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**CHILD AND ADOLESCENT NEEDS AND
STRENGTHS (CANS)**

ALABAMA VERSION

COMPREHENSIVE MULTISYSTEM ASSESSMENT

Children and Youth 5 years to Adulthood

**Manual
And
Glossary of Items**

*for the
Comprehensive and Reassessment Versions*

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**CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS)
COMPREHENSIVE ASSESSMENT 5-Adult**

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

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Glossary for the Alabama Child and Adolescent Needs and Strengths Assessment (CANS)

Use of the Manual and Glossary

The Glossary for the Alabama CANS is intended as a resource and should be used as a guide to assist in understanding the proper rating of the CANS instrument.

Throughout this document, some terms are used interchangeably. The words “child” and “youth” or “adolescent” all refer to the population of children and youth ages 5-17 served by the Comprehensive Services Act. The CANS may be used for youth age 18 or older, but is not required. The words “parent” and “caregiver” are often also used interchangeably in the Glossary.

The Glossary is written in an informal, user-friendly style. It will be updated periodically as we learn more with our use of the CANS in Alabama.

The Alabama version is an adaptation of the Virginia and Indiana Glossary as developed by the Virginia Community Services Act and the Indiana Behavioral Health Assessment System, Family and Social Services Administration. We appreciate their graciousness in sharing their information. For more information about Indiana’s work with the CANS, go to www.ibhas.in.gov



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INTRODUCTION

The **CANS** is a multiple purpose information integration tool that is designed to be the output of an assessment process. The purpose of the **CANS** is to accurately represent the shared vision of the child serving system—child and families. As such, completion of the **CANS** is accomplished in order to allow for the effective communication of this shared vision for use at all levels of the system. Since its primary purpose is communication, the **CANS** is designed based on communication theory rather than the psychometric theories that have influenced most measurement development.

The **CANS** is designed to guide service planning, support decision making and manage information in a complex environment. Information should be integrated from all available sources to obtain the best assessment of strengths and needs.

The **CANS** is a tool based on “communications” theory and should not be viewed as a psychometric measure of a child’s functioning. Rather, the **CANS** supports communication across disciplines and with families, describes what is happening with the child and family to identify areas where service planning is appropriate and measures service delivery outcomes.

John S. Lyons, Ph.D., now with the University of Ottawa, developed the initial **CANS** and since that time, numerous localities and states (including Virginia) have added their suggestions, making the **CANS** an instrument that has developed as a “mass collaboration.”

The **CANS** reflects the shared vision of all human services professionals who strive to improve the lives of children and families. The focus is always on the child and family, not on the services or the system.

There are six key principles of a communimetric measure that apply to understanding the **CANS**.

Key Principles of the CANS

1. Items were selected because they are each relevant to service/treatment planning. An item exists because it may lead you down a different pathway in terms of planning actions.
2. Each item uses a 4 (“0-3”) level rating system. Those levels are designed to translate immediately into action levels. Different action levels exist for needs and strengths. For a description of these action levels please see below.
3. Before establishing the action levels, cultural and developmental factors must be considered. Cultural sensitivity involves considering whether cultural factors are influencing the expression of needs and strengths. Ratings should be completed considering the child/youth’s developmental and/or chronological age depending on the item. In other words, anger control is not relevant for a very young child but would be for an older child or youth regardless of developmental age. Alternatively, school achievement should be considered within the framework of expectations based on the child/youth’s developmental age.

For example, a three year old who has anger control issues is developmentally appropriate; a fifteen year old throwing a temper tantrum is not displaying appropriate developmental behavior.

4. Rating should describe the child/youth, not the child/youth in services. If an intervention is present that is masking a need but must stay in place, this should be factored into the rating consideration and would result in a rating of an “actionable” need (i.e. “2” or “3”).

Example: a child is doing well while taking a psychotropic medication. The medication is needed to help the child maintain the current level of successful functioning. The medication is “masking” the need the child has. If it is taken away, the need emerges.

5. The ratings are generally “agnostic as to etiology”. In other words, this is a descriptive tool. It is about the “what” not the “why”. CANS describes what is happening with the child and family, but does not seek to assign a cause for a behavior or situation. Only two items, Adjustment to Trauma and Social Behavior, have any cause-effect judgments.

Note: This aspect of the CANS assists in working with families. Stigma comes with the “why”, not the “what”. Families describe what has happened without feeling judged and then develop their own hypotheses as to the causes.

6. A 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 can be used to over-ride the 30-day rating period.

Action Levels for Need Items-Scoring

“0” No Evidence-This rating indicates there is no need to believe that a particular need exists. It does not state that the need categorically does not exist; it merely indicates that based on current assessment information there is no reason to address this need.

For example-Does Johnny smoke weed? He says he doesn't; his mother says he doesn't; no one else has expressed any concern. Does this mean that Johnny is not smoking weed? NO, but we have no reason to believe that he does AND we would certainly not refer him to a program for substance abuse problems... where he will meet other youth who do smoke weed.

“1” Watchful Waiting/Prevention-This level of rating indicates that you need to keep an eye on this area or think about putting in place some preventive actions to make sure things do not get worse.
For example: A child has been suicidal in the past. We know that the best predictor of future behavior is past behavior, and that such behavior may recur under stress, so you would want to keep an eye on it from a preventive point of view.

“2” Action Needed-This level of rating implies that something must be done to address the identified need. The need is sufficiently problematic that it is interfering in the child or family's life in a notable way.

“3” Immediate/Intensive Action Needed-This level indicates a need that requires immediate or intensive effort to address. Dangerous or disabling levels of needs are rated with this level. A child who is not attending school at all or an acutely suicidal youth would be rated with a “3” on the relevant need.

Action Levels of “Strengths” Items

0 - Centerpiece Strength. This rating indicates a domain where strengths exist that can be used as a centerpiece for a strength-based plan. In other words, the strength-based plan can be organized around a specific strength in this area.

1 - Useful Strength. This rating indicates a domain where strengths exist and can be included in a strength-based plan but not as a centerpiece of the plan.

2 - Identified Strength. This rating indicates a domain where strengths have been identified but that they require significant strength building efforts before they can be effectively utilized in a strength-based plan.

3 - No Strength Identified. This rating indicates a domain in which efforts are needed in order to identify potential strengths for strength building efforts.

Life Domain Functioning

Life domains are the different arenas in a child and family's life. These areas were selected from New Jersey's wraparound model.

Family

This item describes the individuals the child identifies with as family. The definition of family should come from the child's perspective (i.e., who does the child consider as his or her family?). If you do not know this information, then define family as including biological relatives and their significant others with whom the child is still in contact.

Check	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.

Living Situation

If the child is living with his/her family, this rating is likely similar to the previous one. However, for children in out of home placements this refers to the child's functioning in the current living arrangement. Detention, hospitals and shelters do not count as "living situations". If a child is presently in one of these facilities, rate the previous living situation.

Check	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 situation. Child is at immediate risk of being removed from living situation due to his/her behaviors.

Social Functioning

This item rates the child's social skills and relationship functioning, including age-appropriate behavior and the ability to make and maintain relationships during the past 30 days. Social functioning is different from the "Interpersonal Strengths" item in that functioning is a description of how the child/youth is doing *currently*. Strengths are considered longer-term assets. A child with friends (strength) may be struggling to get along with them currently (need).

Check	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.

Recreational

This item rates the degree to which a child has identified and utilizes positive leisure time activities. A "0" would be used to describe a child who makes full use of leisure time activities to pursue recreational activities that support his/her healthy development and enjoyment.

Check	RECREATIONAL <i>Please rate the highest level from the past 30 days</i>
0	Child has and enjoys positive recreational 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.

Developmental

This item rates the presence of Intellectual Disabilities (Mental Retardation) or Developmental Disabilities only and does not refer to broader issues of healthy development. A "1" would be a child with a low IQ. A child with Asperger's syndrome would likely be rated a "2" while a child with autism would be rated a "3".

Note: *A rating of "1" or greater results in further specification of those needs through the completion of the Developmental Needs Module. The Developmental Module identifies the type of developmental problem and associated self care and assistive needs.*

Check	DEVELOPMENTAL (DD) <i>Please rate the highest level from the past 30 days</i>
0	Child has no developmental problems.
1	Child has some problems with physical immaturity or there are concerns about possible developmental delay. Child may have low IQ.
2	Child has developmental delays or mild mental retardation.
3	Child has severe and pervasive developmental delays or profound mental retardation.

Communication

This item refers to learning disabilities involving expressive and/or receptive language. It does not refer to challenges expressing feelings. Elective mutism would be described here.

Check	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.

