

# History Worksheet for the Four Brain Systems

## Parental 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\*
- 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
- Physical abuse\*
- Physical neglect\*
- Sexual abuse\*

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## Global Questions

### 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 or chaotic?
- How does the person conserve energy?

## Child Risk Factors

That Increase Children's Needs for Adult Support

### Regulation

- Prenatal maternal stress
- No or poor prenatal care Intrauterine growth retardation or fetal malnutrition
- Toxins in utero
- Premature birth
- Genetic disorder(s)
- Infant medical condition(s)
- Chronic allergies
- Feeding problems
- 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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## NRF: LOOKING AT THE BIG PICTURE

Child Name: \_\_\_\_\_ Age: \_\_\_\_\_ Parent Name(s): \_\_\_\_\_ Age(s): \_\_\_\_\_ Date: \_\_\_\_\_

### REGULATION SYSTEM ASSESSMENT

	<u>Has</u>	<u>Needs</u>	<u>N/A</u>
• Food, Shelter, Clothing			
• Inpatient or outpatient rehab for substance use			
• Adequate employment			
• Medical home for parent(s)			
• Medical home for infant/child			
• Up-to-date immunizations			
• Up-to-date dental records			
• Healthy nutrition for parent(s)			
• Healthy nutrition for infant			
• Infant/child has regular feeding schedule			
• Infant/child has regular sleep schedule			
• Infant/child has adequate sleep hours			
• Parent has adequate sleep hours			
• Parent uses infant/child's sensory preferences for soothing			
• Parent uses infant/child's sensory preferences for engaging			
• Parent can read non-verbal cues of hunger, thirst, tiredness, temperature, needs, etc.			
<b>Total #:</b>			

## REGULATION SYSTEM NOTES

Areas of Vulnerability and Need

Areas of Strength and Resources

Total #:

## REGULATION SYSTEM RESOURCES

Shelters

Women's Crisis Centers

Food Banks

Housing Agencies

Job Placements

Rehab for Substance Use

HIV/AIDS Crisis Centers

Medical Home for Teens/Parents

Pediatric Medical Home for Infant/Child

Genetic testing center, Geneticist

## Parental Risk Factors

That Can Compromise Parents' Ability to Offer Their Child Support

### Sensory

- Loss of hearing or vision
- Inaccurate processing of information
- Slow processing of information
- Speech abnormality
- Learning disorder(s)
- Overreactive to sensory information
- Underreactive to sensory information
- Both overreactive and underreactive to sensory information
- Over or under stimulating living environment
- Sensory seeker

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## Global Questions

### SENSORY

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

## Child Risk Factors

That Increase Children's Needs for Adult Support

### Sensory

- Loss of hearing / vision
- Inaccurate processing of information
- Slow processing of information
- Speech delay
- Learning disorder(s)
- Overreactive, to sensory information
- Underreactive to sensory information
- Both overreactive and underreactive to sensory information
- Institutional care or neglect without adequate sensory information
- Sensory seeker

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### NRF: LOOKING AT THE BIG PICTURE

**Child Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Parent Name(s):** \_\_\_\_\_ **Age(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_

### SENSORY SYSTEM ASSESSMENT

	<u>Has</u>	<u>Needs</u>	<u>N/A</u>
● Parent has developmental delays/ disabilities with proper resources			
● Infant/child received newborn hearing screening			
● If premature birth and post Neonatal intensive Care, proper developmental assessments have been done			
● Infant/child received age-appropriate developmental screener (ASQ, PEDS, etc.)			
● Infant/child has had Regional Center assessment			
● Infant/child has appropriate medical care for any disability or delay			
● Infant/child has appropriate child care, pre-school or school setting that matches learning disability needs			
● Parent is learning how to decrease his or her sensory triggers to his or her infant/child			
● Parent is learning how to match his or her infant/child's sensory preferences			
● Parent is learning how to modulate his or her relational/sensory input			

**Total #:** \_\_\_\_\_

**SENSORY SYSTEM NOTES**

Areas of Vulnerability and Need

Areas of Strength and Resources

**Total #:**

***SENSORY SYSTEM RESOURCES***

Regional Center(s)

