

### CHILD STRENGTHS AND NEEDS (FFA-ONGOING)

**Development /Early Learning** (applies to children under the age of 6 years): The child is achieving developmental milestones based on age and developmental capacities; child development in key domains is consistent with age and ability appropriate expectations.

**Academic Status (applies to children 6 years of age and older):** The child, according to age and ability, is actively engaged in instructional activities; reading at grade level or IEP expectation level; and meeting requirements for annual promotion and course completion leading to a high school diploma or equivalent or vocational program.

**Positive Peer/Adult Relationships:** The child, according to age and ability, demonstrates adequate positive social relationships.

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**Family Relationships:** Child demonstrates age and developmentally appropriate patterns of forming relationships with family members.

**Physical Health:** Child is achieving and maintaining positive health status which includes physical, dental, audio and visual assessments and services. If the child has a serious or chronic health condition, the child is achieving the best attainable health status given the diagnosis and prognosis.

**Cultural Identity:** Important cultural factors such as race, class, ethnicity, religion, LGBTQ, or other forms of culture are appropriately considered in the child's life.

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**Substance Awareness:** The assessment of substance awareness is multi-dimensional. First, the assessment includes the child/youth's awareness of alcohol and drugs, and their own use. Second, for children who have experienced the negative impacts of parent/caregiver substance misuse within their home, the assessment includes their awareness of alcohol and drugs and treatment/recovery for their parent(s).

**Preparation for Adult Living Skill Development** (applies only to children 13 and over). Child, according to age and ability, is gaining skills, education, work experience, long-term relationships and connections, income, housing and other capacities necessary for functioning upon adulthood. Also includes adolescent sexual health and awareness.

### STAGES OF CHANGE

#### **Pre-contemplation**

Not currently considering change. Not ready to change. The parent/legal guardian or caregiver is yet to consider the possibility of change. The caregiver does not actively pursue help. Problems are often identified by others. Concerning their situation and change, caregivers are reluctant, resigned, rationalizing or rebelling. Denial and blaming are common.

#### **Contemplation**

Thinking about change. Ambivalent about change: "Sitting on the fence." The parent/legal guardian/caregiver considers change, and rejects it. The parent/legal guardian/caregiver might bring up the issue or ask for consultation on his or her own. The parent/legal guardian/caregiver considers concerns and thoughts, but no commitment to change.