

PLACE aux PARENTS

Worker's Form

Participatory Analysis of Child and Family Needs, During the Dialogue Meeting with the Family and Partners

Participatory Analysis of Child and Family Needs (basic interventions)

Form completed by worker

Referral

(intensification of PAPFC² interventions)

Form completed by worker prior to dialogue meeting,
and used as the basis for dialogue
with parents and partners during the meeting

Re-Analysis of Child Needs during the Dialogue Meeting

(following intensification of PAPFC² interventions)

Form completed again by worker prior to dialogue meeting,
and used as the basis for dialogue
with parents and partners during the meeting

Complete a form for each children

CISSS / CIUSSS
LSSSS
Youth Protection Act
voluntary measure
judicial measure

date of meeting
referring worker
telephone
extension

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BACKGROUND INFORMATION

Will the *parent 1* be participating in the program ? Yes No

In which sector ?

municipality, borough, agglomeration, ...

Name of spouse other than *parent 2* (if applicable)

Duration of relationship

Will the spouse be participating in the program ? Yes No

name of parent 1

date of birth

address

postal code

telephone

file number

person to be contacted
in case of emergency

telephone

Highest level of schooling achieved by the *parent 1*

elementary school

high school

college

university

unknown

Family income (most recent year)

0 to \$14,999

\$15,000 to \$29,999

\$30,000 to \$44,999

\$45,000 +

unknown

Will the parent 2 be participating in the program ? Yes No

In which sector ?

municipality, borough, agglomeration, ...

Name of spouse other than parent 1 (if applicable)

Duration of relationship

Will the spouse be participating in the program ? Yes No

name of parent 2

date of birth

address

postal code

telephone

file number

person to be contacted
in case of emergency

telephone

Highest level of schooling achieved by the *parent 2*

elementary school

high school

college

university

unknown

Family income, if different from the *parent 1* (most recent year)

0 to \$14,999

\$15,000 to \$29,999

\$30,000 to \$44,999

\$45,000 +

unknown



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INFORMATION ON THE CHILDREN

Child's Name

date of birth		age	file number	The child lives with	<i>parent 1</i>	<i>parent 2</i>
sex	F M				both parents	joint custody
Official diagnosis				other (specify) :		

Child's Name

date of birth		age	file number	The child lives with	<i>parent 1</i>	<i>parent 2</i>
sex	F M				both parents	joint custody
Official diagnosis				other (specify) :		

Child's Name

date of birth		age	file number	The child lives with	<i>parent 1</i>	<i>Parent 2</i>
sex	F M				both parents	joint custody
Official diagnosis				other (specify) :		

Child's Name

date of birth		age	file number	The child lives with	<i>parent 1</i>	<i>parent 2</i>
sex	F M				both parents	joint custody
Official diagnosis				other (specify) :		

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HISTORY OF SERVICE UTILIZATION

- CISSS / CIUSSS
- Youth Protection Act follow-up
- LSSSS follow-up
- Community organization
- Other (specify):



6 INCLUSION AND EXCLUSION CRITERIA

INCLUSION	YES	NO
Children 0-12 years old (and main parental figures)		
Children whose development or safety are considered "of concern", if not actually compromised, by virtue of their living in a family in which the parental figures have significant difficulty fulfilling the physical, educational, or emotional responsibilities expected of them.		
Access to a range of general or specific children and family services will not improve the family's situation.		
The general approach to these children is maintenance in the family and provision of parental support.		

EXCLUSION	YES	NO
This family should not enter the program at this time, as it has needs that the PAPFC2 cannot respond to.		

7 COMMENTS AND SIGNATURE

Comments, Explanatory Notes, Other Relevant Information

date of referral

date of meeting

date of next meeting

worker's signature



PLACE aux PARENTS

Worker's Form

MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

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DIALOGUE MEETING

KEY

P1= Parent 1

P2= Parent 2

W = Worker

Child's Needs : Health

↳ Parents agree to talk about this Yes No

INTENSITY CONCERN
MODERATE HIGH

The child is often injured
(e.g. cuts, burns, fractures)

[injury]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The child has health problems
(e.g. asthma, diabetes, attention deficit, hyperactivity (ADHD), depression)

[chronic illness]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The child is often sick
(e.g. cold, flu, stomach flu, ear infection)

[infections]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The child has difficulty sleeping (e.g. takes a long time to fall asleep, wakes up in the middle of the night, does not sleep much)

[sleep]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parenting Capacity : Basic Care

↳ Parents agree to talk about this Yes No

INTENSITY CONCERN
MODERATE HIGH

The parents provide adequate healthcare for the child
(e.g. vaccinations, medical and dental examinations)

[healthcare]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

The parents provide the child with adequate and nutritious food
(e.g. the child eats well for his or her age)