Judgment

This item is intended to describe the youth's ability to make decisions. If the child/youth demonstrates poor decision-making that places him/herself or others at risk of physical harm, then a rating of "3" is indicated. For example, engaging in risky behavior like subway surfing, or other "dare-devil" behavior would be rated as a "3". A "2" is used to indicate poor decision-making that can lead to functional impairment or problems with development or well being. For example, hanging out with a group of other children/youth who are shoplifting would suggest this level of judgment problem. A "1" is used either for a history of judgment problems that have not been fully resolved or concern about decision-making that might require monitoring or additional assessment. A "0" is used to describe a youth with no known decision-making problems within the context of normal development.

Check	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 result 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.

Job Functioning

This item is only used when the youth has some type of employment which might include an unpaid internship-type experience. Job functioning is a combination of attendance, performance, and getting along with others at the place of employment. Any needs of any of these issues would be described here.

Check	JOB FUNCTIONING <i>Please rate the highest level from the past 30 days</i>
0	Youth is excelling in a job environment.
1	Youth is functioning adequately in a job environment.
2	Youth has problems with his/her development of vocational or prevocational skills.
3	Youth is having major difficulties functioning in a job environment.
NA	Child/youth is not working.

Legal

This item indicates the child or youth's level of involvement with the juvenile justice system. Family involvement with the courts is not rated here-only the identified child's involvement with the juvenile justice system is relevant to this rating. Issues of family involvement in the justice system are not rated here.

Check	LEGAL Please rate the highest level from the <i>past 30 days</i>
0	Child has no known legal difficulties.
1	Child has a history of legal problems 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.

Medical

This item rates the child's current health status. Most transient, treatable conditions would be rated as a "1". Most chronic conditions (for example, diabetes, severe asthma, HIV) would be rated as a "2". The rating of "3" is reserved for life threatening medical conditions (includes AIDS).

Check	MEDICAL Please rate the highest level from the <i>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.

Physical

This item is used to identify any physical limitations and could include chronic conditions such as limitations in vision, hearing or difficulties with fine or gross motor abilities. Motor or sensory impairments would be described here. For example, a child requiring glasses would be rated as a '1'.

Check	PHYSICAL Please rate the highest level from the <i>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, treatable medical conditions that result in physical limitations (e.g. asthma).
2	Child has physical condition that notably impacts activities. Sensory disorders such as blindness, deafness, or significant motor difficulties would be rated here.
3	Child has severe physical limitations due to multiple physical conditions.

Sexual Development

This item addresses both issues of sexual identity and behavior. A youth who believes he is gay and worried about the reaction of his family and friends to his disclosure might be rated a "1". A rating of "2" would indicate significant issues such as sex with multiple or high-risk partners and a rating of "3" reflects profound concerns with behaviors such as prostitution, very risky behavior and sexual aggression.

Check	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.

Sleep

This item is used to describe any problems with sleep, regardless of the cause- including difficulties falling asleep or staying asleep. Bedwetting, night terrors and nightmares should be considered sleep issues. A child/youth who sleeps too much also could be described with this item. A '2' or a '3' for too much sleep requires functional impairment in at least one life domain due to excessive sleep.

Check	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 they are not able to get a full night's sleep.

School

School Behavior

This item rates the child behavior in school. This is rated independently from attendance. Sometimes children are often truant but when they are in school they behave appropriately. If the school placement is in jeopardy due to behavior, this would be rated a "3." If the youth is no longer a student, NA is used.

Check	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.
NA	Child is no longer in school.

School Achievement

This item rates the child's level of academic achievement. A child having moderate problems with achievement and failing some subjects would be rated a "2." A child failing most subjects or who is more than one year behind his/her peers would be a "3." If the youth is no longer a student, NA is used.

Check	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.
NA	Child is no longer in school

School Attendance

This item assesses the degree to which the child's attends school regardless of the cause. Both truancy and expulsion or suspension could be rated as school attendance problems. If the youth is no longer a student, NA is used.

Check	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 problem in the past six months but has been attending school regularly in the past 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.
NA	Child is no longer in school

Relationship with Teachers

This item describes whether any challenges exist in how the child/youth interacts with teachers at school. For example, does conflict, avoidance or personality differences with teachers influence the child/youth's school experience?

Note: for the school items, if the child is receiving special education services, rate the child's performance and behavior relative to their peer group. If it is planned for the child to be mainstreamed, rate the child's school functioning relative to that peer group.

Check	RELATION WITH TEACHER(S) <i>Please rate the highest level from the past 30 days</i>
0	Child has good relations with teachers.
1	Child has occasional difficulties relating with at least one teacher. Child may have difficulties during one class period (e.g. math, gym).
2	Child has difficult relations with teachers that notably interferes with his/her education.
3	Child has very difficult relations with all teachers or all the time with their only teacher. Relations with teachers currently prevents child from learning.
NA	Child is no longer in school

Child Strengths

Use the ratings of “0”-“3” when rating strengths for the child. Lower numbers are “better” both as strengths and needs. As a “0” is a positive indicator of no need, it is also a positive indicator of a significant strength.

A rating of “0” would indicate that this is a significant and functional strength that could become the centerpiece in service planning. For example, a child with a significant interest and involvement in basketball, football, dance, gymnastics, swimming, etc and who feels good about this ability would exhibit such a centerpiece strength.

A rating of “1” indicates that the strength clearly exists and could become part of the service plan.

A rating of “2” would indicate that a potential strength has been identified but requires building and development to become useful for the child.

For example, a teen who loves animals and has no vocational interest or experience would be rated here. A plan could be developed that explores combining the teen’s interest in animals with prevocational or vocational experience, such as volunteering at an animal shelter or with a veterinarian.

A rating of “3” would indicate that no strength has been identified on this item at this time. A rating of “3” suggests that efforts should be made to identify and build strengths that can become useful to the child.

For example, the service plan for a teen who has no particular interest in any vocation could include working with the teen to identify areas of interest and different kinds of jobs.

Remember:

Strengths are not the opposite of needs. It is important to realize that increasing strengths while addressing behavioral/emotional needs leads to better functioning and outcomes than simply focusing on addressing the needs. Identifying areas where strengths can be built is an important element of service planning.

Families face and overcome difficult times in their lives by using their strengths, not their needs or pathologies.

Internal Strengths

These strengths are portable and are always with the child/youth.

Optimism

This item relates to the child's sense of future orientation. Research literature indicates that children who have a solid sense of themselves and their futures have better outcomes than children who do not. A "1" would describe a child who is generally optimistic and positive about the future. A "3" would describe a child who has difficulty seeing any positives about him/herself or his/her future.

Check	OPTIMISM <i>Please rate the highest level from the past 30 days</i>
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 difficulties seeing <i>any</i> positives about him/herself or his/her life.

Talents/Interests

This item refers to hobbies, skills, artistic interests and talents that are positive ways that children and youth can spend time and also give them pleasure and a positive sense of self. Collecting car stereos without paying for them is not a hobby, but may be re-framed to encourage an interest to learning how to fix the car stereos belonging to friends.

Check	TALENTS/INTEREST <i>Please rate the highest level from the past 30 days</i>
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.

Spiritual/Religious

This item refers to the child (and family's) experience of receiving comfort and support from religious or spiritual involvement. A "0" on this item indicates that the child's and families' spiritual or religious beliefs and practices are a comfort and a significant source of support. For example, a child who is very involved in his/her church youth group which gives her a sense of belonging and provides a circle of friends would rate on this item as a "0".

Check	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.

Youth Involvement

This item identifies whether a child or youth is an active partner in planning and implementing any treatment plan or service package. Like all ratings, this should be developmentally appropriate. Expectations for involvement in planning are lower for children than for adolescents. Young children are not expected to participate so a “3” rating is acceptable since this is a strength.

Check	YOUTH INVOLVEMENT WITH CARE <i>This item refers to the youth’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 participate 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.

Resiliency

This item represents a ‘meta-strength’. It is not so much a strength as an indicator of the child/youth’s ability to utilize his/her personal/internal strengths. Specifically, assessing resiliency is a three step process. First a child/youth must have internal strengths. These types of strengths are portable and go with the child/youth where ever he/she may be. Strong faith, musical ability, a positive future outlook are all examples of strengths that are always with a person. These are internal strengths. The second step is the child/youth must recognize that they possess these internal strengths. And, third, they must know how to utilize these strengths to promote healthy development.

Check	RESILIENCY <i>This rating should be based on the child/youth’s ability to identify and use internal strengths in managing his/her healthy development</i>
0	This level indicates a child/youth who is able to both identify and use internal strengths to better themselves and successfully manage difficult challenges.
1	This level indicates a child/youth who able to identify most of his/her internal strengths and is able to partially utilize them.
2	This level indicates a child/youth who is able to identify internal strengths but is not able to utilize them effectively.
3	This level indicates a child/youth who is not yet able to identify personal/internal strengths.

External/Environmental Strengths

These strengths are located in the child/youth's environment.

