

# Assessment of Load Conditions and Current Brain Capacities for Child and Parents

**Instructions:**

1. Place a ✓ 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.
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.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Four Load Conditions**

- |   |
|---|
| 1. Too frequent stress responses to real or perceived stressors   |
| 2. Inability to adjust (habituate) to initial challenges that, over time, should no longer be stressful |
| 3. Prolonged stress response after the stressor is removed  |
| 4. Inadequate stress recovery back to baseline  |

<b>TRIGGERS &amp; CONCERNS</b>		
P1	C	P2

**PREFERENCES & STRENGTHS**

P1	C	P2

**Regulation**

- |   |
|---|
| ■ Deep sleep cycling                          |
| ■ Stable and expanding alert processing state |
| ■ Expression of all three stress responses    |
| ■ Distinct states w/ smooth transitions       |
| ■ Connection to visceral cues                 |
| ■ Efficient stress recovery                   |

P1	C	P2

**Sensory**

- |   |
|---|
| ■ Internal (body)                         |
| ○ Pain (visceral, hunger, pain, pressure) |
| ○ Balance/vestibular/movement             |
| ○ Proprioception (use of joints, muscles) |
| ■ External (world)                        |
| ○ Tactile (light and deep touch)          |
| ○ Taste                                   |
| ○ Smell                                   |
| ○ Auditory                                |
| ○ Vision                                  |
| ■ Processing                              |
| ■ Modulation                              |

P1	C	P2

P1	C	P2

**Relevance**

- |  |
|--|
| ■ Full range of emotions (positive and negative) |
| ■ Appropriate access to full range of memories   |
| ■ Accurate meanings of self and other            |

P1	C	P2

P1	C	P2

**Executive**

- |   |
|---|
| ■ Purposeful adaptive behavior            |
| ○ Spontaneous format                      |
| ○ Automatic format                        |
| ○ Conscious control format                |
| ■ Integrating thoughts and emotions       |
| ■ Shifting between self and other/context |

P1	C	P2

P1	C	P2