SAFETY THRESHOLD ("SOOVI"):

All 5 criteria must be met in order to determine that a safety threat exists.

- **Serious**
- **Out of control**
- **Imminent**
- **Observable & specific**
- **Vulnerable child**

THE 6 DOMAINS:

TYPE OF MALTREATMENT

What is the extent of the maltreatment?

The maltreating behavior & the immediate physical effects on a child. What is occurring / has occurred & the results. Results in a determination that maltreatment has / has not occurred. Includes: severity, history of the maltreatment, specific events, emotional & physical symptoms, identification of child & maltreating caregiver.

NATURE OF MALTREATMENT

What circumstances surround the maltreatment?

What is going on at the time the maltreatment occurs / has occurred. Context / situation that precedes / leads up to the maltreatment / exists while the maltreatment is occurring. Includes: duration of the maltreatment, caregiver intent concerning the maltreatment, caregiver explanation, caregiver acknowledgement & attitude, other problems occurring in association with the maltreatment.

CHILD FUNCTIONING

How do the children function, including their condition?

Child's general behavior, emotions, temperament, & physical capacity. How a child is from day to day rather than focusing on points in time. Qualified by the age of the child. Functioning considered with respect to age-appropriateness. Includes: capacity for attachment, general mood & temperament, intellectual functioning, communication & social skills, expression of emotions / feelings, behavior, peer relations, school performance, independence, motor skills, physical & behavioral health, trust, play & work, eating & sleeping habits, self-awareness & acceptance, sexual behavior.

ADULT FUNCTIONING

How do adults in the home function (including substance use & behavioral health)?

How the adults in the family feel, think, & act on a daily basis. Concerned with life management, social relationships, meeting needs, problem solving. Includes: communication & social skills; coping & stress management; self-control & rationality; judgment, problem solving, & decision making; independence; home & financial management; employment; community involvement; self-care & self-preservation; substance use; physical & behavioral health; criminal history

GENERAL PARENTING

How do caregivers generally parent?

General nature & approach to parenting, which forms the basis for understanding caregiver-child interaction. Includes: reasons for being a caregiver, satisfaction in being a caregiver, knowledge / skill in parenting & child development, expectations & empathy for a child, decision making in parenting, parenting style, history of parenting behavior, protectiveness, caregiver assures appropriate supervision in his / her absence; whether another adult is undermining parental authority, affection, sensitivity.

PARENTING DISCIPLINE

How do the caregivers discipline the children?

The manner in which caregivers approach discipline & child guidance. Includes: disciplinary methods, source of methods, concept & purpose of discipline, context in which discipline occurs.