Family

This item refers to the presence of a family identity, love and communication among family members. Even families who are struggling often have a bedrock positive sense of family and strong underlying love and commitment to each other. This item should rate these constructs.

Check	FAMILY <i>Please rate the highest level from the past 30 days</i>
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.

Interpersonal

This item is used to identify a child's social and relationship skills. It is rated independent of "Social Development" because a child can have skills but be struggling in their relationships at a particular point in time. Thus this strength indicates long-standing skills in making and maintaining relationships.

Check	INTERPERSONAL <i>Please rate the highest level from the past 30 days</i>
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.

Educational

Certainly a child who loves and excels at school would be rated as having this strength. However, this item predominately refers to the nature of the school's relationship with the child and family and the level of support the child is receiving from the school. A rating of "0" would be given if the school was an active participant with the child and family. A rating of "2" would be given if the school was not able to address the child's needs.

Check	EDUCATIONAL <i>Please rate the highest level from the past 30 days</i>
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.
NA	Child is no longer in school.

Vocational

Vocational strengths are rated independently of vocational functioning. (A youth may have considerable strengths but is not doing well at the moment.)

Developing vocational skills and having a job are significant indicators of positive outcomes in adult life. A “1” would indicate a child that has some vocational skills or work experience. A “3” would indicate that the child needs significant assistance in developing those skills. Working to build such skills would become an important part of a service plan for a teen.

Check	VOCATIONAL <i>Please rate the highest level from the past 30 days</i>
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 youth needs significant assistance developing vocational skills.
NA	Child is below the age of 14 and would not be appropriate for vocational involvement.

Community Life

This item reflects the youth’s connection to the community. Children and youth with a sense of belonging and a stake in their community have better outcomes than children who do not. Children who have moved a lot or have been in multiple foster care setting may have lost this sense of connection to a community and so might be rated a “3”.

Check	COMMUNITY LIFE <i>Please rate the highest level from the past 30 days</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 with his/her community.
2	Child has an identified community but has only limited ties to that community.
3	Child has no identified community to which he/she is a member.

Relationship Permanence

This item identifies whether parents or other relatives have been a consistent part of the child's life, *regardless of the quality of that relationship*. A child with no involvement with either parent would be rated a "3". A "0" would be used for a child who has been consistently involved with both parents. A child with divorced parents would be rated a "1".

Check	RELATION PERMANENCE <i>This rating refers to the stability of significant relationships in the child or youth'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.

Natural Supports

To be a "natural support", one must be an unpaid individual who has demonstrated the willingness to be involved in the youth's life in a positive and helpful manner. Family members who provide support are rated under "Family Strengths", so "natural supports" are restricted to non-family members.

Check	NATURAL SUPPORTS <i>Refers to unpaid helpers in the child's natural environment. All family members and paid care givers are excluded.</i>
0	Child has significant natural supports who contribute to helping support the child's healthy development.
1	Child has identified natural supports who 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).

Resourcefulness

Like Resiliency, Resourcefulness is a 'meta-strength'. It is a description of how a child or youth uses external/environmental strengths. Assessing resourcefulness is a three step process. First external strengths must exist. Second, the child/youth must recognize these strengths. Third, the child/youth must know how to use the strength to support healthy development. Examples could include consulting friends or a coach when needing advice or, going to a parent for comfort in a time of distress.

Check	RESOURCEFULNESS <i>This rating should be based on the child/youth's ability to identify and use external strengths in managing his/her healthy development</i>
0	This level indicates a child/youth who is able to both identify and use external strengths to better themselves and successfully manage difficult challenges.
1	This level indicates a child/youth who able to identify most of his/her external strengths and is able to partially utilize them.
2	This level indicates a child/youth who is able to identify external strengths but is not able to utilize them effectively.
3	This level indicates a child/youth who is not yet able to identify environmental/external strengths.

Acculturation

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

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

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

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

Caregiver Strengths and Needs

This caregiver is the person or persons who are expected to be in the child's life forever. If the child is at home, the planned permanency caregiver is the parent(s). If the child is in a foster home, the planned permanency care giver is the person to whom the child will be returning, the permanent foster parent, or the planned adoptive parent.

In situations where there are multiple caregivers, ratings should be based on the needs of the set of caregivers as they affect the child. For example, the supervision capacity of a father who is uninvolved in monitoring and discipline may not be relevant to the ratings. Alternatively, if the father is responsible for the children as they come home after school, fixing dinner and helping with homework because he works the first shift and the mother works the second shift, then his skills would be factored into the ratings of Supervision.

Items in this section are rated as to the impact they have on the caregivers' ability to care for the child, not what they mean to the caregiver or to the assessor.

Not applicable is used for the entire section only is situations where no possible permanent community caregiver can be identified. For example, a 16 year old living in a group home with a plan for independent living would have no applicable caregiver.

Supervision

This item refers to the caregiver's ability to provide monitoring and discipline to the rated child. Discipline is defined in the broadest sense as all of the things that parents/caregivers can do to promote positive behavior with their children. A mother who reports frequent arguments with her teenage son, who is not following house rules, is staying out all night and who may be using drugs or alcohol may be rated a "2".

Check	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.

Involvement

A rating of "0" on this item is reserved for caregivers who are able to advocate for their child. This requires knowledge of the child, their rights, options and opportunities. A "1" is used to indicate caregivers who are willing participants with service provision, but may not yet be able to serve as advocates for their child.

Check	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 their children. Caregiver is open to receiving support, education, and information.
2	Caregiver does not wish to participate in services and/or interventions intended to assist their child.
3	Caregiver wishes for child to be removed from their care or is not visiting child in residential care.

Knowledge

This item is perhaps the one most sensitive to issues of cultural competence. It is natural to assume that if you know something, others should also know. If they don't, then we assume they are the ones with the knowledge of the problem.

In order to minimize the cultural issues, we recommend thinking of this item in this way-would the parent be more effective in working with their child if you provided them with additional information? Is there information that you could share which would strengthen the parent's ability to care for the child?

Check	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 their capacity of parent.
2	Caregiver has clear need for information to improve how knowledgeable they are about the child. Current lack of information is interfering with their ability to parent.
3	Caregiver has knowledge problems that place the child at risk of significant negative outcomes.

Organization

This item is used to rate the caregiver's ability to organize and manage their household within the context of intensive community services. Parents who need help organizing themselves and/or their family would be rated a "2" or a "3".

Check	ORGANIZATION <i>This item describes the ability of the caregiver(s) to organize and manage the household</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.

Social Resources

If a family has money, it can buy help. In the absence of money, families often rely on social supports to help out in times of need. This item rates the availability of these social supports. This item is the caregiver equivalent to the Natural Supports item for children and youth.

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

Residential Stability

This item only involves the housing stability of the caregiver. It does **not** have anything to do with how likely the child or youth is to remain living in this household. Housing instability may be caused by a variety of different issues including poverty, job changes, military transitions, and conflict with landlords.

Check	RESIDENTIAL STABILITY <i>Please rate the highest level from the past 30 days</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 six months.

Physical

This item refers to medical and/or physical problems that the caregiver may be experiencing that limits or prevents the ability to care for the child. For example, a single parent who has recently had a stroke and has mobility or communications limitations might be rated as a “2” or even a “3” in this area. If the parent has recently recovered from a serious illness or injury or if there are some concerns of problems in the immediate future they might be rated a “1”.

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

Mental Health

This item allows for the identification of serious mental illness that might limit caregiver capacity. A parent with a serious mental illness would likely be rated a “2” or even a “3” depending on the impact of the illness. However, a parent whose mental illness is currently well controlled by medication might be rated a “1”. This item should be rated independently from substance abuse.

Check	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 their capacity to parent.
3	Caregiver has mental health use difficulties that make it impossible for them to parent at this time.

Substance Use

This item describes the impact of any notable substance use on caregivers. If substance use interferes with parenting, then a rating of “2” is indicated. If it prevents care giving, a “3” would be used. A “1” indicates a caregiver currently in recovery or a situation where problems of substance use are suspected but not confirmed.

Check	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 their capacity to parent.
3	Caregiver has substance use difficulties that make it impossible for them to parent at this time.

Developmental

This item describes the presence of intellectual disability (mental retardation) among caregivers. A parent with limited cognitive capacity that challenges the ability to provide parenting would be rated here. Like the Developmental item for children and youth, rating on this item should be restricted to the identification of developmental disabilities (i.e., intellectual and other disabilities) and does not refer to a broad spectrum of developmental issues (i.e., aging is not rated here.)

Check	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 their capacity to parent.
3	Caregiver has severe developmental challenges that make it impossible for them to parent at this time.

Accessibility to Care

This item describes the caregiver's access to child care supports such as baby sitting or day care. Generally this item only applies to children who are too young to be left home alone. However, an adolescent with medical, developmental, or even behavioral problems who requires a physical presence might be described here.

