

CANS-SB (San Bernardino) FAMILY NARRATIVE INTERVIEW FORMAT

LIFE DOMAIN FUNCTIONING

This section of the CANS focuses on how the child and family are doing right now in major life areas. Please think about the last month (30 days) when you discuss and answer these questions.

Family Functioning: How does the family get along? Are there problems between family members? Has there ever been any violence within the family? How is the family getting along with one another right now?

Comments: _____

- No action needed. Generally, the child/youth 'gets along' with the family. (0)
- Let's watch, try to prevent. The child/youth is 'kind of' getting along with the family. There are a few problems here and there. (1)
- Help is needed. The child/youth is not really getting along with the family (parents, brother/sister). There is a lot of fighting within the home. (2)
- Help is needed now/immediately. The child not getting along at all with anyone. There is lots of arguing and may be physical violence. (3)

A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Family Difficulties Module.

Living Situation: How is the child/youth behaving and getting along with others in their current living situation?

Comments: _____

- No action needed. Living situation is fine. (0)
- Let's watch, try to prevent. Living situation is just ok, with problems here and there. (1)
- Help is needed. Living situation is not ok. The child/youth's behavior is really affecting other people in the house. (2)
- Help is needed now/immediately. Living situation is absolutely not working. The child/youth may have to leave the home soon. (3)

Social Functioning: How well does the child/youth get along with others? Does he/she make new friends easily? Has he/she kept friends a long time or does he/she tend to change friends frequently? How does he/she get along with adults?

Comments: _____

- No action needed. The child/youth is doing great with family and friends at home and in the community. (0)
- Let's watch, try to prevent. The child/youth is doing ok with family and friends at home and community, but there are some concerns. (1)
- Help is needed. The child/youth is not doing ok with family and friends at home and in the community. There are some serious concerns. (2)
- Help is needed now/immediately. The child/youth is having serious problems with family and friends at home and community. There are extreme concerns. (3)

Recreational: Does the child/youth have things that he/she likes to do with his/her free time? Things that give him/her pleasure? Activities that are a positive use of his/her extra time? Does he/she often claim to be bored or have nothing to do?

Comments: _____

- No action needed. The child/youth is very active and enjoys activities--keeps him/herself busy all the time. (0)
- Let's watch, try to prevent. The child/youth has problems at times keeping him/herself busy. (1)
- Help is needed. The child/youth has some serious problems and doesn't know what to do with his/her free time. (2)
- Help is needed now/immediately. The child/youth has no interest or can't participate in activities. (3)

Developmental: Does the child/youth's growth and development seem healthy?
Has he/she reached appropriate developmental milestones (such as, walking, talking)?
Has anyone ever told you that the child/youth may have developmental problems? Has
the child/youth developed like other children his/her age?

Comments: _____

- No action needed. The child/youth is up to speed with the other kids his/her age. (0)
- Let's watch, try to prevent. The child/youth is a little immature or acts younger than other kids his/her age. (1)
- Help is needed. The child/youth has limited abilities or mildly delayed. (2)
- Help is needed now/immediately. The child/youth has some serious issues and is severely delayed. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Developmental Needs (DD) Module**.

Job Functioning: Does the youth have a job? If so, how is he/she doing at work?

Comments: _____

**This item rates how a youth is doing on a job and job-related functions. (*Note: A youth who is not working or engaged in any prevocational activities would be rated a '3' regardless of age).

- No action needed. The youth has a job or working on a plan to obtain a job. (0)
- Let's watch, try to prevent. The youth is interested in working and has some skills (1)
- Help is needed. The youth has very limited work skills, interest or experience. (2)
- Help is needed now/immediately. The youth has no skills or no interests in working. (3)

Legal: Has the child/youth ever admitted to you that he/she has broken the law? Has he/she ever been arrested? Has he/she ever been in detention?

Comments: _____

**This item indicates the youth's level of involvement with the juvenile justice system. Family involvement with the courts is not rated here.

- No action needed. There are no legal issues. (0)
- History of involvement, none currently. There have been some legal problems, but not right now. (1)
- Current legal involvement. There are some legal problems and is involved in the legal system (probation, parole etc.). (2)
- Child/Youth at risk of out-of-home placement due to legal involvement. There are some serious legal issues now or pending. He/she may have a court order to leave home or go to detention. (3)

Medical: Is the child/youth generally healthy? Does he/she have any medical or physical problems? Does the child/youth have to see a doctor regularly to treat any problems (such as asthma, diabetes)?

Comments: _____

- No action needed. The child/youth is healthy. (0)
- Let's watch, try to prevent. The child/youth has some problems and needs to see a doctor or a dentist. (1)
- Help is needed. The child/youth is often sick and has to see the doctor all the time. (2)
- Help is needed now/immediately. The child/youth has serious life-threatening illness. (3)

Physical: Does the child/youth have any physical limitations (may be caused by asthma e.g., child/youth cannot go to gym, or needs an inhaler)? Are there any activities the child/youth cannot do because of a physical or medical condition? How much does this interfere with his/her life?

