

# PECFAS: PRESCHOOL AND EARLY CHILDHOOD FUNCTIONAL ASSESSMENT SCALE

Name \_\_\_\_\_ Child ID # \_\_\_\_\_ Sex:  boy  girl

Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Admission Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_  
(optional)

Agency/Site ID # \_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_ Rater ID# \_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_

**TIME PERIOD RATED:**

- Last Month
- Last 3 Months
- Other \_\_\_\_\_

**IN SCHOOL/DAYCARE:**

- Yes
- No

**RATER:**

- Name \_\_\_\_\_
- Case Manager (or team leader)
  - Treating Therapist
  - Intake Worker
  - Non-Treating Clinician
  - Lay Interviewer/Researcher
  - Other \_\_\_\_\_

**ASSESSMENT:**

- Intake/Screening
- 3 mo  15 mo
- 6 mo  18 mo
- 9 mo  21 mo
- 12 mo  24 mo
- Exit from Services
- Change in Intensity of Service
- Other \_\_\_\_\_

**CHILD'S LIVING ARRANGEMENT and/or RESIDENTIAL PLACEMENT (check all that apply):**

- Family Home (with parent or legal guardian)
- Private Home with Other Relatives
- Private Home with Non-Relatives
- Out of Home
  - Regular Foster Care
  - Therapeutic Foster Care
  - Group Home
  - Psychiatric Group Home
  - Psychiatric Inpatient
  - Residential Treatment Center
  - Drug and/or Alcohol Program
  - Juvenile Detention/Jail/Correctional
  - Youth Crisis Residential
  - Other Residential Setting \_\_\_\_\_
- Other \_\_\_\_\_
- Unknown \_\_\_\_\_

**SOURCES OF INFORMATION (check all that apply):**

**In-Person Contact with:**

- Parent
- Child
- School/Daycare Personnel
- Foster (or surrogate) Parent
- Juvenile Justice, Police
- Social Welfare (Services)
- Mental Health Worker
- Public Health Worker
- Other \_\_\_\_\_

**Telephone Contact with:**

- Parent
- Child
- School/Daycare Personnel
- Foster (or surrogate) Parent
- Juvenile Justice, Police
- Social Welfare (Services)
- Mental Health Worker
- Public Health Worker
- Other \_\_\_\_\_

**Review of Documents:**

- School/Daycare
- Juvenile Justice, Police
- Social Welfare (Services)
- Mental Health
- Public Health
- Other \_\_\_\_\_

**Rater Signature:** My signature certifies that I have endorsed specific PECFAS items which describe this child's behavior and which support the scores for each of the PECFAS subscales. This PECFAS form with endorsements is being retained in the case file.

Rater Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:** Only persons who have established that they are reliable raters should rate the PECFAS<sup>TM</sup>. Be sure to rate the child's most SEVERE level of dysfunction for the time period being rated. The PECFAS is designed as a measure of functional status and should not be used as the sole criterion for determining any clinical decision, including need or eligibility for services, intensity of services, or dangerousness to self or others. Note that a list of strengths/goals follows each scale. Each characteristic can be viewed as a strength (i.e., child has the characteristic currently) or a goal (i.e., child does not yet have the characteristic but it is a goal in the child's individualized service plan). You may circle as many strengths and goals as you like to assist in developing a treatment plan. These items are separate from the PECFAS and do not affect the scoring of the PECFAS. The rater should sign this form (see above).

### PECFAS SCORING SUMMARY

SCALE SCORES FOR CHILD'S FUNCTIONING

- SCHOOL/DAYCARE ROLE PERFORMANCE \_\_\_\_\_
- HOME ROLE PERFORMANCE \_\_\_\_\_
- COMMUNITY ROLE PERFORMANCE \_\_\_\_\_
- BEHAVIOR TOWARD OTHERS \_\_\_\_\_
- MOODS/EMOTIONS \_\_\_\_\_
- SELF-HARMFUL BEHAVIOR \_\_\_\_\_
- THINKING/COMMUNICATION \_\_\_\_\_
  
- TOTAL FOR CHILD based on 7 Scales \_\_\_\_\_

SCALE SCORES FOR CAREGIVER'S RESOURCES

- Primary \_\_\_\_\_ Other \_\_\_\_\_
- MATERIAL NEEDS \_\_\_\_\_
  - FAMILY/SOCIAL SUPPORT \_\_\_\_\_

RISK BEHAVIORS:

- Child's Functioning
- Has made a serious suicide attempt or is considered to be actively suicidal (118, 150-153) or possibly suicidal (154-156)
  - Has been or may be harmful to others or self due to:
    - Aggression:
      - at School (3,4)
      - at Home (33)
    - in the Community (63)
    - in Behavior in general (81)
    - Sexual Behavior (62, 69, 82)
    - Fire Setting (65, 70)
  - Runaway Behavior (36)
  - Psychotic or Organic symptoms in the context of severe impairment (162-169)
- Caregiver Resourcefulness
- Child's needs far exceed caregiver's resources (195-205 or 234-244)
- Explanation: \_\_\_\_\_