Check	ACCESS 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.

Military Transitions

Military families have some unique challenges that can result from all the changes that occur as a result of service by a member of the family. This item allows for the description of challenges that arise from the many transitions that can occur in these families. Included would be base transfers, deployment overseas, return home, casualties and death.

Check	MILITARY TRANSITIONS <i>Please rate the higher level from the past 30 days.</i>
0	Caregiver not experiencing any transitions related to military service. Caregivers not involved in military services would be rated here.
1	Caregiver anticipating a transition related to military service in the near future or a caregiver experienced a transition in the past which was challenging.
2	Caregiver experiencing a transition related to military service.
3	Caregiver experiencing a transition related to military service that has a major impact on their care giving roles.

Family Stress

This item refers to the impact the child's challenges place on the family system. A very high need child or one that engages in specific behavior that is very disruptive to a family can create a substantial amount of family stress. Historically, this item was referred to as the "burden" that rearing a child with multiple needs places on the family.

Check	FAMILY STRESS <i>Please rate the highest level from the past 30 days</i>
0	Caregiver 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 their capacity to give care.
3	Caregiver is unable to manage the stress associated with child/children's needs. This stress prevents caregiver from parenting.

Safety

This item describes whether individuals in the home present a danger to the child. This item does not describe situations in which the caregiver is unable to prevent a child from hurting him/her self despite well-intentioned efforts. A “2” or “3” on this item requires child protective services involvement. *This item is only an indicator of the need for child protective services.*

Check	SAFETY Please rate the highest level from the <i>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 history or others in the neighborhood who might be abusive.
2	Child is in some danger from one or more individuals with access to the household.
3	Child is in immediate danger from one or more individuals with unsupervised access.

Behavioral/Emotional Needs of the Child

The CANS is meant to be used by assessors across systems and consequently one does not have to be a mental health professional to score these items. Remember the case manager is describing the what, not the why. Scores on these items should not be interpreted as a mental health diagnosis.

Psychosis

The primary symptoms of psychosis include:

- Hallucinations -experiencing things not experienced by others in a tactile, auditory or visual form,
- Delusions-a false belief based on an incorrect inference about reality that is firmly sustained despite the fact that nearly everyone else thinks the belief is false or proof exists of its inaccuracy; and
- Bizarre behavior.

While the growing evidence suggests that schizophrenia can start as early as age nine, it is most likely to begin to develop in the teenage years. Even young children can have psychotic disorders, most often characterized by hallucinations. Post traumatic stress disorder secondary to sexual or physical abuse may be associated with visions of the abuser while falling asleep or waking up. These experiences would not be rated as hallucinations unless they occur during normal waking hours.

Check	PSYCHOSIS Please rate based on the <i>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.

Impulsivity/Hyperactivity

This item describes the child or adolescent's level of impulsivity or hyperactivity. Types of disorders included within this item are Attention Deficit/Hyperactivity Disorder (ADHD) and disorders of impulse control. Children and adolescents with impulse problems tend to engage in behavior without thinking of the consequences. A "3" on this item is reserved for those whose impulsive behavior has placed them in physical danger during the rating period.

Check	IMPULSIVITY/HYPERACTIVITY <i>Please rate based on 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.

Depression

Depression is a disorder that is thought to affect about 5% of the general population of the United States. It appears to be equally common in adolescents and adults although it may be slightly less common among children, particularly young children. Depression in children and adolescents may be characterized by irritability as well as a depressed mood. In adults, a depressed mood is a cardinal symptom of depression.

Check	DEPRESSION <i>Please rate based on 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.

Anxiety

Anxiety disorders are characterized by either a constant sense of worry or dread or “out of the blue” panic attacks in which the child or adolescent becomes terrified of losing control, dying or going “crazy”. A “1” is used to indicate a child or adolescent who has some problems with anxiety or worrying or may have had a single panic attack in the last six months. A “2” would indicate a child who has had repeated panic attacks or who fits the criteria for a Generalized Anxiety Disorder. A “3” would indicate such a level of anxiety as to put the child at some physical risk.

Check	ANXIETY <i>Please rate based on 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.

Emotional Control

This item reflects the affect dysregulation that can occur from some children and youth. Often a symptom of trauma, some children/youth have very labile moods which change rapidly and without any seeming reaction to the current environmental context. For example, children/youth with these challenges may cry ‘at the drop of a hat’ or at inappropriate moments be silly or laughing.

Check	EMOTIONAL CONTROL <i>Please rate the highest level in the past 30 days</i>
0	Child has no problems with emotional control/affect regulation.
1	Child has mild to moderate problems with emotional control/affect regulation.
2	Child has severe problems with emotion control affect regulation but is able to control affect at times. Problems with affect regulation interferes with child’s functioning in some life domains.
3	Child unable to regulate emotions/affect.

Oppositional

This item describes the child or youth's relationship to authority figures. Generally, oppositional behavior is in response to conditions set by a parent, teacher or other figure with responsibility for and control over the child or youth. A rating of "0" is used to indicate a child or adolescent who is generally compliant, recognizing that all children and youth sometimes fight authority. A rating of "1" is used to indicate a problem that has started recently (in the past six months) and has not yet begun to cause significant functional impairment; or a problem that has begun to be resolved through successful intervention. A rating of "2" would be used to indicate a child or adolescent whose behavior is consistent with Oppositional Defiant Disorder (ODD). A rating of "3" should be used only for children and youth whose oppositional behavior puts them at some physical peril.

Check	OPPOSITIONAL <i>Please rate based on the past 30 days</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.

Conduct

This item is used to describe the degree to which a child or youth engages in behavior that is consistent with the presence of a Conduct Disorder. Although the actual prevalence is not known, it is believed that Conduct Disorder occurs in 1% to 3% of children and adolescents. Conduct Disorder is the childhood equivalent of Antisocial Personality Disorder in adults. For an adult to be diagnosed with Antisocial Personality Disorder, he or she must have had a Conduct Disorder as a youth. However, most youth with Conduct Disorders do not grow up to be adults with Antisocial Personalities.

Check	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 as described above that places the child or community at significant risk of physical harm due to these behaviors.

Adjustment to Trauma

This item is used to describe the child or adolescent who is having difficulties adjusting to a traumatic experience. If a child has not experienced any trauma or if their traumatic experiences no longer impact their functioning, then he/or she would be rated a “0”. A “1” would indicate a child who is making progress learning to adapt to a trauma or a child who recently experienced a trauma where the impact on his/her well-being is not yet known. A “2” would indicate significant problems with adjustment or the presence of an acute stress reaction. A “3” indicates Post Traumatic Stress Disorder (PTSD).

A rating of “1” or greater requires further specification of these needs through the completion of the Trauma Module.

The trauma Module was taken from the Trauma Experiences and Adjustment versions of the CANS developed in collaboration with several sites of the National Child Traumatic Stress Network. The module includes specification of traumatic experiences that can be associated with PTSD. In addition, trauma stress symptoms are described.

Check	ADJUSTMENT TO TRAUMA Please rate based on the <i>past 30 days</i>
0	No evidence
1	History or suspicion of problems associated with traumatic life event(s).
2	Clear evidence of adjustment problems 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.

Anger Control

This item describes the child or adolescent's ability to manage his/her anger and level of frustration tolerance. A rating of "0" indicates a child or youth without problems in this dimension.* A rating of "1" reflects occasional angry outbursts or a situation where the child or youth has begun to successfully exercise control over his/her temper. A rating of "2" describes an individual who has functioning problems as a result of anger control problems. A child or youth who meets criteria for intermittent explosive Disorder would be rated here. A rating of "3" describes a child or youth whose anger control has put them in physical peril within the rating period.

**Everyone gets angry on occasion. This item is intended to identify children or adolescents who are more likely than average to become angry and the lack of control of the anger leads to problems functioning in daily life.*

Check	ANGER CONTROL Please rate based on the <i>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.

Substance Use

If a child or youth uses any alcohol or drugs, then he/she would be rated as at least a "1". If the use causes any functioning problems, then he/she would be rated as at least a "2". A rating of "3" is used when the child or youth is dependent on a substance or substances.

Check	SUBSTANCE USE (SUD) Please rate the highest level from the <i>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/youth who is intoxicated at the time of the assessment (i.e., currently under the influence).

Eating Disturbance

Anorexia and bulimia nervosa would be rated here; however, this item also would be used to describe a number of other eating problems including Pica, very “picky” eating, over-eating, etc. Food hoarding should be rated here.

Check	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). This child may meet criteria for a DSM-IV Eating Disorder (Anorexia or Bulimia Nervosa). 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).

Risk Behaviors

Suicide

This item is intended to describe the presence of suicidal behavior. All overt and covert thoughts regarding and efforts at attempting to kill oneself are rated on this item. Other self-destructive behavior is rated elsewhere.