Developmental Pediatricians

Speech & Language Pathologists

Occupational Therapists

Physical Therapists

## Parental Risk Factors

That Can Compromise Parents' Ability to Offer Their Child Support

### Relevance

- A survivor, participant in, or witness to domestic violence\*
- Emotional abuse\*
- Emotional neglect\*
- History of children removed from home; abuse/neglect of other children
- Multiple children to care for
- Weak commitment to child
- Familial history of mental illness\*
- 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
- Separation or loss of a parent\*
- Parental criminality\*

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## Global Questions

### 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?

**Parent ACE Score /10**

**Child ACE Score /10**

## Child Risk Factors

That Increase Children's Needs for Adult Support

### Relevance

- Male preterm infant
- A survivor, participant in, or witness to domestic violence\*
- Emotional abuse\*
- Emotional neglect\*
- Exposure to domestic violence
- 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
- Learning disruptions
- Separation or loss of a parent\*
- Parental criminality\*
- Inability to ask for help when necessary

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### NRF: LOOKING AT THE BIG PICTURE

Child Name:

Age:

Parent Name(s):

Age(s):

Date:

### RELEVANCE SYSTEM ASSESSMENT

	<u>Has</u>	<u>Needs</u>	<u>N/A</u>
● Dyadic socio-emotional milestones have been assessed			
● Parent consistently soothes infant/child			
● Parent consistently engage infant/child with smiles & joy			
● Parent can read emotional non-verbal cues			
● Parent can accurately narrate infant/child's emotional non-verbal and verbal cues			
● When age appropriate, child has emotional vocabulary for his/her feelings (2 years on up)			
● Parent can recover from stress with self-care strategies			
● Parent has healthy relationships as resources for stress recovery			
● Parent al therapeutic help for past abuse/neglect/trauma			
● Parent-child are receiving dyadic psychotherapy			
● Parental compliance with therapeutic and medical support for personal mood instability			
● Parental compliance with therapeutic treatment for incidents of abuse and neglect			
● Proper child care or educational setting is in place for a child with a trauma history			
<b>Total #:</b>			

**RELEVANCE SYSTEM NOTES**

Areas of Vulnerability and Need

Areas of Strength and Resources

**Total #:**

***RELEVANCE SYSTEM RESOURCES***

Mental Health Centers, Offering Individual Psychotherapy

Mental Health Centers, Offering Dyadic Psychotherapy

Mental Health Centers Offering Medical, Psychiatric Support

Mental Health Offering Psychoeducational/Practical Skills

## Parental Risk Factors

That Can Compromise Parents' Ability to Offer Their Child Support

### 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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## Global Questions

### EXECUTIVE

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

## Child Risk Factors

That Increase Children's Needs for Adult Support

### 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
- 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 consider the part in relation to the whole

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### NRF: LOOKING AT THE BIG PICTURE

Child Name:

Age:

Parent Name(s):

Age(s):

Date:

#### EXECUTIVE SYSTEM ASSESSMENT

	<u>Has</u>	<u>Needs</u>	<u>N/A</u>
● Parent or infant motor delays or disabilities are properly attended to			
● Parental learning challenges have been assessed & treatment plan/team is in place			
● Parental or child assessment for impulsivity and/or inattention has been done, ruling out trauma, learning disabilities, and other clinical issues			
● Parental or child treatment for impulsivity and/or inattention is being attended to			
● Proper child care or educational setting is in place for a child with impulsivity and/or inattention			
● Socio-emotional and child development knowledge is being imparted to parents in the context of his or her individual child			
● Parent is receiving and making use of treatment for developing cause/effect links			
● Parent is receiving and making use of treatment for theory of mind (thinking of others)			
● Child is receiving and making use of treatment for developing cause/effect links (including dyadic work)			
● Child is receiving and making use of treatment for developing theory of mind (including dyadic work)			
<b>Total #:</b>			

**EXECUTIVE SYSTEM NOTES**

Areas of Vulnerability and Need

Areas of Strength and Resources

**Total #:**

***EXECUTIVE SYSTEM RESOURCES***

High-Quality Child Care Centers

Early Head Starts

Head Starts

School Districts