Sample

**PECFAS PROFILE: CHILD'S FUNCTIONING**

Child's Name	ID#	Rater						Date		Site		
		School/Daycare Role Performance	Home Role Performance	Community Role Performance	Behavior Toward Others	Moods/Emotions	Self-Harmful Behavior	Thinking/Communication				
SEVERE 30	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	80	114	<input type="radio"/>	150	<input type="radio"/>	162
	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	81	115	<input type="radio"/>	151	<input type="radio"/>	163
	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	82	116	<input type="radio"/>	152	<input type="radio"/>	164
	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	83	117	<input type="radio"/>	153	<input type="radio"/>	165
	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	84	118	<input type="radio"/>		<input type="radio"/>	166
	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	85	119	<input type="radio"/>		<input type="radio"/>	167
	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		120	<input type="radio"/>		<input type="radio"/>	168
	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		121	<input type="radio"/>		<input type="radio"/>	169
	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		122	<input type="radio"/>		<input type="radio"/>	
MODERATE 20	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	86	123	<input type="radio"/>	154	<input type="radio"/>	170
	11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	87	124	<input type="radio"/>	155	<input type="radio"/>	171
	12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	88	125	<input type="radio"/>	156	<input type="radio"/>	172
	13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	89	126	<input type="radio"/>		<input type="radio"/>	173
	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	90	127	<input type="radio"/>		<input type="radio"/>	174
	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	91	128	<input type="radio"/>		<input type="radio"/>	175
	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	92	129	<input type="radio"/>		<input type="radio"/>	176
	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	93	130	<input type="radio"/>		<input type="radio"/>	
	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	94		<input type="radio"/>		<input type="radio"/>	
MILD 10	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	95	131	<input type="radio"/>	157	<input type="radio"/>	177
	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	96	132	<input type="radio"/>	158	<input type="radio"/>	178
	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	97	133	<input type="radio"/>		<input type="radio"/>	179
	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	98	134	<input type="radio"/>		<input type="radio"/>	180
	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	99	135	<input type="radio"/>		<input type="radio"/>	181
	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	100	136	<input type="radio"/>		<input type="radio"/>	
	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	101	137	<input type="radio"/>		<input type="radio"/>	
	24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	102	138	<input type="radio"/>		<input type="radio"/>	
	25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	103	139	<input type="radio"/>		<input type="radio"/>	
MINIMAL/NO 0	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	104	140	<input type="radio"/>		<input type="radio"/>	182
	24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	105	141	<input type="radio"/>		<input type="radio"/>	183
	25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	106		<input type="radio"/>		<input type="radio"/>	
	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	107		<input type="radio"/>		<input type="radio"/>	
	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	108		<input type="radio"/>		<input type="radio"/>	
	28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	109	142	<input type="radio"/>		<input type="radio"/>	
	29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	110	143	<input type="radio"/>		<input type="radio"/>	
	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	111	144	<input type="radio"/>		<input type="radio"/>	
	31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	112	145	<input type="radio"/>		<input type="radio"/>	
COULD NOT SCORE	58	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	113	146	<input type="radio"/>		<input type="radio"/>	
	59	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	114	147	<input type="radio"/>		<input type="radio"/>	

For each scale: (1) mark the item number(s) which correspond to those marked on the PECFAS form, (2) fill in the circle indicating severity level, (3) connect the circles.

Sample

		Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)
<b>SCHOOL/ DAYCARE</b>  Role Performance  <input type="checkbox"/>	001 Asked to leave school/daycare program due to behavior in school/daycare occurring during the rating period.	010 Disobedience which results in repeated disruption to other children's activities or becomes known to supervisory staff because of severity and/or chronicity.	017 Disobedience results in staff frequently bringing attention to problems or structuring child's activities so as to avoid predictable difficulties.	023 Reasonably comfortable and competent at school.	
	002 Refuses to attend school/daycare program or has excessive absences.	011 Inappropriate behavior resulting in disruption to others or becoming known to supervisory staff.	018 Inappropriate behavior results in staff frequently bringing attention to problems or structuring child's activities so as to avoid predictable difficulties.	024 Minor problems satisfactorily resolved.	
	003 Child viewed as potentially harmful to others because of child's actions or statements.	012 Frequently misses school/daycare secondary to behavioral/emotional problems (i.e., approximately once every two weeks or for several consecutive days).	019 Occasionally disobeys school/daycare rules, with no harm to others or to property.	025 Learning is average or above.	
	004 Harmed or made threat to hurt a teacher/peer/staff.	013 Behavior is disruptive to the activities of other children and special accommodations are recommended or implemented (includes behavior due to poor attention or high activity level).	020 Problems in school/daycare with poor attention or high activity level are present but are not disruptive to other children's activities (can be managed O.K., with the child able to achieve satisfactorily).	026 Learning is commensurate with ability and child is mentally retarded.	
005 Unable to meet even minimum requirements for behavior in group settings in school/daycare.	014 Does not achieve satisfactorily due to poor attention or high activity level; special accommodations are needed or implemented.	021 Fails to listen, to follow instructions or routines, or to do activities/tasks.	027 Learning is commensurate with ability and child has a known handicap (e.g., vision, hearing, speech, physical, etc.).		
006 Disruptive behavior (including poor attention or high activity level) persists despite special accommodations at school/daycare (e.g., special program, classroom or school).	015 Learning is below average and is not due to an established learning problem (e.g., mental retardation).		028 Behaves age-appropriately even though there are occasional temporary regressions due to the child's developmental stage or specific family circumstances.		
007 Learning is notably below other children (i.e., at least one year behind), related to poor attention or high activity level, with the situation persisting despite special accommodations at school/daycare.					
008 Learning is markedly below other children (i.e., at least one year behind), and is not due to an established learning problem (e.g., mental retardation).					
009 EXCEPTION	016 EXCEPTION	022 EXCEPTION	029 EXCEPTION		
Explanation:		COULD NOT SCORE: 030			