Comments: _____

- No action needed. The child/youth is physically fit. (0)
- Let's watch, try to prevent. The child/youth has some physical problems and can't do some activities. (1)
- Help is needed. The child/youth has physical problems that stop him/her from doing many activities. (2)
- Help is needed now/immediately. The child/youth has serious physical problems. (3)

Sexuality: Do you know whether the child/youth is sexually active? Is there any reason for you to worry about their sexual behavior? Have you ever been told that the child/youth has been a part of any sexual activity? Or, does the child/youth have less interest/more interest in sex than other children his/her age?

Comments: _____

- No action needed. The child/youth has no issues with sex. (0)
- Let's watch, try to prevent. The child/youth has some issues with sexually acting out, but it doesn't cause problems with anything else. (1)
- Help is needed. The child/youth has problems with sexually acting out; it causes all kinds of problems. (2)
- Help is needed now/immediately. The child/youth has some serious sexual problems. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the Sexuality Module.

Sleep: How is the child/youth sleeping? Does the child/youth have difficulty falling asleep, difficulty staying asleep, early morning awakening, nightmares, night terrors, sleepwalking and/or bed wetting associated with awakening?

Comments: _____

- No action needed. The child/youth has no issues with sleep. (0)
- Let's watch, try to prevent. The child/youth has some issues with sleep. Occasionally, awakening or bed-wetting or having nightmares. (1)
- Help is needed. The child/youth is having problems with sleep. Sleep is often disrupted and the child/youth seldom obtains a full night of sleep. (2)
- Help is needed now/immediately. The child/youth is generally sleep deprived. The child/youth is unable to get a full night's sleep. (3)

School Behavior: How is the child/youth doing in school? Has he/she had any problems? Has the teacher or other school personnel called you to talk about the child's behavior?

Comments: _____

- No action needed. The child/youth is good in school. (0)
- Let's watch, try to prevent. The child/youth is ok in school with some problems here and there. (1)
- Help is needed. The child/youth is having some behavior problems and gets detentions and/or suspensions. (2)
- Help is needed now/immediately. The child /youth is having serious behavior problems and may be kicked out of school. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **School Module**.

School Achievement: How is the child/youth doing academically in school? Is he/she having difficulty with any subjects? Is he/she at risk of failing any classes? At risk of being held back a grade? Has the teacher or other school personnel called you to talk about the child's performance?

Comments: _____

- No action needed. The child/youth gets good grades. (0)
- Let's watch, try to prevent. The child/youth's grades are ok. (1)
- Help is needed. The child/youth's grades are not so good, he/she may be failing some classes. (2)
- Help is needed now/immediately. The child/youth's grades are not good, he/she has failed most classes and/or has been held back. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **School Module**.

School Attendance: Has the child/youth had any difficulty with getting to or staying in school? Has the teacher or other school personnel called you to talk about the child/youth's attendance?

Comments: _____

- No action needed. The child/youth goes to school every day. (0)
- Let's watch, try to prevent. The child/youth has a little problem with school or had some serious problems about 6 months ago and now everything is ok. (1)
- Help is needed. The child/youth is having a serious problem going to school and misses about 2 days a week. (2)
- Help is needed now/immediately. The child/youth is not going to school. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **School Module**.

CHILD STRENGTHS

The following section of the CANS focuses on the child/youth's strengths - his/her resources and assets. These are the positive things in the child/youth's life that can be used to help build a brighter future.

Family: How do you care about one another in your family? Is there usually good communication? Is this an area that you could use some help to develop?

Comments: _____

- Strong. The family can build around this. The family is "tight" and talks about everything. (0)
- Good. With a little help this could be stronger. Family is ok and sometimes need some help with getting along and talking. (1)
- Potential. Family can identify strengths here but needs to develop them. Family needs help in some areas with getting along and talking. (2)
- The family needs help to identify these strengths. The family needs a lot of help getting along and talking with each other or child/youth has no family. (3)

Interpersonal: Do you feel that the child/youth is pleasant and likeable? Is he/she ever charming? Do adults or other children like him/her? Do you feel that the child/youth can act correctly in some social settings?

Comments: _____

- Strong. The family can build around this. The child/youth has a lot of friends and is 'good' to them. (0)
- Good. With a little help this could be strong. The child/youth has the ability to make good friends. (1)
- Potential. We can identify strengths here but need to develop them. The child/youth needs some help getting and keeping friends. (2)
- The family needs help to identify these strengths. The child/youth needs a whole lot of help getting and keeping friends. (3)

Optimism: Does he/she have a generally positive outlook on things; have things to look forward to? Does he/she have plans for the future? Is he/she looking forward and see him/her as likely to be successful?

