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 |

<table>
<thead>
<tr>
<th>TRIGGERS &amp; CONCERNS</th>
<th>PREFERENCES &amp; STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>C</td>
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### 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 |
| 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

| P1 | C | P2 |
| P1 | C | P2 |

### 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

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