# Sample

Comments: \_\_\_\_\_

**Strengths(S)/Goals (G) for School/Daycare Scale**  
 (OPTIONAL: UNNECESSARY FOR PECFAS RATING)

- |  |   |
|--|---|
| S1 G1 Is permitted to attend school/daycare                      | S11 G11 Benefits from assistance when problems arise        |
| S2 G2 Attends school/daycare regularly                           | S12 G12 Learning skills appropriate to age level            |
| S3 G3 Likes going to school/daycare                              | S13 G13 Stays on task (appropriate to age)                  |
| S4 G4 Behavior at school is devoid of aggressive acts or threats | S14 G14 Feels good about performance in learning activities |
| S5 G5 Good behavior in classroom (not a problem)                 | S15 G15 Can transition from one activity to another         |
| S6 G6 Teacher in specialized classroom can manage behavior       | S16 G16 Is enthusiastic about favorite activities           |
| S7 G7 Regular classroom teacher can manage behavior              | S17 G17 Actively participates in learning activities        |
| S8 G8 Gets along okay with teachers                              | S18 G18 Likes to read or to be read to                      |
| S9 G9 Enjoys praise from teachers                                | S19 G19 Takes nap or rest as expected                       |
| S10 G10 Easily follows adult guidance                            | S20 G20 Other _____   |

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)
<p><b>HOME</b></p> <p>Role Performance</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	031 Child was placed outside of the home due to child's unmanageable or dangerous behavior in the home which occurred during the rating period.	039 Persistently uncooperative or disobedient, which interferes with doing routine care tasks for the child (e.g., getting dressed, taking a bath, brushing teeth, age-appropriate bowel and urine habits).	046 Frequently (but not always) won't follow reasonable rules and expectations within the home (e.g., going to bed on time), more than other children the same age.	054 Typically cooperative in following reasonable rules and expectations within the home.
	032 Extensive management by others required in order for child to be maintained in the home.	040 Persistently fails to do as told or to follow instructions.	047 Has to be "watched" or prodded in order to get him/her to do chores or comply with requests.	055 Minor problems satisfactorily resolved.
	033 High degree of supervision needed due to potentially dangerous behavior (e.g., head-banging, tries to hurt younger children, "plays" with electricity).	041 Persistently refuses to carry out age-appropriate expectations (e.g., pick up toys, put things away).	048 Often engages in behaviors which are frustrating to caregiver (e.g., purposeful dawdling, follows caregiver around).	056 Behaves age-appropriately even though there are occasional temporary regressions due to the child's developmental stage or specific family circumstances.
	034 Child's behavior, while not necessarily dangerous, demands constant attention, and efforts to reduce the behavior have not been successful (e.g., destroys things, wanders away, extreme temper tantrums, screaming, crying).	042 Behavior is often adequate but there are periods, lasting several days, in which child is markedly disobedient or uncooperative.	049 Insists that caregiver do things for him/her that the child could do without help.	
	035 Constantly clings to caregiver to the extent that caregiver's ability to work or carry out other roles is interfered with.	043 Behavior is consistently demanding (i.e., child always on the go, child reacts very strongly if something happens that he/she does not like or if frustrated).	050 "Balks" or resists routines or taking instruction, but will comply if caregiver insists.	
	036 Leaves home with the intent to "run away."	044 At mealtimes, does not eat or does not want to eat so that child has to be coaxed.	051 Upset if an adult is not paying attention or interacting with him/her.	
	037 At mealtimes, does not eat or refuses to eat so that child has to be fed.		052 Very finicky eater.	
038 EXCEPTION	045 EXCEPTION	053 EXCEPTION	057 EXCEPTION	
Explanation:				COULD NOT SCORE: 058

Comments:

# Sample

**Strengths(S)/Goals (G) for Home Scale**

*(OPTIONAL: UNNECESSARY FOR PECFAS RATING)*

S21	G21	Behavior at home is devoid of aggressive acts or threats	S33	G33	Obeys rules routinely
S22	G22	Does not use profanity toward others in home	S34	G34	Will accept routines (e.g., around bedtime, meals)
S23	G23	Respectful of property in the home	S35	G35	Night time routine (getting ready for bed) goes well
S24	G24	Can be managed in the home with assistance	S36	G36	Easily relaxes and goes to sleep for nap or at night
S25	G25	Can be managed in the home without assistance	S37	G37	Can be soothed and calmed when difficulties arise
S26	G26	Safe behavior even without close supervision	S38	G38	Has a good appetite
S27	G27	Accepts consequences for undesirable behavior	S39	G39	Participates in family activities
S28	G28	Reacts non-impulsively over disagreements	S40	G40	Manages changes and transitions satisfactorily
S29	G29	Seeks help from caregiver when needed	S41	G41	Takes pride in being able to do some activities independently
S30	G30	Willing to take help offered by caregiver	S42	G42	Good behavior on home visits
S31	G31	Accepts direction from caregiver	S43	G43	Other _____
S32	G32	Will help do household "chores" when asked			


	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)
<p><b>COMMUNITY</b></p> <p>Role Performance</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	059 Associates or hangs around with older children who are likely involved with illegal activities or gang activities.	067 On more than one occasion, committed acts that would be considered delinquent if child were older (e.g., vandalism, defacing property, threatening aggression, shoplifting other than minor items such as candy).	072 Minor problems not satisfactorily resolved (e.g., takes candy from store after having been previously corrected for doing so).	076 Does not negatively impact on the community.
	060 Does favors or tasks for older children who are likely involved with illegal activities or gang activities.	068 Often chooses to play with children who get into delinquent-like trouble.	073 Sometimes plays with children who get into serious trouble.	077 Minor problems satisfactorily resolved.
	061 Has repeatedly stolen property or money outside the home and is aware that it is considered wrong to steal.	069 Has been sexually inappropriate such that adults have concern about the welfare of other children who may be around the child unsupervised.	074 Plays with fire on more than one occasion.	
	062 Does or attempts inappropriate sexual acts with children (i.e., as a perpetrator, not as a victim).	070 Repeatedly and intentionally plays with fire such that damage to property or person could result.		
	063 Committed acts that would likely result in confinement if child were older.			
	064 Deliberate and severe damage of property outside the home (e.g., school/daycare, car, building).			
	065 Deliberate firesetting with malicious intent.			
066 EXCEPTION	071 EXCEPTION	075 EXCEPTION	078 EXCEPTION	
Explanation:				COULD NOT SCORE: 079

