

VIRGINIA CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS) ASSESSMENT

ITEM AND RATING DEFINITIONS

MANUAL

Standard
Comprehensive and Reassessment Versions for
Ages 5-21

Children's Services Act (CSA)

Virginia Office of Children's Services

June 2016

I. INTRODUCTION:

The CANS was developed by John S. Lyons, Ph.D. and has been refined through the “mass collaboration” of a significant number of individuals in many local jurisdictions, states and countries. The CANS- Comprehensive Birth to Age 4 and the Ages 5-21 as well as the Reassessment versions are open domain tools for use in service delivery systems that address the needs and strengths of at-risk children, youth and families. Designed to work across multiple child-serving agencies, modules are included to target and identify specific needs and strengths in families served by child welfare, juvenile justice, mental health, developmental disabilities and behavioral/emotional health. The copyright for the CANS is held by the Praed Foundation to ensure that it remains free for use by appropriately certified raters. For more general information on the CANS Comprehensive and Reassessment versions for children and youth Birth to Four and Ages 5+, please contact the Praed Foundation at www.praedfoundation.org

II. VIRGINIA CANS:

The CANS is the mandatory uniform assessment instrument for all children and youth (Ages Birth-21) and their families served by the Virginia Children’s Services Act (COV §§2.2-2648, 2.2-5209, 2.2-5212). Local public agency case managers (departments of social services, court services units, community services boards/behavioral health authority and schools) administer the CANS for these children and youth. CANS are completed online using the CANVaS software (<https://canvas.csa.virginia.gov>). Only local public agency case managers may establish accounts in CANVaS to create assessments. Private providers do not administer the CANS for children receiving CSA-funded services or children in foster care placement and do not have access to CANVaS.

The 2016 version of the Virginia CANS and online software, CANVaS, includes numerous revisions, most notably an expanded trauma module, a new “Child Welfare” Module with the ability to rate more than one caregiver, a new interface, and wording changes in item definitions for clarity. Because of these changes there are now two versions of the Virginia CANS, the Standard and the DSS-Enhanced.

This manual is a guide to rating the **Standard Virginia CANS** which is used by staff of the local Court Services Unit, Community Services Board/Behavioral Health Authority, the local school division and if appropriate, CSA staff. (CSA staff employed by the local DSS will use the DSS-Enhanced version.)

Both the Standard and DSS-Enhanced versions of the CANS have a Comprehensive as well as a Reassessment version and two assessments by age group; one for children age Birth to Four and another for children and youth ages 5-21. Consequently there are the following eight versions:

*Standard Virginia CANS	DSS-Enhanced Virginia CANS
Birth to Four Comprehensive	Birth to Four Comprehensive
Birth to Four Reassessment	Birth to Four Reassessment
Ages 5-21 Comprehensive	Ages 5-21 Comprehensive
Ages 5-21 Reassessment	Ages 5-21 Reassessment

**This version of the manual is for the Standard CANS only.*

As a rater, when you read through this Item Definitions Manual as well as when you navigate the new CANVaS 2.0 software to complete the assessment, you will note guidance on what and when modules are completed, depending on the type of assessment.

III. FREQUENCY OF ADMINISTRATION OF THE CANS

The Comprehensive version of the Standard CANS is required initially, (prior to the start of services), annually thereafter, and at discharge from CSA. A discharge CANS must be completed on each child.

Recommendations on the frequency of the Reassessment version of the CANS may be found at http://www.csa.virginia.gov/html/Frequency_of_Administration_of_CANS_12_13.pdf

IV. TRAINING AND CERTIFICATION ON THE CANS

Current certification on the CANS is required for all raters who administer the assessment. Certification must be renewed annually. As noted above, the Praed Foundation holds the copyright to the CANS and allows its public use at no charge. Certification is not an optional state requirement; it is a requirement of the owner of the assessment for its use. Any CANS administered by a non-currently certified individual is invalid and may not be used for any purpose, including service planning, data collection, or audit documentation.

The Office of Children's Services through a contract with the Praed Foundation provides access to training and certification on the use of the Virginia CANS. Although the training site (www.canstraining.com) is primarily provided to ensure raters may obtain certification for CSA purposes, it is also available for private providers, parents and other family members of children to learn about the CANS.

Raters are encouraged to complete the entire online training to ensure understanding of the rating logic, the definitions of each rating on each item and the timeframe of each item. Because the CANS often uses "everyday" language, raters sometimes miss the specifics of item or rating definitions. For example, "Physical Health" does not refer to whether or not a child is currently sick. The Physical Health item is intended to identify a physical issue, such as chronic asthma, that may interfere with the child's successful daily functioning.

Information and resources on the Virginia CANS may be found on the state CSA website (www.csa.virginia.gov) in the CANS folder, on the CANVaS 2.0 site (www.canvas.csa.virginia.gov) and the Praed Foundation's CANS training and certification site at www.canstraining.com

For more information about Virginia's administration of the CANS for CSA, contact the Office of Children's Services at (804) 662-9815 or by e-mail at csa.office@csa.virginia.gov.

V. RATING THE CANS

Six Key Principles

The CANS is rated reliably only when the Six Key Principles are understood and applied prior to rating an item. The Six Key Principles are:

- Items are on the CANS because they are relevant to service/treatment planning.
- Each item uses a 4 (“0-3”) level rating system. The levels are designed to translate immediately into action levels.
- Before establishing the action levels, cultural and developmental factors must be considered.
- Ratings should describe the child, not the child in services. If an intervention is present that is masking a need, but must stay in place, that is factored into the rating and would result in the rating of an “actionable” item need.
- CANS is a descriptive tool. It is about the “what”, not the “why.”
- A thirty (30) day window is used for ratings in order to make sure assessments stay “fresh” and relevant to the child or youth’s present circumstances. However, the action levels may override the thirty day rating period.

Rating Needs Items

Rating (Number)	Level of Need	Appropriate Action
0	No evidence of need	No action needed
1	Significant history or possible need which is not interfering with functioning-mild level of need	Watchful waiting/Prevention
2	Need interferes with functioning-moderate level of need	Action/Intervention must be taken
3	Need is dangerous or disabling-severe level of need	Immediate/Intensive action must be taken

Rating Strengths Items

Rating (Number)	Level of Strength	Appropriate Action
0	Centerpiece strength	Central to planning*
1	Strength present	Useful in planning*
2	Identified strength or interest	Build/Develop**
3	No strength identified	May identify or create strength

*Use/build strengths to address needs of children who are younger than 13; use/build strengths to create resiliency separate from treatment for adolescents.

**Building/developing strengths is helpful. Child and youth with strengths tend to function better even if significant needs are present.

A Special Note: Reliably Rating the Strengths and Needs of Children and Youth who are Receiving Residential Services

It may be difficult to reliably rate the needs of a child or youth receiving interventions or services, particularly those residing in an intensive treatment setting. To reliably rate the CANS, the assessor must know the needs of the individual, needs which may be masked by services or the setting. A helpful strategy is to understand the needs that brought the youth to treatment and then look for any evidence that these needs have changed and determine if the change is a “setting effect” or a “treatment effect” (an actual improvement). Setting effects are different than treatment effects. A setting effect is a change in behavior due to the structured environment. A treatment effect is a change in the individual that is likely to transcend environments.

For example, waking a student and walking with him to an on-campus school would be a setting effect for School Attendance. Identifying the factors that led to the youth’s previous School Attendance needs (for example, social anxiety, learning problems) and effectively addressing those issues would be a treatment effect.

As long as the youth continues to need the treatment in the residential environment (or treatment foster care), the CANS must reflect those needs at an actionable level (ratings of “2s” and/or “3s”). Home visits may be a helpful way to determine if ratings may be reduced (improved) in a given area. Remember the assessor may note improvement on some items, while leaving ratings at an actionable level on others. Generally speaking, improvement will be noted in ratings when a youth is ready for discharge to a less restrictive environment or a lesser level of services (or no services) in the community.

The same rule applies with community-based services. If a service is in place that is addressing a need, but the need remains, the item must remain actionable on the CANS and be rated a “2” or a “3”. For example, if a child’s hyperactive behavior improves after being placed on medication, but the need for that medication continues; the “Hyperactive” item would continue to be rated a “2”.

VI. HOW TO USE THIS MANUAL

General Information

This manual contains both the Comprehensive and Reassessment versions of the “Standard Virginia CANS Ages 5-21.” The Standard CANS is used with all children and youth in who are receiving CSA-funded services primarily through the schools, court services unit, community services board/behavioral health authority, or CSA office.

A separate “DSS-Enhanced Virginia CANS 5-21” is used for all children and youth in LDSS foster care placement (including children served through Non-Custodial Foster Care Agreements), children receiving CSA-funded foster care prevention services from the local department of social services, and youth receiving Independent Living services. Please refer to the “*Item and Rating Definitions Manual for the DSS-Enhanced Virginia CANS*” for guidance on rating the CANS if you are a local department of social services Family Services Specialist/case manager.

All six Domains of the Standard CANS are required for both the Comprehensive and Reassessment versions. The six Domains are:

- Life Functioning
- Child Strengths/Resiliency
- School
- Child Behavioral/Emotional Needs
- Child Risk Behaviors
- Parent/Guardian Strengths and Needs

In addition to the Domains, there are eight Child and Family Functioning *Modules* and one Placement *Module* (Residential Treatment Center). The eight Child and Family Functioning *Modules* are as follows:

- Developmental
- Adjustment to Trauma
- Substance Use
- Sexually Aggressive/Inappropriate Behavior
- Violence Needs
- Delinquent Behavior/Juvenile Justice
- Fire-Setting
- Runaway

The *Modules* are rated in a flexible fashion, depending on the version of the assessment and the individual child’s needs.

Standard Assessments

The Standard Comprehensive version of the assessment includes the General Questions section, the six Domains and the “triggered” *Modules*. The Child and Family Functioning *Modules* are completed only if the assessor rates a “1” or higher on the corresponding “trigger” item. For example, rating a “1” or higher on the “Developmental” item triggers the need to complete the “Developmental” module.

The Standard Reassessment version consists of only the General Questions section and the six Domains.

If the child is in residential treatment, the Residential Treatment Center (RTC) module is rated on both the Comprehensive and Reassessment versions of the Standard CANS.

