

HOW TO NAVIGATE THE CANS TRAINING WEBSITE

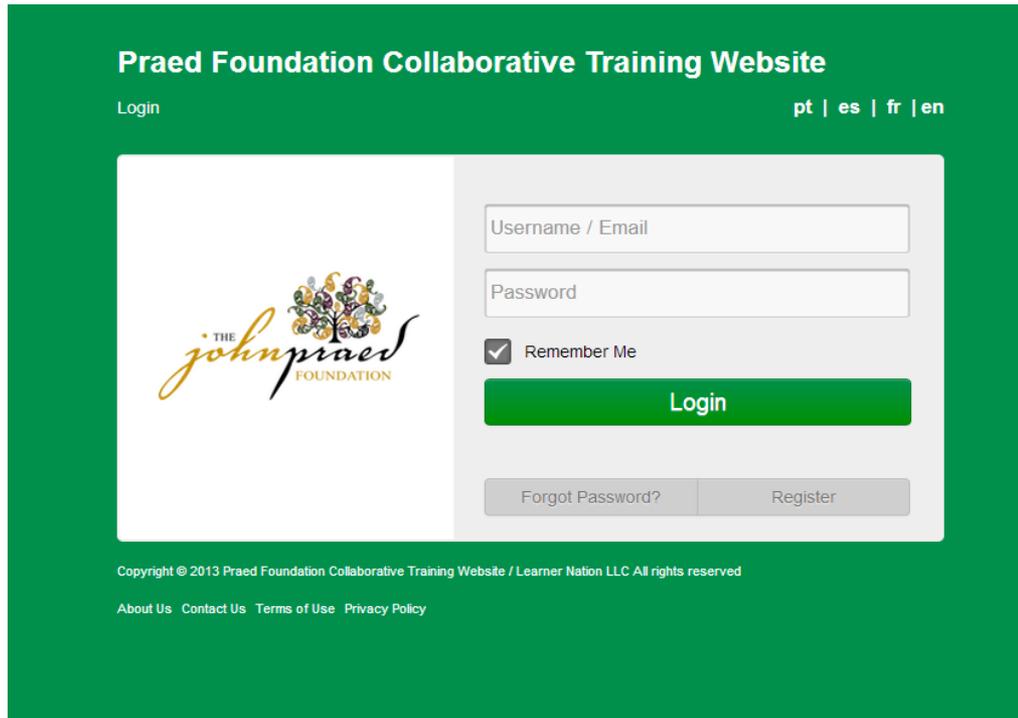
The Praed Foundation

Prepared by: Lauren Schmidt

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THE LOGIN PAGE

- This is what you will see when you go to: www.CANStraining.com



The screenshot shows the login page for the Praed Foundation Collaborative Training Website. The page has a green header with the title "Praed Foundation Collaborative Training Website" and navigation links for "Login" and "pt | es | fr | en". The main content area is white and contains the Praed Foundation logo on the left and a login form on the right. The login form includes fields for "Username / Email" and "Password", a "Remember Me" checkbox, a green "Login" button, and links for "Forgot Password?" and "Register". The footer contains copyright information and links for "About Us", "Contact Us", "Terms of Use", and "Privacy Policy".

Praed Foundation Collaborative Training Website

Login pt | es | fr | en



Username / Email

Password

Remember Me

Login

[Forgot Password?](#) [Register](#)

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LOGIN PAGE-IF YOU ALREADY HAVE AN ACCOUNT

- Click “**LOGIN**” and enter your username and password
 - If you forget your password, please click on “FORGET PASSWORD” and enter the email address associated with your www.CANStraining.com account
 - If you do not get an email from LearnerNation with a link to reset your password, please do the following:
 - Ensure that compatibility view is NOT check marked in your browser
 - Ensure you are using one of the following:
 - Firefox
 - Google chrome
 - Safari
 - Internet explorer 8 or higher
 - Contact your IT department and ask that www.CANStraining.com be added to your whitelist.