Comments:

# Sample

**Strengths(S)/Goals (G) for Community Scale**  
(OPTIONAL: UNNECESSARY FOR PECFAS RATING)

S44	G44	No new illegal activity	S56	G56	Genuinely acknowledges how own behavior has hurt or negatively impacted others
S45	G45	No incidents of firesetting	S57	G57	Follows established laws and rules
S46	G46	No sexually inappropriate behavior	S58	G58	Shows respect to others
S47	G47	Avoids gang members and gang activities	S59	G59	Is a member of a prosocial club/group/educational program/athletic program
S48	G48	Is trying to stay away from others who get into trouble	S60	G60	Has play activities which are alternatives to antisocial behavior
S49	G49	Plays with good kids	S61	G61	Has supportive relationships (outside of family)
S50	G50	Wants to be a "good kid"	S62	G62	Helps others willingly
S51	G51	Is motivated to stay out of trouble	S63	G63	Respectful of own cultural heritage/elders
S52	G52	Keeps out of trouble (i.e., is "street smart").	S64	G64	Positively identifies with own cultural heritage
S53	G53	Is not known in community for troublesome behaviors	S65	G65	Participates in activities related to own cultural heritage
S54	G54	Fulfills responsibilities related to juvenile justice, court, etc.	S66	G66	Participates in religious/spiritual activities (e.g., attends church)
S55	G55	Accepts responsibility for misbehavior	S67	G67	Other _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)
<b>BEHAVIOR TOWARD OTHERS</b>  	080 Behavior consistently inappropriate or bizarre.  081 Behavior so disruptive or dangerous that harm to others is likely (e.g., hurts or tries to hurt others, such as hitting, biting, throwing things at others, using or threatening to use a weapon or dangerous object).  082 Intentional inappropriate behavior of a sexual nature toward another child (as a perpetrator), and the behavior persists despite the child having been made aware of the inappropriateness.  083 Deliberately cruel to animals despite having been previously reprimanded for cruelty.  084 No age-appropriate peer interactions due to deficit in ability to relate to others; always plays alone; avoids interacting with other children.	086 Behavior frequently or typically inappropriate and causes problems for self or others (e.g., starts fights or arguments, is belligerent).  087 Inappropriate sexual behavior in the presence of others or directed toward others (e.g., deliberately displays or plays with sex parts), and behavior persists despite the child having been made aware of the inappropriateness.  088 Deliberately and persistently annoying to others; provokes conflict/problems.  089 Displays of anger or temper; angry outbursts (i.e., more than once a day).  090 Often mean or nasty to other people or animals.  091 Associates with other children who engage in activities in which others are harassed, bullied, etc.  092 Persistently antagonizes other children (e.g., grabs others' toys, purposefully knocks over or damages others' toys, bullies, teases, shoves).  093 Often plays alone even when there are opportunities for peer play; would rather be alone.	095 Unusually willful, quarrelsome, argumentative, or annoying to others.  096 Temper tantrums or outbursts if cannot get his/her own way, if frustrated, or if criticized.  097 Easily annoyed by others and responds more strongly than other children; quick-tempered.  098 Difficulties in peer interactions due to negative behavior (e.g., teasing, picks on others).  099 Immature behavior leads to poor interaction with peers.  100 Stays upset or overreacts to other children's teasing, etc.  101 Pouts, sulks, or acts stubborn a lot.  102 Has trouble sharing toys.  103 Very bossy in play with other children.  104 Excessive "rough and tumble" play.  105 Stays upset for unusually long periods after not getting his/her way.  106 Does not engage in typical recreational activities because of a tendency to be ignored or rejected by peers.  107 Does not engage in typical peer recreational activities because of being withdrawn or overly timid.	109 Relates age-appropriately to others.  110 Occasional problems are reasonably resolved.  111 Behaves age-appropriately even though there are occasional temporary regressions due to the child's developmental stage or specific family circumstances.
	085 EXCEPTION	094 EXCEPTION	108 EXCEPTION	112 EXCEPTION
	Explanation:	<b>Sample</b>		

