

# **Child and Adolescent Needs and Strengths (CANS)**

## **for Santa Cruz County**

### **Comprehensive Multisystem Assessment Birth to 5**

#### **Additional Scoring Material**

A large number of individuals have collaborated in the development of the CANS-Comprehensive Along with the CANS versions for developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support individual case planning and the planning and evaluation of service systems. The CANS-Comprehensive is an open domain tool for use in service delivery systems that address the mental health of children, adolescents and their families. The copyright is held by the Praed Foundation to ensure that it remains free to use. For specific permission to use please contact the Foundation. For more information on the CANS-Comprehensive assessment tool contact:

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Scoring Manual  
SF CANS Ages 0-4 Years, 11 months  
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CHILD AND ADOLESCENT NEEDS AND STRENGTHS: EARLY CHILDHOOD (CANS: EC)  
Parent-Child Relationship Competency  
Adapted from and with permission by  
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#### **Introduction**

The Santa Cruz County Additional Scoring Material provides the descriptions and scoring recommendation for items 35-64 of the CANS: Early Childhood BIRTH TO 5 FORM. This material should be used in conjunction with the Manual for the CANS EC.

*Score items as instructed on the Key of the CANS: Early Childhood BIRTH TO 5 FORM*

**CARE INTENSITY AND ORGANIZATION (Needs)**

<b>35.</b>	<b>Service Intensity</b> <i>This rating describes the intensity of the treatment needed to address the problems, risk behaviors, and functioning of the child or youth.</i>
0	Child has no behavioral/physical/medical treatment needs to be administered by the parent/primary caregiver.
1	Child requires weekly behavioral/physical/medical treatment by the parent/primary caregiver.
2	Child requires daily behavioral/physical/medical treatment by the parent/primary caregiver. This would include ensuring the child takes daily medication.
3	Child requires multiple and complex daily behavioral/physical/medical treatments by the parent/primary caregiver (complicated treatment cases).

<b>36.</b>	<b>Funding Eligibility</b> <i>This rating describes the degree of concerns whether there are any problems with either eligibility or funding for needed services.</i>
0	There are no concerns about eligibility or funding of needed services nor any concerns in the foreseeable future.
1	There is a mild level of concern regarding eligibility or funding of needed services in the future.
2	Individual is not eligible for some needed services or there is immediate concern regarding the funding of some services.
3	Individual is not eligible for significant needed services or there is a significant conflict between program eligibility and/or funding and need.

<b>37.</b>	<b>Transportation</b> <i>This rating reflects the level of transportation required to ensure that the child or youth could effectively participate in his/her own treatment.</i>
0	Child has no transportation needs.
1	Child has occasional transportation needs (e.g. appointments). These needs would be no more than weekly and not require a special vehicle. Child with a parent(s) who needs transportation assistance to visit a child would be rated here.
2	Child has occasional transportation needs that require a special vehicle or frequent transportation needs (e.g. daily) that do not require a special vehicle.
3	Child requires frequent (e.g. daily) transportation in a special vehicle.

<b>38.</b>	<b>Service Permanence</b> <i>This dimension rates the stability of the service providers who have worked with the child and/or family.</i>
0	Service providers have been consistent for more than the past two years. This level is also used to rate a child/family who is initiating services for the first time or re-initiating services after an absence from services of at least one year.
1	Service providers have been consistent for at least one year, but changes occurred during the prior year.
2	Service providers have been changed recently after a period of consistency.
3	Service providers have changed multiple times during the past year.

<b>39.</b>	<b>Service Coordination</b>
0	There are no concerns regarding the coordination of services for this youth
1	Caregiver have some difficulty coordinating services, they may have challenges in communicating on an occasional basis.
2	Caregiver has routine difficulty in coordinating services. Often mixes up instructions from different providers, may show up at the wrong provider, or may not know who provides which services.
3	Caregiver has extreme difficulty in coordinating services. Frequently misses scheduled appointments due to conflicts or overlapped appointments or gets confused about information from different providers.