LOGIN PAGE-IF YOU FORGET YOUR PASSWORD

- Enter the email address that you used to create your account.
- An email will be sent to you from LearnerNation containing a link that will allow you to reset your password

Praed Foundation Collaborative Training Website

Forgot Password? [pt](#) | [es](#) | [fr](#) | [en](#)



Enter your username or email address and we will send you instructions on how to reset your password.

Username or email address

RESET PASSWORD

Login Register

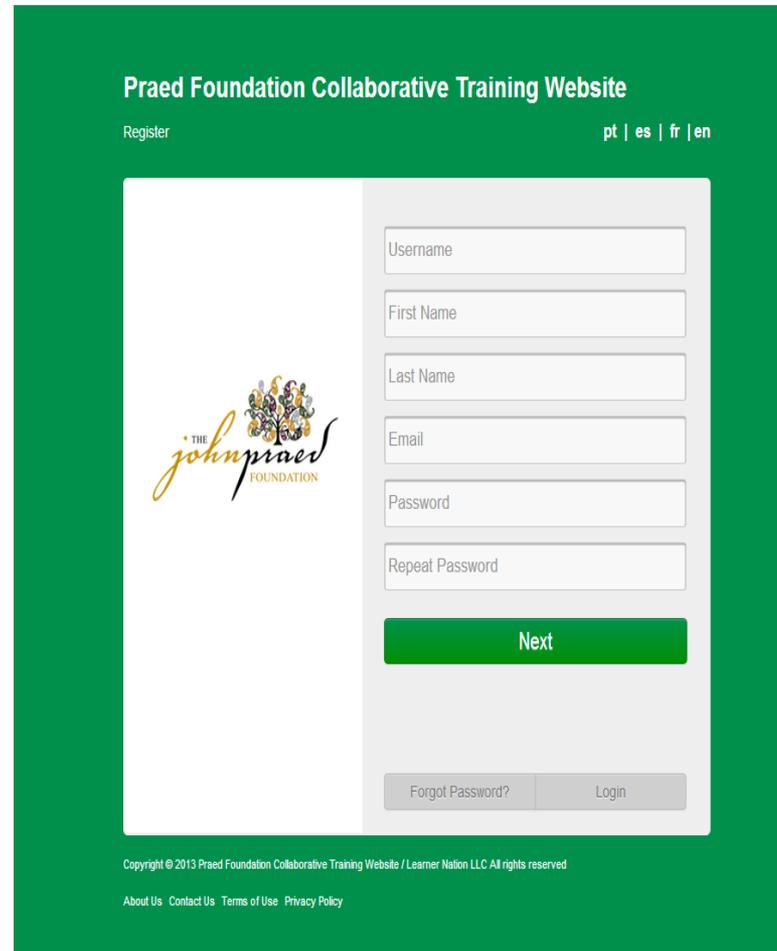
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LOGIN PAGE-IF YOU DO NOT HAVE AN ACCOUNT

- Click on “**REGISTER**” on the login page
- Enter the following:
 - Create a username
 - Enter your first and last name
 - Enter your email
 - Create a password
 - Repeat your created password
 - Click “**NEXT**”

