading of other's cues; mostly unwilling to listen to other's opinions
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	No communication; no ability or willingness to listen or express opinions or feelings

# **Caregiver and Child History and Characteristics**

**Sections G through I**

**SECTION G: CAREGIVER HISTORY****Caregiver Score****G1. Occupational History**

Refers to history of occupation/work for pay. Write N/A if a homemaker

STRENGTHS:

CONCERNS:

<b>A</b>	<b>B</b>	<b>Operational Definition</b>
1	1	Has career; history of promotions and upward movement in field
1.5	1.5	
2	2	Long-term full-time employment
2.5	2.5	
3	3	Long-term part-time employment; some pattern or consistency in types of jobs; intermittent employment; frequent unemployed periods
3.5	3.5	
4	4	Irregular jobs; seasonal jobs; disabled; unable to hold job for more than six months; work doing anything to survive
4.5	4.5	
5	5	Chronic unemployment

**G2. Extended Family Support**

Refers to emotional, social, and concrete help provided by family. Also assesses positive or negative nature of the relationship(s).

STRENGTHS:

CONCERNS:

1	1	Family is positive influence and lives nearby
1.5	1.5	
2	2	Family is positive influence but lives far away
2.5	2.5	
3	3	Minimal support; a few or one relative(s) nearby; emotional support but no concrete help
3.5	3.5	
4	4	No extended family or no follow-through on commitments
4.5	4.5	
5	5	Negative influence or effect by extended family involvement; more trouble than help

**SECTION H: CAREGIVER PERSONAL CHARACTERISTICS**

**H1. Current Substance Use**

Refers to current use and abuse of alcohol and/or other drugs.

STRENGTHS:

CONCERNS:

**SAFETY PLAN REQUIRED**

Check box if drug and/or alcohol use by any member of the household or other person with access to the child suggests that the child may be in immediate danger of serious harm.

**H2. Cooperation**

Refers to degree of cooperation with program measured by actions and statements.

STRENGTHS:

CONCERNS:

	Caregiver Score		Operational Definition	
	A	B		
<p>Refers to current use and abuse of alcohol and/or other drugs.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p> <p>SAFETY PLAN REQUIRED</p> <p><input type="checkbox"/> Check box if drug and/or alcohol use by any member of the household or other person with access to the child suggests that the child may be in immediate danger of serious harm.</p>	1	1	No use	
	1.5	1.5		
	2	2	Social, recreational use or experimentation; no interference with daily functioning	
	2.5	2.5		
	3	3	Frequent use or experimentation; some current interference in functioning; recovering (in or out of a program)	
	3.5	3.5		
<p>STRENGTHS:</p> <p>CONCERNS:</p>	4	4	Daily, habitual use and abuse; significant interference in ability to function	
	4.5	4.5		
	5	5	Chronic addiction; unable to function without drugs or alcohol	
	<p>Refers to degree of cooperation with program measured by actions and statements.</p> <p>STRENGTHS:</p> <p>CONCERNS:</p>	1	1	Actively seeking help; provides information with minimal questioning; brings examples of problems; open to new ideas about solutions
		1.5	1.5	
2		2	Willingly cooperates in answering questions; gives additional information; keeps appointments; is punctual; calls to reschedule if necessary; tries suggested ideas	
2.5		2.5		
3		3	Some reluctance or hesitance; needs to be pushed or prodded to give information; passively cooperates; doesn't call if late or to cancel	
3.5		3.5		
<p>CONCERNS:</p>	4	4	Participates only to please other (or follow court order); comes late; answers questions only "yes" or "no"; gives excuses; minimizes problems; refuses to answer some questions	
	4.5	4.5		
	5	5	No cooperation; refuses to answer most questions; attitude leads to questionable honesty of responses	

**Family Assessment Form**

**Behavioral Concerns/Observation**

<b>H3. Depression</b>			
Refers to degree of depression and its interference with functioning. Assesses emotional affect, appearance of self and home, level of activity, and verbal statements regarding feelings.	<b>1</b>	<b>1</b>	Not depressed/upbeat attitude toward life
	<b>1.5</b>	<b>1.5</b>	
STRENGTHS:	<b>2</b>	<b>2</b>	Periods of mild depression; "feeling blue", but functioning adequately; no impact on child(ren)
	<b>2.5</b>	<b>2.5</b>	
CONCERNS:	<b>3</b>	<b>3</b>	Frequently depressed but functioning without treatment; past suicidal thoughts; "tired" all the time
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Seriously depressed but functioning minimally; recent suicidal thoughts; past suicidal attempts or activities intended to hurt self
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Chronic, long-term depression; treated psychiatrically; current suicide attempts; using medication; unable to function currently
<b>H4. Practical Judgment/Problem-Solving and Coping Skills</b>			
Refers to ability to develop options and make appropriate decisions/choices in areas such as child care, discipline, money management, personal relationships; ability to cope with daily stress. Also assesses awareness of own abilities and limitations.	<b>1</b>	<b>1</b>	Uses excellent judgment; able to develop and build options; proactive approach to problem-solving; has a variety of appropriate coping techniques; aware of and able to compensate for own limitations; excellent insight
	<b>1.5</b>	<b>1.5</b>	
STRENGTHS:	<b>2</b>	<b>2</b>	Generally good ability to problem-solve and cope with stress; some ability to anticipate and develop options in advance; knows and works around own limitations; some insight into own problem-solving style
	<b>2.5</b>	<b>2.5</b>	
CONCERNS:	<b>3</b>	<b>3</b>	Difficulty seeing options; makes good choices in some areas but not in others; some difficulty in acknowledging limitations little insight into problem-solving style
	<b>3.5</b>	<b>3.5</b>	
	<b>4</b>	<b>4</b>	Poor judgment in many minor areas or one major area (e.g., leaves child with alcoholic friend); very limited ideas on problem-solving and coping; difficulty seeing options even with help; no insight into own problem-solving style
	<b>4.5</b>	<b>4.5</b>	
	<b>5</b>	<b>5</b>	Grossly inappropriate judgment; unable to develop options to solve problems; unable to cope with daily stress; denial of own limitations