You will see “tips” or notes regarding rating specific items throughout this Manual.

Specific Components of Standard Comprehensive Version

The following are completed:

- General Questions Section
- Life Functioning
- Child Strengths/Resiliency
- School
- Child Behavioral/Emotional Needs
- Child Risk Behaviors
- Parent/Guardian Strengths and Needs
- Child and Family Functioning Modules if triggered based on the individual needs of the child and family
- Residential Module (if child is in RTC)

Specific Components of Standard Reassessment Version

The following are completed:

- General Questions Section
- Life Functioning
- Child Strengths/Resiliency
- School
- Child Behavioral/Emotional Needs
- Child Risk Behaviors
- Parent/Guardian Strengths and Needs
- Residential Module (if child is in RTC)

VII. SUGGESTIONS ON RATING THE CANS

- Print this “Item and Rating Definitions Manual” and use it as a resource for understanding the meaning of each item and the specific definition for each rating on an item when completing an assessment.
- Remember the CANS assessment is based on observation, not clinical diagnosis or skills. As a rater, you are recording **what** is observed, not **why**.
- Gather information, including observations from parents and the child, providers and other appropriate sources, prior to (or while) rating the CANS.

- Remember “Strengths” items are rated the opposite of “Needs” items. A “0” on a Needs item means there is no evidence of this need or this need is fully met. A “3” on a Strengths item means there is no evidence of a strength in this area or it has not been identified.
- For both Strengths and Needs, the lower the rating number, the better the child or family is functioning.
- If undecided about determining a rating, remember that the need for action “trumps” the level of severity of the need. (See *Six Key Principles* above.) If action is needed or will be planned to address an area, select the higher rating.
- Before taking the certification exam, be sure to read the information posted regarding the “vignette assumption” and any other tips provided prior to the test.

TABLE OF CONTENTS

I. INTRODUCTION

II. VIRGINIA CANS

III. FREQUENCY OF ADMINISTRATION OF THE CANS

IV. TRAINING AND CERTIFICATION ON THE CANS

V. RATING THE CANS

Six Key Principles of Rating the CANS

Rating Needs

Rating Strengths

VI. HOW TO USE THIS MANUAL

General Information

Standard Assessment

Specific Components of the Comprehensive Assessment

Specific Components of the Reassessment

VII. SUGGESTIONS ON RATING THE CANS

CANS ASSESSMENT

ITEM CODING DEFINITIONS-DOMAINS

General Questions Section

Life Functioning

Child Strengths/Resiliency Factors

School

Child Behavioral/Emotional Needs

Child Risk Behaviors

Parent/Guardian

ITEM CODING DEFINITIONS-MODULES

Child and Family Functioning Modules

Module #1-Developmental

Module #2-Trauma

Module #3-Substance Use

Module #4-Violence Needs

Module #5-Sexually Aggressive/Inappropriate Behavior

Module #6-Delinquent Behavior

Module #7-Fire-setting

Module #8-Runaway

Placement Module

Residential Treatment Center

GENERAL QUESTIONS SECTION

The first page of the assessment in CANVaS, entitled “General Questions”, must be completed. These questions may be viewed if you click on “Interview Mode” at the bottom of the screen (you can switch back to “Rapid Entry Mode.”) The questions and rating definitions are:

1. Has the child received intensive community-based services in the past six months, and if so, were those services successful?

- “0” Child has not received community-based services.
- “1” Child has received community-based services and the services were successful.
- “2” Child has received community-based services and the services were not successful.

If the child has been in placement for an extended period of time, rate the time frame prior to placement.

2. Has the decision been made by DSS (Department of Social Services) or the J&DR (Juvenile and Domestic Relations) court to currently remove the child from home?

- “0” No, a decision has not been made.
- “1” Yes, a decision has been made.

If the child has already been removed from his/her home (is in foster care or in an out of home placement), this item is rated a “1”.

3. Child’s Age

- “0” The child is ages 5-13.
- “1” The child is ages 14-17.
- “2” The child is age 18 or older.

4. Child’s Placement (Rate “0” for NO and “1” for YES.) Rate the child’s primary placement with a “1.” Rate all remaining choices with a “0.” Do not mark two choices with “1”.

Foster Home: Is the child currently placed in a foster home?

- “0” No, the child spends no time in a foster home.
- “1” Yes, the child’s primary placement is a foster home.

Group Home: Is the child currently placed in a group home?

- “0” No, the child spends no time in a group home.
- “1” Yes, the child’s primary placement is a group home.

Residential Treatment Center: Is the child currently placed in a residential treatment center?

- “0” No, the child spends no time in a residential treatment center.
- “1” Yes, the child’s primary placement is a residential treatment center.

Family/Relation Home: Is the child currently placed with family or relative?

- “0” No, the child spends no time in a family or relative’s home (other than visits).
- “1” Yes, the child’s primary placement is at home or with a relative.

DOMAINS

LIFE FUNCTIONING

Rating	FAMILY <i>Please rate the highest level from the past 30 days.</i>
0	Child is doing well in relationships with family members.
1	Child is doing adequately in relationships with family members although some problems may exist. For example, some family members may have some problems in their relationships with child.
2	Child is having moderate problems with parents, siblings and/or other family members. Frequent arguing, difficulties in maintaining any positive relationship may be observed.
3	Child is having severe problems with parents, siblings, and/or other family members. This would include problems of domestic violence, constant arguing, etc.

Rating	LIVING SITUATION <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of problem with functioning in current living environment.
1	Mild problems with functioning in current living situation. Caregivers concerned about child's behavior at home.
2	Moderate to severe problems with functioning in current living situation. Child has difficulties maintaining his/her behavior in this setting creating significant problems for others in the residence.
3	Profound problems with functioning in current living situations. Child is at immediate risk of being removed from living situation due to his/her behaviors.

Rating	SLEEP <i>Please rate the highest level from the past 30 days.</i>
0	Child gets a full night's sleep each night.
1	Child has some problems sleeping. Generally, child gets a full night's sleep but at least once a week problems arise. This may include occasionally waking or bed wetting or nightmares.
2	Child is having problems with sleep. Sleep is often disrupted and child seldom obtains a full night of sleep.
3	Child is generally sleep-deprived. Sleeping is difficult for the child and he/she is not able to get a full night's sleep.

Rating	SOCIAL FUNCTIONING <i>Please rate the highest level from the past 30 days.</i>
0	Child has positive social relationships.
1	Child is having some minor problems in social relationships.
2	Child is having some moderate problems with his/her social relationships.
3	Child is experiencing severe disruptions in his/her social relationships.

Rating	SEXUAL DEVELOPMENT <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of any problems with sexual development.
1	Mild to moderate problems with sexual development. May include concerns about sexual identity or anxiety about the reactions of others.
2	Significant problems with sexual development. May include multiple and/or older partners or high-risk sexual behaviors.
3	Profound problems with sexual development. This level would include prostitution, very frequent risky sexual behavior, or sexual aggression.

Rating	RECREATION <i>Please rate the highest level from the past 30 days.</i>
0	Child has and enjoys positive recreation activities on an ongoing basis.
1	Child is doing adequately with recreational activities although some problems may exist.
2	Child is having moderate problems with recreational activities. Child may experience some problems with effective use of leisure time.
3	Child has no access to or interest in recreational activities. Child has significant difficulties making use of leisure time.

Rating	DEVELOPMENTAL <i>Please rate the highest level from the past 30 days.</i>
0	Child has no problems in cognitive, communication, social or motor development.
1*	There are some concerns that child may have a low IQ or possible delay in communication, social-emotional or motor development.
2*	Child has mild intellectual disability and/or developmental delays in one or more areas (communication, social-emotional, motor).
3*	Child has moderate or profound intellectual disability and/or severe delays in multiple areas of development.

***Ratings of "1" or higher on the Developmental Item on the Comprehensive version require the completion of the Developmental Module.**

Rating	COMMUNICATION <i>Please rate the highest level from the past 30 days.</i>
0	Child's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the child has any problems communicating.
1	Child has receptive communication skills but limited expressive communication skills.
2	Child has both limited receptive and expressive communication skills.
3	Child is unable to communicate.

Rating	JUDGMENT <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of problems with judgment or poor decision-making that results in harm to development and/or well-being.
1	History of problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being. For example, a child who has a history of hanging out with other children who shoplift.
2	Problems with judgment in which the child makes decisions that are in some way harmful to his/her development and/or well-being.
3	Problems with judgment that place the child at risk of significant physical harm.

Rating	ACCULTURATION <i>This item includes both spoken and sign language.</i>
0	Child and family are acculturated.
1	Child and/or family have some cultural differences from their primary environment that have created challenges in the past or might lead to future challenges.
2	Child and/or significant family members have notable cultural differences with their primary environment that currently lead to functional problems.
3	Child and/or significant family members have notable cultural differences with their primary environment that are causing profound difficulties for the child and/or family.

Rating	LEGAL <i>Please rate the highest level from the past 30 days. This item refers to court involvement based on the child's behavior, <u>not</u> child welfare involvement.</i>
0	Child has no known legal difficulties.
1	Child has a history of legal difficulties but currently is not involved with the legal system.
2	Child has some legal problems and is currently involved in the legal system.
3	Child has serious current or pending legal difficulties that place him/her at risk for a court ordered out of home placement.

Rating	MEDICAL <i>Please rate the highest level from the past 30 days.</i>
0	Child is healthy.
1	Child has some medical problems that require medical treatment.
2	Child has chronic illness that requires ongoing medical intervention.
3	Child has life threatening illness or medical condition.

Rating	PHYSICAL HEALTH <i>Please rate the highest level from the past 30 days.</i>
0	Child has no physical limitations.
1	Child has some physical condition that places mild limitations on activities. Conditions such as impaired hearing or vision would be rated here. Rate here treatment for medical conditions that result in physical limitations (e.g., asthma).
2	Child has physical condition that notably impacts activities. Sensory disorders such as significant visual or hearing impairments, or significant motor difficulties would be rated here.
3	Child has severe physical limitations due to multiple physical conditions.