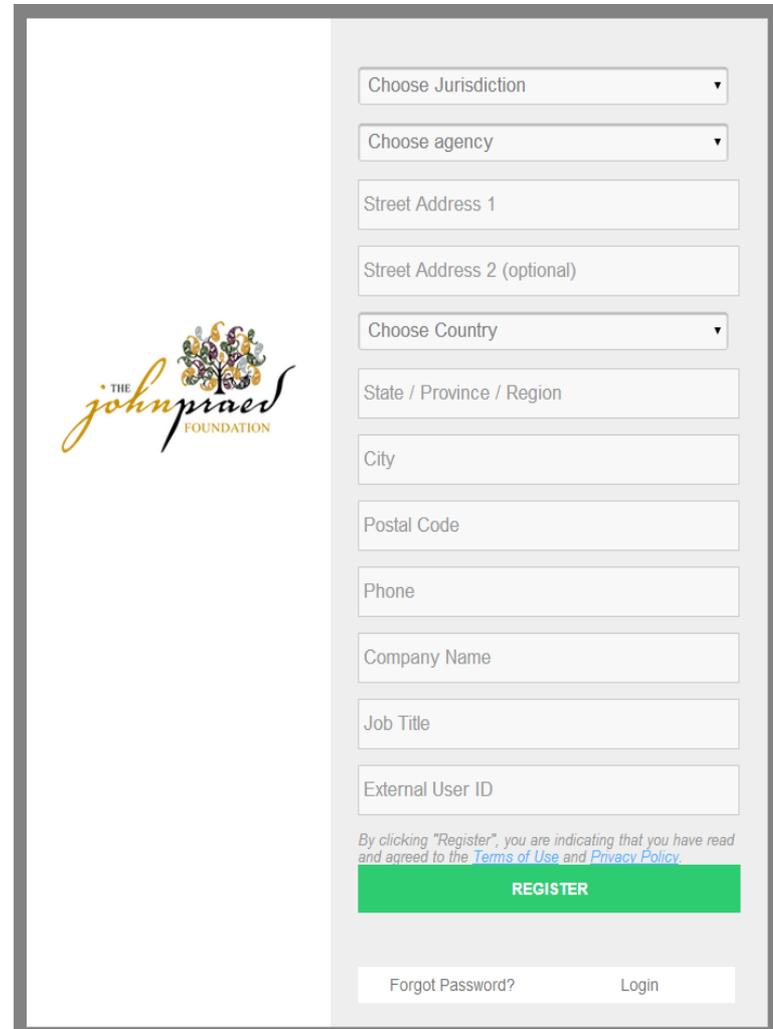


The screenshot shows the registration page for the Praed Foundation Collaborative Training Website. The page has a green header with the title "Praed Foundation Collaborative Training Website" and language options "pt | es | fr | en". Below the header, there is a "Register" link. The main content area is a white box with a green border. On the left side of this box is the logo for "THE john praed FOUNDATION". On the right side, there is a registration form with the following fields: Username, First Name, Last Name, Email, Password, and Repeat Password. Below the form is a green "Next" button. At the bottom of the form, there are two links: "Forgot Password?" and "Login". At the very bottom of the page, there is a copyright notice: "Copyright © 2013 Praed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved." and a footer with links: "About Us Contact Us Terms of Use Privacy Policy".



LOGIN PAGE-IF YOU DO NOT HAVE AN ACCOUNT

- Complete the following:
 - Select your Jurisdiction
 - Select your Agency
 - Enter your phone number
- All of the other information is optional, but encouraged to fill out
- Click **“REGISTER”**



The screenshot shows a registration form for The John Praed Foundation. On the left is the logo, which features a colorful tree and the text 'THE john praed FOUNDATION'. The form fields on the right are: 'Choose Jurisdiction' (dropdown), 'Choose agency' (dropdown), 'Street Address 1' (text), 'Street Address 2 (optional)' (text), 'Choose Country' (dropdown), 'State / Province / Region' (text), 'City' (text), 'Postal Code' (text), 'Phone' (text), 'Company Name' (text), 'Job Title' (text), and 'External User ID' (text). Below the fields is a green 'REGISTER' button. At the bottom, there are links for 'Forgot Password?' and 'Login'. A small disclaimer at the bottom of the form reads: 'By clicking "Register", you are indicating that you have read and agreed to the [Terms of Use and Privacy Policy](#)'.



PROFILE PAGE

- This is what you will see when you first login
- Click on “My Content”

Lauren Schmidt
Edit Profile

Last Viewed
Texas CANS Comprehensive
by Dr. John Lyons

Create something

Stream My Content

Kelly Tomlin posted a new comment at Educational in Texas CANS Comprehensive about 9 hours ago
Would a school that appears to be trying but what they have done is not working fit under a 2 or a 1?