Comments: _____

- Strong. The family can build around this. The child/youth is positive. (0)
- Good. With a little help this could be strong. The child/youth is mostly positive and looks forward to things. (1)
- Potential. We can identify strengths here, but need to develop them. The child/youth has problems staying positive about him/herself and life. The child/youth has highs and lows. (2)
- The family needs help to identify these strengths. The child/youth is very negative about him/herself and life. (3)

Educational: Is the child/youth's school an active partner in figuring out how to best meet the child/youth's needs. Does the child/youth like school? Has there been at least one year in which he/she did well in school? When has the child/youth been at his/her best in preschool/school?

Comments: _____

- Strong. The family can build around this. School tries to help the child/youth or the child/youth does well in school. (0)
- Good. With a little help this could be strong. School tries to help the child/youth or the child likes school. (1)
- Potential. We can identify strengths here, but need to help in developing them. School is not dealing with the child/youth's needs. (2)
- The family needs help to identify these strengths. School can't or won't help with the child/youth's needs. (3)

Vocational: Does the youth know what he/she wants to 'be when they grow up?' Are his/her goals realistic? Has the youth ever worked? Does the youth have plans to go to college or vocational school, or a career college?

Comments: _____

- Strong. The family can build around this. The youth has work skills and has held a job in the past or currently. (0)
- Good. With a little help this could be strong. The youth has some work skills and has held a job the past or currently. (1)
- Potential. We can identify strengths here but need to develop them. The youth has some skills and needs help developing more work skills. (2)
- The family needs help to identify these strengths. The youth needs help developing work skills. (3)

Talents/Interests: What are the child/youth's talents or interests? What are the things that the child/youth does particularly well? What does he/she enjoy?

Comments: _____

- Strong. The family can build around this. The child/youth is talented and knows it! (0)
- Good. With a little help this could be strong. The child/youth has a talent, interest, or hobby that can make him/her feel good about him/herself. (1)
- Potential. We can identify strengths here but need to develop them. The child/youth has an interest/hobby, but needs help getting involved. (2)
- The family needs help to identify these strengths. The child/youth is not talented and does not like anything. (3)

Spiritual/Religious: Are you involved with any religious community? Is the child/youth involved? Do you have spiritual beliefs that provide comfort? Does the child/youth have spiritual beliefs that provide comfort?

Comments: _____

- Strong. The child/youth relies on spirituality or religion for help. (0)
- Good. With a little help this could be strong. The child/youth goes to church or any religious activities that support him/her. (1)
- Potential. We can identify strengths here but need to develop them. The child/youth is somewhat interested in spirituality/religion. (2)
- The family needs help to identify these strengths. The family/child is not interested in or doesn't have spirituality/religion. (3)

Community Life: Is the child/youth and family active in the community? Is he/she a member of a community organization or group? Do you feel that the family is a part of a community? Are there things that you do in your community?

Comments: _____

- Strong. The family can build around this. The child/youth mixes well in our community and is involved in events/activities. (0)
- Good. With a little help this could be strong. The child/youth is somewhat involved in our community. (1)
- Potential. We can identify strengths here but need to develop them. The child/youth knows the community, but is not too involved. (2)
- The family needs help to identify these strengths. The child/youth doesn't know his/her community and isn't involved at all. (3)

Relationship Permanence: Does the child/youth have relationships with adults that have lasted his/her lifetime? Is he/she in contact with both parents? Are there relatives in the child/youth's life with whom he/she has long-lasting relationships?

Comments: _____

- Strong. The family can build around this. The child/youth has a lot of support with family and friends and both parents for all of his/her life. (0)
- Good. With a little help this could be strong. The child/youth has some good support, but it may not always be there in the future and has one parent consistently involved in their life. (1)
- Potential. We can identify strengths here but need to develop them. The child/youth hasn't had a lot of good support, maybe one person that he/she can count on. There has been divorce, death or the child/youth taken from the home in the past. (2)
- The family needs help to identify these strengths. The child/youth has no support whatsoever and may have to live 'on their own' or be adopted. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Permanency Module**.

Well-Being: Is the child/youth generally happy? How does the child/youth deal with difficult or stressful situations?

Comments: _____

- No action needed. The child/youth has exceptional coping and savoring skills that are well developed. (0)
- Let's watch. The child/youth has good psychological strengths. Sometimes, the child has difficulty coping with stress. (1)
- Help is needed. The child/youth has limited psychological strengths. The Child/youth does not have good self-esteem. (2)
- Help is needed now/immediately. The child/youth has no known or identifiable psychological strengths. This may be due to intellectual functioning or serious psychiatric disorder. (3)

Resiliency: This item describes the child/youth's ability to recognize his/her internal strengths and use them to promote healthy development and manage their lives. It also describes the child's ability to recover from or adjust to change. An example would be, if a child plays the guitar and uses their practice to help deal with stressful situations.