**Strengths(S)/Goals (G) for Behavior Toward Others Scale**

S68	G68	Is aware of behavior problems with other children and is working on this	S80	G80	Is able to control impulses
S69	G69	Is motivated to have more/better friends	S81	G81	Expresses anger through appropriate verbalization or healthy physical or play activities
S70	G70	Has peer friendships which are age appropriate	S82	G82	Behaves appropriately in public places and at community events
S71	G71	Can be fun to be with (e.g., jokes, witty, sense of humor)	S83	G83	Shows respect to others
S72	G72	Plays well with other children	S84	G84	Shows empathy towards others
S73	G73	Can share toys	S85	G85	Shows kindness to others
S74	G74	Can play by him/herself	S86	G86	Is gentle and caring with animals
S75	G75	Belongs to community clubs (e.g., scouts, drill corps, musical or dance groups, church fellowship)	S87	G87	Has a good relationship with at least one caregiver
S76	G76	Can quickly "get back to normal" after difficulties have been "smoothed over"	S88	G88	Feels loved by at least one adult caregiver/parent figure (e.g. grandmother, aunt)
S77	G77	Is friendly and outgoing	S89	G89	Has a good relationship with at least one sibling
S78	G78	Asserts self in healthy ways	S90	G90	Views home as nurturant/supportive
S79	G79	Actively uses coping strategies to deal with difficult situations	S91	G91	Other _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)	
<b>MOODS/EMOTIONS</b>  (Emotions = anxiety, depression, moodiness, fear, worry, irritability, tenseness, panic, anhedonia)	114 Viewed as odd or strange because emotional responses are incongruous or inappropriate (unreasonable, excessive) most of the time.  115 Expresses marked distress upon being away from caregiver and cannot be consoled (stays highly upset).  116 If school-age, child has poor attendance (i.e., absent for at least one day per week on average) due to desire to be with caregiver, fearfulness, or anxieties.  117 Sadness or lack of usual expressiveness is associated with failure to do tasks or activities at school/daycare, OR marked disinterest in other kids, OR refusal/disinterest in eating.  118 Sadness or unhappiness is accompanied by suicidal wish.  119 Looks unhappy, sad, or very anxious most of the time; nothing seems to please or comfort the child.  120 Cries a lot and cannot be consoled, and with no physical explanation.  121 Emotional blunting (i.e., no or few signs of emotional expression; emotional expression is markedly flat).	123 Overreacts to being away from caregiver, but can eventually be consoled.  124 Extremely tense or fearful (e.g., overreacts to sounds or noises).  125 Worries excessively and persistently with disturbance in functioning manifested by at least one of the following: sleep problems, tiredness, poor concentration, irritability, muscle tension, or feeling "keyed up."  126 Sadness or unhappiness is persistent over time with disturbance in functioning in at least one of the following areas: sleeping, eating, concentration, energy level, or normal activities. If <u>only</u> irritability or anhedonia (i.e., marked diminished interest or pleasure in typical activities) is present, there should be disturbance in two or more areas.  127 Persistent self-criticism or feelings of worthlessness.  128 Has emotional flare-ups frequently, but not most of the time (e.g., sobbing uncontrollably, outbursts that are difficult to control or deflect).  129 Notable emotional restriction (e.g., has difficulty expressing strong emotions such as fear, hate, love).	131 Tends to be anxious, fearful, tense, or sad, with some related symptom present (e.g., nightmares, stomachaches, nailbiting, wakes up at night, has trouble getting to sleep).  132 Overreacts compared to other children; disproportionate expression of irritability, fear, or worries.  133 Easily distressed if makes mistakes (more than other children the same age).  134 Sad, withdrawn, hurt, or anxious if criticized; feelings are too easily hurt.  135 Sad (or depressed or anhedonic) or anxious in at least one setting for up to a few days at a time.  136 Never plays energetically or expresses joy or delight.  137 Too worried about neatness, cleanliness.  138 Child has nervous habits (e.g., scratching or twitching).  139 Frequent nightmares or awakenings (i.e., at least two times a week).  140 Overreacts to changes in schedule or routine.	142 Feels normal distress, but daily life is not disrupted.  143 Considers self to be an "OK" person.  144 Can express strong emotions appropriately.  145 Behaves age-appropriately even though there are occasional temporary regressions due to the child's developmental stage or specific family circumstances.  146 Child is generally happy.  147 Experiences of sadness and anxiety are age-appropriate.	
	122 EXCEPTION	130 EXCEPTION	141 EXCEPTION	148 EXCEPTION	
	Explanation:	<b>Sample</b>			COULD NOT SCORE: 149

**Strengths(S)/Goals (G) for Moods/Emotions Scale**  
(OPTIONAL: UNNECESSARY FOR PECFAS RATING)

S92	G92	Can express strong emotions appropriately	S106	G106	Sleeps well at night
S93	G93	Is able to express emotional needs appropriately	S107	G107	Shares feelings
S94	G94	Shows a range of emotions (e.g., not flat affect)	S108	G108	Talks with an adult or older youth about nightmares, worries, or sadness
S95	G95	Has self-awareness of emotional state/emotions			Uses distraction or play to manage mood/anxiety
S96	G96	Shows interest in friends and activities	S109	G109	Emotional reactions are consistent with "provoking" circumstances
S97	G97	Has an appropriate understanding of "blame"; does not place too much blame on self	S110	G110	No somatic complaints (e.g., stomachaches, headaches)
S98	G98	Feels good about self	S111	G111	Attends school despite feelings
S99	G99	Has a positive self-perception	S112	G112	Participates in peer activities despite feelings
S100	G100	Has a good sense of humor	S113	G113	Can be away from caregivers without undue distress
S101	G101	Has a good/pleasant temperament	S114	G114	Easily separates from caregiver when taken to school/daycare
S102	G102	Has fun, enjoys self	S115	G115	No suicidal wish or intent
S103	G103	Has healthy outlets for emotional feelings (consistent with culture)	S116	G116	Other _____
S104	G104	Self-nurturing	S117	G117	
S105	G105	Uses "self-talk" to manage mood/anxiety			

	<b>Severe Impairment</b> <i>Severe disruption or incapacitation</i> <b>(30)</b>	<b>Moderate Impairment</b> <i>Major or persistent disruption</i> <b>(20)</b>	<b>Mild Impairment</b> <i>Significant problems or distress</i> <b>(10)</b>	<b>Minimal or No Impairment</b> <i>No disruption in functioning</i> <b>(0)</b>
<b>SELF-HARMFUL BEHAVIOR</b>  <input type="checkbox"/>	150 Non-accidental self-destructive behavior has resulted in or is likely to result in serious self-injury or self-harm (e.g., suicide attempt).  151 Seemingly accidental self-destructive behavior has resulted in or could likely result in serious self-injury (e.g., runs out in the path of a car, opens car door in moving vehicle), and child is aware of the danger.  152 Has a plan to hurt self, even if impractical or nonlethal.	154 Non-accidental self-harm, mutilation, or injury which is not life-threatening but not trivial (e.g., suicidal gestures or behavior without intent to die, cuts self).  155 Talks or repeatedly thinks about harming self, killing self, or wanting to die.	157 Repeated non-accidental behavior suggesting self-harm, yet the behavior is very unlikely to cause any serious injury (e.g., repeatedly pinching self or scratching skin with a dull object).	159 Behavior is not indicative of tendencies toward self-harm.
	153 EXCEPTION	156 EXCEPTION	158 EXCEPTION	160 EXCEPTION
Explanation: <span style="float: right;">COULD NOT SCORE: 161</span>				