[food]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

The parents provide the child with clothing
that is appropriate for each season

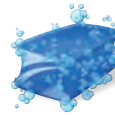
[clothing]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

The parents make sure that the child is clean

[personal hygiene]



P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

What we will do

Who will be involved

When








PLACE aux PARENTS

Worker's Form

MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

Parenting Capacity : Ensuring Safety		INTENSITY	CONCERN	
↳ Parents agree to talk about this <input type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH
<p>The parents make sure that the child is always safe (e.g. keep an eye on the child, choose babysitters carefully)</p> <p>[child safety]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
<p>The parents protect the child from violence and abuse (e.g. at home, at school, at the daycare)</p> <p>[violence and abuse]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
<p>The parents make sure that the child is not a witness to violence</p> <p>[witnessing violence]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
<p>The parents make sure that their home is safe (e.g. gate, smoke detector, absence of dangerous objects and mold)</p> <p>[safe home]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
<p>The parents inform the child of potential dangers (e.g. talking to strangers, playing in unsafe places)</p> <p>[teaching safe behaviours]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
What we will do	Who will be involved	When		













PLACE aux PARENTS

Worker's Form

MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Education		INTENSITY	CONCERN		
↳ Parents agree to talk about this <input checked="" type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH	
The child is learning well (e.g. is alert, plays with blocks and jigsaw puzzles, is learning to read and write, does well in school) [cognitive development]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child communicates well (e.g. points, speaks, holds a conversation) [language development]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child is developing well (e.g. holds his or her head up, sits up, crawls, walks, jumps, plays sports) [development of gross motor skills]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child is dextrous (e.g. picks up small objects, holds a pencil, cuts, draws, plays with LEGO™) [development of fine motor skills]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child has opportunities to develop (e.g. daycare, friends, encouragement, compliments, access to books) [opportunities for development]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child has special needs (e.g. official diagnosis, major problems) [special needs]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parenting Capacity : Stimulation		INTENSITY	CONCERN		
↳ Parents agree to talk about this <input checked="" type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH	
The parents play with the child (e.g. peekaboo, playing outside, drawing, handicrafts, parlour games) [general stimulation]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	1 <input checked="" type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents actively participate in the child's daycare/school life (e.g. meet with teachers/educators, explain and answer child's questions, review the child's agenda and homework) [follow-up of learning]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	1 <input checked="" type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents are proud of their child's successes (e.g. applaud, congratulate, encourage) [encouragement of success]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	1 <input checked="" type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents take an interest in the child's activities or accompany him or her to them (e.g. friends, leisure activities, games, interests) [interests]		P1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W	1 <input checked="" type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
What we will do	Who will be involved	When			













PLACE aux PARENTS

Worker's Form

MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Emotional & Behavioral Development		INTENSITY	CONCERN	
↳ Parents agree to talk about this <input type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH
The child knows which adult to turn to when things go wrong (e.g. need for comfort, need to talk) [significant relationship with a parental figure]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The child copes well with change (e.g. moving, changing schools, parent's new spouse) [ability to cope with change/stress]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The child expresses his or her emotions : joy sadness, anger (e.g. does not stay in his or her room, does not stifle reactions) [expression of emotions]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The child controls his or her emotions (e.g. no tantrums, no major outbursts) [emotional control]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Child's Needs : Identity, Self-Presentation, Ability to Take Care of Themselves		INTENSITY	CONCERN	
↳ Parents agree to talk about this <input type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH
The child is proud of himself or herself (e.g. report card, sports, roots, self-confidence) [pride in themselves]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The child pays attention to the way he or she dresses, to his or her personal hygiene, and to himself or herself (from age 4 onwards) [concern for self-image]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The child can take care of himself or herself in an age-appropriate manner (e.g. feed, dress, wash themselves, brush their teeth) [daily autonomy (basic care)]		P1 <input type="radio"/> P2 <input type="radio"/> W <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Parenting Capacity : Emotional Warmth		INTENSITY	CONCERN	
↳ Parents agree to talk about this <input type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH
The parents provide the child with the attention he or she needs [attention]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
The parents are affectionate to the child (e.g. have fun with the child, let the child know they love them, loving words, take time to be with the child) [affection]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
The parents encourage the child (e.g. congratulate the child, tell others about the child's accomplishments, encourage the child to behave better) [encouragement]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
What we will do	Who will be involved	When		



