CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings (Child Strengths Section ONLY)

0	Centerpiece Strength	2	Identified Strength
1	Useful Strength	3	No Strength Identified

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child or the caregiver the questions.

- Who is your Mommy? Daddy?
- Who is your family? Outside of the people in your home, who do you consider family?
- How well does your family get along? Who in your family can you rely on?
- Who has been the most stable person in your child's life? Tell me about that.
- What kinds of thing do you do with your child and who else in the family spends time doing things with your child? Who outside of your family spends time with your child?
- Tell me about your child's temperament? How well does he or she play with other children? How does he or she react when meeting new adults?
- Who are your friends? What do you like to play?
- What is your child good at?
- Tell me about your family's spiritual life. Do you and/or your child have the support of a religious community?

More space on the back!

The Assessment Process

The CANS is designed to maximize communication about the needs and strengths of children and families *for children in out-of-home placement*. The CANS 0-4 includes ratings of Child Strengths, Life Domain Functioning, Regulatory Functioning, Preschool/Daycare, Child Behavioral/Emotional Needs, Child Risk Factors, Trauma, and Permanency Planning Caregiver Strengths and Needs. There are additional CANS modules that may be used depending on the child's situation. The CANS must be completed within 30 days and a subsequent assessment every 90 days thereafter. A few things to keep in mind:

1. It is designed to be completed over several sessions with the family-there is no way it can be done in one short contact.
2. It is a good way to structure visits with the family.
3. CANS information should be gathered from multiple sources-not just one interview with the caregivers. Best practice would be to staff the case with the investigator, reach out to the school if they are involved or any counselor or therapist involved with the family, gather police reports or any supporting documentation of evidence that will be shown in the CANS, etc.
4. Information included in the CANS will inform the case plan.
5. The document that prints out of CHRIS can be used for several purposes but it must be shared with the family and family team members.

Child Strengths

Family – Nuclear, Family – Extended, Interpersonal, Talents/Interests, Spiritual/Religious, Relationship Permanence, Natural Supports, Adaptability, Persistence

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings (Child Strengths Section ONLY)

0	Centerpiece Strength	2	Identified Strength
1	Useful Strength	3	No Strength Identified

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child or the caregiver the questions.

- Are you or your child a member of a Native American Tribe? If yes: Which tribe?
- How well does your child adapt to changes in routine? If there are problems, tell me more about that.
- How easily does your child learn new skills or tasks?
- How does your child act when he or she learns a new skill?
- How does your child show frustration?
- Does your child have tantrums when frustrated? Do these seem more frequent and/or severe than other children his/her age?

Child Strengths (cont.)

Family – Nuclear, Family – Extended, Interpersonal, Talents/Interests, Spiritual/Religious, Relationship Permanence, Natural Supports, Adaptability, Persistence

Evidence of Interpersonal Skills (Cornett 2011)

Infants	Toddlers	Preschool/School Age
Smiles	Reactions to Others are Synchronous	Prefers Peers
Establishes Eye Contact	Acknowledges New People with Words/Gestures	Initiates Conversations with Adults
Imitates Others	Establishes Appropriate Eye Contact	Accepts Praise
Initiates Physical Contact	Develops Awareness of Social Boundaries	Shares Successes
Laughs	Responds to Humor	Dev. Appropriate Social Cues

Observations & Next Steps

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings

0	No evidence of a Need; may be a strength	2	Action
1	Watchful waiting/prevention	3	Immediate action; dangerous or disabling

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child, caregiver or collaterals these questions.

- How well does your child get along with the members of the family or household?
- Who does he or she go to for comfort and support?
- What people do you consider family who live outside your home?
- How is the child adjusting to living in your home (asked of foster parents)? Are you noticing any problem behaviors and if yes, tell me about those. How does the child get along with others in your home?
- Tell me about how your child sleeps. Does he/she go to sleep easily? Does he/she have bad dreams or night terrors?
- How well does (child)get along with others (both adults and other children)?
- How does your child compare to other children his/her age as far as thinking, communicating, and/or self-care?
- Is anyone worried about your child's development and if yes, what do you think they worry about?
- Has your culture ever led people to misunderstand you or your child? If yes, what have the problems involved?
- Tell me about your child's health.
- What kinds of things can your child do for himself, like dressing, brushing hair, brushing teeth, etc.?
- If your child needs help with daily self-care, who does he/she turn to and how much help is needed?

Life Domain Functioning

Family – Nuclear, Family – Extended, Living Situation, Sleep, Social Functioning, Developmental, Communication, Cultural, Medical, Physical Health, Daily Functioning

Observations & Next Steps

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings

0	No evidence of a Need; may be a strength	2	Action
1	Watchful waiting/prevention	3	Immediate action; dangerous or disabling

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child, the caregiver or collaterals the questions.