A rating of “0” is reserved for children and adolescents with no current or historical suicidal thoughts, ideation or behavior. Since a history of suicidal ideation and gestures is a predictor of future suicide, any child or adolescent with a history is rated as at least a “1”. A “2” is used to describe a child or adolescent who was recently suicidal but who is not currently planning to kill him/herself. Thus, a youth who is thinking about suicide but was able to contract for safety would be rated as a “2”. A “3” is used to identify a child or adolescent who has either attempted suicide during the rating period or who during this time has an active intention and plan to commit suicide.

Check	SUICIDE RISK <i>Please rate the highest level from the past 30 days</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.

Self-Mutilation

This item is used to describe repetitive behavior that results in physical injury to the child or adolescent. Carving and cutting on the arms and legs are common examples of self mutilation. Generally, body piercing and tattoos are not considered a form of self mutilation. However, numerous body piercings and repetitive scratching of one's skin would be included.

Self mutilation is thought to have addictive properties since generally the behavior results in the release of endorphins (naturally produced morphine like substances) that provide a calming feeling.

Check	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.

Other Self Harm

This item is used to describe behavior not covered by either Suicide Risk or Self Mutilation that places a child or youth at risk of physical injury. This item could be called "recklessness". Any behavior that the child engages in that has significant potential to place the child in danger of physical harm would be rated here. Other potential self destructive behaviors such as reckless driving may be identified here. If the child frequently exhibits significantly poor judgment that has the potential to place him/her self in danger, but has yet to actually place him/herself in such a position, a rating of "1" might be used to indicate the need for prevention/watchful waiting. To rate a "3", a child or adolescent must have placed himself or herself in significant physical jeopardy during the rating period.

Check	OTHER SELF HARM <i>Please rate the highest level from the past 30 days</i>
0	No evidence of behaviors other than suicide or self-mutilation that place the 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.

Sexually Reactive Behavior

This item refers to sexualized behaviors that have resulted from the child or youth's prior exposure to sex. Children and youth exposed prematurely to sexual behaviors sometimes engage in those behaviors following this type of exposure. For example, a sexually abused child who attempts sexual activities or relations with another child or even an adult may be sexually reactive.

Check	SEXUAL REACTIVE BEHAVIOR <i>Sexually reactive behavior includes both age-inappropriate sexualized behaviors that may place a child at risk for victimization or risky sexual practices</i>
0	No evidence of problems with sexually reactive behaviors or high-risk sexual 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 child at some risk. Child may exhibit more frequent sexually provocative behaviors in a manner that 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

Danger to Others

This item rates the child or youth's violent or aggressive behavior. The behavior rated in this item must:

- have the potential to cause significant bodily harm; and
- be intentional.

Reckless behavior that causes physical harm to others is not rated on this item. A rating of "0" is used to indicate that there is no history of or any current violent or aggressive behavior. A rating of "1" indicates history but not recent (as defined in the criteria of the tool). A rating of "2" indicates recent but not immediate behavior. A rating of "3" is reserved for a child or youth who is acutely dangerous to others at the time of the rating (see anchors for tool). A boy who threatens his mother with a knife would be rated a "3" at the time of the incident. If he remains committed to killing or injuring his mother even several days after the threat, he would remain rated as a "3". If on the other hand, he calms down and expresses genuine remorse about his earlier threats, his rating would be reduced to a "2" and then a "1" with the passage of time so long as not other violent behavior or plans are observed.

A rating of "1" or greater requires further specification of needs through the completion of the Violence Module.

Check	DANGER TO OTHERS <i>Please rate the highest level from the past 30 days</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.

Runaway

This item describes the risk of, or actual, runaway behavior. A “0” is no evidence; a “1” describes some history of runaway behavior at least 30 days ago; a “2” is a recent runaway episode but not in the past 7 days, and a “3” is an acute threat or significant ideation about running away. A rating of “3” is used if the child is actually in runaway status.

A rating of “1” or greater requires further specification of the need through the completion of the Runaway Module

Check	RUNAWAY Please rate the highest level from the <i>past 30 days</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 ideation but not in past 7 days.
3	Acute threat to runaway as manifest by either recent attempts OR significant ideation about running away OR child is currently a runaway.

Sexually Aggressive Behavior

This item is used to describe sexually aggressive or abusive behavior. The information needed to rate this item is how severe and how recently was this behavior displayed. If sexually aggressive behavior is at the level of molestation, penetration, or rape, the youth would be rated as a “3”. Any of this behavior in the past year, but not in the time frame of the anchor for this item would result in a rating of “2”. A rating of “1” could be used for several types of situations. A history of sexually aggressive behavior, but not in the past year would be rated as a “1”. Or a history of harassment of others using sexual language, but again not occurring in the past year would be rated as a “1”.

A rating of “1” or greater requires further specification of the need through the completion of the Sexually Abusive Behavior Module.

Check	SEXUAL AGGRESSION Please rate the highest level from the <i>past 30 days</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 is 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.

Intentional Misbehavior

This item refers to intentionally obnoxious behaviors that force adults to sanction the child or youth. The key to rating this behavior is to understand that the child or youth is purposely trying to force those sanctions. A child who is trying “to get away with something” with no one noticing is not engaged in this behavior. But a child who is intentionally doing something that he or she knows will prompt a sanction may actually be seeking a sanction. A child who forces the teacher to send him/her out of class because he/she is having trouble learning would fit in this category.

Check	INTENTIONAL MISBEHAVIOR <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problematic social behavior. Child does not engage in behavior that forces adults to sanction him/her.
1	Mild level of problematic social behavior. This might include occasional inappropriate social behavior that forces adults to sanction the child. Infrequent inappropriate comments to strangers or unusual behavior in social settings might be included in this level.
2	Moderate level of problematic social behavior. Child is intentionally engaging in problematic social behavior that is causing problems in his/her life. Child is intentionally getting in trouble in school, at home, or in the community.
3	Severe level of problematic social behavior. This level would be indicated by frequent serious social behavior that forces adults to seriously and/or repeatedly sanction the child. Social behaviors are sufficiently severe that they place the child at risk of significant sanctions (e.g. expulsion, removal from the community)

Bullying

This item describes behavior that involves intimidation (either verbal or physical or both) of peers and younger children. Threatening others with harm if they do not comply with the child or youth’s demands would be rated here.

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

Exploitation

This item is used to describe whether the child/youth is currently at risk of being exploited. Example of exploitation could include (but are not limited to) being victimized by a bully, being sexually abused, being pimped, or being a parentified child whereby a too young child is expected to take on adult roles to enable a parents substance use.

<i>Check</i>	EXPLOITATION <i>This item is used to examine a history and pattern of abuse, and/or includes a level of current risk for re-victimization. This can include parentification of children, being bullied, prostituted, or taken advantage of by others.</i>
0	There is no evidence of a history of exploitation OR no evidence of recent exploitation and no significant history of victimization within the past year. The person may have been robbed or burglarized on one or more occasions in the past, but no pattern of victimization exists. Person is not presently at risk for re-victimization.
1	Suspicion or history of exploitation, but a person has not been exploited to any significant degree during the past year. Person is not presently at risk for re-victimization.
2	This level indicates a person who has been recently exploited (within the past year) but is not at acute risk of re-exploitation. This might include experiences of physical or sexual abuse, significant psychological abuse by family or friends, extortion or violent crime.
3	This level indicates a person who has been recently exploited and has an acute risk of re-exploitation. Examples include working as a prostitute and living in an abusive relationship.

Fire-Setting

This item addresses whether the child or youth intentionally starts fires using matches or other incendiary devices. A “3” is used to describe a child who set a fire that endangered others within the time frames in the anchors for the item. A rating of “2” indicates recent fire-setting behavior or repeated fire setting behavior that did not occur within the time frames in the anchors. A rating of “1” is used to indicate a history without any evidence of current or recent behavior (within the past month). A “1” might also be used if fire-setting behavior is suspected, but not confirmed.

Check	FIRE SETTING <i>Please rate the highest level from the past 30 days</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 of 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).

Delinquent Behavior JJ-Juvenile Justice

Seriousness

This item is used to describe the seriousness of the most recent criminal/delinquent behavior. If multiple acts were committed around the same time, the most serious should be represented here.

Check	SERIOUSNESS <i>Please rate the highest level from the past 30 days</i>
0	Youth has engaged only in status violations (e.g. curfew).
1	Youth has engaged in status behaviors
2	Youth has engaged in delinquent behaviors
3	Youth has engaged in criminal behavior or illegal activities that place other citizens at risk of significant physical harm.
NA	Youth has no involvement with Juvenile Justice/Juvenile Court.

History

This item is used to describe the duration over which the youth has been engaged in criminal and/or delinquent behavior.