Comments: _____

- No action needed. The child/youth is able to identify and use internal strengths to better understand themselves and successfully manage difficult challenges. (0)
- Let's watch. The child/youth is able to identify most of their internal strengths and is able to partially utilize them. (1)
- Help is needed. The child/youth has difficulty dealing with the problems. The child/youth sees the worse in most situations and worries too much. The child/youth has ideas of what he/she can do to reduce his/her stress but does not do these things. (2)
- Help is needed now/immediately. The child/youth is overwhelmed by their situation (s) and is stressed out all the time. They cannot identify any activities that help them to reduce or eliminate the stress. (3)

Resourcefulness: This item describes the child/youth’s ability to recognize their external (environmental) strengths and use them to promote healthy development. A child/youth who seeks out a coach for counsel or uses a church group for support would be examples of this.

Comments: _____

- No action needed. The child/youth is quite skilled at finding the necessary resources required to aid them in managing challenges. (0)
- Let’s watch. The child/youth is somewhat skilled at finding necessary resources required to aid in achieving a healthy lifestyle but sometimes requires assistance at identifying or accessing these resources. (1)
- Help is needed. The child/youth has limited skills at finding necessary resources required to aid in achieving a healthy lifestyle and requires temporary assistance both identifying and accessing these resources. (2)
- Help is needed now/immediately. The child/youth has no skills at finding resources to aid in achieving a healthy lifestyle and requires ongoing assistance with both identifying and accessing these resources. (3)

ACCULTURATION

Language: This item includes both spoken and sign language. Does the child/youth or significant family members have any difficulty communicating (either because English is not their first language, or due to another communication issues such as the need to use/learn sign language)?

Comments: _____

- Child and family speak English well. (0)
- Child and family speak some English but communication problems exist due to limits on vocabulary or understanding of the nuances of the language. We don’t use big words. Keep it simple!! (1)
- 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. We don’t speak English, but we know someone who can translate. (2)
- Child and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention but no qualified individuals can be identified within natural supports. We don’t speak English and we don’t know anyone who can translate. (3)

Identity: Cultural identity refers to the child’s view of him/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. Does the child/youth and family have a sense of belonging to a specific cultural group? Does the child/youth have role models, (friends or in the community) who share his/her sense of culture?

Comments: _____

- Child has clear and consistent cultural identity and is connected to others who share his/her cultural identity. (0)
- Child is experiencing some confusion or concerns regarding cultural identity. (1)
- 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. (2)
- Child has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity. (3)

Ritual: 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. prayer at specific times, eating a specific diet, access to media). Is the child/youth and family able to celebrate with others (friends, family, community) who share their traditions and customs?

Comments: _____

- Child and family are consistently able to practice rituals consistent with their cultural identity. (0)
- 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. (1)
- Child and family experience significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity. (2)
- Child and family are unable to practice rituals consistent with their cultural identity. (3)

Cultural Stress: This item 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 they live. This need reflects things such as racism, discrimination or harassment because of sexual orientation or appearance or background.

Comments: _____

- No evidence of stress between the child/youth's cultural identity and the current living situation. (0)
- Some mild stress resulting from friction between the child/youth's cultural identity and their current living situation. (1)
- Child/Youth is experiencing cultural stress that is causing problems of functioning in at least one life domain. (2)
- Child/Youth is experiencing a high level of cultural stress that is making functioning in any life domain difficult under the present circumstances. (3)

CAREGIVER NEEDS & STRENGTHS

The following section of the CANS identifies areas of strength and need for parenting/caregiving of the child and family.

Supervision: How do you feel about your ability to keep an eye on and discipline the child/children? Do you think you might need some help with these issues?

Comments: _____

- No action needed. The caregiver can take care of the child/youth and can discipline him/her. (0)
- Let's watch/wait. For the most part, the caregiver can take care of the child and discipline him/her. (1)
- Help is needed. The caregiver has a lot of trouble taking care of OR disciplining the child/youth. The caregiver needs some kind of help. (2)
- Help is needed now/immediately. The caregiver can't take care of OR discipline the child/youth. The caregiver needs a lot of help and is concerned that he/she may get hurt. (3)

Involvement: How do you feel about being involved in services for the youth? Do you feel comfortable being an advocate? Would you like help in becoming more involved?
Comments: _____

- No action needed. The caregiver has a strong voice for the child/youth and fights for his/her rights. (0)
- Let's watch/wait. The caregiver has found help for the child/youth in the past, but now needs some support. (1)
- Help is needed. The caregiver does not want to be involved in this program. (2)
- Help is needed now/immediately. Hey, please take this kid!! (3)

Knowledge: Do you feel comfortable with what you know about the child/youth's needs? Have professionals told you things about the child/youth that you didn't know what they were trying to say? Are there areas that you feel you would like to know more?
Comments: _____

- No action needed. The caregiver knows what the child/youth's good points are and knows what he/she needs. (0)
- Let's watch/wait. The caregiver knows a lot about the child/youth, but more information is needed. (1)
- Help is needed. The caregiver definitely needs some more information in order to better care for the child/youth. (2)
- Help is needed now/immediately. The caregiver knows there are problems and knows that the problems affect the child/youth. (3)

Organization: Do you think you need or want help with managing the home? Do you have difficulty getting to appointments or managing a schedule?

