Readiness Continuum

	WHO AM I? (IDENTITY) Sense of Self	WHO AM I? (IDENTITY) Understanding Story
Clarification	Views self as unworthy and unlikable; cannot identify likes, dislikes and preferences; lacks confidence and/or has had limited opportunity to explore interests.	Shows minimal interest in exploring events of life; has gaps in information about events leading to separation from family.
	Open to exploring interests; beginning to identify likes, dislikes, and preferences.	Is gaining understanding about the reasons for separation from parents, asks questions and seeks information related to events, can share with others what they know about events.
Integration	Can identify positive qualities about self; feeling more assured and self-confident in various social contexts.	Beginning to explore feelings about the events of their lives and the roles of various people connected to those events.
	Beginning to maintain individuality when engaged with others who have different likes and preferences; believes they bring value to their relationships.	Has greater understanding about how the actions or inactions of others has impacted life events; is reflective about relationships in the context of life events.
Actualization	Able to identify success in accomplishments; can begin to see a future that is consistent with their values, beliefs, and interests.	Able to give meaning to their relationships and is making decisions about how people important to them will fit into their lives moving forward.
	Views self as being worthy; has confidence in ability to take steps toward future goals.	Expresses acceptance of life events and can describe how past events have shaped who they are today; can tell others their story.

357 Model®

Readiness Continuum

	WHAT HAPPENED TO ME? (LOSS)	WHAT HAPPENED TO ME? (LOSS)
	Painful Feelings	**Coping Skills**
Clarification	Frequently exhibits behaviors associated with the expressions of loss (e.g. absentmindedness, forgetfulness, distractibility, confusion, denial, anger, sadness).	Frequently expresses frustration; shows aggression toward self; unable to tolerate disappointment.
	Expresses feelings related to losses; may be experiencing feelings associated with rejection and abandonment from caregivers.	Increased capacity to cope with feelings associated with disappointments, fears and losses as greater understanding of these events is gained.
Integration	Engages in activities to develop meaning about relationships; struggles to make sense out of relationships that were both loving and hurtful or painful.	Unable to use relationships to process, manage, and resolve feelings of disappointment, anger, sadness, happiness.
	Can accept feelings of loss for those they have been separated from while also accepting caring and love from others.	Beginning to use relationships to process, manage, and work through feelings of anger, disappointment, sadness, happiness.
Actualization	Acknowledges painful memories; understands and accepts reasons for separation from caregivers/family members appropriate to developmental stage.	Can recognize that disappointments do not have to interfere with movement toward future goals.
	Can express feelings of pain from losses in manageable ways; is able to seek comfort and support from others; has reconciled losses and shows ability to move forward.	Can manage change with minimal frustration and is learning to trust in their own ability to handle situations that pose challenges.

	WHERE AM I GOING? (ATTACHMENT) Building Trust	WHERE AM I GOING? (ATTACHMENT) Safety in Relationships
Clarification	Does not engage with caregivers or accept parental requests, reasonable parental requests often lead to confrontations/control battles.	Does not acknowledge the hurtful aspects of parental relationships; has minimal interest in engaging other individuals in relationships.
	Beginning to understand the role of parental figures to protect and provide safety.	Does not perceive safety in relationships; has limited trust of those who want to support them.
Integration	Learning to trust others as needs are being met; exploring past caregiving relationships around unmet needs.	Verbalizes positive comments about being cared for while talking about previous caregiving relationships.
	Understands that others can have their best interests in mind; beginning to accept guidance from safe adults.	Is feeling more comfortable communicating needs to caregivers; has a belief in the caregiver's willingness to meet those needs.
Actualization	Responds positively when parents/adults offer support to help them achieve their goals.	Recognizes how others meet their needs; interacts with others in ways that reinforce importance to each other.
	Seeks out advice and support from safe parenting figures, while showing developmentally appropriate autonomy.	Engages in the reciprocity and mutuality in relationships; is able engage with others in ways that demonstrate cooperation and compromise.

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Readiness Continuum

	HOW WILL I GET THERE? (ATTACHMENT) With Parents/Adults	HOW WILL I GET THERE? (ATTACHMENT) With Peers	WHEN WILL I KNOW I BELONG? (BELONGINGNESS) Sense of Belonging
Clarification	Rejects caregivers; does not respond positively to caregiver initiation of interaction; may feel unlovable.	Is uncomfortable and unwilling to engage in peer related activities.	Is only able to see living with caregivers who have limited capacity to meet their needs.
	Understands that while others may have love for them, they have not been able to care for or protect them.	Willing to engage with peers, but has social skill deficits that create barriers to interactions that are satisfying.	Explores how parents or others may not have provided for their needs.
Integration	Expresses willingness to explore relationships with others; wonders if parent still loves them.	Expresses desire to have friendships; talks about peers and peer related activities.	Is starting to explore how relationship with parents/caregivers may change if returning home is less certain.
	Understands parent's love for them even if parent does not have the capacity to provide safety; does not blame self for removal from family.	Engages in developmentally appropriate activities with peers at school and/or in the community.	Considers possibility of new parenting relationships, willing to meet families who may provide permanency.
Actualization	Recognizes how different people meet various needs; can identify people as permanent connections; accepts membership in many families.	Has established satisfying relationships with peers at school and/or in the community.	Visualizes permanency in current caregiver relationships; verbalizes readiness to "join" or "rejoin" a specific family.
	Can engage in new parenting relationships while maintaining past caregiver/parental relationships.	Has reciprocal relationships with a close circle of peers to whom they feel connected.	Able to access a network of people who can meet needs; claims membership in a family or families where they feel secure.