Comments:

# Sample

**Strengths(S)/Goals (G) for Self-Harmful Behavior Scale**  
 (OPTIONAL: UNNECESSARY FOR PECFAS RATING)

S118	G118	No self-destructive actions	S125	G125	Respects his/her body (e.g., no pinching, scratching purposefully)
S119	G119	No suspicious "accidents"	S126	G126	Resists being abused/hurt
S120	G120	Does not knowingly engage in dangerous behavior	S127	G127	Avoids being sexually exploited
S121	G121	No self-destructive talk	S128	G128	Eats well
S122	G122	Shares feelings when experiences self-destructive urges or sad feelings	S129	G129	Maintains adequate weight
S123	G123	Uses coping strategies other than self-harm (e.g., "tuning out")	S130	G130	Other _____
S124	G124	Uses appropriate outlets (e.g., pounding sand in sandbox)			



	<b>Severe Impairment</b> <i>Severe disruption or incapacitation</i> <b>(30)</b>	<b>Moderate Impairment</b> <i>Major or persistent disruption</i> <b>(20)</b>	<b>Mild Impairment</b> <i>Significant problems or distress</i> <b>(10)</b>	<b>Minimal or No Impairment</b> <i>No disruption in functioning</i> <b>(0)</b>
<b>THINKING/ COMMUNICATION</b>  	<p>CANNOT ATTEND A NORMAL SCHOOL OR DAYCARE SITUATION, DOES NOT HAVE NORMAL PEER INTERACTIONS, OR CANNOT INTERACT ADEQUATELY IN THE COMMUNITY DUE TO ANY OF THE FOLLOWING:</p> <p>162 Communications which are impossible or extremely difficult to understand due to incoherent thought or language.</p> <p>163 Speech or nonverbal behavior is extremely odd and is noncommunicative (e.g., echolalia, idiosyncratic language).</p> <p>164 Strange or bizarre behavior indicating an inability to distinguish fantasy from reality.</p> <p>165 Most of the time is involved in aimless, nonpurposeful activity.</p> <p>166 Refuses to talk or is selectively mute and this is not due to any known physical or sensory disability, speech impediment, or lack of familiarity with English.</p> <p>167 Does not respond when spoken to and this is not due to any known physical or sensory disability, speech impediment, or lack of familiarity with English.</p> <p>168 Repeats an idea, thought, or action over and over (e.g., repeatedly rocks body or head).</p>	<p>FREQUENT PROBLEMATIC BEHAVIOR OR DIFFICULTY IN INTERACTIONS WITH OTHERS; OR SPECIALIZED SETTING OR SUPERVISION NEEDED DUE TO ANY OF THE FOLLOWING:</p> <p>170 Communications do not "flow," are irrelevant, or disorganized (i.e., more than other children of the same age).</p> <p>171 Frequent and strange or odd behavior (e.g., eats non-food items, smears feces).</p> <p>172 Apparent intermittent hallucinations that interfere with normal functioning.</p> <p>173 Frequently involved in aimless, non-purposeful activity.</p> <p>174 Preoccupying cognitions or fantasies with bizarre, odd, or gross themes.</p> <p>175 Extremely limited in expressing self verbally and this is not due to any known physical or sensory disability, speech impediment, or lack of familiarity with English.</p>	<p>OCCASIONAL PROBLEMATIC BEHAVIOR, OR DIFFICULTY IN INTERACTIONS WITH OTHERS DUE TO ANY OF THE FOLLOWING:</p> <p>177 Communications which are eccentric or use odd speech (i.e., more than other children of the same age).</p> <p>178 Often expresses unnatural or strange ideas for his/her age.</p> <p>179 Unusual perceptual experiences not qualifying as pathological hallucinations.</p> <p>180 Limited in ability to express self verbally (i.e., more than other children of the same age), and this is not due to any known physical or sensory disability, speech impediment, or lack of familiarity with English.</p>	<p>182 Thought, as reflected by communication, is not disordered or eccentric when compared to other children of the same age.</p>
	169 EXCEPTION	176 EXCEPTION	181 EXCEPTION	183 EXCEPTION
Explanation: _____				COULD NOT SCORE: 184
Comments: _____				

Sample

**Strengths(S)/Goals (G) for Thinking Scale**

*(OPTIONAL: UNNECESSARY FOR PECFAS RATING)*

S131	G131	Can communicate needs to others	S141	G141	Fantasies are "within normal limits" for age
S132	G132	Can express self adequately and clearly	S142	G142	Understands that thoughts cannot directly cause events to happen
S133	G133	Despite communication difficulties, tries to relate to others	S143	G143	Tries to control inappropriate thoughts, feelings, and impulses
S134	G134	Talks to others at an age-appropriate level	S144	G144	Has age-appropriate self-care behaviors
S135	G135	Responds socially to others at an age-appropriate level	S145	G145	Bathroom behavior and hygiene are age appropriate
S136	G136	General behavior is age appropriate	S146	G146	Understands the need for medication
S137	G137	Good problem solving ability	S147	G147	Other _____
S138	G138	Thinks logically			
S139	G139	Has good understanding of personal circumstances			
S140	G140	No hallucinations or delusions			

