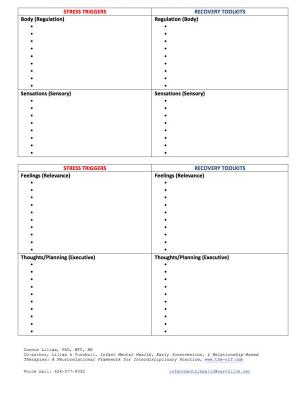
## Cheat Sheet for Step Three: Assessing Strengths and Vulnerabilities in the Four Brain Systems

## History Worksheet for the Four Brain Systems Parental Risk Factors **Global Questions** Child Risk Factors **Assessment of Load Conditions and Current Brain Capacities** That Can Compromise Parents' Ability to Offer Their Child Support That Increase Children's Need for Adult Support for Child and Parents 1. Place a $\sqrt{}$ mark in each box that applies to the parents (P1 and P2) and the child (C) for both categories: triggers and concerns and preferences and strengths. preferences and strengths. 2. Place an N/A in capacities that do not apply to the child for developmental reasons. 3. The three highlighted items are the most salient intervention goals. REGULATION Are stress responses adaptive? That is, does a person show adequate recovery? TRIGGERS & CONCERNS Is the person's use of energy efficient and flexible or rigid or chaotic? Date: Rigid or chaotic pattern of arousal energy that is entrenched (hypoalert, hyperalert, flooded) How does the person conserve energy' **Four Load Conditions** Too frequent stress responses to real or perceived stress Inability to adjust (habituate) to initial challenges that, over time, should no longer be stressful 3. Prolonged stress response after the stressor is removed SENSORY Closs of heiring / vision I inaccurate processing of information Sizer processing of information Sizer processing of information Spench (1987) Learning disorder(s) Outermachine, undermachine, or both to sensory information Institutional care or neglect without adequate optionly information 4. Inadequate stress recovery back to baseline How quickly and efficiently does the child/ adult process sensory information? Regulation P1 C Deep sleep cycling Stable and expanding alert processing state Expression of all three stress responses Distinct states w/ smooth transitions • How reactive is the child/adult to sensory information from relationships? Is the child/adult leaning toward types of sensory information that are considered s as opposed to those that are threatening? Male preterm index 1 Separare to domestic violence Apose and/or reglect Traumatic memories Lank of remindanci care due to fisater care or Lank of entrollanci care due to fisater care or Lank of entrollanci care due to fisater care or Comiscidary depressed or anxious Lank of entrollanci due due to fisater care or Lank of entrollanci debet entrollanci comisci care Lank of entrollanci debete comisci debete Lank of entrollanci debete of dishesional comisci comisci Lank of entrollanci debete comisci comisci comisci Apolica debete debete comisci comisci comisci comisci Lank of entrollanci comisci co Connection to visceral cues ■ Efficient stress recovery History of children removed m of other children Multiple children to care for Sensory P1 C P2 C ■ Internal (body) RELEVANCE Pain (visceral, hunger, pain, pressure) Balance/vestibular/movement Is the individual able to express a range of positive and negative emotions flexibly? O Proprioception (use of joints, muscles) Are emotionally loving, significant, and long-term relationships present? O Tactile (light and deep touch) Does the individual tend to attribute positive or negative meanings to experiences? o Taste Smell Auditory Vision Learning disruptions inability to ask for help when necessary Motorically clamay, anieward, or inflampic ligh distractibility High impolishity Unable to delay profilication Laxis stillar evatines. Anieres to inject orozines and habits, avoiding novelty Laxis of investedge concerning normalities child development. Difficulty anticipating the need to sequence and majerinental agence-in or clinical input. С Relevance **EXECUTIVE** Full range of emotions (positive and negative) Appropriate access to full range of memories oes child/adult show purposeful r at is both adaptive and flexible? uname to ceasy grammation. Lacks devolopmentally appropriate abilities to sequence activities of daily living. Adheres to ridgid routines an habits, avoiding nove Lacks a willingness to incorporate a new way to understand own or other 5 behavior (e.g., mental Can child/adult see the big picture? Accurate meanings of self and other imperient agreed- critical injuit. Lacks a willingness to incorporate a new way to understand a child's behavior (e.g., mental rigidity) to unaware of, or inaccurately judges, own strengths and wedknesses. Difficulty using hindsight, insight, and foreeight for self-reflection and problem solving. Can the child/adult stay on track in expressing a thought, emotion, or narrative? Executive P1 C ■ Purposeful adaptive behavior Can the child/adult complete tasks in a relatively smooth fashion? vare of, or inaccurately judges, own strengths Spontaneous format Automatic format Conscious control format Difficulty using hindsight, insight, and foresight for self-reflection and problem solving Sett-resource. Locks cause-effect resoning Unable to hold self and others in mind at the same time Unable to consider the part in relation to the whole Lincks 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 Integrating thoughts and emotions ■ Shifting between self and other/c

## BRAIN SYSTEMS: STRESS TRIGGERS AND RECOVERY TOOLKITS



Four Brain Systems: **Early Care &** Macro & Micro Levels **Education EXECUTIVE** •Motor planning
•Plan & sequence
•Theory of mind
•Language **Child** Mental Basic Needs/ Welfare Health Medical •Processing & Modulation Developmental Lillas & Turnbull, 2009 **Disabilities**