

## Domains Inform The Caregiver Protective Capacities

### MALTREATMENT AND NATURE OF MALTREATMENT

What is the extent of the maltreatment?

What surrounding circumstances accompany the alleged maltreatment?



How do parent behaviors relate to the maltreatment?



Behavioral...controls impulses  
Behavioral...takes action  
Cognitive...recognizes threats  
Emotional...is stable and able to intervene  
Behavioral...demonstrates adequate skills  
Behavioral...history of protecting  
Cognitive...able to articulate a plan for protection  
Emotional...is positively attached to the child

### Impending Danger Threshold Criteria:

The danger threshold criteria must be applied when considering and identifying any of the impending danger threats. In other words, the specific justification for identifying any of the impending danger threats is based on a specific description of how negative family conditions meet the danger threshold criteria. The danger threshold is the point at which a negative condition goes beyond being concerning and becomes dangerous to a child's safety. Negative family conditions that rise to the level of the danger threshold and become impending danger threats, are in essence negative circumstances and/or caregiver behaviors, emotions, etc., that negatively impact caregiver performance at a heightened degree and occur at a greater level of intensity.

### CHILD FUNCTIONING

How does the child function on a daily basis? Include physical health, development; emotion and temperament; intellectual functioning; behavior; ability to communicate; self-control; educational performance; peer relations; behaviors that seem to provoke parent/caregiver reaction/behavior; activities with family and others. Include a description of each child's vulnerability based on threats identified.



How is the child vulnerable?



Is the child vulnerable?

- Dependent on others for protection
- Exposed to circumstances that child is powerless to manage
- Susceptible to a threatening person in authority over the child
- Children from 0-6 years
- Older children unable to protect themselves or seek protection from others
- Children with physical, emotional, developmental needs

### ADULT FUNCTIONING

How does the adult function on a daily basis? Overall life management. Include assessment and analysis of prior child abuse/neglect history, criminal behavior, impulse control, substance use/abuse, violence and domestic violence, mental health; include an assessment of the adult's physical health, emotion and temperament, cognitive ability; intellectual functioning; behavior; ability to communicate; self-control; education; peer and family relations, employment, etc.



How does adult behavior protect the child?



Behavioral...controls impulses  
Behavioral...takes action  
Cognitive...is intellectually able  
Cognitive...recognizes threats  
Cognitive...able to articulate a plan for protection  
Emotional...meets own emotional needs  
Emotional...is stable and able to intervene to protect child  
Emotional...is resilient as a caregiver

### PARENTING

**General** – What are the overall, typical, parenting practices used by the parents/legal guardians?

**Discipline/Behavior Management** – What are the disciplinary approaches used by the parents/legal guardians, and under what circumstances?



How are they protective as a parent?



Behavioral...sets aside own needs for child  
Behavioral...demonstrates adequate skills  
Behavioral...adaptive as a parent/caregiver  
Behavioral...history of protecting  
Cognitive...is self-aware  
Cognitive...is intellectually able  
Cognitive...recognizes child's needs  
Cognitive...understands protective role  
Cognitive...able to articulate a plan for protection  
Emotional...tolerant as a caregiver  
Emotional...expresses love, empathy, sensitivity to the child  
Emotional...is stable and able to intervene to protect child  
Emotional...is positively attached to the child, is supportive and aligned with the child

- Observable
- Vulnerable Child
- Out-of-control
- Imminent
- Severe