Rating	DAILY FUNCTIONING <i>Please rate the highest level from the past 30 days.</i>
0	Child demonstrates age appropriate or advanced self-care skills. Relies on others as expected for his/her age group.
1	Child shows mild or occasional problems in self-care skills for his/her age, but is generally self-reliant.
2	Child demonstrates moderate or routine problems in self-care skills and relies on others for help more than is expected for his age group.
3	Child shows severe or almost constant problems in self-care skills and relies on others for help much more than is expected for his/her age group.

Rating	INDEPENDENT LIVING (Ages 14-21) <i>Rate a "0" if the child is under the age of 14. Please rate the highest level from the past 30 days.</i>
0	Child is maturing at an average or advanced paced to eventually live on his/her own. There is no evidence of deficits in learning independent living skills at this time.
1	Child is somewhat delayed acquiring information about independent living and/or delayed in demonstrating age appropriate independent living skills. Some problems exist in maintaining reasonable cleanliness, diet, finances, or time management, etc. Child needs to learn additional independent living skills.
2	Child is moderately delayed in acquiring information about independent living skills and/or moderately delayed in demonstrating those skills. Notable problems exist in maintaining reasonable cleanliness, diet, finances, time management, etc.
3	Child is clearly delayed in acquiring information about independent living skills and/or is clearly not demonstrating those skills. Given his/her current age and impairments, the child will almost certainly need a structured and supervised living environment in young adulthood.

CHILD STRENGTHS/RESILIENCY DOMAIN

Tips: In rating Strengths, use "3" if the strength has not been identified or there is no evidence of the strength. Rate a "3" on the Vocational item for children under the age of 14.

Rating	FAMILY Please rate the highest level from the past 30 days.
0	Family has strong relationships and excellent communication.
1	Family has some good relationships and good communication.
2	Family needs some assistance in developing relationships and/or communications.
3	Family needs significant assistance in developing relationships and communications or child has no identified family.

Rating	INTERPERSONAL Please rate the highest level from the past 30 days.
0	Child has well-developed interpersonal skills and friends.
1	Child has good interpersonal skills and has shown the ability to develop healthy friendships.
2	Child needs assistance in developing good interpersonal skills and/or healthy friendships.
3	Child needs significant help in developing interpersonal skills and healthy friendships.

Rating	OPTIMISM Please rate the highest level from the past 30 days. This item refers to a child's sense of future orientation. Does he/she have plans for the future?
0	Child has a strong and stable optimistic outlook on his/her life.
1	Child is generally optimistic.
2	Child has difficulties maintaining a positive view of him/herself and his/her life. Child may vary from overly optimistic to overly pessimistic.
3	Child has difficult seeing any positives about him/herself or his/her life.

Rating	EDUCATIONAL Please rate the highest level from the past 30 days.
0	School works closely with child and family to identify and successfully address child's educational needs OR child excels in school.
1	School works with child and family to identify and address child's educational needs OR child likes school.
2	School currently unable to adequately address child's needs.
3	School unable and/or unwilling to work to identify and address child's needs.

Rating	VOCATIONAL Please rate the highest level from the past 30 days. Rate "3" if the child is under the age of 14.
0	Child has vocational skills and relevant work experience.
1	Child has some vocational skills or work experience.
2	Child has some prevocational skills or vocational interests.
3	NO vocational strengths identified or child needs significant assistance developing vocational skills.

Rating	TALENTS/INTERESTS Please rate the highest level from the past 30 days.
0	Child has a talent that provides him/her with pleasure and/or self-esteem.
1	Child has a talent, interest, or hobby with the potential to provide him/her with pleasure and self-esteem.
2	Child has identified interests but needs assistance converting those interests into a talent or hobby.
3	Child has no identified talents, interests or hobbies.

Rating	SPIRITUAL/RELIGIOUS <i>Please rate the highest level from the past 30 days.</i>
0	Child receives comfort and support from religious and/or spiritual beliefs and practices.
1	Child is involved in a religious community whose members provide support.
2	Child has expressed some interest in religious or spiritual belief and practices.
3	Child has no identified religious or spiritual beliefs or interest in these pursuits.

Rating	COMMUNITY LIFE <i>Please rate the highest level from the past 30 days. This item refers to a child's sense of "belonging" in a community.</i>
0	Child is well-integrated into his/her community. He/she is a member of community organizations and has positive ties to the community.
1	Child is somewhat involved in his/her community.
2	Child has an identified community but only has limited ties to that community.
3	Child has no identified community to which he/she is a member.

Rating	RELATIONSHIP PERMANENCE <i>This rating refers to the stability of significant relationships in the child's life. This likely includes family members but may also include other individuals.</i>
0	This level indicates a child who has very stable relationships. Family members, friends, and community have been stable for most of his/her life and are likely to remain so in the foreseeable future. Child is involved with both parents.
1	This level indicates a child who has had stable relationships but there is some concern about instability in the near future (one year) due to transitions, illness, or age. A stable relationship with only one parent may be rated here.
2	This level indicates a child who has had at least one stable relationship over his/her lifetime but has experienced other instability through factors such as divorce, moving, removal from home, and death.
3	This level indicates a child who does not have any stability in relationships. Independent living or adoption must be considered.

Rating	CHILD INVOLVEMENT IN CARE <i>This item refers to the child's participation in efforts to address his/her identified needs.</i>
0	Child is knowledgeable of needs and helps direct planning to address them.
1	Child is knowledgeable of needs and participates in planning to address them.
2	Child is at least somewhat knowledgeable of needs but is not willing to participate in plans to address them.
3	Child is neither knowledgeable about needs nor willing to participate in any process to address them.

Rating	NATURAL SUPPORTS <i>Refers to unpaid helpers in the child's natural environment. May include unpaid family members.</i>
0	Child has significant natural supports who contribute to helping support the child's healthy development.
1	Child has identified natural supports that provide some assistance in supporting the child's healthy development.
2	Child has some identified natural supports however they are not actively contributing to the child's healthy development.
3	Child has no known natural supports (outside of family and paid caregivers).

SCHOOL DOMAIN

Tip: If the child is not currently in school because of a break, such as summer vacation or spring break, rate the last 30 days of school placement. If the child has been expelled from school, rate each item as a "3."

<i>Rating</i>	SCHOOL BEHAVIOR <i>Please rate the highest level from the past 30 days.</i>
0	Child is behaving well in school.
1	Child is behaving adequately in school although some behavior problems exist.
2	Child is having moderate behavioral problems at school. He/she is disruptive and may have received sanctions including suspensions.
3	Child is having severe problems with behavior in school. He/she is frequently or severely disruptive. School placement may be in jeopardy due to behavior.

<i>Rating</i>	SCHOOL ACHIEVEMENT <i>Please rate the highest level from the past 30 days.</i>
0	Child is doing well in school.
1	Child is doing adequately in school although some problems with achievement exist.
2	Child is having moderate problems with school achievement. He/she may be failing some subjects.
3	Child is having severe achievement problems. He/she may be failing most subjects or more than one year behind same age peers in school achievement.

<i>Rating</i>	SCHOOL ATTENDANCE <i>Please rate the highest level from the past 30 days.</i>
0	Child attends school regularly.
1	Child has some problems attending school but generally goes to school. May miss up to one day per week on average OR may have had moderate to severe problems in the past six months but has been attending school regularly in the last month.
2	Child is having problems with school attendance. He/she is missing at least two days each week on average.
3	Child is generally truant or refusing to go to school.

CHILD BEHAVIORAL/EMOTIONAL NEEDS DOMAIN

<i>Rating</i>	PSYCHOSIS <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1	History or suspicion of hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder.
2	Clear evidence of hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder.
3	Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder which places the child or others at risk of physical harm.

Rating	IMPULSIVITY/HYPERACTIVITY <i>Problems with impulse control and impulsive behaviors, (including physical disruptions) and/or attention, distractibility, concentration and task completion would be rated here. Please rate the highest level from the past 30 days.</i>
0	No evidence.
1	Some problems with impulsive, distractible, or hyperactive behavior that places the child at risk of future functioning difficulties.
2	Clear evidence of problems with impulsive, distractible, or hyperactive behavior that interferes with the child's ability to function in at least one life domain.
3	Clear evidence of a dangerous level of impulsive behavior that can place the child at risk of physical harm.

Rating	DEPRESSION <i>Please rate the highest level from the past 30 days.</i>
0	No evidence.
1	History or suspicion of depression or mild to moderate depression associated with a recent negative life event with minimal impact on life domain functioning.
2	Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered significantly in child's ability to function in at least one life domain.
3	Clear evidence of disabling level of depression that makes it virtually impossible for the child to function in any life domain.

Rating	ANXIETY <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1	History or suspicion of anxiety problems or mild to moderate anxiety associated with a recent negative life event.
2	Clear evidence of anxiety associated with either anxious mood or significant fearfulness. Anxiety has interfered significantly in child's ability to function in at least one life domain.
3	Clear evidence of debilitating level of anxiety that makes it virtually impossible for the child to function in any life domain.

Rating	OPPOSITIONAL <i>Please rate using the time frames in the anchor definitions.</i>
0	No evidence
1	History or recent onset (past 6 weeks) of defiance towards authority figures.
2	Clear evidence of oppositional and/or defiant behavior towards authority figures, which is currently interfering with the child's functioning in at least one life domain. Behavior causes emotional harm to others.
3	Clear evidence of a dangerous level of oppositional behavior involving the threat of physical harm to others.

Rating	CONDUCT <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1	History or suspicion of problems associated with antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property or animals.
2	Clear evidence of antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals.
3	Evidence of a severe level of conduct problems including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals. These behaviors place the child or community at significant risk of physical harm due to these behaviors.

<i>Rating</i>	ADJUSTMENT TO TRAUMA <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1*	History or suspicion of problems associated with traumatic life event(s.)
2*	Clear evidence of adjustment associated with traumatic life event(s). Adjustment is interfering with child's functioning in at least one life domain.
3*	Clear evidence of symptoms of Post Traumatic Stress Disorder, which may include flashbacks, nightmares, significant anxiety, and intrusive thoughts of trauma experience.