CAREGIVER BEING RATED: PRIMARY FAMILY

Child's Name \_\_\_\_\_

ID# \_\_\_\_\_

Caregiver Being Rated	Relationship to Child	Informant	Child Placement	
<b>CAREGIVER RESOURCES</b>  Material Needs  <input type="checkbox"/>	<b>Severe Impairment</b> <i>Severe disruption or incapacitation</i> <b>(30)</b>	<b>Moderate Impairment</b> <i>Major or persistent disruption</i> <b>(20)</b>	<b>Mild Impairment</b> <i>Significant problems or distress</i> <b>(10)</b>	<b>Minimal or No Impairment</b> <i>No disruption in functioning</i> <b>(0)</b>
	185 Child's needs for food, clothing, housing, medical attention, or neighborhood safety are not being met such that severe risk to health or welfare of child is likely.	187 Frequent negative impact on child's functioning <b>OR</b> a major disruption in the child's functioning due to child's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	189 Occasional negative impact on the child's functioning due to the child's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	191 Material needs are arranged for or adequately met so that there is no disruption in the child's functioning.  192 Able to use community resources as needed.
	186 EXCEPTION	188 EXCEPTION	190 EXCEPTION	193 EXCEPTION
Explanation:			COULD NOT SCORE: 194	

<b>CAREGIVER RESOURCES</b>  Family/ Social Support  <input type="checkbox"/>	195 Sociofamilial setting is potentially dangerous to the child due to lack of family resources required to meet the child's needs/demands.	206 Child's developmental needs cannot be adequately met because child's needs/developmental demands exceed family resources.	214 Family not able to provide adequate warmth, security or sensitivity relative to the child's needs. Support from other sources outside the immediate family are unable to compensate for this inadequacy.	219 Family is sufficiently warm, secure, and sensitive to the child's major needs.
	196 Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.).	207 Marked impairment in parental judgment or functioning (may be related to emotional instability, psychiatric illness, substance use, physical illness, criminal activities, or other impairing condition).	215 Frequent family arguments and/or misunderstandings resulting in bad feelings.	220 Parental supervision is adequate.
	197 Caregiver is frankly hostile and/or rejecting <b>OR</b> does not want child to return to the home.	208 Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.).	216 Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity.	221 Even though there are temporary problems in providing adequate support to the child, there is compensation from the wider social support system.
198 Child is subjected to sexual abuse in the home by a caregiver.	209 Family members are insensitive, angry and/or resentful to the child.	217 Family not able to provide adequate firmness relative to the child's needs; no other supports compensate for this deficit.		
199 Child is subjected to physical abuse or neglect in the home by a caregiver.	210 Failure of caregiver to provide emotional support to child who has been traumatized or abused.	218 EXCEPTION	222 EXCEPTION	
200 Child currently removed from the home for possible sexual abuse, physical abuse, or neglect.	211 Domestic violence, or serious threat of domestic violence, takes place in the child's home.			
201 Failure of caregivers to provide an environment safe from possible abuse to a child previously abused or traumatized.	212 Family not able to provide adequate supervision or consistency in care over time relative to the child's needs; no other supports compensate for this deficit.			
202 Severe or frequent domestic violence takes place in the home.				
203 Caregiver contributes to delinquency of child by being involved in unlawful behavior, approving of child being involved in potentially unlawful behavior.				
204 Marked lack of parental supervision or consistency in care relative to the child's developmental age.				
205 EXCEPTION	213 EXCEPTION	218 EXCEPTION	222 EXCEPTION	
Explanation:			COULD NOT SCORE: 223	

Comments:

**Strengths(S)/Goals (G) for Primary Family - See page 13**

CAREGIVER BEING RATED: PRIMARY FAMILY

Child's Name \_\_\_\_\_

ID# \_\_\_\_\_

Caregiver Being Rated	Relationship to Child		Informant	Child Placement
CAREGIVER RESOURCES	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption in functioning</i> (0)
Material Needs  <input type="checkbox"/>	185 Child's needs for food, clothing, housing, medical attention, or neighborhood safety are not being met such that severe risk to health or welfare of child is likely.	187 Frequent negative impact on child's functioning OR a major disruption in the child's functioning due to child's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	189 Occasional negative impact on the child's functioning due to the child's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	191 Material needs are arranged for or adequately met so that there is no disruption in the child's functioning.  192 Able to use community resources as needed.
	186 EXCEPTION	188 EXCEPTION	190 EXCEPTION	193 EXCEPTION
Explanation:				COULD NOT SCORE: 194

Family/ Social Support  <input type="checkbox"/>	195 Sociofamilial setting is potentially dangerous to the child due to lack of family resources required to meet the child's needs/demands.  196 Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.).  197 Caregiver is frankly hostile and/or rejecting OR does not want child to return to the home.  198 Child is subjected to sexual abuse in the home by a caregiver.  199 Child is subjected to physical abuse or neglect in the home by a caregiver.  200 Child currently removed from the home for possible sexual abuse, physical abuse, or neglect.  201 Failure of caregivers to provide an environment safe from possible abuse to a child previously abused or traumatized.  202 Severe or frequent domestic violence takes place in the home.  203 Caregiver contributes to delinquency of child by being involved in unlawful behavior, approving of child being involved in potentially unlawful behavior.  204 Marked lack of parental supervision or consistency in care relative to the child's developmental age.	206 Child's developmental needs cannot be adequately met because child's needs/developmental demands exceed family resources.  207 Marked impairment in parental judgment or functioning (may be related to emotional instability, psychiatric illness, substance use, physical illness, criminal activities, or other impairing condition).  208 Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.).  209 Family members are insensitive, angry and/or resentful to the child.  210 Failure of caregiver to provide emotional support to child who has been traumatized or abused.  211 Domestic violence, or serious threat of domestic violence, takes place in the home.  212 Family not able to provide adequate supervision or consistency in care over time relative to the child's needs; no other supports compensate for this deficit.	214 Family not able to provide adequate warmth, security or sensitivity relative to the child's needs. Support from other sources outside the immediate family are unable to compensate for this inadequacy.  215 Frequent family arguments and/or misunderstandings resulting in bad feelings.  216 Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity.  217 Family not able to provide adequate firmness relative to the child's needs; no other supports compensate for this deficit.	219 Family is sufficiently warm, secure, and sensitive to the child's major needs.  220 Parental supervision is adequate.  221 Even though there are temporary problems in providing adequate support to the child, there is compensation from the wider social support system.
	205 EXCEPTION	213 EXCEPTION	218 EXCEPTION	222 EXCEPTION
Explanation:				COULD NOT SCORE: 223