Check	HISTORY <i>Please rate using time frames provided in the anchors</i>
0	Current criminal/delinquent behavior is the first known occurrence.
1	Youth has engaged in multiple criminal/delinquent acts in the past one year.
2	Youth has engaged in multiple criminal/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	Youth has engaged in multiple criminal/delinquent acts for more than one year without any period of at least 3 months where he/she did not engage in criminal or delinquent behavior.
NA	Youth has no involvement with Juvenile Justice/Juvenile Court.

Arrests

This item is a simple count of arrests. Arrests are counted regardless of whether they lead to findings of guilt. Station adjustments whereby the youth is picked up by the police and parents called are not counted in this number.

Check	ARRESTS <i>Please rate the highest level from the past 30 days</i>
0	Youth has no known arrests in past.
1	Youth has history of delinquency, but no arrests past 30 days.
2	Youth has 1 to 2 arrests in last 30 days.
3	Youth has more than 2 arrests in last 30 day.

Planning

This item describes the degree to which the youth is planful versus opportunistic in his/her criminal or delinquent behavior. Impulsive actions are seen to be different than intentional behavior.

Check	PLANNING <i>Please rate the highest level from the past 30 days</i>
0	No evidence of any planning. Criminal/delinquent behavior appears opportunistic or impulsive.
1	Evidence suggests that youth places him/herself into situations where the likelihood of criminal/delinquent behavior is enhanced.
2	Evidence of some planning of criminal/delinquent behavior.
3	Considerable evidence of significant planning of criminal/delinquent behavior. Behavior is clearly premeditated.
NA	Youth has no involvement with Juvenile Justice/Juvenile Court.

Community Safety

This item describes any danger to the community resulting from the youth's behavior.

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

Legal Compliance

This item describes the degree to which the youth and his/her caregivers follow the rulings and directives of the court with regard to behavior, attendance at services or interventions, school, etc. A youth with no court involvement would be rated as fully compliant ('0')

Check	LEGAL COMPLIANCE <i>Please rate the highest level from the past 30 days</i>
0	Youth 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	Youth is in general compliance with responsibilities imposed by the court. (e.g. occasionally missed appointments)
2	Youth is in partial noncompliance with standing court orders (e.g. youth is going to school but not attending court-order treatment)
3	Youth is in serious and/or complete noncompliance with standing court orders (e.g. parole violations)
NA	Youth has no involvement with Juvenile Justice/Juvenile Court.

Peer Influences

This item describes the degree to which a youth is surrounded by peers who also engage in criminal and/or delinquent behavior. A youth who only hangs out with other youth engaged in this type of behavior would be rated a '3'. Most gang involved youth would be rated a '3' on this item.

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

Parental Influences

This item describes the degree to which the youth's parents are also engage in criminal behavior and activities. A rating of '3' is reserved for parents who involve their children in criminal their criminal activities.

Check	PARENTAL CRIMINAL BEHAVIOR (INFLUENCES) <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence that youth's parents have ever engaged in criminal/delinquent behavior.
1	One of youth's parents has history of criminal/delinquent behavior but youth has not been in contact with this parent for at least one year.
2	One of youth's parents has history of criminal/delinquent behavior and youth has been in contact with this parent in the past year.
3	Both of youth's parents have history of criminal/delinquent behavior.

Environmental Influence

This item describes the degree to which the youth's neighborhood and school support criminal and delinquent behavior.

Check	ENVIRONMENTAL INFLUENCES <i>Please rate the environment around the youth's living situation</i>
0	No evidence that the child's environment stimulates or exposes the child to any criminal/delinquent behavior.
1	Mild problems in the child's environment that might expose the child to criminal/delinquent behavior.
2	Moderate problems in the child's environment that clearly expose the child to criminal/delinquent behavior.
3	Severe problems in the child's environment that stimulate the child to engage in criminal/delinquent behavior.

Family/Youth Perception of Care

Living Arrangement

This item describes the degree to which the family and youth are satisfied with the youth's current living arrangement (i.e. where head hits pillow). Disputes in satisfaction are generally described with the '1' or '2' ratings. A '3' would indicate a living arrangement that is unacceptable to all parties

Check	Satisfaction with Youth's Living Arrangement <i>This item refers to the caregiver's satisfaction with the current living arrangement of any youth identified with needs. If a youth lives at home this describes the caregiver's desire to maintain this placement.</i>
0	Family/youth are pleased with identified youth's current living arrangement.
1	Family/youth are satisfied with identified youth's current living arrangement, although some improvements could be made.
2	Family/youth believe a change in living arrangement is desirable.
3	Family/youth believe an immediate change in living arrangement is required.

Service Arrangement

This item describes the degree to which the family and youth are satisfied with the youth's current service arrangement (i.e. treatment and other interventions). Disputes in satisfaction are generally described with the '1' or '2' ratings. A '3' would indicate a service arrangement that is unacceptable to all parties.

Check	Satisfaction with Services Arrangement <i>This item refers to the degree to which the caregiver is satisfied with any services (or lack thereof) for children in his/her care</i>
0	Family/youth are pleased with identified youth's current services arrangement.
1	Family/youth are satisfied with identified youth's current services arrangement, although some improvements could be made.
2	Family/youth believe a significant change in services arrangement is desirable.
3	Family/youth believe an immediate and significant change in services arrangement is required.

Education Arrangement

This item describes the degree to which the family and youth are satisfied with the youth's current educational arrangement (i.e. school placement, Individual Education Plan). Disputes in satisfaction are generally described with the '1' or '2' ratings. A '3' would indicate an educational arrangement that is unacceptable to all parties.

Check	Satisfaction with Youth's Educational Arrangement <i>This item describes the degree to which the caregiver is satisfied with the education placement of children in the family</i>
0	Family/youth are pleased with identified youth's current educational arrangement.
1	Family/youth are satisfied with identified youth's current educational arrangement, although some improvements could be made
2	Family/youth believe a change in educational arrangement is desirable.
3	Family/youth believe an immediate change in educational arrangement is required.

Transition To Adulthood

Independent Living Skills

This item describes the youth's ability to engage in behaviors that support living on his/her own. These skills include such things as money management, keeping an apartment or living space neat and organized, cooking, cleaning, shopping, negotiating transportation, scheduling and making appointments, etc.

Check	INDEPENDENT LIVING SKILLS <i>This rating focuses on the presence or absence of short or long-term risks associated with impairments in independent living abilities.</i>
0	This level indicates a person who is fully capable of independent living. No evidence of any deficits that could impede maintaining own home.
1	This level indicates a person with mild impairment of independent living skills. Some problems exist with maintaining reasonable cleanliness, diet and so forth. Problems with money management may occur at this level. This level indicates a person who is fully capable of independent living. Youth needs to learn additional independent living skills.
2	This level indicates a person with moderate impairment of independent living skills. Notable problems with completing tasks necessary for independent living (e.g., difficulty with cooking, cleaning, and self-management when unsupervised) are apparent. Youth needs to learn independent living skills.
3	This level indicates a person with profound impairment of independent living skills. This individual would be expected to be unable to live independently given their current status. Problems require a structured living environment. Youth needs an immediate intervention to develop an independent living plan.

Transportation

This item describes unmet transportation needs. A youth with access to a working car who can afford gas would be rated a '0'. Similarly a youth with access to sufficient public transportation who can afford that transportation would be rated a '0'.

Check	TRANSPORTATION - <i>This item is used to rate the level of transportation required to ensure that the individual could effectively participate in his/her own treatment and in other life activities.</i>
0	The individual has no unmet transportation needs.
1	The individual has occasional transportation needs (e.g., appointments). These needs would be no more than weekly and not require a special vehicle.
2	The individual has occasional transportation needs that require a special vehicle or frequent transportation needs (e.g., daily to work or therapy) that do not require a special vehicle.
3	The individual requires frequent (e.g., daily to work or therapy) transportation in a special vehicle

Parenting Roles

This item describes youth who are parents regardless of gender.

Check	PARENTING ROLES This item is intended to rate the individual in any caregiver roles. For example, an individual with a son or daughter or an individual responsible for an elderly parent or grandparent would be rated here.
0	The individual has no role as a parent.
1	The individual has responsibilities as a parent but is currently able to manage these responsibilities or the individual is an expectant parent.
2	The individual has responsibilities as a caregiver to a individual or older adult and either the individual is struggling with these responsibilities or they are currently interfering with the individual's functioning in other life domains.
3	The individual has responsibilities as a caregiver to a individual or older adult and the individual is currently unable to meet these responsibilities or these responsibilities are making it impossible for the individual to function in other life domains.

Personality Changes

This item describes emerging personality issues that might be classified as personality disorders once the young person is over 18.

