Step #3

Four Brain Systems- History Checklist

Parental/Adult Risk Factors
That Can Compromise Parents' Ability to Offer Their Child Support

Global Questions

Parental/Adult Risk Factors
That Can Compromise Parents' Ability to Offer Their Child Support

Regulation

- ☐ Significant prenatal stressors
- ☐ No or poor prenatal care
- ☐ **History of, or current substance abuse, smoking***
- ☐ **Physical abuse***
- ☐ **Physical neglect***
- ☐ **Sexual abuse***
- ☐ Teenage pregnancy
- ☐ Poor nutrition
- ☐ Premature labor
- ☐ Multiple births
- ☐ Genetic disorder(s)
- ☐ Chronic medical condition(s)
- ☐ Chronic allergies
- ☐ Sleep difficulties
- ☐ Rigid or chaotic pattern of arousal energy that is entrenched (hypoalert, hyperalert, flooded)
- ☐ Low maternal education
- ☐ Few familial financial resources
- ☐ Unhygienic environment
- ☐ Inadequate food, shelter, or clothing
- ☐ Limited community resources
- ☐ Post-partum depression
- ☐ Birth complications (prolonged labor, traumatic birth, C-section (planned or emergency), breach birth

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Regulation

- Are stress responses adaptive? That is, does a person show adequate recovery?
- Is the person's use of energy efficient and flexible or rigid and chaotic?
- How does the person conserve energy?

Sensory

- How quickly and efficiently does the adult process sensory information?
- How reactive is the adult to sensory information from relationships?
- Is the adult leaning toward types of sensory information that are considered safe as opposed to those that are threatening?

Sensory

- ☐ Loss of hearing or vision
- ☐ Inaccurate processing of information
- ☐ Slow processing of information
- ☐ Speech abnormality
- ☐ Learning disorder(s)
- ☐ Only overreactive to sensory information in at least one sensory domain
- ☐ Only underreactive to sensory information in at least one sensory domain
- ☐ Both overreactive and underreactive to sensory information in at least one sensory domain
- ☐ Over or under stimulating living environment
- ☐ Sensation seeker

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Relevance

- ☐ **Exposure to domestic violence***
- ☐ **Emotional abuse***
- ☐ **Emotional neglect***
- ☐ **Familial history of mental illness***
- ☐ **Separation or loss of a parent***
- ☐ **Parental criminality***
- ☐ History of children removed from home; abuse/neglect of other children
- ☐ Multiple children to care for
- ☐ Weak commitment to child
- ☐ Chronically depressed or anxious
- ☐ Rapid swings into high-intensity emotions; low frustration tolerance
- ☐ Lack of empathy for self and others
- ☐ Difficulty making eye contact and lacking warmth
- ☐ Negative appraisal of child as willfully disobeying or as not loving parent
- ☐ Parent unable to set boundaries and over-accommodates child
- ☐ Discrepancies exist among words, actions, or non-verbal communication
- ☐ Learning disruptions
- ☐ Inability to ask for help when necessary

ACE Score /10   /18

Relevance

- Is the individual able to express a range of positive and negative emotions flexibly?
- How do experiences influence memories and appraisals?
- Are emotionally loving, significant, and long-term relationships present?
- Does the individual tend to attribute positive or negative meanings to experiences?

Executive

- Does adult show purposeful movement that is both adaptive and flexible?
- Can adult see the big picture?
- Can the adult stay on track in expressing a thought, emotion, or narrative?
- Can the adult complete tasks in a relatively smooth fashion?

Executive

- ☐ Motorically clumsy, awkward, or lethargic
- ☐ High distractibility
- ☐ High impulsivity
- ☐ Unable to delay gratification
- ☐ Lacks stable routines
- ☐ Adheres to rigid routines and habits, avoiding novelty
- ☐ Lack of knowledge concerning normative child development
- ☐ Difficulty anticipating the need to sequence and implement agreed-on clinical input
- ☐ Lacks a willingness to incorporate a new way to understand a child's behavior (e.g., mental rigidity)
- ☐ Is unaware of, or inaccurately judges, own strengths and weaknesses
- ☐ Difficulty using hindsight, insight, and foresight for self-reflection and problem solving
- ☐ Lacks cause–effect reasoning
- ☐ Unable to hold self and others in mind at the same time
- ☐ Unable to consider the part in relation to the whole