Beverly Alexander posted a new comment at Final Exams in Louisiana CANS about 16 hours ago
For example on the CANS-MH form, school is divided into achievement, attendance and behavior. I have scored those differently but on the test it just asks for school functioning. Similarly on the CANS-MH form it divides living situation into supervision, family, relationship permanence, etc. but on the test it is just Living situation. Is it possible to print the test so that I may consider my options and then fill in the test on the computer?

Beverly Alexander posted a new comment at Final Exams in Louisiana CANS about 22 hours ago
Can you explain to me why the test sections and questions do not match the actual CANS-MH form itself? It seems that some questions on the test are a combination of some of the areas and I find this confusing, since different problems/behaviors that are then combined may not have the same level. Where can I find out the correct answers for the test I took so that I can try to understand the rationale?

Janeann Yurina posted a new comment at Practice Tests in CANS 5-17 about 2 days ago
I need assistance with this website!! I was in the middle of my final exam - just got finished with Permanency Planning Caregiver Strengths and Needs, wanting to move on to the next session and it score the test prematurely and bumped me out. Can I go back in and finish this test? Also, I keep getting bumped off of the website in the middle of my training sessions. NOT sure what's up but this is frustrating to say the least!

Kelsey Nicholls posted a new comment at How to Use This Site in CANS Mental Health (MH) about 2 days ago
I did what you suggested and FOUND IT! Thank you thank you!

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PROFILE PAGE: FIRST TIME LOGGING IN

- If this is your first time logging in, this is what you will see when you click on “My Content”
- Click on **“GET ACCESS”**

The screenshot shows the user profile page for Lauren Schmidt. At the top, there is a search bar with the text "Search for something..." and a green "Go" button. To the right of the search bar, there is a language dropdown menu set to "En" and a user profile icon for "Lauren Schmidt".

The main content area is divided into several sections:

- Profile Section:** On the left, there is a profile card for "Lauren Schmidt" with a question mark icon and an "Edit Profile" link. To the right, there is a "Last Viewed" section showing a document titled "Texas CANS Comprehensive by Dr. John Lyons". Further right is a "Create something" section with a plus sign icon.
- Navigation:** Below the profile section, there are two tabs: "Stream" and "My Content". The "My Content" tab is currently selected.
- Content Summary:** Under the "My Content" tab, there is a summary for "Teaching (83)" and "Learning (0)".
- Registration Prompt:** A light blue banner contains the text: "Click here to complete your registration for California--Los Angeles Office of Education SELPA and gain access to the material!".
- Action Button:** A large green button labeled "Get access!" is centered below the registration prompt.

At the bottom of the page, there is a green footer bar containing the following text:

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GET ACCESS PAGE

- The price of the jurisdiction that you are registered under appears in the blue box
- Enter your name and address
- Click “NEXT”

Purchase a Jurisdiction

California--Los Angeles
Office of Education SELPA

Billing Info

Name

Street Address 1

Street Address 2
(optional)

City

State / Province / Region

Zip Code

Country

Course	\$10
Total:	\$10

Cancel



GET ACCESS PAGE

- If you have a coupon code, please copy and paste it into the box (please ensure that there are no spaces when copying and pasting the coupon code).
- Click **“APPLY CODE”**
- If you do not have a coupon code, click **“NEXT”** and enter your credit card information