Comments: _____

- No action needed. The caregiver is well organized and on top of things. (0)
- Let's watch/wait. The caregiver has some little problems organizing their life. The caregiver may forget some things, but is pretty good at doing things for the child/youth. (1)
- Help is needed. The caregiver has problems organizing their life. The caregiver often forgets to return calls or make appointments. (2)
- Help is needed now/immediately. I can't organize my life! I need a lot of help with all these services for the child/youth. (3)

Social Resources: Do you have enough of what you need to take care of the family's needs? Do you have family members or friends who can help you when you need it?
Comments: _____

- No action needed. My friends and family help me with the child/youth. (0)
- Let's watch/wait. I have some family/friends that help me with the child/youth. (1)
- Help is needed. I have some family/friends that can maybe help me with the child/youth. (2)
- Help is needed now/immediately. I don't know anyone who can help me with the child/youth. (3)

Residential Stability: Is your current housing situation stable? Do you have any concerns that you might have to move in the near future? Have you lost your housing?
Comments: _____

- No action needed. I'm going to be living here a long time. (0)
- Let's watch/wait. I'm going to be living here for a while. I've been living here about 3 months or I may be moving in about 3 months because I'm having some problems. (1)
- Help is needed. I've moved around a lot in the past year. (2)
- Help is needed now/immediately. I've been homeless at times during the last 6 months. (3)

CAREGIVER NEEDS

The following section of the CANS identifies areas of need for parenting/caregiving of the child and family.

Physical: How is your health? Do you have any health problems that make it hard for you to take care of your family? Does anyone else in the family have serious physical needs? Do you help care for them?

Comments: _____

- No action needed. I'm pretty healthy. (0)
- Let's watch/wait. I'm recovering from some health problems. (1)
- Help is needed. I have some health problems that get in the way of parenting. (2)
- Help is needed now/immediately. I can't take care of this child/youth because I have some serious health problems. (3)

Mental Health: Do you have any mental health needs that make parenting more difficult? Does anyone else in the family have serious mental health needs? Do you help care for them?

Comments: _____

- No action needed. I'm emotionally stable. (0)
- Let's watch/wait. I'm recovering from some emotional problems. (1)
- Help is needed. I have some emotional problems that sometimes make it difficult to parent. (2)
- Help is needed now/immediately. I can't take care of this child/youth because I have some serious emotional problems. (3)

Substance Use: Do you have any substance abuse needs/issues that make parenting more difficult? Does anyone else in the family have serious substance abuse needs? Do you help care for them?

Comments: _____

- No action needed. I don't use drugs or alcohol. (0)
- Let's watch/wait. I'm in recovery from drugs/alcohol. (1)
- Help is needed. I use drugs/alcohol and sometimes I can't take care of this child because of it. (2)
- Help is needed now/immediately. I use drugs/alcohol and I can't be a parent right now because of it. (3)

Developmental: Has anyone ever told you that you may have developmental problems that make parenting/caring for the child/youth more difficult?

Comments: _____

- No action needed. I'm able to function as a parent. (0)
- Let's watch, try to prevent. I have some problems here and there, but I can still take care of this child. (1)
- Help is needed. I have some difficulties functioning and I need some help being a good parent. (2)
- Help is needed now/immediately. I have some serious difficulties functioning and I can't be a parent now. (3)

Safety: Has the Department of Children and Family Services ever been involved with the family? What happened that they became involved? Are they currently involved? If so, what led to their involvement? Is there any current concern about the child/youth's safety from a child protection perspective?

Comments: _____

- No action needed. My house is safe and secure. Child/Youth is not at risk from others. (0)
- Let's watch/wait. The child/youth is safe at home, but I am concerned about my neighborhood. (1)
- Help is needed. The child/youth isn't 100% safe at home. I am concerned because the family member or family friend can come to my house. (2)
- Help is needed now/immediately. The child/youth is in danger and I'm scared my child could end up alone with this person. (3)

CHILD BEHAVIORAL/EMOTIONAL NEEDS

This section of the CANS focuses on identifying potential mental health needs of the child/youth. This section deals only with the child/youth. Again, please think about the last month (30 day) period of time for describing the child/youth's needs.

Psychosis: Has the child/youth ever talked about hearing, seeing or feeling something that you did not believe was actually there? Has the child/youth ever done strange or bizarre things of which you could make no sense? Does the child/youth have strange beliefs about things? Has anyone ever told you that the child/youth has a thought disorder or a psychotic condition?

Comments: _____

- No action needed. The child/youth is not psychotic and I don't suspect any hallucinations, delusions or bizarre behavior. (0)
- Let's watch, try to prevent. I suspect or there is a history of hallucinations, delusions, or bizarre behavior. (1)
- Help is needed. I see hallucinations, delusions, or bizarre behavior. (2)
- Help is needed now/immediately. I definitely see hallucinations, delusions, or bizarre behavior and I think it relates to some kind of disorder or mental health issue. Also, I think that this behavior puts the child or others at risk of harm. (3)

Impulsivity/Hyperactivity: Is the child/youth able to sit still for any length of time? Does he/she have trouble paying attention for more than a few minutes? Is the child/youth able to control him/herself? Has other people told you that the child/youth is “hyper?”