Check	PERSONALITY CHALLENGES <i>This rating identifies problems with relating to other people including significant manipulative behavior, social isolation, or significant conflictual relationships.</i>
0	No evidence of notable personality challenges/interpersonal problems.
1	Evidence of mild degree, probably sub-threshold for the diagnosis of a personality disorder. For example, mild but consistent dependency in relationships might be rated here. Or, some evidence of mild antisocial or narcissistic behavior. Also, an unconfirmed suspicion of the presence of a diagnosable personality disorder would be rated here.
2	Evidence of sufficient degree of interpersonal problems. Individual's relationship problems may warrant a DSM-IV Axis II diagnosis.
3	Evidence of a severe challenges with his/her personality/interpersonal functioning that has significant implications for the individual's long-term functioning. Interpersonal problems are disabling and block the individual's ability to function independently.

Intimate Relationships

This item describes challenges in the selection and maintenance of intimate relationships. A young person not currently involved who is not currently interested in establishing such a relationship would be rated a '0'.

Check	INTIMATE RELATIONSHIPS <i>This item is used to rate the individuals current status in terms of romantic/intimate relationships.</i>
0	Adaptive partner relationship. Individual has a strong, positive, partner relationship with another person.
1	Mostly adaptive partner relationship. Individual has a generally positive partner relationship with another person.
2	Limited adaptive partner relationship. Partner relationship interferes with the individual's functioning. Individual may have a pattern of brief partnerships that end in conflict within a few weeks or months.
3	Significant difficulties with partner relationships. Individual is currently involved in a negative, unhealthy relationship with another person. This relation is either dangerous or disabling.

Medication Compliance

This item describes the ability of the young person to follow prescribed medication protocols. This item includes both medical and psychotropic medication prescriptions.

Check	MEDICATION COMPLIANCE <i>This rating focuses on the level of the individual's willingness and participation in taking prescribed medications.</i>
0	This level indicates a person who takes psychotropic medications as prescribed and without reminders, or a person who is not currently on any psychotropic medication.
1	This level indicates a person who will take psychotropic medications routinely, but who sometimes needs reminders to maintain compliance. Also, a history of medication noncompliance but no current problems would be rated here.
2	This level indicates a person who is somewhat non-compliant. This person may be resistant to taking psychotropic medications or this person may tend to overuse his or her medications. He/she might comply with prescription plans for periods of time (1-2 weeks) but generally does not sustain taking medication in prescribed dose or protocol.
3	This level indicates a person who has refused to take prescribed psychotropic medications during the past 30 day period or a person who has abused his or her medications to a significant degree (i.e., overdosing or over using medications to a dangerous degree).

Educational Attainment

This item describes the degree to which the young person has achieved his/her desired education outcome. A young person who has finished all planned education would be rated a '0'.

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

Modules

The use of a module is triggered by the scoring of "1", "2" or "3" on certain items as noted above. On the score sheet, you will note a number following an item for which there is a module. For example, the Developmental item under Life Domain Functioning has a "1" following the item on the score sheet. This number corresponds to the key at the bottom of the score sheet, and instructs the user to the appropriate module for completion.

The modules permit a more in-depth assessment of specific areas of concern for the individual child or youth. Please be sure to note the timeframes in the anchors for each item as they may vary from the usual 30 day window. The modules are only completed with the Comprehensive version of the CANS, not with the Reassessment.

Developmental Needs

This module specifies whether the child/youth is experiencing either an intellectual disability, a developmental disability or both. In addition, any self care complications are described.

Check	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 to 85) or has identified learning challenges.
2	Child has mild mental retardation. IQ is between 55 and 70.
3	Child has moderate to profound mental retardation. IQ is less than 55.

Check	DEVELOPMENTAL <i>Please rate the highest level from the past 30 days</i>
0	Child's development appears within normal range. There is no reason to believe that the child has any developmental problems.
1	Evidence of a mild developmental delay.
2	Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay.
3	Severe developmental disorder.

Check	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-eating, bathing, dressing, toileting.

Trauma Module

The Trauma Module rates the child's experiences with different types of trauma.

The first item on the Trauma Module is "Sexual Abuse". If the child scores a 1, 2 or 3 on this item *on the module*, the additional items of "Emotional Closeness", "Frequency of Abuse", "Duration", "Physical Force and Reaction to Disclosure" at the end of the module must be completed.

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

Check	PHYSICAL ABUSE <i>Please rate within the lifetime</i>
0	There is no evidence that 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 repeated physical abuse that causes sufficient physical harm to necessitate hospital treatment.

Check	EMOTIONAL ABUSE <i>Please rate within the lifetime</i>
0	There is no evidence that child has experienced emotional abuse.
1	Child has experienced mild emotional abuse.
2	Child has experienced emotional abuse over an extended period of time (at least one year).
3	Child has experienced severe and repeated emotional abuse over an extended period of time (at least one year).

Check	NEGELCT <i>Please rate within the lifetime</i>
0	There is no evidence that 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 be occasional failure to provide adequate supervision of child
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 minimal supervision, and failure to provide basic necessities of life on a regular basis.

Check	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.

Check	NATURAL DISASTER <i>Please rate within the lifetime</i>
0	There is no evidence that 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.

Check	WITNESS TO FAMILY VIOLENCE <i>Please rate within the lifetime</i>
0	There is no evidence that child has witnessed family violence.
1	Child has witnessed one episode of family violence.
2	Child has witnessed repeated episodes of family violence but no significant injuries (i.e. requiring emergency medical attention) have been witnessed.
3	Child has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result of the violence.

Check	WITNESS TO COMMUNITY VIOLENCE Please rate within the lifetime
0	There is no evidence that child has witnessed violence in the community.
1	Child has witnessed fighting or other forms of violence in the community
2	Child has witnessed the significant injury of others in his/her community.
3	Child has witnessed the death of another person in his/her community.

Check	WITNESS/VICTIM TO CRIMINAL ACTIVITY Please rate within the lifetime
0	There is no evidence that child has been victimized or witness significant criminal activity.
1	Child is a witness of 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.

If the child has been sexually abused:

Check	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 at the time of the event but was not an immediate family member.
3	Perpetrator was an immediate family member (e.g. parent, sibling).

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

Check	DURATION
0	Abuse occurred only 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.

Check	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.

Check	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 experience.
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.

Adjustment:

Check	AFFECT REGULATION <i>Please rate the highest level from the past 30 days</i>
0	Child has no problems with affect regulation.
1	Child has mild to moderate problems with affect regulation.
2	Child has severe problems with affect regulation but is able to control affect at times. Problems with affect regulation interferes with child's functioning in some life domains.
3	Child unable to regulate affect.

Check	INTRUSIONS <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence that child experiences intrusive thoughts of trauma.
1	Child experiences some intrusive thoughts of trauma but they do not affect his/her functioning.
2	Child experiences intrusive thoughts that interfere in his/her ability to function in some life domains.
3	Child experiences repeated and severe intrusive thoughts of trauma.

Check	ATTACHMENT <i>Please rate the highest level from the past 30 days</i>
0	No evidence of attachment problems. Parent-child relationship is characterized by satisfaction of needs, child's development of a sense of security and trust.
1	Mild problems with attachment. This could involve either mild problems with separation or mild problems of detachment.
2	Moderate problems with attachment. Child is having problems with attachment that require intervention. A child who meets the criteria for an Attachment Disorder in DSM-IV would be rated here.
3	Severe problems with attachment. A child who is unable to separate or a child who appears to have severe problems with forming or maintaining relationships with caregivers would be rated here.

Check	DISSOCIATION <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence of dissociation.
1	Child may experience some symptoms of dissociation.
2	Child clearly experiences episodes of dissociation.
3	Profound dissociation occurs.

Check	SOMATIZATION
0	This rating is for a child with no evidence of unexplained somatic symptoms.
1	This rating indicates a child with a mild level of somatic problems. This could include occasional headaches, stomach problems (nausea, vomiting), joint, limb or chest pain without medical cause
2	This rating indicates a child with a moderate level of somatic problems or the presence of conversion symptoms. This could include more persistent physical symptoms without a medical cause or the presence of several different physical symptoms (e.g., stomach problems, headaches, backaches). This child may meet criteria for a somatoform disorder. Additionally, the child could manifest any conversion symptoms here (e.g., pseudoseizures, paralysis).
3	This rating indicates a child with severe somatic symptoms causing significant disturbance in school or social functioning. This could include significant and varied symptomatic disturbance without medical cause.

Substance Use (SUD) Needs Module

This module measures the child's involvement in the use of alcohol and other substances and willingness to seek treatment.

Check	SEVERITY OF USE <i>Please rate the highest level from the past 30 days</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 actively uses alcohol or drugs but not daily.
3	Child uses alcohol and/or drugs on a daily basis.

Check	DURATION OF USE <i>Please rate the highest level from the past 30 days</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.