Purchase a Jurisdiction

California--Los Angeles
Office of Education SELPA

Discount

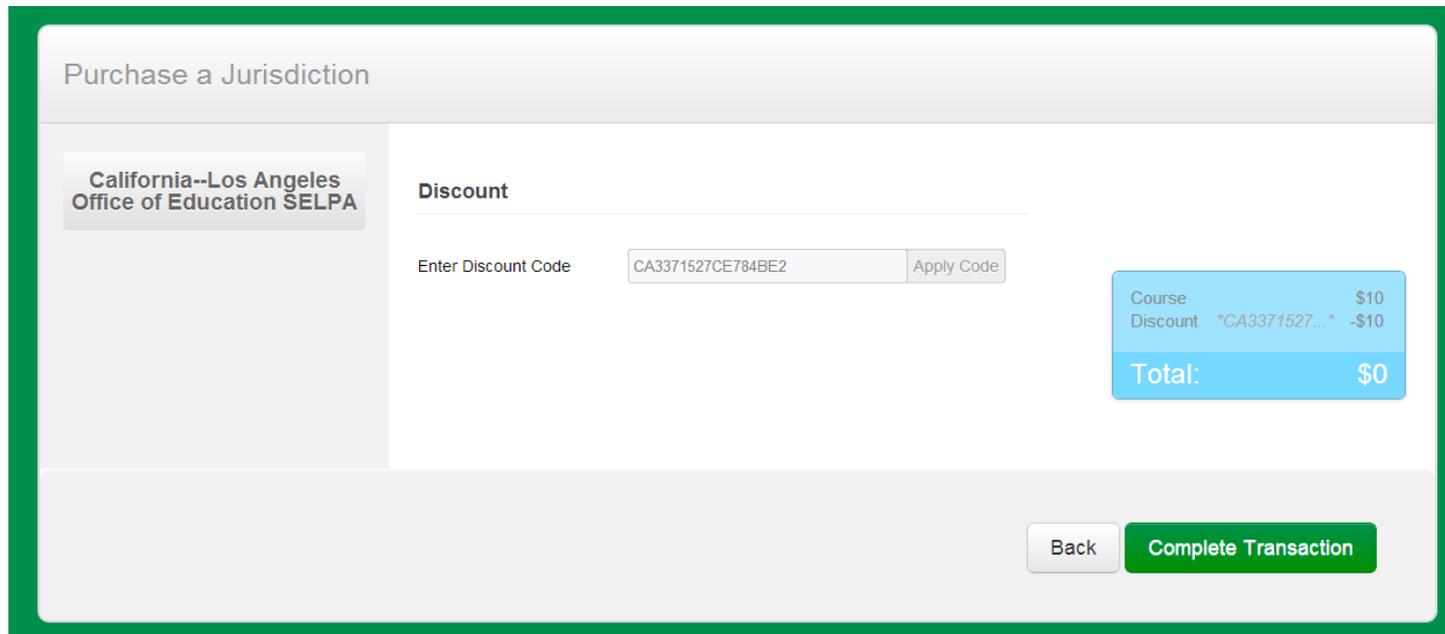
Enter Discount Code

Course	\$10
Total:	\$10



GET ACCESS PAGE

- Your discount will appear in the blue box if you used a coupon code
- If you used a credit card instead, you will be brought to this page to show that the transaction was successful
- Click **“COMPLETE TRANSACTION”**