****Ratings of "1" or higher on the Adjustment to Trauma Item on the Comprehensive version require the completion of the Trauma Module.***

<i>Rating</i>	ANGER CONTROL <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of any significant anger control problems.
1	Some problems with controlling anger. Child may sometimes become verbally aggressive when frustrated. Peers and family may be aware of and may attempt to avoid stimulating angry outbursts.
2	Moderate anger control problems. Child's temper has gotten him/her in significant trouble with peers, family and/or school. Anger may be associated with physical violence. Others are likely quite aware of anger potential.
3	Severe anger control problems. Child's temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.

<i>Rating</i>	SUBSTANCE USE <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1*	History or suspicion of substance use.
2*	Clear evidence of substance abuse that interferes with functioning in any life domain.
3*	Child requires detoxification OR is addicted to alcohol and/or drugs. Include here a child who is intoxicated at the time of the assessment (i.e., currently under the influence).

****Ratings of "1" or higher on this item on the Comprehensive version require the completion of Module #3 "Substance Use Needs."***

<i>Rating</i>	EATING DISTURBANCE <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of eating disturbance.
1	Mild level of eating disturbance. This could include some preoccupation with weight, calorie intake, or body size or type when of normal weight or below weight. This could also include some binge eating patterns.
2	Clear evidence of eating disturbance. This could include a more intense preoccupation with weight gain or becoming fat when underweight, restrictive eating habits or excessive exercising in order to maintain below normal weight, and/or emaciated body appearance. This level could also include more notable binge eating episodes that are followed by compensatory behaviors in order to prevent weight gain (e.g., vomiting, use of laxatives, excessive exercising). Food hoarding also would be rated here.
3	Eating disturbance is disabling. This could include significantly low weight where hospitalization is required or excessive binge-purge behaviors (at least once per day).

CHILD RISK BEHAVIORS DOMAIN

<i>Rating</i>	SUICIDE RISK <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence
1	History but no recent ideation or gesture.
2	Recent ideation or gesture but not in past 24 hours.
3	Current ideation and intent OR command hallucinations that involve self-harm.

<i>Rating</i>	SELF-MUTILATION <i>Please rate the highest level from the past 30 days.</i>
0	No evidence
1	History of self-mutilation.
2	Engaged in self-mutilation that does not require medical attention.
3	Engaged in self-mutilation that requires medical attention.

<i>Rating</i>	OTHER SELF HARM <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence of behaviors other than suicide or self-mutilation that places child at risk of physical harm.
1	History of behavior other than suicide or self-mutilation that places child at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the child.
2	Engaged in behavior other than suicide or self-mutilation that places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior.
3	Engaged in behavior other than suicide or self-mutilation that places him/her at immediate risk of death. This includes reckless behavior or intentional risk-taking behavior.

<i>Rating</i>	DANGER TO OTHERS <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence
1*	History of homicidal ideation, physically harmful aggression or fire setting that has put self or others in danger of harm.
2*	Recent homicidal ideation, physically harmful aggression, or dangerous fire setting but not in past 24 hours.
3*	Acute homicidal ideation with a plan or physically harmful aggression OR command hallucinations that involve the harm of others. Or, child set a fire that placed others at significant risk of harm.

****Ratings of "1" or higher on this item on the Comprehensive Version require the completion of Module #4 "Violence Needs."***

<i>Rating</i>	SEXUAL AGGRESSION <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence of any history of sexually aggressive behavior. No sexual activity with younger children, non-consenting others, or children not able to understand consent.
1*	History of sexually aggressive behavior (but not in past year) OR sexually inappropriate behavior in the past year that troubles others such as harassing talk or excessive masturbation.
2*	Child has engaged in sexually aggressive behavior in the past year but not in the past 30 days.
3*	Child has engaged in sexually aggressive behavior in the past 30 days.

**** Ratings of "1" or higher on this item on the Comprehensive Version require the completion of Module #5 "Sexually Aggressive/Inappropriate Behavior Needs."***

Rating	RUNAWAY <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence
1*	History of runaway from home or other settings involving at least one overnight absence, at least 30 days ago.
2*	Recent runaway behavior or thoughts but not in past 7 days.
3*	Acute threat to runaway as manifest by either recent attempts OR child is currently a runaway.

**Ratings of "1" or higher on this item on the Comprehensive Version require the completion of Module #6 "Runaway Needs."*

Rating	DELINQUENT BEHAVIOR <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence
1*	History of delinquency but no acts of delinquency in past 30 days.
2*	Recent acts of delinquency.
3*	Severe acts of delinquency that place others at risk of significant loss or injury or place child at risk of adult sanctions.

**Ratings of "1" or higher on this item on the Comprehensive version require the completion of Module #7 "Delinquent Behavior/Juvenile Justice Needs."*

Rating	FIRE SETTING <i>Please rate using the time frames provided in the anchors.</i>
0	No evidence
1*	History of fire setting but not in the past six months.
2*	Recent fire setting behavior (in past six months) but not of the type that has endangered the lives or others OR repeated fire setting behavior over a period of at least two years even if not in the past six months.
3*	Acute threat of fire setting. Set fire that endangered the lives of others (e.g., attempting to burn down a house).

**Ratings of "1" or higher on this item on the Comprehensive version require the completion of Module #8 "Fire Setting."*

Rating	INTENTIONAL MISBEHAVIOR <i>Describes social behavior on a continuum from obnoxious to dangerous. Please rate the highest level from the past 30 days.</i>
0	No evidence of intentional misbehavior. Child does not engage in behavior that forces adults to sanction him/her.
1	Mild level of intentional misbehavior. This might include occasional inappropriate intentional misbehavior that forces adults to sanction the child, such as provocative comments or actions in social settings aimed at getting a negative response from adults.
2	Moderate level of problematic intentional misbehavior. Child is intentionally engaging in misbehavior in school, at home, or in the community that is causing problems in his/her life, such as acting obnoxiously at school hoping to get suspended or expelled.
3	Severe level of intentional misbehavior. This level would be indicated by frequent serious intentional misbehavior that forces adults to seriously and/or repeatedly sanction the child. Intentional misbehaviors are sufficiently severe that they place the child at risk of significant sanctions (e.g., expulsion, removal from the community).

<i>Rating</i>	SEXUALLY REACTIVE BEHAVIOR <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of problems with sexually reactive behaviors.
1	Some evidence of sexually reactive behavior. Child may exhibit occasional inappropriate sexual language or behavior, flirts when age-inappropriate, or engages in unprotected sex with single partner. This behavior does not place child at great risk. A history of sexually provocative behavior would be rated here.
2	Moderate problems with sexually reactive behavior that place the child at some risk. Child may exhibit more frequent sexually provocative behaviors in a manner than impairs functioning, engage in promiscuous sexual behaviors or have unprotected sex with multiple partners.
3	Significant problems with sexually reactive behaviors. Child exhibits sexual behaviors that place child or others at immediate risk.

<i>Rating</i>	BULLYING <i>Please rate the highest level from the past 30 days.</i>
0	Child has never engaged in bullying at school or in the community.
1	Child has been involved with groups that have bullied other children in school or the community; however, child has not had a leadership role in these groups.
2	Child has bullied other child in school or community. Child has either bullied the other child individually or led a group that bullied child.
3	Child has repeatedly utilized threats or actual violence to bully child in school and/or community.

Child and Family Functioning Modules-Comprehensive

*These modules are rated only when triggered and **ONLY** on the Comprehensive version. Child and Family Functioning Modules are not rated on the Standard CANS Reassessment.*

MODULE #1-DEVELOPMENTAL

<i>Rating</i>	COGNITIVE <i>Please rate the highest level from the past 30 days.</i>
0	Child's intellectual functioning appears to be in normal range. There is no reason to believe that the child has any problems with intellectual functioning.
1	Child has low IQ (70-85) or has identified learning challenges.
2	Child has mild intellectual disability. IQ is between 55 and 70.
3	Child has moderate to profound intellectual disability. IQ is less than 55.

<i>Rating</i>	SOCIAL-EMOTIONAL DEVELOPMENT <i>Please rate the highest level from the past 30 days.</i>
0	Child's social interactions and emotional responses appear within normal range.
1	Some concerns that child's social interactions and/or emotional responses are not developing normally.
2	Clear evidence of impaired social interactions (failure to develop peer reaction to others) and/or a lack of emotional reciprocity (failure to express empathy, pleasure, curiosity) and/or repetitive, stereotyped patterns of behaviors, interests (hand flapping, preoccupation with parts of toys rather than playing with toys).

3	Clear evidence of severely impaired social interactions, lack of emotional reciprocity, and/or repetitive, stereotyped patterns of behaviors or interests to the degree that the child is unable to participate in a wide range of age appropriate activities and settings.
---	---

Rating	SELF-CARE DAILY LIVING SKILLS <i>Please rate the highest level from the past 30 days.</i>
0	Child's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the child has any problems performing daily living skills.
1	Child requires verbal prompting on self-care tasks or daily living skills.
2	Child requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g., eating, bathing, dressing, and toileting).
3	Child requires attendant care on more than one of the self-care tasks (e.g., eating, bathing, dressing, toileting).

#2 TRAUMA MODULE

Characteristics of the Traumatic Experience

Rating	SEXUAL ABUSE <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced sexual abuse.
1*	Child has experienced one episode of sexual abuse or there is a suspicion that the child has experienced sexual abuse but no confirming evidence.
2*	Child has experienced repeated sexual abuse.
3*	Child has experienced severe and/or repeated sexual abuse. Sexual abuse may have caused physical harm.

***If a child scores a 1, 2, or 3 on the Sexual Abuse item, you must complete the following sub-module. If Sexual Abuse is rated a "0" skip the Sexual Abuse Sub-module and go to the next item, "Physical Abuse."**

Sexual Abuse Sub-module

Rate over the child's lifetime using the time frames provided in the anchors.

Rating	EMOTIONAL CLOSENESS TO PERPETRATOR
0	Perpetrator was a stranger at the time of the abuse.
1	Perpetrator was known to the child at the time of event but only as an acquaintance.
2	Perpetrator had a close relationship with the child (e.g., teacher, coach, mentor, close family friend).
3	Perpetrator was a family member with whom the child has a strong and durable emotional bond (e.g., primary caretaker, parent, or sibling).

Rating	FREQUENCY OF ABUSE
0	Abuse occurred one time.
1	Abuse occurred two times.
2	Abuse occurred three to ten times.
3	Abuse occurred more than ten times.