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. I see some problems with the child/youth.
He/she is hyper; can't focus; is easily distracted or acts without thinking. (1)
- Help is needed. I definitely see some problems here. He/she is hyper; can't focus; is easily distracted or acts without thinking. This is interfering with other parts of the child/youth's life. (2)
- Help is needed now/immediately. Clearly, there are serious problems here.
The child/youth is going to get hurt if his/her impulsive behavior continues. (3)

Depression: Do you think the child/youth is depressed or irritable? Has he/she withdrawn from normal activities? Does the child/youth seem lonely or not interested in others?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of depression OR I suspect he/she is depressed. I think he/she may be depressed because of something negative that happened recently. I don't think that it has a big impact on him/her. (1)
- Help is needed. The child/youth is clearly depressed. He/she has a depressed mood or is really irritable. The depression has seriously affected him/her in at least one area. The child/youth may also be withdrawn, avoids or can't/won't speak. (2)
- Help is needed now/immediately. The child/youth has serious issues with depression. It is affecting him/her so seriously that it is impossible for him/her to function. (3)

Anxiety: Does the child/youth have any problems with anxiety or fearfulness? Is he/she avoiding normal activities out of fear? Does the child/youth act frightened or afraid? Does the child/youth worry a lot?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of anxiety or I suspect that the child/youth is anxious. I think the child/youth may have anxiety because of something negative that has happened recently. I don't think it has a big impact on him/her. (1)
- Help is needed. The child/youth is clearly anxious. He/she has an anxious mood and is fearful. The anxiety has seriously affected him/her in at least one area. (2)
- Help is needed now/immediately. The child/youth has serious issues with anxiety. It is affecting him/her so seriously that it is impossible for him/her to function. (3)

Oppositional: Does the child/youth do what you ask him/her to do? Has a teacher or other adults told you that the child/youth does not follow rules or directions? Does the child/youth argue with you when you try to get him/her to do something?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of being oppositional, or recently (last 6 weeks), he/she has been defiant toward authority figures. (1)
- Help is needed. The child/youth is clearly oppositional or defiant towards authority figures. It's interfering with other parts of the child/youth's life. Others really get hurt by his/her behavior. (2)
- Help is needed now/immediately. The child/youth has serious issues with being oppositional or defiant. He/she threatens to physically hurt others. (3)

Conduct: Is the child/youth honest? How does the child/youth handle telling the truth/lies? Has anyone told you that the child/youth has been part of any criminal behavior? Has the child/youth ever shown violent or threatening behavior towards others? Has the child/youth ever tortured animals or set fires?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of being antisocial or I suspect that he/she is antisocial. He/she may lie, steal, manipulate or become sexually/physically aggressive toward others, property, or animals. (1)
- Help is needed. The child/youth is clearly antisocial. He/she may lie, steal, manipulate or become sexually/physically aggressive toward others, property, or animals. (2)
- Help is needed now/immediately. The child/youth has serious issues with being antisocial. He/she does the above. The child/youth may hurt him/herself or the community. (3)

Adjustment to Trauma: Has the child/youth experienced a traumatic event? Does he/she experience frequent nightmares? Is he/she troubled by flashbacks? Is he/she unusually afraid of being alone, or of participating in normal activities?

Comments: _____

**This item covers the child/youth's reaction to any of a variety of traumatic experiences such as emotional, physical or sexual abuse, separation from family members, witnessing violence or the victimization or murder of family members or close friends.

- Child/Youth has not experienced any significant trauma or can readily get over traumatic experiences. (0)
- Child/Youth has some mild adjustment problems to trauma. (1)
- Child/Youth has marked adjustment problems associated with traumatic experiences. Child/Youth may have nightmares or other notable symptoms of adjustment difficulties. (2)
- Child/Youth has post-traumatic stress difficulties as a result of traumatic experiences. Symptoms may include intrusive thoughts, hyper-vigilance, constant anxiety, and other common symptoms of Post-Traumatic Stress Disorder (PTSD). (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Trauma Module**.

Anger Control: How does the child/youth control his/her temper? Does he/she get upset or frustrated easily? Does he/she become physical when angry? Does he/she have a hard time if someone criticizes or rejects him/her?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has some problems controlling anger. Sometimes when he/she is frustrated, he/she gets verbally aggressive. Family and friends know there are problems and try not to make him/her angry. (1)
- Help is needed. The child/youth has problems controlling anger. His/her temper has gotten him/her into a lot of trouble with friends, family and/or school. He/she may even get violent. We know how angry he/she can get. (2)
- Help is needed now/immediately. The child/youth has serious problems controlling anger. He/she is always fighting and many times it gets physical. Other people are scared of him/her. (3)