	Caregiver Score		Operational Definition
	A	B	
<b>H5 Caregiver Functioning</b>			
Refers to state of physical and mental health and its interference with functioning and parenting.	1	1	No physical or mental health issues; physical or mental health issues do not affect caregiver functioning
STRENGTHS:	1.5	1.5	
	2	2	Physical and/or mental health problems occasionally inhibit caregiver's ability to function, but caregiver is proactive in seeking support or treatment; support networks are in place to meet child(ren)'s needs
CONCERNS:	2.5	2.5	
	3	3	Physical and/or mental health problems limit ability to parent; caregiver inconsistent about seeking treatment and support to meet child(ren)'s needs
SAFETY PLAN REQUIRED <input type="checkbox"/> Check box if behavior(s) of any member of the household or any person with access to the child is symptomatic of mental or physical illness or disability and the child may be in immediate danger of serious harm.	3.5	3.5	
	4	4	Physical and mental health problems seriously hinder ability to parent and sometimes lead to episodes that may be harmful to the emotional and physical health of child(ren)
	4.5	4.5	
	5	5	Physical and mental health problems severely hinder ability to parent; caregiver is not under treatment or supervision; children are in jeopardy of physical harm and/or are showing signs of emotional distress
<b>SECTION I: CHILD(REN)'S CHARACTERISTICS</b>			
<b>Child(ren)'s Physical, Emotional, and Behavioral Health</b>	<b>Score</b>		<b>Operational Definition</b>
Refers to the extent to which child(ren) need supportive services to address a physical, emotional, or behavioral concern; assesses a child(ren)'s overall well-being and how it relates to family functioning.	1		No problems
STRENGTHS:	1.5		
	2		Minor problems that can be dealt with by the family and their network of supports; may be a temporary issue that is not disruptive to normal family functioning
CONCERNS:	2.5		
	3		Problems are occurring that begin to affect family functioning, child and sibling well-being; family is trying to find solutions and meet the child(ren)'s needs
SAFETY PLAN REQUIRED <input type="checkbox"/> Check box if child sexual abuse/sexual exploitation is suspected, and circumstances suggest that the child may be in immediate danger of serious harm.	3.5		
	4		Major problems are affecting family functioning and jeopardize the well-being of the child(ren); family is struggling to cope with these issues and sometimes resorts to unproductive and unhealthy coping mechanisms such as verbal abuse, physical punishment, withdrawal or abdication of responsibility by caregiver
	4.5		
	5		Severe problem indicating a danger to child(ren) and caregiver health and safety; family is unable to cope or find solutions to the problem

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**Indicate the specific child(ren)'s issues:**

Name of Child:

- Physical Health Problem/Physical Disability
- Developmentally Delayed/Intellectual Capacity
- Inadequate Educational Services
- Truancy
- Lack of Cooperation/Withdrawal from Family
- Aggressive Behavior (Assaulted family/peer/teacher)
- Peer Interactions/Influences
- Life/Social Skills
- Emotional/Behavioral/Mental Health
- Substance Abuse/Drug Involvement
- Delinquency/Criminal Activity
- Sexual Abuse/Exploitation

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- Physical Health Problem/Physical Disability
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  - Emotional/Behavioral/Mental Health
  - Substance Abuse/Drug Involvement
  - Delinquency/Criminal Activity
  - Sexual Abuse/Exploitation
-

## Section 2: Safety Interventions

If one or more safety concerns are present, consider whether safety interventions 1-8 will allow the child to remain in the home for the present time. Mark the item number for all safety interventions that will be implemented. If there are no available safety interventions that would allow the child to remain in the home, indicated by marking item 9. The case plan must be updated to include the safety plan activities and monitoring.

Mark all that apply:

1. Intervention or direct services by worker.
2. Use of family, neighbors, or other individuals in the community to mitigate safety concerns and allow child to remain safely in the home.
3. Use of other community agencies to mitigate safety concern and allow child to remain safely in the home.
4. Have the parent appropriately protect the child from the alleged maltreater.
5. Have the alleged maltreater leave the home, either voluntarily or in response to legal action.
6. Have the non-offending parent move to a safe environment with the child.
7. Family hotlined to CFSA immediately; recommend legal action planned or initiated; child remains in the home.
8. Other (specify):  
\_\_\_\_\_
9. Family hotlined to CFSA immediately; recommend child placement in protective custody because interventions 1-8 do not adequately ensure the child's safety.

## Section 3: Safety Documentation and Decision

- A. SAFE. No safety concerns are present

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- B. IN-HOME SAFETY PLAN. One or more safety concerns are present. Briefly describe the specific safety plan and/or service interventions that will be incorporated into the case plan to address the safety concern(s).

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- C. UNSAFE. One or more safety concerns are present. If the only intervention to ensure safety is continued out-of-home placement, document why other interventions could not be implemented to maintain the child at home at the present time.

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