Rating	DURATION
0	Abuse occurred one time.
1	Abuse occurred within a six month time period.
2	Abuse occurred within a six-month to one year time period.
3	Abuse occurred over a period of longer than one year.

<i>Rating</i>	PHYSICAL FORCE
0	No physical force or threat of force occurred during the abuse episode(s).
1	Sexual abuse was associated with threat of violence but no physical force.
2	Physical force was used during the sexual abuse.
3	Significant physical force/violence was used during the sexual abuse. Physical injuries occurred as a result of the force.

<i>Rating</i>	REACTION TO DISCLOSURE
0	All significant family members are aware of the abuse and supportive of the child coming forward with the description of his/her abuse experience.
1	Most significant family members are aware of the abuse and supportive of the child for coming forward. One or two family members may be less supportive. Parent may be experiencing anxiety/depression/guilt regarding abuse.
2	Significant split among family members in terms of their support of the child for coming forward with the description of his/her abuse.
3	Significant lack of support from close family members of the child for coming forward with the description of his/her abuse experience. Significant relationship (e.g., parent, care-giving grandparent) is threatened.

Trauma Module Resumes...

<i>Rating</i>	PHYSICAL ABUSE <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced physical abuse.
1	Child has experienced one episode of physical abuse or there is a suspicion that child has experienced physical abuse but no confirming evidence.
2	Child has experienced repeated physical abuse.
3	Child has experienced severe and/or repeated physical abuse that caused sufficient physical harm to necessitate hospital treatment.

<i>Rating</i>	EMOTIONAL ABUSE <i>Describes the degree of severity of emotional abuse, including verbal and nonverbal forms. Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced emotional abuse.
1	Child has experienced mild or isolated instances of emotional abuse. For instance, child may experience some insults, or is occasionally referred to in a derogatory manner by caregiver(s).
2	Child has experienced moderate emotional abuse over an extended period of time (at least one year). For instance, child may be consistently denied emotional attention from caregiver(s), insulted or humiliated on an ongoing basis, or intentionally isolated from others.
3	Child has experienced severe and repeated emotional abuse over an extended period of time (at least one year). For example, the child is completely ignored by caregiver(s), or threatened/terrorized by others.

<i>Rating</i>	NEGLECT <i>Describes the severity of neglect. Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced neglect.
1	Child has experienced minor or occasional neglect. Child may have been left at home alone with no adult supervision or there may have been occasional failure to provide adequate adult supervision.
2	Child has experienced a moderate level of neglect. This may include occasional unintended failure to provide adequate food, shelter or clothing with corrective action.

3	Child has experienced a severe level of neglect including prolonged absences by adults, without even minimal supervision, and failure to provide the basic necessities of life.
---	---

Rating	DISRUPTIONS IN CAREGIVING <i>Describes the extent to which the child has been exposed to disruptions in caregiving involving separation from primary attachment figure(s) and/or attachment losses. This disruption can result from: child's removal from home, child's behavior, e.g., aggression, or the unavailability of the primary caregiver, e.g., caregiver illness, incarceration, or circumstances beyond the child's control, e.g., moves prompted by changes in the foster care system. Children who have had placement changes - including stays in foster care, residential treatment or juvenile justice settings- can be rated here. Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced disruptions in caregiving and/or attachment losses.
1	Child may have experienced one disruption in caregiving but was placed with a familiar alternative caregiver, such as a relative (e.g., grandmother).
2	Child has been exposed to two or more disruptions in caregiving with known alternate caregivers, OR the child has had at least one disruption involving placement with an unknown caregiver. (Children who have been placed in foster or other out-of-home care such as residential care facilities would be rated here).
3	Child has been exposed to multiple/repeated placement changes (3+ with a known caregiver, or 2+ with unknown caregivers such as a foster parent) resulting in caregiving disruptions that have negatively impacted various domains of a child's life (e.g., loss of community, school, peer group).

Rating	MEDICAL TRAUMA <i>Please rate within the lifetime.</i>
0	There is no evidence that child has experienced any medical trauma.
1	Child has experienced mild medical trauma including minor surgery (e.g., stitches, bone setting).
2	Child has experienced moderate medical trauma including major surgery or injuries requiring hospitalization.
3	Child has experienced life threatening medical trauma.

Rating	NATURAL DISASTER <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has experienced any natural disaster.
1	Child has been indirectly affected by a natural disaster.
2	Child has experienced a natural disaster which has had a notable impact on his/her well-being.
3	Child has experienced life-threatening natural disaster.

Rating	WITNESS TO DOMESTIC (FAMILY) VIOLENCE <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has witnessed domestic violence.
1	Child has witnessed physical violence or repeated threats of violence in household on at least one occasion and the violence did not result in injury.
2	Child has witnessed repeated domestic violence that has resulted in the injury of at least one family member.
3	Child has witnessed repeated and/or severe episode(s) of family violence. Significant injuries have occurred as a direct result of the violence.

Rating	WITNESS TO COMMUNITY/SCHOOL VIOLENCE <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has witnessed violence in the community or school.
1	Child has witnessed fighting or other forms of violence in the community or school, but the violence was not directed at the child, family or friends, and exposure has been limited.
2	Child has witnessed the injury of others in his/her community or school, or has had friends/family members injured as a result of violence, or the child has been the direct victim of violence that was

	not life-threatening, or has witnessed/experienced chronic or ongoing community or school violence.
3	Child has witnessed the death/rape of another person in his or her community or school as a result of violence, or is the direct victim of violence that was life-threatening, or has experienced chronic, ongoing community or school violence.

<i>Rating</i>	WITNESS/VICTIM TO CRIMINAL ACTIVITY <i>Please rate within the lifetime.</i>
0	There is no evidence that the child has been victimized or witnessed significant criminal activity.
1	Child has witnessed significant criminal activity.
2	Child is a direct victim of criminal activity or witnessed the victimization of a family or friend.
3	Child is a victim of criminal activity that was life-threatening or caused significant physical harm or child witnessed the death of a loved one.

Module #3 SUBSTANCE USE NEEDS MODULE

<i>Rating</i>	FREQUENCY OF USE <i>Please rate using the time frames provided in the anchors.</i>
0	Child is currently abstinent and has maintained abstinence for at least six months.
1	Child is currently abstinent but only in the past 30 days OR child has been abstinent for more than 30 days but is living in an environment that makes substance use difficult.
2	Child frequently uses alcohol or drugs but not daily.
3	Child uses alcohol or drugs on a daily basis.

<i>Rating</i>	DURATION OF USE <i>Please use the time frames provided in the anchors.</i>
0	Child has begun use in the past year.
1	Child has been using alcohol or drugs for at least one year but has had periods of at least 30 days where he/she did not have any use.
2	Child has been using alcohol or drugs for at least one year (but less than five years), but not daily.
3	Child has been using alcohol or drugs daily for more than the past year OR intermittently for at least five years.

<i>Rating</i>	READINESS TO CHANGE <i>Please rate the highest level from the past 30 days.</i>
0	Child is abstinent and able to recognize and avoid risk factors for future substance abuse.
1	Child is actively trying to remain abstinent.
2	Child is in contemplation phase, recognizing a problem but not willing to take steps necessary for recovery.
3	Child is in denial regarding the existence of any substance use problem.

<i>Rating</i>	RECOVERY ENVIRONMENT <i>Please rate the environment around the child's living situation.</i>
0	No evidence that the child's environment stimulates or exposes the child to any alcohol or drug use.
1	Mild problems in the child's environment that might expose the child to alcohol or drug use.
2	Moderate problems in the child's environment that clearly expose the child to alcohol or drug use.
3	Severe problems in the child's environment that stimulate the child to engage in alcohol or drug use.

<i>Rating</i>	RELAPSE SKILLS <i>Please rate the highest level from the past 30 days.</i>
0	Child has a clear relapse prevention plan, strong relapse prevention skills, and is committed to pursuing recovery.
1	Child is motivated to pursue recovery but lacks a clear relapse prevention plan and/or skills.
2	Child has a relapse prevention plan but lacks motivation, knowledge and skills to recognize and effectively respond to triggers.
3	Child is not motivated to pursue recovery and does not have a relapse prevention plan.

#4 VIOLENCE NEEDS MODULE

HISTORICAL RISK FACTORS (PLEASE RATE OVER THE LIFETIME OF THE CHILD.)

<i>Rating</i>	HISTORY OF PHYSICAL ABUSE <i>Please rate over the lifetime of the child.</i>
0	No evidence that the child has ever experienced physical abuse.
1	There is suspicion that child has experienced physical abuse but no confirming evidence.
2	Child has experienced physical abuse on one or more occasions.
3	Child has experienced severe and/or repeated physical abuse that has resulted in physical injuries that required medical care.

<i>Rating</i>	HISTORY OF VIOLENCE <i>Please rate over the lifetime of the child.</i>
0	No evidence of any history of violent behavior by the child.
1	Child has engaged in minor forms of violent behavior including destruction of property and/or physical fights in which no one was injured (e.g., shoving, wrestling).
2	Child has engaged in moderate forms of violent behavior including fights/assaults in which participants were injured. Cruelty to animals would be rated here unless it resulted in significant injury or death of the animal.
3	Child has initiated unprovoked violent behaviors on other people that resulted in injuries. Cruelty to animals that resulted in significant injury or death to the animal would be rated here.

<i>Rating</i>	WITNESS TO DOMESTIC (FAMILY) VIOLENCE <i>Please rate over the lifetime of the child.</i>
0	No evidence the child has witnessed domestic/family violence.
1	Child has witnessed physical violence or repeated threats of violence in household on at least one occasion but the violence did not result in injury.
2	Child has witnessed repeated domestic/family violence that has resulted in the injury of at least one family member.
3	Child has witnessed repeated and/or severe episode(s) of domestic/family violence. Significant injuries have occurred as a direct result of the violence.

<i>Rating</i>	WITNESS TO ENVIRONMENTAL VIOLENCE <i>Please rate over the lifetime of the child.</i>
0	No evidence that the child has witnessed violence in his/her environment and does not watch an excessive amount of violent media.
1	Child has not witnessed violence in his/her environment but watches and/or engages in an excessive amount of violent media including movies and video games.
2	Child has witnessed the significant injury of others in his/her community.
3	Child has witnessed the death/rape of another person in his/her community.