<b>40.</b>	<b>Service Access/Availability</b>
0	No problems or concerns in accessing services.
1	Some challenges to accessing appropriate services, 1-2 week delay in obtaining services.
2	Ongoing and persistent challenges in accessing services, more than 2 week delay in making an appointment, services require significant travel, etc.
3	Necessary services are unavailable, and need is urgent.

<b>41.</b>	<b>Cultural Appropriateness of Services</b>
0	Services meet cultural needs of family and youth.
1	Services available yet lack cultural appropriateness of family, some issues of language or misunderstanding by service provider of family/youth's culture background.
2	Quality of services delivered are decreased due to inability to meet cultural needs of family or youth, such as lack of bi-lingual, bi-cultural staff, inadequate linguistic support.
3	Lack of culturally appropriate services prevent adequate service delivery. Adequate language support is unavailable or provider relies upon family member for translation services.

### **CAREGIVER NEEDS**

<b>42.</b>	<b>Supervision</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has good monitoring and discipline skills.
1	Caregiver provides generally adequate supervision. May need occasional help or technical assistance.
2	Caregiver reports difficulties monitoring and/or disciplining child. Caregiver needs assistance to improve supervision skills.
3	Caregiver is unable to monitor or discipline the child. Caregiver requires immediate and continuing assistance. Child is at risk of harm due to absence of supervision.

<b>43.</b>	<b>Involvement with Care</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is able to act as an effective advocate for child.
1	Caregiver has history of seeking help for their children. Caregiver is open to receiving support, education, and information.
2	Caregiver does not wish to participate in services and/or interventions intended to assist their child.
3	Caregiver wishes for child to be removed from their care.

<b>44.</b>	<b>Knowledge</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is knowledgeable about the child's needs and strengths.
1	Caregiver is generally knowledgeable about the child but may require additional information to improve their capacity of parent.
2	Caregiver has clear need for information to improve how knowledgeable they are about the child. Current lack of information is interfering with their ability to parent.
3	Caregiver has knowledge of problems that place the child at risk of significant negative outcomes.

<b>45.</b>	<b>Organization</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is well organized and efficient.
1	Caregiver has minimal difficulties with organizing and maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to return case manager calls.
2	Caregiver has moderate difficulty organizing and maintaining household to support needed services.
3	Caregiver is unable to organize household to support needed services.

<b>46.</b>	<b>Financial Resources</b>
0	Family manages finances without difficulty.
1	Family has necessary financial resources, yet occasionally has difficulty with management, occasional unpaid bills or increasing debt management issues.
2	Frequently has difficulty in managing financial resources has multiple unpaid bills, youth's needs are negatively impacted by issues of financial management.
3	Imminent significant loss of resources due to financial management. At risk of being evicted from home, electricity being cut off due to lack of payment.

<b>47.</b>	<b>Social Resources</b> Please rate the highest level from the past 30 days
0	Caregiver has significant family and friend social network that actively helps with raising the child (e.g., child rearing).
1	Caregiver has some family or friend social network that actively helps with raising the child (e.g. child rearing).
2	Caregiver has some family or friend social network that may be able to help with raising the child (e.g., child rearing).
3	Caregiver has no family or social network that may be able to help with raising the child (e.g. child rearing).

<b>48.</b>	<b>Housing</b> Please rate the highest level from the past 30 days
0	Caregiver has stable housing for the foreseeable future.
1	Caregiver has relatively stable housing but either has moved in the past three months or there are indications of housing problems that might force them to move in the next three months.
2	Caregiver has moved multiple times in the past year. Housing is unstable.
3	Caregiver has experienced periods of homelessness in the past six months.

<b>49.</b>	<b>Cultural Diversity</b>
0	Family has a strong sense of cultural value and beliefs that is well integrated into family lifestyle, respectfully involves the youth in these practices.
1	Family has some sense of cultural values and beliefs, however, they may not integrate them into the family routine or lifestyle, or may have challenges in respectfully involving youth in these practices.
2	Family has limited sense of cultural values and beliefs, rarely integrated into family lifestyle, or is in conflict with youth around cultural practices.
3	Family has no identified sense of cultural values and beliefs, not well integrated into family lifestyle, or is incongruent with the cultural needs of the youth.