Eating Disturbances: Is the child/youth preoccupied with body image, weight, excessive exercise, refusal to eat, over-eating and or bingeing and purging?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a mild level of disturbance. Some preoccupation with weight, calorie intake, or body size or type when of normal weight. (1)
- Help is needed. The child/youth has a moderate level of eating disturbance. This could involve a more intense preoccupation with weight gain or becoming fat when underweight, restrictive eating habits or excessive exercising. This may involve vomiting, use of laxatives, or excessive exercising. (2)
- Help is needed now/immediately. The child/youth has a more severe form of eating disturbance. This could include significantly low weight where hospitalization is required or excessive binge-purge behaviors (at least once per day). (3)

Affect Dysregulation: This item rates the child/youth's ability to regulate emotional expression, his/her self-control. (An example, would be being able to calm down after getting upset), which is most easily seen as their ability to react to an event within the normal range of emotions. The child/youth is able to modulate the expression of emotion within appropriate means.

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has some problems controlling anger. Sometimes when he/she is frustrated, he/she gets verbally aggressive. Family and friends know there are problems and try not to make him/her angry. (1)
- Help is needed. The child/youth has problems controlling anger. His/her temper has gotten the child/youth into a lot of trouble with friends, family and/or school. He/she may even get violent. We know how angry he/she can get. (2)
- Help is needed now/immediately. The child/youth has serious problems controlling his/her anger. He/she is always fighting and many times it gets physical. Other people are scared of him/her. (3)

Behavior Regressions: These ratings are used to describe shifts in previously adaptive functioning evidenced in regressions (going backwards) in behaviors or physiological functioning.

Comments: _____

- No action needed. I don't see any issues of behavioral regressions or times when he/she had gone backwards in development. (0)
- Let's watch, try to prevent. The child/youth has some regressions in age-level of behavior (e.g. thumb sucking, whining when age inappropriate). (1)
- Help is needed. The child/youth has moderate regressions in age-level of behavior including loss of ability to engage with peers, stopping play or exploration in environment that was previously evident, or occasional bedwetting. (2)
- This rating is given to a child/youth with more significant regressions in behaviors in an earlier age as demonstrated by changes in speech or loss of bowel or bladder control. (3)

Somatization: These symptoms include the presence of recurrent physical complaints without apparent physical cause. (e.g., pseudo-seizures) and associated with distress and medical help-seeking.

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. This rating indicates a child/youth with a mild level of physical complaints. This could include occasional headaches, stomach problems (nausea, vomiting), joint, limb or chest pain without medical cause. (1)
- Help is needed. This level indicates a child with moderate level of physical Problems. This could include more persistent physical symptoms without a medial cause or the presence of several different physical symptoms (e.g. stomach problems, headaches, backaches). (2)
- This rating indicates a child/youth with severe physical symptoms causing significant disturbance in school or social functioning. This could include significant and varied symptomatic disturbance without medical cause. (3)

Substance Use: Do you know whether the child/youth has used alcohol or any kind of drugs on more than an experimental basis? Do you suspect that the youth may have an alcohol or drug use problem? Has anyone reported that they think the youth might be using alcohol or drugs?

Comments: _____

**Substance use refers to any alcohol or illegal drug use or the inappropriate use of prescription drugs or household chemicals. This dimension describes the youth or adolescent's current use of the below.

- Youth is not using or is currently abstinent and has maintained abstinence of at least one year. (0)
- Youth has been abstinent for the past 30 day, or presents light and sporadic alcohol/marijuana use. No current problems associated with substance use. (1)
- Youth actively uses alcohol or drugs but not daily. Substance use causes some problems for the youth or others. (2)
- Youth uses alcohol and/or drugs on a daily basis. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Substance Use Module**.

CHILD RISK BEHAVIORS

The section of the CANS asks about whether or not the child/youth currently behaves in ways that could prove to be dangerous to him/her or others.

Suicide Risk: Has the child/youth ever talked about a wish or a plan to die or to kill him/her? Has he/she ever tried to commit suicide?

Comments: _____

- No action needed - no history or concern. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history, but has not thought about it or tried to kill him/herself recently. (1)
- Help is needed. The child/youth recently had thoughts about it or tried to kill him/herself, but not in the past 24 hours. (2)
- Help is needed now/immediately. The child/youth is thinking about killing him/herself, OR the child/youth is hallucinating. The child/youth talks about harming him/herself. (3)

Self-Mutilation: Has the child/youth ever talked about a wish or a plan to hurt him/her? Does the child/youth ever purposely hurt him/herself (e.g. cutting)?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of physically hurting him/herself (self-mutilation). (1)
- Help is needed. The child/youth hurts him/herself physically (self-mutilation), but he/she doesn't need to see a doctor for it. (2)
- Help is needed now/immediately. The child/youth hurts him/herself physically (self-mutilation), and he/she does need to see a doctor for it. (3)