EMOTIONAL/BEHAVIORAL RISKS (RATE BASED ON THE HIGHEST LEVEL OVER THE PAST 30 DAYS.)

<i>Rating</i>	FRUSTRATION MANAGEMENT <i>Please rate the highest level from the past 30 days.</i>
0	Child appears to be able to manage frustration well. No evidence of problems with frustration management.
1	Child has some mild problems with frustration. He/she may anger easily when frustrated; however, he/she is able to calm him/herself down following an angry outburst.

2	Child has problems managing frustration. His/her anger when frustrated is causing functioning problems in school, at home, or with peers.
3	Child becomes explosive and dangerous to others when frustrated. He/she demonstrates little self-control in these situations and others must intervene to restore control.

Rating	HOSTILITY <i>Please rate the highest level from the past 30 days.</i>
0	Child appears to not experience or express hostility except in situations where most people would become hostile.
1	Child appears hostile but does not express it. Others experience child as being angry.
2	Child expresses hostility regularly.
3	Child is almost always hostile either in expression or appearance. Others may experience child as "full of rage" or "seething."

Rating	PARANOID THINKING <i>Please rate the highest level from the past 30 days.</i>
0	Child does not appear to engage in any paranoid thinking.
1	Child is suspicious of others but is able to test out these suspicions and adjust his/her thinking appropriately.
2	Child believes that others are "out to get" him/her. Child has trouble accepting that these beliefs may not be accurate. Child at times is suspicious and guarded but at other times can be open and friendly. Suspicions can be allayed with reassurance.
3	Child believes that others plan to cause him/her harm. Child is nearly always suspicious and guarded.

Rating	SECONDARY GAINS FROM AGGRESSION (Verbal or Physical) <i>Please rate the highest level from the past 30 days.</i>
0	Child does not engage in aggressive behavior.
1	Child unintentionally has benefited from aggressive behavior, however, there is no evidence that child intentionally uses aggression to achieve desired outcome.
2	Child sometimes uses aggression to achieve desired outcomes with parents, caregivers, teachers, or peers.
3	Child routinely uses aggression to achieve desired outcomes with parents, caregivers, teachers, or peers. Others appear intimidated by child.

Rating	VIOLENT THINKING <i>Please rate the highest level from the past 30 days.</i>
0	There is no evidence that youth engages in violent thinking.
1	Child has some occasional or minor thoughts about violence.
2	Child has violent thoughts. Language is often characterized as having violent themes and problem solving often refers to violent outcomes.
3	Child has specific homicidal ideation or appears obsessed with thoughts about violence. For example, a youth who spontaneously and frequently draws only violent images may be rated here.

RESILENCY FACTORS (RATE BASED ON THE HIGHEST LEVEL OVER THE PAST 30 DAYS.)

Rating	AWARENESS OF VIOLENCE POTENTIAL <i>Please rate the highest level from the past 30 days.</i>
0	Child is fully aware of his/her level of risk of violence. Child knows and understands risk factors. Child accepts responsibility for past and future behaviors. Child is able to anticipate future challenging circumstances.
1	Child is generally aware of his/her potential for violence. Child is knowledgeable about his/her risk factors and is generally able to take responsibility. Child may be unable to anticipate future circumstances that may challenge him/her.

2	Child has some awareness of his/her potential for violence. Child tends to blame others but is able to accept some responsibility for his/her actions.
3	Child has no awareness of his/her potential for violence. Child may deny past violent acts or explain them in terms of justice or as deserved by the victim.

<i>Rating</i>	RESPONSE TO CONSEQUENCES <i>Please rate the highest level from the past 30 days.</i>
0	Child is clearly and predictably responsive to identified consequences. Child is regularly able to anticipate consequences and adjust behavior.
1	Child is generally responsive to identified consequences; however, not all likely consequences have been identified or he/she may sometimes fail to anticipate consequences.
2	Child responds to consequences on some occasions but sometimes does not appear to care about consequences for his/her violent behavior.
3	Child is unresponsive to consequences for his/her violent behavior.

<i>Rating</i>	COMMITMENT TO SELF CONTROL <i>Please rate the highest level from the past 30 days.</i>
0	Child is fully committed to controlling his/her violent behavior.
1	Child is generally committed to controlling his/her violent behavior; however, he/she may continue to struggle with control in some challenging circumstances.
2	Child is ambivalent about controlling his/her violent behavior.
3	Child is not interested in controlling his/her violent behavior at this time.

<i>Rating</i>	TREATMENT INVOLVEMENT <i>Please rate the highest level from the past 30 days.</i>
0	Child is fully involved in his/her own treatment. Family supports treatment as well.
1	Child or family is involved in treatment but not both.
2	Child and family are ambivalent about treatment involvement. Child and/or family may be skeptical about treatment effectiveness or suspicious about clinician intentions.
3	Child and family are disinterested in treatment involvement. A child with treatment needs who is not currently in treatment would be rated here.

#5 SEXUALLY AGGRESSIVE/INAPPROPRIATE BEHAVIOR NEEDS MODULE

<i>Rating</i>	RELATIONSHIP <i>Please rate the most serious episode of sexually aggressive/inappropriate behavior in the past year.</i>
0	No evidence of victimizing others. All parties in sexual activity appear to be consenting. No power differential.
1	Although parties appear to be consenting, there is a significant power differential between parties in the sexual activity with this child or adolescent being in the position of authority.
2	Child is clearly victimizing at least one other individual with sexually abusive behavior.
3	Child is severely victimizing at least one other individual with sexually abusive behavior. This may include physical harm that results from either the sexual behavior or physical force associated with the sexual behavior.

<i>Rating</i>	PHYSICAL FORCE/THREAT <i>Please rate the most serious episode of sexually aggressive/inappropriate behavior in the past year.</i>
0	No evidence of the use of any physical force or threat of force in either the commission of the sex act or in attempting to hide it.

1	Evidence of the use of the threat of force in an attempt to discourage the victim from reporting the sex act.
2	Evidence of the use of mild to moderate force in the sex act. There is some physical harm or risk of physical harm.
3	Evidence of severe physical force in the commission of the sex act. Victim harmed or at risk for physical harm from the use of force.

Rating	PLANNING <i>Please rate the most serious episode of sexually aggressive/inappropriate behavior in the past year.</i>
0	No evidence of any planning.
1	Some evidence of efforts to get into situations where likelihood of opportunities for sexual activity is enhanced.
2	Evidence of some planning of sex activity.
3	Considerable evidence of predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.

Rating	AGE DIFFERENTIAL <i>Please rate the most serious episode of sexually aggressive/inappropriate behavior in the past year.</i>
0	Ages of the perpetrator and victim and/or participants essentially equivalent (less than 3 years apart).
1	Age differential between perpetrator and victim and/or participants is 3 to 4 years.
2	Age differential between perpetrator and victim at least 5 years, but perpetrator less than 13 years old.
3	Age differential between perpetrator and victim at least 5 years and perpetrator 13 years or older.

Rating	TYPE OF SEX ACT <i>Please rate the most serious episode of sexually aggressive/inappropriate behavior in the past year.</i>
0	Sex act(s) involve touching or fondling only.
1	Sex act(s) involve fondling plus possible penetration with fingers or oral sex.
2	Sex act(s) involve penetration into genitalia or anus with body part.
3	Sex act(s) involves physically dangerous penetration due to differential size or use of an object.

Rating	RESPONSE TO ACCUSATION <i>Please rate the highest level from the past 30 days.</i>
0	Child admits to behavior and expresses remorse and desire to not repeat.
1	Child partially admits to behavior and expresses some remorse.
2	Child admits to behavior but does not express remorse.
3	Child neither admits to behavior nor expresses remorse. Child is in complete denial.

Rating	HISTORY OF SEXUALLY ABUSIVE BEHAVIOR (toward others) <i>Please rate within the lifetime.</i>
0	Child or adolescent has only one incident of sexually abusive behavior that has been identified and/or investigated.
1	Child or adolescent has two or three incidents of sexually abusive behavior that have been identified and/or investigated.
2	Child or adolescent has four to ten incidents of sexually abusive behavior that have been identified and/or investigated with more than one victim.
3	Child or adolescent has more than ten incidents of sexually abusive behavior with more than one victim.

Rating	SEVERITY OF SEXUAL ABUSE (experienced by this child) <i>Please rate within the lifetime.</i>
0	No history of any form of sexual abuse.

1	History of occasional fondling or being touched inappropriately, however, not occurring on a regular basis or by someone in a caregiver capacity or suspicion of history of sexual abuse without confirming evidence.
2	This level is to indicate a moderate level of sexual abuse. This may involve a child who has been fondled on an ongoing basis or sexually penetrated (anal or genital) once by someone not in a caregiver capacity.
3	This level is to indicate a severe level of sexual abuse involving penetration on an ongoing basis by someone either in a caregiver capacity or in close emotional relation to the child.

Rating	PRIOR TREATMENT <i>(of this child if sexually abused) Please rate within the lifetime.</i>
0	No history of prior treatment or history of outpatient treatment with notable positive outcomes.
1	History of outpatient treatment which has had some degree of success.
2	History of residential treatment where there has been successful completion of program.
3	History of residential or outpatient treatment condition with little or no success.

#6 RUNAWAY NEEDS (RN) MODULE

Rating	FREQUENCY OF RUNNING <i>Please rate using time frames provided in the anchors.</i>
0	Child has only run once in past year.
1	Child has run 2-5 times in past year.
2	Child has run 5-10 times in past year.
3	Child runs at every opportunity.

Rating	DURATION OF ABSENCE <i>Please rate the highest level from the past 30 days.</i>
0	Child is gone for several hours, but not overnight.
1	Child is gone at least one overnight (1-6 nights).
2	Child is gone for a week or more.
3	Child is gone for a month or more.

Rating	CONSISTENCY OF DESTINATION <i>Please rate the highest level from the past 30 days.</i>
0	Child always runs to the same location.
1	Child generally runs to the same location or neighborhood.
2	Child runs to the same community but the specific locations change.
3	Child runs to no planned destination.