<b>50.</b>	<b>Spirituality</b>
0	Family has a strong sense of spiritual value and beliefs that is well integrated into family lifestyle, respectfully involves the youth in these practices.
1	Family has some sense of spiritual values and beliefs, however, they may not integrate them into the family routine or lifestyle, or may have challenges in respectfully involving youth in these practices.
2	Family has limited sense of spiritual values and beliefs, rarely integrated into family lifestyle, or is in conflict with youth around spiritual practices.
3	Family has no identified sense of spiritual values and beliefs, not well integrated into family lifestyle, or is incongruent with the spiritual needs of the youth.

<b>51.</b>	<b>Employment</b>
0	Caregiver is satisfied with employment.
1	Caregiver is somewhat satisfied with employment or is considering improving employment.
2	Caregiver is not satisfied with employment, underemployed, or is actively involved with improving employment.
3	Caregiver is highly dissatisfied with employment, chronically underemployed and employment is frequently unstable.

<b>52.</b>	<b>Education</b>
0	Caregiver is satisfied with their level of education.
1	Caregiver is somewhat satisfied with level of education or is considering improving education.
2	Caregiver is not satisfied with education, or wants to improve education but may not know how to engage in a learning environment.
3	Caregiver is highly dissatisfied with level of education, or may not want to improve education, or may want to improve their education but is unaware of learning opportunities that could advance their education.

<b>53.</b>	<b>Language</b> <i>This item includes both spoken and sign language</i>
0	Caregiver speaks English well.
1	Caregiver speaks some English but potential communication problems exist due to limits on vocabulary or understanding of the nuances of the language.
2	Caregiver does not speak English. Translator or native language speaker is needed for successful intervention but qualified individual can be identified within natural supports.
3	Caregiver does not speak English. Translator or native language speaker is needed for successful intervention and no such individual is available from among natural supports.

<b>54.</b>	<b>Physical Health</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is generally healthy.
1	Caregiver is in recovery from medical/physical problems.
2	Caregiver has medical/physical problems that interfere with their capacity to parent.
3	Caregiver has medical/physical problems that make it impossible for them to parent at this time.

<b>55.</b>	<b>Behavioral Health</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has no mental health needs.
1	Caregiver is in recovery from mental health difficulties.
2	Caregiver has some mental health difficulties that interfere with their capacity to parent.
3	Caregiver has mental health difficulties that make it impossible for them to parent at this time.

<b>56.</b>	<b>Substance Use</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has no substance use needs.
1	Caregiver is in recovery from substance use difficulties.
2	Caregiver has some substance use difficulties that interfere with their capacity to parent.
3	Caregiver has substance use difficulties that make it impossible for them to parent at this time.

## ACCULTURATION (NEEDS)

<b>57.</b>	<b>LANGUAGE</b> <i>This item includes both spoken and sign language.</i>
0	Child and family speak English well.
1	Child and family speak some English but potential communication problems exist due to limits on vocabulary or understanding of the nuances of the language.
2	Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention but qualified individual can be identified within natural supports.
3	Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention and no such individual is available from among natural supports.

<b>58.</b>	<b>IDENTITY</b> <i>Cultural identity refers to the child's view of his/herself as belonging to a specific cultural group. This cultural group may be defined by a number of factors including race, religion, ethnicity, geography or lifestyle.</i>
0	Child has clear and consistent cultural identity and is connected to others who share his/her cultural identity.
1	Child is experiencing some confusion or concern regarding cultural identity.
2	Child has significant struggles with his/her own cultural identity. Child may have cultural identity but is not connected with others who share this culture.
3	Child has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity.

<b>59.</b>	<b>RITUAL</b> <i>Cultural rituals are activities and traditions that are culturally including the celebration of culturally specific holidays such as Kwanza, Cinco de Mayo, etc. Rituals also may include daily activities that are culturally specific (e.g. praying toward Mecca at specific times, eating a specific diet, access to media).</i>
0	Child and family are consistently able to practice rituals consistent with their cultural identity.
1	Child and family are generally able to practice rituals consistent with their cultural identity; however, they sometimes experience some obstacles to the performance of these rituals.
2	Child and family experience significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity.
3	Child and family are unable to practice rituals consistent with their cultural identity.