Check	STAGE OF RECOVERY <i>Please rate the highest level from the past 30 days</i>
0	Child is in maintenance stage of recovery. Youth is abstinent and able to recognize and avoid risk factors for future alcohol or drug use.
1	Child is actively trying to use treatment to remain abstinent.
2	Child is in contemplation phase, recognizing a problem but not willing to take steps for recovery.
3	Child is in denial regarding the existence of any substance use problem.

Check	PEER INFLUENCES <i>Please rate the highest level from the past 30 days</i>
0	Youth's primary peer social network does not engage in alcohol or drug use.
1	Youth has peers in his/her primary peer social network who do not engage in alcohol or drug use but has some peers who do.
2	Youth predominantly has peers who engage in alcohol or drug use but youth is not a member of a gang.
3	Youth is a member of a peer group that consistently engages in alcohol or drug use.

Check	PARENTAL INFLUENCES <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence that youth's parents have ever engaged in substance abuse.
1	One of youth's parents has history of substance abuse but not in the past year.
2	One or both of youth's parents have been intoxicated with alcohol or drugs in the presence of the youth.
3	One or both of youth's parents use alcohol or drugs with the youth.

Check	ENVIRONMENTAL INFLUENCES <i>Please rate the environment around the youth'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.

Danger to Others Needs Module

This module addresses historical risk factors of violence, such as abuse, emotional/behavior risks such as hostility and paranoid thinking, and resiliency factors such as commitment to self control and awareness of violence potential.

Check	HISTORY OF PHYSICAL ABUSE <i>Historical risk factors are rated over the lifetime of the youth.</i>
0	No evidence of a history of physical abuse
1	Youth has experienced corporal punishment.
2	Youth has experienced physical abuse on one or more occasions from care giver or parent.
3	Youth has experienced extreme physical abuse that has resulted in physical injuries that required medical care

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

Check	WITNESS TO DOMESTIC VIOLENCE <i>Historical risk factors are rated over the lifetime of the youth.</i>
0	No evidence that youth has witnessed domestic violence.
1	Youth has witnessed physical violence in household on at least one occasion but the violence did not result in injury.
2	Youth has witnessed repeated domestic violence that has resulted in the injury of at least one family member that required medical treatment.
3	Youth has witness to murder or rape of a family member

Check	WITNESS TO ENVIRONMENTAL VIOLENCE <i>Historical risk factors are rated over the lifetime of the youth.</i>
0	No evidence that youth has witnessed violence in his/her environment and does not watch an excessive amount of violent media
1	Youth has not witness violence in her environment and but watches an excessive amount of violent media including movies and video games.
2	Youth has witnessed at least one occasion of violence in his/her environment.
3	Youth has witnessed a murder or rape.

Check	FRUSTRATION MANAGEMENT <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth appears to be able to manage frustration well. No evidence of problems of frustration management.
1	Youth has some mild problems with frustration. He/she may anger easily when frustrated; however, he/she is able to calm self down following an angry outburst.
2	Youth has problems managing frustration. His/her anger when frustrated is causing functioning problems in school, at home, or with peers.
3	Youth becomes explosive and dangerous to others when frustrated. He/she demonstrates little self control in these situations and others must intervene to restore control

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

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

Check	SECONDARY GAINS FROM ANGER <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth either does not engage in angry behavior or, when they do become angry, does not appear to derive any benefits from this behavior.
1	Youth unintentionally has benefited from angry behavior; however, there is no evidence that youth intentionally uses angry behavior to achieve desired outcomes.
2	Youth sometimes uses angry behavior to achieve desired outcomes with parents, caregivers, teachers, or peers.
3	Youth routinely uses angry behavior to achieve desired outcomes with parents, caregivers, teachers or peers. Others in youth's life appear intimidated.

Check	VIOLENT THINKING <i>Please rate the youth's highest level in the past 30 days.</i>
0	There is no evidence that youth engages in violent thinking.
1	Youth has some occasional or minor thoughts about violence.
2	Youth has violent ideation. Language is often characterized as having violent themes and problem solving often refers to violent outcomes.
3	Youth 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.

Check	AWARENESS OF VIOLENCE POTENTIAL <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth is completely aware of his/her level of risk of violence. Youth knows and understands risk factors. Youth accepts responsibility for past and future behaviors. Youth is able to anticipate future challenging circumstances. A youth with no violence potential would be rated here.
1	Youth is generally aware of his/her potential for violence. Youth is knowledgeable about his/her risk factors and is generally able to take responsibility. Youth may be unable to anticipate future circumstances that may challenge him/her.
2	Youth has some awareness of his/her potential for violence. Youth may have tendency to blame others but is able to accept some responsibility for his/her actions.
3	Youth has no awareness of his/her potential for violence. Youth may deny past violent acts or explain them in terms of justice or as deserved by the victim.

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

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

Check	TREATMENT INVOLVEMENT <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth fully involved in his/her own treatment. Family supports treatment as well.
1	Youth or family involved in treatment but not both. Youth may be somewhat involved in treatment, while family members are active or youth may be very involved in treatment while family members are unsupportive.
2	Youth and family are ambivalent about treatment involvement. Youth and/or family may be skeptical about treatment effectiveness or suspicious about clinician intentions.
3	Youth and family are uninterested in treatment involvement. A youth with treatment needs who is not currently in treatment would be rated here.

Runaway Needs

This module rates the frequency and duration of runaway behavior as well as aspects such as involvement in illegal behaviors while running, safety of destination, the likelihood of return on own, etc.

Check	FREQUENCY OF RUNNING <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth has only run once in past year
1	Youth has run on multiple occasions in past year.
2	Youth runs run often but not always.
3	Youth runs at every opportunity.

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

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

Check	INVOLVEMENT IN ILLEGAL ACTIVITIES <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth does not engage in illegal activities while on run beyond those involved with the running itself.
1	Youth engages in status offenses beyond those involved with the running itself while on run (e.g. curfew violations, underage drinking)
2	Youth engages in delinquent activities while on run.
3	Youth engages in dangerous delinquent activities while on run (e.g. prostitution)

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

Check	INVOLVEMENT OF OTHERS <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth runs by self with no involvement of others. Others may discourage behavior or encourage youth to return from run. .
1	Others enable youth running by not discouraging youth's behavior.
2	Others involved in running by actively helping or encouraging youth.
3	Youth actively is encouraged to run by others. Others actively cooperate to facilitate running behavior.

Check	REALISTIC EXPECTATIONS <i>Please rate the youth's highest level in the past 30 days.</i>
0	Youth has realistic expectations about the implications of his/her running behavior.
1	Youth has reasonable expectations about the implications of his/her running behavior but may be hoping for a somewhat 'optimistic' outcome.
2	Youth has unrealistic expectations about the implications of their running behavior.
3	Youth has obviously false or delusional expectations about the implications of their running behavior.

Check	PLANNING <i>Please rate the youth's highest level in 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.

Sexually Aggressive/Inappropriate Behavior Needs

This module identifies various aspects of sexually aggressive behavior, such as the relationship between the aggressor and victim, the physical force or threat used, age differential, etc.

Check	RELATIONSHIP <i>Please rate the most recent episode of sexual behavior</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 sexual behavior.

Check	PHYSICAL FORCE/THREAT <i>Please rate the highest level from the most recent episode of sexual behavior</i>
0	No evidence of the use of any physical force or threat of force in either the commission of the sex act nor 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.

Check	PLANNING <i>Please rate the highest level from the most recent episode of sexual behavior</i>
0	No evidence of any planning. Sexual activity appears entirely opportunistic.
1	Some evidence of efforts to get into situations where likelihood of opportunities for sexual activity are enhanced.
2	Evidence of some planning of sex act.
3	Considerable evidence of predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.

Check	AGE DIFFERENTIAL <i>Please rate the highest level from the most recent episode of sexual behavior</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 old or older.

Check	TYPE OF SEX ACT <i>Please rate the highest level from the most recent episode of sexual behavior</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 involves physically dangerous penetration due to differential size or use of an object.

Check	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 behaviors 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.

Check	TEMPORAL CONSISTENCY
0	This level indicates a child who has never exhibited sexually abusive behavior or who has developed this behavior only in the past three months following a clear stressor.
1	This level indicates a child who has been sexually abusive during the past two years OR child who has become sexually abusive in the past three months despite the absence of any clear stressors.
2	This level indicates a child who has been sexually abusive for an extended period of time (e.g. more than two years), but who has had significant symptom-free periods.
3	This level indicates a child who has been sexually abusive for an extended period of time (e.g. more than two years) without significant symptom-free periods.

Check	HISTORY OF SEXUALLY ABUSIVE BEHAVIOR (toward others)
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.

Check	SEVERITY OF SEXUAL ABUSE
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.

Check	PRIOR TREATMENT
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 residential treatment where there has been successful completion of program.
3	History of residential or outpatient treatment condition with little or no success.