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Step #3

Four Brain Systems- History Checklist
Global Questions

Child/Youth Risk Factors
That Increase Children's Need for Adult Support

Regulation
- ☐ Prenatal maternal stress
- ☐ No or poor prenatal care Intrauterine growth retardation or fetal malnutrition
- ☐ Toxins in utero
- ☐ Premature birth
- ☐ Low Apgar score
- ☐ Meconium Aspiration
- ☐ Jaundice
- ☐ Genetic disorder(s)
- ☐ Infant medical condition(s)
- ☐ Chronic allergies
- ☐ Feeding problems
- ☐ Elimination concerns
- ☐ Poor suck, swallow, and breathe coordination
- ☐ Poor nutrition
- ☐ Sleep difficulties
- ☐ Rigid or chaotic pattern of arousal energy that is entrenched (hypoalert, hyperalert, flooded)
- ☐ **Physical abuse***
- ☐ **Physical neglect***
- ☐ **Sexual abuse***

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Relevance
- ☐ Male preterm infant
- ☐ **Exposure to domestic violence***
- ☐ **Emotional abuse***
- ☐ **Emotional neglect***
- ☐ **Separation or loss of a parent***
- ☐ **Parental criminality***
- ☐ **Parental mental illness***
- ☐ **Parental substance abuse***
- ☐ Traumatic memories
- ☐ Lack of emotional care due to foster care or orphanage placement
- ☐ Chronically depressed or anxious
- ☐ Rapid swings into high-intensity emotions; no frustration tolerance
- ☐ Lack of empathy for self and others
- ☐ Lack of eye contact absence of interest in others and/or lack of social referencing (overly detached)
- ☐ Highly demanding of others
- ☐ Over accommodating to others
- ☐ Lacks one person in the family who is strongly committed to child and who provides loving care
- ☐ Discrepancies exist between words, actions, or non-verbal communication
- ☐ Unable to learn from previous experiences
- ☐ Inability to ask for help when necessary

ACE Score   /10   **/20**

Regulation
- Are stress responses adaptive? That is, does a person show adequate recovery?
- Is the person's use of energy efficient and flexible or rigid and chaotic?
- How does the person conserve energy?

Sensory
- How quickly and efficiently does the child process sensory information?
- How reactive is the child to sensory information from relationships?
- Is the child leaning toward types of sensory information that are considered safe as opposed to those that are threatening?

Relevance
- Is the individual able to express a range of positive and negative emotions flexibly?
- How do experiences influence memories and appraisals?
- Are emotionally loving, significant, and long-term relationships present?
- Does the individual tend to attribute positive or negative meanings to experiences?

Executive
- Does child show purposeful movement that is both adaptive and flexible?
- Can child see the big picture?
- Can the child stay on track in expressing a thought, emotion, or narrative?
- Can the child complete tasks in a relatively smooth fashion?

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Child/Youth Risk Factors
That Increase Children's Need for Adult Support

Sensory
- ☐ Loss of hearing / vision
- ☐ Inaccurate processing of information
- ☐ Slow processing of information
- ☐ Speech delay
- ☐ Learning disorder(s)
- ☐ Only overreactive, to sensory information in at least one sensory domain
- ☐ Only underreactive to sensory information in at least one sensory domain
- ☐ Both overreactive and underreactive to sensory information in at least one sensory domain
- ☐ Institutional care or neglect without adequate sensory information/stimuli
- ☐ Sensation seeker

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For Birth to 3   Executive
- ☐ Motorically clumsy, awkward, or lethargic
- ☐ Lacks developmentally appropriate use of gestures to communicate needs and wants
- ☐ Lacks developmentally appropriate use of words to problem solve

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For 3+
- ☐ High distractibility
- ☐ High impulsivity
- ☐ Unable to delay gratification
- ☐ Lacks developmentally appropriate abilities to sequence activities of daily living
- ☐ Adheres to rigid routines and habits, avoiding novelty
- ☐ Lacks a willingness to incorporate a new way to understand own or other's behavior (e.g., mental rigidity)
- ☐ Is unaware of, or inaccurately judges, own strengths and weaknesses
- ☐ Difficulty using hindsight, insight, and foresight for self-reflection and problem solving
- ☐ Lacks cause–effect reasoning
- ☐ Unable to hold self and others in mind at the same time
- ☐ Unable to do part to whole reassuring
- ☐ Poor time management

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