Rating	PLANNING <i>Please rate the highest level from the past 30 days.</i>
0	Running behavior is completely spontaneous and emotionally impulsive.
1	Running behavior is somewhat planned but not carefully.
2	Running behavior is planned.
3	Running behavior is carefully planned and orchestrated to maximize likelihood of not being found.

Rating	SAFETY OF DESTINATION <i>Please rate the highest level from the past 30 days.</i>
0	Child runs to a safe environment that meets his/her basic needs (e.g. food, shelter).
1	Child runs to generally safe environments; however, they might be somewhat unstable or variable.
2	Child runs to generally unsafe environments that cannot meet his/her basic needs.
3	Child runs to very unsafe environments where the likelihood that he/she will be victimized is high.

Rating	INVOLVEMENT IN ILLEGAL ACTIVITIES <i>Please rate the highest level in the past 30 days.</i>
---------------	--

0	Child does not engage in illegal activities while on run beyond those involved with the running itself.
1	Child engages in status offenses beyond those involved with the running itself while on run (e.g., curfew violations, underage drinking)
2	Child engages in delinquent activities while on run.
3	Child engages in dangerous delinquent activities while on run (e.g. prostitution)

Rating	LIKELIHOOD OF RETURN ON OWN <i>Please rate the highest level from the past 30 days.</i>
0	Child will return from run on his/her own without prompting.
1	Child will return from run when found but not without being found.
2	Child will make him/herself difficult to find and/or might passively resist return once found.
3	Child makes repeated and concerted efforts to hide so as to not be found and/or actively resists return.

Rating	INVOLVEMENT WITH OTHERS <i>Please rate the highest level from the past 30 days.</i>
0	Child runs by him/herself with no involvement of others or others may discourage behavior or encourage child to return from run.
1	Others enable child running by not discouraging child's behavior.
2	Others involved in encouraging child to run away.
3	Others actively involved by assisting in runaway behavior.

MODULE #7 DELINQUENT BEHAVIOR/JUVENILE JUSTICE NEEDS MODULE

Rating	SERIOUSNESS <i>(Please rate the highest level from the past 30 days.)</i>
0	Child has engaged only in status violations (e.g., curfew, runaway, truancy).
1	Child has engaged in minor delinquent behavior (e.g., shoplifting, trespassing, minor vandalism).
2	Child has engaged in significant delinquent behavior (e.g., extensive theft, minor assault, significant property crime).
3	Child has engaged in delinquent behavior that places other citizens at risk of significant physical harm.

Rating	HISTORY <i>Please rate using the time frames provided in the anchors.</i>
0	Current delinquent behavior is the first known occurrence.
1	Child has engaged in multiple delinquent acts in the past one year.
2	Child has engaged in multiple delinquent acts for more than one year but has had periods of at least 3 months where he/she did not engage in delinquent behavior.
3	Child has engaged in multiple delinquent acts for more than one year without any period of at least 3 months where he/she did not engage in delinquent behavior.

Rating	INTAKE COMPLAINTS <i>Please rate using the time frames provided in the anchors.</i>
0	Child has no known juvenile court intakes in past.
1	Child has history of delinquency, but no juvenile court intakes in past 30 days.
2	Child has 1 to 2 juvenile court intakes in past 30 days.
3	Child has more than 2 juvenile court intakes in past 30 days.

Rating	PLANNING <i>Please rate the highest level from the past 30 days.</i>
0	No evidence of any planning. Delinquent behavior appears opportunistic or impulsive.
1	Evidence suggests that child places him/herself into situations where the likelihood of delinquent behavior is enhanced.
2	Evidence of some planning of delinquent behavior.
3	Considerable evidence of significant planning of delinquent behavior. Behavior is clearly premeditated.

Rating	COMMUNITY SAFETY <i>Please rate the highest level from the past 30 days.</i>
0	Child presents no risk to the community. He/she could be unsupervised in the community.
1	Child engages in behavior that represents a risk to community property.
2	Child engages in behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the child's behavior.
3	Child engages in behavior that directly places community members in danger of significant physical harm.

Rating	LEGAL COMPLIANCE <i>Please rate the highest level from the past 30 days.</i>
0	Child is fully compliant with all responsibilities imposed by the court (e.g., school attendance, treatment, restraining orders) or no court orders are currently in place.
1	Child is in general compliance with responsibilities imposed by the court (e.g., occasionally missed appointments).
2	Child is in partial noncompliance with standing court orders (e.g., child is going to school but not attending court-ordered treatment).
3	Child is in serious and/or complete noncompliance with standing court orders (e.g., parole violations).

Rating	PEER INFLUENCES <i>Please rate the highest level from the past 30 days.</i>
0	Child's primary peer social network does not engage in delinquent behavior.
1	Child has peers in his/her primary social network who do not engage in delinquent behavior but has some peers who do.
2	Child predominantly has peers who engage in delinquent behavior but child is not a member of a gang.
3	Child is a member of a gang whose membership encourages or requires illegal behavior as an aspect of gang membership.

Rating	PARENT CRIMINAL BEHAVIOR (INFLUENCES) <i>Please rate using the time frames provided in the anchors.</i>
0	There is no evidence that child's parents have ever engaged in criminal behavior.
1	One of child's parents has history of criminal behavior but child has not been in contact with this parent for at least one year.
2	One of child's parents has history of criminal behavior and child has been in contact with this parent in the past year.
3	Both of child's parents have history of criminal behavior.

Rating	ENVIRONMENTAL INFLUENCES <i>Please rate the environment around the child's living situation.</i>
0	No evidence that the child's environment stimulates or exposes the child to any delinquent behavior.

1	Mild problems in the child's environment that might expose the child to delinquent behavior.
2	Moderate problems in the child's environment that clearly expose the child to delinquent behavior.
3	Severe problems in the child's environment that stimulate the child to engage in delinquent behavior.

#8 FIRE SETTING MODULE

Rating	SERIOUSNESS <i>Please rate the most serious incident in the past year.</i>
0	Child has engaged in fire setting that resulted in only minor damage (e.g., camp fire in the back yard which scorched some lawn).
1	Child has engaged in fire setting that resulted in some property damage that required repair.
2	Child has engaged in fire setting which caused extensive damage to property (e.g., burned down house).
3	Child has engaged in fire setting that injured self or others.

Rating	HISTORY <i>Please rate using time frames in the anchors.</i>
0	Only one known occurrence of fire setting behavior.
1	Child has engaged in multiple acts of fire setting in the past year.
2	Child has engaged in multiple acts of fire setting for more than one year but has had periods of at least 6 months where he/she did not engage in fire setting behavior.
3	Child has engaged in multiple acts of fire setting for more than one year without any period of at least 3 months where he/she did not engage in fire setting behavior.

Rating	PLANNING <i>Please rate most recent incident.</i>
0	No evidence of any planning.
1	Evidence suggests that child places him/herself into situations where the likelihood of fire setting behavior is enhanced.
2	Evidence of planning of fire setting behavior.
3	Considerable evidence of significant planning of fire setting behavior. Behavior is clearly premeditated.

Rating	USE OF ACCLERANTS <i>Please rate most recent incident.</i>
0	No evidence of any use of accelerants (e.g., gasoline). Fire setting involved only starters such as matches or a lighter.
1	Evidence suggests that the fire setting involved some use of solid accelerants (e.g., sticks, paper) but no use of liquid accelerants (e.g., gasoline).
2	Evidence that fire setting involved the use of a limited amount of liquid accelerants but that some care was taken to limit the size of the fire.
3	Considerable evidence of significant use of accelerants in an effort to create a very large and dangerous fire.

Rating	INTENTION TO HARM <i>Please rate most recent incident.</i>
0	Child did not intend to harm others with fire. He/she took efforts to maintain some safety.
1	Child did not intend to harm others but took no efforts to maintain safety.
2	Child intended to seek revenge or scare others but did not intend physical harm, only intimidation.
3	Child engages in fire setting behavior that intentionally places community members in danger of significant physical harm. Child attempts to use fires to hurt others.

Rating	COMMUNITY SAFETY <i>Please rate the highest level from the past 30 days.</i>
---------------	---

0	Child presents no risk to the community. He/she could be unsupervised in the community.
1	Child engages in fire setting behavior that represents a risk to community property.
2	Child engages in fire setting behavior that places community residents in some danger of physical harm. This danger may be an unintentional outcome of the child's behavior.
3	Child engages in fire setting behavior that intentionally places community members in danger of significant physical harm. Child attempts to use fires to hurt others.

Rating	RESPONSE TO ACCUSATION <i>Please rate the highest level from the past 30 days.</i>
0	Child admits to behavior, accepts responsibility, and expresses remorse and desire to not repeat.
1	Child accepts some responsibility for behavior and expresses some remorse.
2	Child admits to behavior but minimizes personal responsibility and does not express remorse.
3	Child accepts no responsibility and does not appear to experience any remorse. Child completely denies responsibility.

PLACEMENT MODULE

RESIDENTIAL TREATMENT CENTER (RTC)

This item is ONLY rated if the child/youth is in a residential facility (excludes group homes).

Rating	INVESTMENT IN PLACEMENT & TREATMENT <i>Please rate highest level in the past 30 days</i>
0	Child accepts the reality that he/she is in a residential treatment setting and may even acknowledge the need for positive change in his/her life.
1	Child sometimes voices the desire to be elsewhere, which may or may not be associated with temporary misbehavior or negative mood.
2	Child routinely communicates the desire to be elsewhere, which is associated with acting out behaviors and/or a persistently negative mood.
3	The child is showing high risk acting out behaviors or an extremely persistent and distressed mood related to being in the current treatment environment.

Rating	COMMUNITY OR OFF-SITE BEHAVIORS <i>Please rate highest level in the past 30 days</i>
0	Child often or always meets expectations for socially appropriate behaviors during community-based activities with staff and peers.
1	Child needs occasional redirection, encouragement or limit setting is necessary to ensure acceptable behavior during community-based activities with staff and peers.
2	Child requires frequent redirection, encouragement or limit-setting is needed to maintain acceptable behavior during community-based activities with staff and peers.
3	Child's activities have been greatly restricted due to the high likelihood of risky, unacceptable or disruptive behaviors occurring in the community.