- Describe your child's eating behavior. What are his/her favorite things to eat? Least favorite?
- Tell me about a typical day's meals, including the times that your child eats.
- Is mealtime stressful for you or your child or your childcare provider? If yes, how do you handle the stress?
- Does your child spit up more than other children his/her age?
- Does your child have special dietary needs?
- Tell me about your toilet training practices with your child.
- Would you say your child is toilet trained?
- Tell me about any problems your child has with elimination (with pooping or peeing).
- Tell me about your child's behavior at daycare or babysitter.
- Does your child get any special services at day care/babysitter and if so, tell me about those.
- When you leave your child at day care and/or pick him up from care, how does he act?

Regulatory

Eating, Elimination

Preschool/Daycare

Behavior, Quality, Achievement, Attendance, Special Education

Observations & Next Steps

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings

0	No evidence of a Need; may be a strength	2	Action
1	Watchful waiting/prevention	3	Immediate action; dangerous or disabling

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child or the caregiver the questions.

- Note: How does the child react when the caregiver leaves and when the caregiver comes back?
- Who does he or she go to for comfort and support?
- Tell me about your child's behavior. Is there anything you are worried about? Is there anything you think other people are worried about?
  - How well does he/she wait her turn?
  - How frequently does he/she lose her temper? What kinds of things set him/her off?
  - When he/she gets angry, how well can he/she calm down after it's over?
  - Does he/she take medication to help control behavior? Is so, what and how much?
- Tell me about any trauma (or any frightening, scary events or changes) in your child's life and how well he/she is coping with it.
- What, if any, concerns do you have about your child's mental health?
  - Is there any erratic/bizarre behavior?
  - Is he/she in counseling or therapy?
- How well does your child mind you?
- Would you describe your child as generally happy, sad, angry, or something else. Tell me more.

Child Behavior/Emotional Needs

Attachment, Impulsivity/Hyperactivity, Failure to Thrive, Depression, Anxiety, Oppositional, Adjustment to Trauma, Anger Control

Observations & Next Steps

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings

0	No evidence of a Need; may be a strength	2	Action
1	Watchful waiting/prevention	3	Immediate action; dangerous or disabling

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child or the caregiver the questions.

- Note: Does the child appear to be of average size for his/her age?
- Tell me about your pregnancy (or the child's mother's pregnancy). Was there:
  - Prenatal care?
  - Low birth weight or premature birth? What was the birth weight?
  - Problems during labor and delivery?
  - Substance exposure during pregnancy? Substance exposure now?
- Does anyone in the home or who cares for the child have a developmental disability?
- Has your child ever deliberately hurt himself/herself? If yes, tell me about that.
- Tell me about your child's sexuality. Does he/she have any sexual behaviors that bother you? How do you think others would describe your child's sexual behavior?
- Tell me whether your child has ever hurt any person or animal. What was going on when that happened?
- Note: Look for evidence of exploitation/risk of exploitation including exposure to pornography, lack of supervision, chaotic or dangerous environment.

Child Risk Factors

Birth weight, Prenatal Care, Labor & Delivery, Substance exposure (in utero and currently), Parent or Sibling Problems, Self-injurious behavior, Sexually Reactive Behaviors, Exploited, Aggressive Behaviors, Intentional Misbehavior

Observations & Next Steps

CANS 0-4 Notes & observations on the conversation

Arkansas Child & Adolescent Needs and Strengths

Action Levels for Ratings

0	No evidence of a Need; may be a strength	2	Action
1	Watchful waiting/prevention	3	Immediate action; dangerous or disabling

Conversation Starters

These questions are suggestions. You do not have to use them all and you are not limited to these examples. These are just ideas to get you thinking. No work aid can take the place of your professional judgment. Age, verbal & cognitive development in this age group will determine whether you ask the child, caregiver, collateral the questions.

- Tell me about any trauma (or any frightening, scary events or changes) in your child's life and how well he/she is coping with it.
- Have you, your child, or anyone who is important in your child's life had a serious or life threatening accident or illness? Have you lived through a major natural disaster? If yes, how is your child adjusting?
- If I asked your child how you and your partner get along, what do you think he/she would say.
- When your child disobeys, what type of punishment or discipline works? How do you know when enough is enough?
- Tell me how safe you feel you and your children are in your home? In your community? Do you think they feel the same way?
- If someone was "messing" with (sexually abusing or grooming) your child, who do you think they would tell? Have they ever told you or have you ever suspected sexual abuse?
- Tell me about your child care arrangements if you have to work or to be gone from your home.
- How well do you feel you are able to meet your child's needs for food, clothing, and shelter? Who helps you if you are having trouble making ends meet?

Trauma

Sexual abuse, Physical Abuse, Emotional Abuse, Neglect, Medical Trauma, Natural Disaster, Witness to Domestic Violence, Witness to Community Violence, Witness/Victim to Criminal Activity

Observations & Next Steps