Comments:

Strengths(S)/Goals (G) for Primary Family - See page 13

**Strengths(S)/Goals (G) for Primary Family**

*(OPTIONAL: UNNECESSARY FOR PECFAS RATING)*

S148	G148	Caregiver provides stable environment	S163	G163	Caregiver is aware of when he/she needs help
S149	G149	Caregiver communicates clearly	S164	G164	Caregiver seeks help when his/her problem solving skills break down
S150	G150	Caregiver cooperates with agencies providing services to child	S165	G165	Caregiver is caring in the face of difficult behavior from youth
S151	G151	Caregiver encourages positive identification with cultural heritage	S166	G166	Caregiver exercises good control when provoked
S152	G152	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors	S167	G167	Caregiver tries to minimize negative impact of their own limitations
S153	G153	Caregiver is clear about behavioral expectations/values	S168	G168	Caregiver tries to minimize negative impact of other family members on child (e.g., an abusing parent)
S154	G154	Caregiver adheres to a daily routine	S169	G169	Caregiver is consistent and predictable in behavior toward child
S155	G155	Caregiver sets realistic and age-appropriate goals for child	S170	G170	Domestic abuse does not takes place
S156	G156	Family eats dinner together	S171	G171	Caregiver seeks services for own concerns/problems
S157	G157	Family talks about problems	S172	G172	Child has extended family support
S158	G158	Caregiver models prosocial behavior and talk	S173	G173	Child has adults outside the family who provide direction and guidance
S159	G159	Caregiver models verbal problem solving skills	S174	G174	Substance using caregiver is seeking services to deal with his/her own substance use
S160	G160	Caregiver provides nurturing/soothing/comforting home environment	S175	G175	Other _____
S161	G161	Emotional support and physical protection is given to a child previously abused			
S162	G162	Caregiver arranges for appropriate supervision/care of child when working or away from child			

**Strengths(S)/Goals (G) for Non-Custodial Family or Parent Not Living in Youth's Home**

*(OPTIONAL: UNNECESSARY FOR PECFAS RATING)*

S176	G176	Caregiver provides stable environment	S191	G191	Caregiver is aware of when he/she needs help
S177	G177	Caregiver communicates clearly	S192	G192	Caregiver seeks help when his/her problem solving skills break down
S178	G178	Caregiver cooperates with agencies providing services to child	S193	G193	Caregiver is caring in the face of difficult behavior from child
S179	G179	Caregiver encourages positive identification with cultural heritage	S194	G194	Caregiver exercises good control when provoked
S180	G180	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors	S195	G195	Caregiver tries to minimize negative impact of their own limitations
S181	G181	Caregiver is clear about behavioral expectations/values	S196	G196	Caregiver tries to minimize negative impact of other family members on child (e.g., an abusing parent)
S182	G182	Caregiver adheres to a daily routine	S197	G197	Caregiver is consistent and predictable in behavior toward child
S183	G183	Caregiver sets realistic and age-appropriate goals for child	S198	G198	Domestic abuse does not takes place
S184	G184	Family eats dinner together	S199	G199	Caregiver seeks services for own concerns/problems
S185	G185	Family talks about problems	S200	G200	Child has extended family support
S186	G186	Caregiver models prosocial behavior and talk	S201	G201	Child has adults outside the family who provide direction and guidance
S187	G187	Caregiver models verbal problem solving skills	S202	G202	Substance using caregiver is seeking services to deal with his/her own substance use
S188	G188	Caregiver provides nurturing/soothing/comforting home environment	S203	G203	Other _____
S189	G189	Emotional support and physical protection is given to a child previously abused			
S190	G190	Caregiver arranges for appropriate supervision/care of child when working or away from child			

**Strengths(S)/Goals (G) for Surrogate Caregiver**

*(OPTIONAL: UNNECESSARY FOR PECFAS RATING)*

S204	G204	Caregiver provides stable environment	S219	G219	Caregiver is aware of when he/she needs help
S205	G205	Caregiver communicates clearly	S220	G220	Caregiver seeks help when his/her problem solving skills break down
S206	G206	Caregiver cooperates with agencies providing services to child	S221	G221	Caregiver is caring in the face of difficult behavior from child
S207	G207	Caregiver encourages positive identification with cultural heritage	S222	G222	Caregiver exercises good control when provoked
S208	G208	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors	S223	G223	Caregiver tries to minimize negative impact of their own limitations
S209	G209	Caregiver is clear about behavioral expectations/values	S224	G224	Caregiver tries to minimize negative impact of other family members on child (e.g., an abusing parent)
S210	G210	Caregiver adheres to a daily routine	S225	G225	Caregiver is consistent and predictable in behavior toward child
S211	G211	Caregiver sets realistic and age-appropriate goals for child	S226	G226	Domestic abuse does not takes place
S212	G212	Family eats dinner together	S227	G227	Caregiver seeks services for own concerns/problems
S213	G213	Family talks about problems	S228	G228	Child has extended family support
S214	G214	Caregiver models prosocial behavior and talk	S229	G229	Child has adults outside the family who provide direction and guidance
S215	G215	Caregiver models verbal problem solving skills	S230	G230	Substance using caregiver is seeking services to deal with his/her own substance use
S216	G216	Caregiver provides nurturing/soothing/comforting home environment	S231	G231	Other _____
S217	G217	Emotional support and physical protection is given to a child previously abused			
S218	G218	Caregiver arranges for appropriate supervision/care of child when working or away from child			