Rating	HOME VISITS <i>Please rate highest level in the past 30 days</i>
0	Home visits are occurring with few or no obstacles.
1	Home visits are a mild concern due to the parent-child relationship status, transportation arrangements, potentially risky child behaviors away from a highly structured setting, parenting weaknesses, or similar concerns. Or, home visits have not occurred yet, but there is no cause for concern.

2	Home visits are a moderate concern due to parent-child relationship problems, transportation arrangements, potentially risky child behaviors away from a highly structure setting, parenting deficits, or similar concerns.
3	Home visits are a serious concern due to parent-child relationship problems, transportation obstacles, potentially risky child behaviors away from a highly structure setting, parenting deficits, or similar concerns. Or: No caregiver has been identified. No home visits are occurring or planned.

<i>Rating</i>	CAREGIVER PARTICIPATION <i>Please rate highest level in the past 30 days</i>
0	Adequate to good participation by caregiver in family related interventions.
1	Caregiver occasionally misses family related services, but is communicating with staff and is open to receiving support, education, and information.
2	Caregiver is under-involved with family related treatment services, or is uncooperative with the child's treatment program.
3	Caregiver is nearly or completely absent from all family related treatment services. The caregiver is communicating a desire to not participate in the child's treatment program. OR: No caregiver or parent figure is currently identified.

<i>Rating</i>	CAREGIVER AND CHILD INTERACTIONS <i>Please rate highest level in the past 30 days</i>
0	Child and parent figure(s) are relating in a reasonably safe, caring and/or stable manner at this stage of treatment.
1	Child and parent figure(s) sometimes relate in unhealthy or unstable ways, but most of the time their relationship is adequate at this stage of treatment.
2	Child and parent figure(s) have a pattern of interacting in unhealthy or unstable ways, which is more impaired than expected for this stage of treatment.
3	Child and parent figure(s) have extremely unhealthy or unstable interactions, which are much more impaired than expected for this stage of treatment. Or: No caregiver is involved/identified.

<i>Rating</i>	PROGRESS TOWARD GOALS AND OBJECTIVES <i>Please rate highest level in the past 30 days</i>
0	Satisfactory to good rate of progress toward treatment plan goals and objectives.
1	Somewhat slow or inconsistent rate of progress, but overall improvement is occurring.
2	Moderately slow rate of progress in achieving treatment goals and objectives. Overall improvements of any size may be difficult to identify week to week.
3	No identifiable progress or the child's functioning is regressing over weeks or months.

<i>Rating</i>	PREPARATION FOR DISCHARGE PLACEMENT <i>Please rate highest level in the past 30 days</i>
0	Ready for discharge.
1	Nearly ready, but some concerns remain.
2	Not yet ready, but discharge setting identified. Serious concerns remain.
3	Not ready, no discharge setting identified.

PARENT/GUARDIAN/CAREGIVER STRENGTHS & NEEDS DOMAIN

Please rate the child's PARENT(S), CUSTODIAN OR LEGAL GUARDIAN for children who are not in foster care.

The terms "parent", "guardian," "custodian" and "caregiver" are used interchangeably in this domain. Items in this domain are rated based on the parent/guardian/caregiver's ability to care for the specific child being assessed.

<i>Rating</i>	SUPERVISION <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.

<i>Rating</i>	INVOLVEMENT WITH CARE <i>Please rate the highest level from the past 30 days.</i>
0	Caregiver is actively involved in planning or implementation of services and able to act as an effective advocate for child.
1	Caregiver has history of seeking help for his/her 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 his/her child.
3	Caregiver wishes for child to be removed from his/her care or is not visiting child in out of home care.

<i>Rating</i>	KNOWLEDGE <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 his/her capacity to parent.
2	Caregiver has clear need for information to improve how knowledgeable he/she is about the child. Current lack of information is interfering with his/her ability to parent.
3	Caregiver has knowledge problems that place the child at risk of significant negative outcomes.

<i>Rating</i>	ORGANIZATION <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.

<i>Rating</i>	SOCIAL AND FAMILY CONNECTIONS <i>This item refers to non-paid help or assistance. Please rate the highest level from the past 30 days.</i>
0	Caregiver has significant family and social network that actively helps with raising the child (i.e., child rearing).
1	Caregiver has some family or social network that actively helps with raising the child (i.e., child rearing).
2	Caregiver has some family or social network that may be able to help with raising the child (i.e., child rearing).
3	Caregiver has no family or social network that may be able to help with raising the child (i.e., child rearing).

Rating	RESIDENTIAL STABILITY <i>Please rate using the time frames in the anchors.</i>
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 year.

Rating	PHYSICAL HEALTH <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 his/her capacity to parent.
3	Caregiver has medical/physical problems that make it impossible for him/her to parent at this time.

Rating	MENTAL HEALTH <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 his/her capacity to parent.
3	Caregiver has medical/physical problems that make it impossible for him/her to parent at this time.

Rating	SUBSTANCE USE <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 his/her capacity to parent.
3	Caregiver has substance use difficulties that make it impossible for him/her to parent at this time.

Rating	DEVELOPMENTAL <i>Please rate the highest level from the past 30 days.</i>
0	Caregiver has no developmental needs.
1	Caregiver has developmental challenges but they do not currently interfere with parenting.
2	Caregiver has developmental challenges that interfere with his/her capacity to parent.
3	Caregiver has severe developmental challenges that make it impossible for him/her to parent at this time.

Rating	ACCESSIBILITY TO CHILD CARE SERVICES <i>Please rate the highest level from the past 30 days.</i>
0	Caregiver has access to sufficient child care services.
1	Caregiver has limited access to child care services. Needs are met minimally by existing, available services.
2	Caregiver has limited access or access to limited child care services. Current services do not meet the caregiver's needs.
3	Caregiver has no access to child care services.

Rating	FAMILY STRESS <i>Please rate the highest level from the past 30 days.</i>
0	Caregiver is able to manage the stress of child/children's needs.
1	Caregiver has some problems managing the stress of child/children's needs.
2	Caregiver has notable problems managing the stress of child/children's needs. This stress interferes with his/her capacity to provide care.
3	Caregiver is unable to manage the stress associated with child/children's needs. This stress prevents caregiver from parenting.

Rating	SELF-CARE/DAILY LIVING <i>This rating describes the caregiver's ability to provide for the basic needs (e.g., shelter, food, safety and clothing) of his/her child.</i>
0	The caregiver has the daily living skills needed to care for his/her child.
1	The caregiver needs verbal prompting to complete the daily living skills required to care for his/her child.
2	The caregiver needs assistance (physical prompting) to complete the daily living skills required to care for his/her child.
3	The caregiver is unable to complete the daily living skills required to care for his/her child. Caregiver needs immediate intervention.

Rating	EMPLOYMENT/EDUCATIONAL FUNCTIONING <i>This rates the performance of the caregiver in school or work settings. This performance can include issue of behavior, attendance or achievement/productivity.</i>
0	Caregiver is gainfully employed and/or in school.
1	A mild degree of problems with school or work functioning. Caregiver may have some problems in work or school environment. Caregiver needs to be monitored and assessed further.
2	A moderate degree of school or work problems and/or difficulties with learning. Caregiver may have history of frequent job loss or may be recently unemployed. Caregiver needs an intervention to address employment and/or learning difficulties.
3	A severe degree of school or work problems. Caregiver is chronically unemployed and not attending any education program. Caregiver needs immediate intervention.

Rating	EDUCATIONAL ATTAINMENT <i>This rates the degree to which the individual has completed his/her planned education.</i>
0	Caregiver has achieved all educational goals or has none but educational attainment has no impact on lifetime vocational functioning.
1	Caregiver has set educational goals and is currently making progress towards achieving them.
2	Caregiver has set educational goals but is currently not making progress towards achieving them.
3	Caregiver has no educational goals and lack of educational attainment is interfering with individual's lifetime vocational functioning. Caregiver needs educational/vocational intervention.

Rating	LEGAL/CRIMINAL
0	Caregiver has no known legal/criminal difficulties.
1	Caregiver has a history of legal/criminal problems but currently is not involved with the legal system.
2	Caregiver has some legal/criminal problems and is currently involved in the legal system.
3	Caregiver has serious current or pending legal/criminal difficulties that place him/her at risk of incarceration. Caregiver needs an immediate comprehensive and community-based intervention.

Rating	FINANCIAL RESOURCES <i>Please rate the highest level from the past 30 days.</i>
0	Caregiver has sufficient financial resources to raise the child (i.e., child rearing).
1	Caregiver has some financial resources that actively help with raising the child (i.e., child rearing).
2	Caregiver has limited financial resources that may be able to help with raising the child (i.e., child rearing).
3	Caregiver has no financial resources to help with raising the child (i.e., child rearing). Caregiver needs financial resources.

Rating	TRANSPORTATION <i>This rating reflects the caregiver's ability to provide appropriate transportation for his/her child. Please rate using the time frames in the anchors.</i>
0	Child and his/her caregiver have no transportation needs. Caregiver is able to get his/her child to appointments, school, activities, etc. consistently.

1	Child and his/her caregiver have occasional transportation needs (e.g., appointments). Caregiver has difficulty getting his/her child to appointments, school, activities, etc. less than once a week.
2	Child and his/her caregiver have frequent transportation needs. Caregiver has difficulty getting his/her child to appointments, school, activities, etc. regularly (e.g., once a week). Caregiver needs assistance transporting child and access to transportation resources.
3	Child and his/her caregiver have no access to appropriate transportation and are unable to get his/her child to appointments, school, activities, etc. Caregiver needs immediate intervention and development of transportation resources.

<i>Rating</i>	SAFETY* <i>This rating refers to safety of the assessed child. It does not refer to the safety of others based on any danger presented by the child. Please rate the highest level from the past 30 days.</i>
0	Household is safe and secure. Child is at no risk from others.
1	Household is safe but concerns exist about the safety of the child due to unsafe circumstances in the past which warrant continued monitoring of safety threats.
2	Threats to child's safety have been identified but may be effectively managed by caregiver protective capacities and supportive services.
3	Safety threats to child have been identified and caregiver's protective capacities are not sufficient to ensure the child's safety. Safety plan or protective custody is needed or has occurred.

****All assessors are legally required to report suspected child abuse or neglect to the hotline or the local DSS.***

END OF DOCUMENT