Other Self Harm: Has the child/youth ever talked about or acted in a way that might be dangerous to him/herself (e.g. reckless behavior such as subway surfing)?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has done things in the past (other than suicide or self-mutilation) to physically hurt him/herself. The Child/youth can definitely get hurt by these behaviors (including reckless and risk-taking behaviors that put him/her in danger). (1)
- Help is needed. The child/youth is currently doing things (other than suicide or self-mutilation) to physically hurt him/herself. The child/youth can definitely get hurt by these behaviors (including reckless and risk-taking behaviors that put him/her in danger). (2)
- Help is needed now/immediately. The child/youth does things (other than suicide or self-mutilation) to physically hurt him/herself. The child/youth is in immediate danger because of these behaviors (including reckless and risk-taking behaviors that put him/her in danger). (3)

Danger to Others: Has the child/youth ever purposely injured another person? Does he/she get into physical fights? Has the child/youth ever threatened to kill or seriously injure another person?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of thinking about killing OR physically harming someone OR setting fires. This places him/her OR someone else in danger. (1)
- Help is needed. The child/youth has recently thought about killing OR physically harming someone OR setting fires, but not in the past 24 hours. (2)
- Help is needed now/immediately. The child/youth has a plan to kill OR physically harm someone OR has hallucinations that tell him/her to harm others. OR the child/youth has set a fire that has placed others in danger. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Violence Module**.

Sexual Aggression. Has the child/youth ever been accused of being sexually aggressive with another child? What happened after that?

Comments: _____

- No action needed. I don't see any issues here. There is no sexual contact with younger children, non-consenting people or children who cannot understand consenting to sex. (0)
- Let's watch, try to prevent. The child/youth has a history of being sexually aggressive, but has not exhibited any sexually aggressive or inappropriate behavior in the past year. (1)
- Help is needed. The child/youth has been sexually aggressive in the past year, but not in the past 30 days. (2)
- Help is needed now/immediately. The child/youth has been sexually aggressive in the past 30 days. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Sexual Aggression Behavior Module (SAB)**.

Runaway: Has the child/youth ever run away from home, school or any other place? If so, where did the child go? How long did the child/youth stay away? How did you find the child/youth? Do they ever threaten to run away?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of running away from home or other places and has been stayed gone at least one night. (1)
- Help is needed. The child/youth has run away or thought about running away, but not in the past 30 days. (2)
- Help is needed now/immediately. The child/youth is definitely going to run away. I know this because he/she recently tried to run away OR thought about running away OR is currently on the run. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Runaway Module**.

Delinquency: Has the child/youth been involved in any delinquent activities including truancy and curfew violations? Has the child/youth ever been arrested?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of delinquency, but not within the past 30 days. (1)
- Help is needed. The child/youth has recently been delinquent. (2)
- Help is needed now/immediately. The child/youth has seriously been delinquent and he/she is placing him/herself or others at risk of loss or harm. He/she may even be 'charged'. (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Juvenile Justice (JJ) Module**.

Judgment: Does the child/youth have any difficulty with judgment or decision making? Does he/she typically make good choices for him/herself? Does his/her choices ever result in harm to the youth or others?

Comments: _____

- No action needed. I don't see any issues here with judgment or poor decision-making that place the child/youth at harm. (0)
- Let's watch, try to prevent. The child/youth has a history of problems with judgment. He/she has made poor decisions that cause a lot of problems. For example, the child/youth 'hangs around' with kids that are shoplifters! (1)
- Help is needed. The child/youth has bad judgment. He/she is making poor decisions that cause a lot of problems. (2)
- Help is needed now/immediately. The child/youth has extremely bad judgment and he/she is going to get physically hurt. (3)

Fire Setting: Has the child/youth ever played with matches, or set a fire? If so, please describe what happened. Did the fire setting behavior destroy property or endanger the lives of others?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has a history of setting fires, but not in the past 6 months. (1)
- Help is needed. The child/youth has recently set a fire (within past 6 months), but not a fire that has placed anyone in danger. He/she was playing with matches OR the child/youth has repeatedly set fires during a 2 year period, but not in the last 6 months. (2)
- Help is needed now/immediately. The child/youth is threatening to set fires. He/she has set a fire that has endangered others (such as burning down a house). (3)

** A rating of a "2" or greater would result in the need for further specification of these needs through the completion of the **Fire Setting (FS) Module.**

Social Behavior: (Sanction Seeking) Does the child/youth ever intentionally do or say things to upset others? Has anyone ever told you that the child/youth has sworn at them or done other behavior that was insulting, rude or obnoxious? Does the child/youth seem to purposely get in trouble by making you or other adults angry with them?

Comments: _____

- No action needed. I don't see any issues here. (0)
- Let's watch, try to prevent. The child/youth has some problems with social behavior.
It may not be often. He/she may make a comment to a stranger or exhibit unusual behavior, when in public. (1)
- Help is needed. The child/youth has a definite problem with social behavior. He/she may often curse in public. (2)
- Help is needed now/immediately. The child/youth has serious problems with social behavior. If it continues, he/she may suffer big consequences, such as suspension from school or loss of living situation. Threatening others is also included here. (3)