PLACE aux PARENTS

Worker's Form

MY CHILD'S NEEDS

MY REPOSSES TO MY CHILD'S NEEDS

Parenting Capacity : Guidance & Boundaries		INTENSITY	CONCERN	
↳ Parents agree to talk about this <input checked="" type="radio"/> Yes <input type="radio"/> No			MODERATE	HIGH
The parents formulate their demands in terms the child can understand <small>[demands adapted to the child's capacities]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
The parents provide the child with a stable routine <small>[routine]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
The parents' disciplinary measures are appropriate (e.g. no unduly long punishments, corporal punishment, or shouting, the child cannot do whatever he or she wants) <small>[discipline / educational methods]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>
The parents teach the child to react appropriately to challenging situations (e.g. stay calm, seek an adult, find solutions) <small>[help with problem resolution]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/>

What we will do	Who will be involved	When



PLACE aux PARENTS

Worker's Form



MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Family & Social Relationships

↳ Parents agree to talk about this Yes No

	INTENSITY	CONCERN	
		MODERATE	HIGH

The child gets along well with the important people in his or her life (e.g. parent 1, parent 2, brother, sister, others) <small>[stable and healthy relationships with family members]</small>		P1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child has friends of his or her own age and gets along with them (e.g. plays with other children, is happy for others, understands others, helps others) <small>[relationships with children of similar age]</small>		P1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parenting Capacity : Stability

↳ Parents agree to talk about this Yes No

	INTENSITY	CONCERN	
		MODERATE	HIGH




The parents provide the child with a stable family environment <small>[stability of significant individuals]</small>		P1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents ensure that all the adults in the child's entourage react the same way to the child's behaviour (e.g. no means no, my girlfriend/boyfriend and I always say the same thing) <small>[consistent responses to behaviour]</small>		P1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		P2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

What we will do	Who will be involved	When



Employment & Income





↳ Parents agree to talk about this Yes No

		OK	NOT OK
The parents' income is adequate for their family situation <small>[financial situation]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents manage their budget well and their child does not lack for anything (e.g. no late payments, no excessive debt) <small>[budgeting]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
If the parents work, their schedule is stable (e.g. no nights, weekends, on call) <small>[work schedule]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

What we will do	Who will be involved	When

Housing

↳ Parents agree to talk about this Yes No







		OK	NOT OK
The parents stay in their home for a long time (e.g. no frequent moves) <small>[frequent moves]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The home is completely equipped (e.g. refrigerator, stove, beds, bassinet, washing machine) <small>[basic amenities]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The home is in a safe neighbourhood (e.g. no apparent criminal behaviour, no dangerous objects in the streets or parks) <small>[neighbourhood safety]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The home is clean <small>[cleanliness of home]</small>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

What we will do	Who will be involved	When



Family's Social Intregation & Community Ressources

↳ Parents agree to talk about this Yes No

			OK	NOT OK
The parents maintain contact with their families (e.g. grandparents, sisters, brothers, uncles, aunts)	[family contact]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
Family and friends are supportive (e.g. help, financial support, advice, listening)	[social network]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents have a support network (e.g. do not feel alone)	[social isolation]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents know the organizations and services in the neighbourhood	[knowledge of neighbourhood resources]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
There are services nearby (e.g. grocery, hospital, clinic, daycare, transportation, leisure, stores)	[accessibility of resources]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>
The parents use the resources of their community (e.g. community organizations, neighbourhood association, daycare, CISSS, CIUSSS)	[use of community resources]		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	1 <input type="radio"/> 2 <input type="radio"/>

What we will do	Who will be involved	When



PLACE aux PARENTS

Worker's Form












MY FAMILY AND ENTOURAGE

Family History & Functioning

↳ Parents agree to talk about this Yes No

OK

NOT OK

<p>The parents had "good parents" (e.g. no violence, no abuse, no substance abuse)</p> <p>[adequate parental models]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The child has access to both parents and to his or her siblings (e.g. access to non-custodial parents)</p> <p>[child custody, visitation rights]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>Each parent has a good relationship with their spouse (e.g. no conjugal violence, no marital conflicts)</p> <p>[conjugal relationship]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>Each parent (parent 1 and parent 2) has a good relationship with the other parent (e.g. parent 1 or parent 2 of the children, parents separated, parents together)</p> <p>[healthy relationship with the other parent]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parent's spouse has a good relationship with the child</p> <p>[spouse's relationship with child]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents can read and write</p> <p>[difficulty reading and writing]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents have a physical health problem (e.g. illness, mobility problem)</p> <p>[parent's physical problem]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents are grieving (e.g. death of a loved one, separation)</p> <p>[grief]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents abuse alcohol, drugs, or prescription medication</p> <p>[substance abuse]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents are emotionally healthy (e.g. good mood, no depression, no anxiety)</p> <p>[good mental health]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>The parents are in the midst of legal proceedings (e.g. legal custody, pardon)</p> <p>[legal proceedings]</p>		P1 <input type="radio"/> P2 <input type="radio"/> W 1 <input type="radio"/> 2 <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>What we will do</p>	<p>Who will be involved</p>	<p>When</p>	