<b>60.</b>	<b>CULTURE STRESS</b> <i>Culture stress refers to experiences and feelings of discomfort and/or distress arising from friction (real or perceived) between an individual's own cultural identity and the predominant culture in which he/she lives.</i>
0	No evidence of stress between caregiver's cultural identify and current living situation.
1	Some mild or occasional stress resulting from friction between the caregiver's cultural identify and his/her current living situation.
2	Caregiver is experiencing cultural stress that is causing problems of functioning in at least one life domain. Caregiver needs to learn how to manage culture stress.
3	Caregiver is experiencing a high level of cultural stress that is making functioning in any life domain difficult under the present circumstances. Caregiver needs immediate plan to reduce culture stress.

<b>61.</b>	<b>CULTURAL DIFFERENCES</b>
0	The family does not have cultural differences related to child rearing practices, child development and early intervention that are considered by the majority culture as problematic for the child.
1	The family has some cultural differences related to child rearing practices, child development and early intervention that are not generally accepted but not considered to put the child at risk.
2	The family has cultural differences related to child rearing practices and development that are considered by the majority culture as problematic for the child.
3	The family has cultural differences related to child rearing practices and child development that is considered abusive or neglectful and may result in intervention.

### **Parent-Child Relationship (Needs)**

<b>62.</b>	<b>Adjustment to Trauma</b> <i>Parent is able to restore a sense of safety, hope, trust and well-being for self and child following a distressing, disturbing or traumatic event AND child is able to be helped to restore a sense of safety, hope, trust, and well-being following a distressing, disturbing or traumatic event. (#17 from PCRC)*</i>
0	Following a distressing or disturbing or traumatic event caregiver is fully capable of instilling hope, trust and well-being in the relationship with their child.
1	Following a distressing or disturbing or traumatic event caregiver is aware of the need for hope, trust and well-being in the relationship with their child, but may need assistance in creating the relationship to foster these needs.
2	Following a distressing or disturbing or traumatic event caregiver may be aware of the need for hope, trust and well-being in the relationship with their child, but may have limited ability to obtain or provide the needed support to foster these needs.
3	Following a distressing or disturbing or traumatic event caregiver is unaware of the need for hope, trust and well-being in the relationship with their child, and does not have the ability to obtain or provide the needed support to foster these needs.

<b>63.</b>	<b>Safety, Protection, Comfort</b> <i>Parent has the capacity to provide safety, protection, and comfort for child AND child seeks out and accepts comfort and protection from parent and has a developmentally expectable ability to discern safety and danger. (#3 from PCRC)</i>
0	Caregiver is able to provide a safe, protective and comforting environment for the child.
1	Caregiver is aware of the need for a safe, protective and comforting environment for the child, yet may need assistance in creating this situation.
2	Caregiver may or may not be aware of the need for a safe, protective and comforting environment for the child. The caregiver may not seek assistance in creating this situation.
3	Caregiver is unaware of the need for a safe, protective and comforting environment, and may be caregiver is unaware of the need for a safe, protective and comforting environment

<b>64.</b>	<b>Separation</b> <i>Child displays an age-expectable capacity to manage and benefit from separations from parent AND parent has the capacity to plan for and support the child around separations in ways that promote development and well-being. (#15 from PCRC)</i>
0	Caregiver and child manage age-expectable separation without incident.
1	Caregiver and child demonstrate some challenges when faced with age-expectable separation. There may be some time-limited anxiety that resolves after separation, or the caregiver can get the support they need to manage these separations.
2	Caregiver and child demonstrate moderate challenges when faced with age-expectable separations. There may be significant anxiety, crying or tantrums for which the caregiver has limited ability to manage.
3	Caregiver and child have severe challenges when faced with age-expectable separations. Significant anxiety, crying or tantrums may be met with a caregiver's response that places the child at risk.