Purchase a Jurisdiction

California--Los Angeles
Office of Education SELPA

Discount

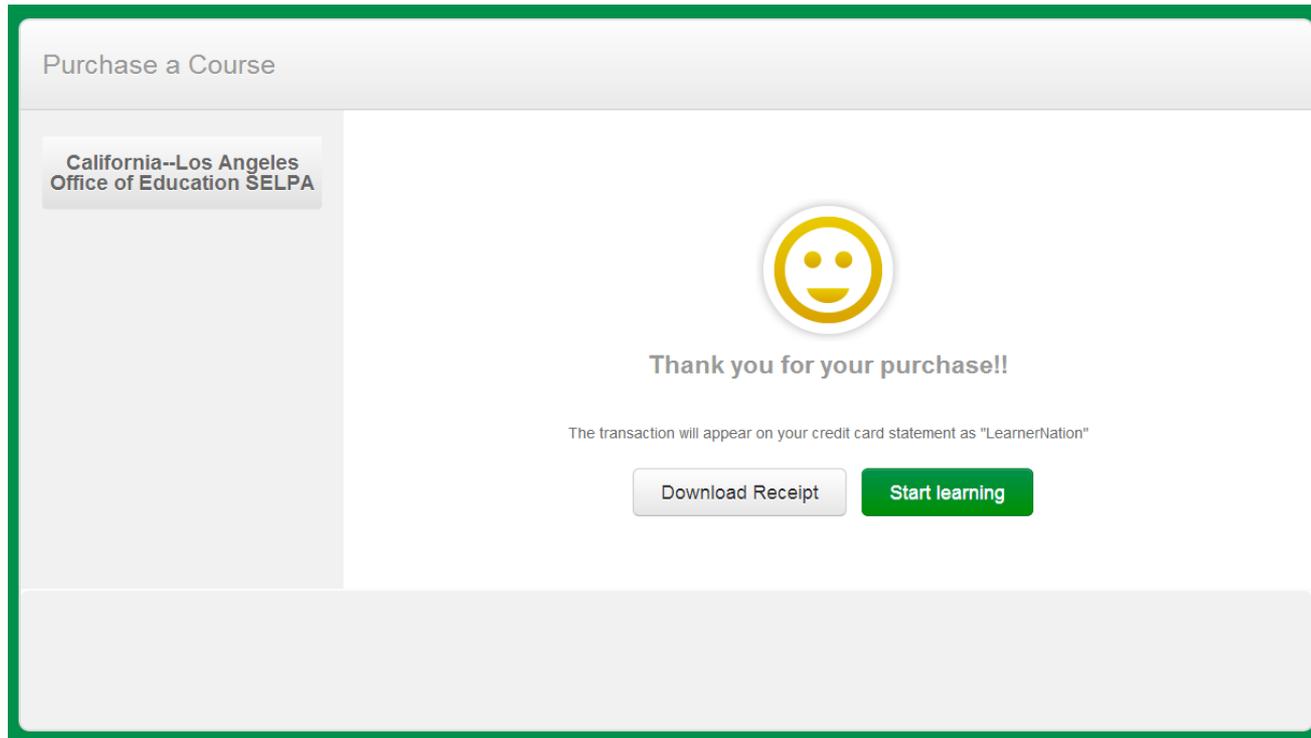
Enter Discount Code

Course	\$10
Discount *CA3371527...*	-\$10
Total:	\$0



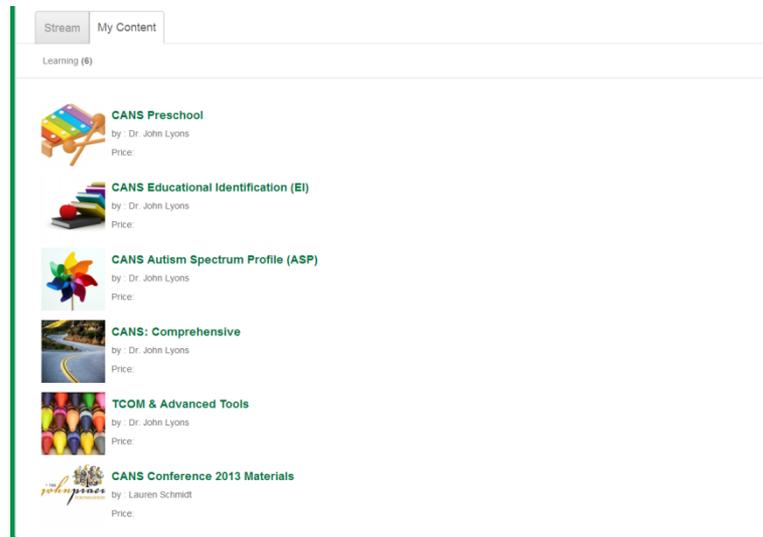
GET ACCESS PAGE

- After clicking on “complete transaction”, you will be brought to this page
- You can download your receipt if you need to
- Click “**START LEARNING**” to get started



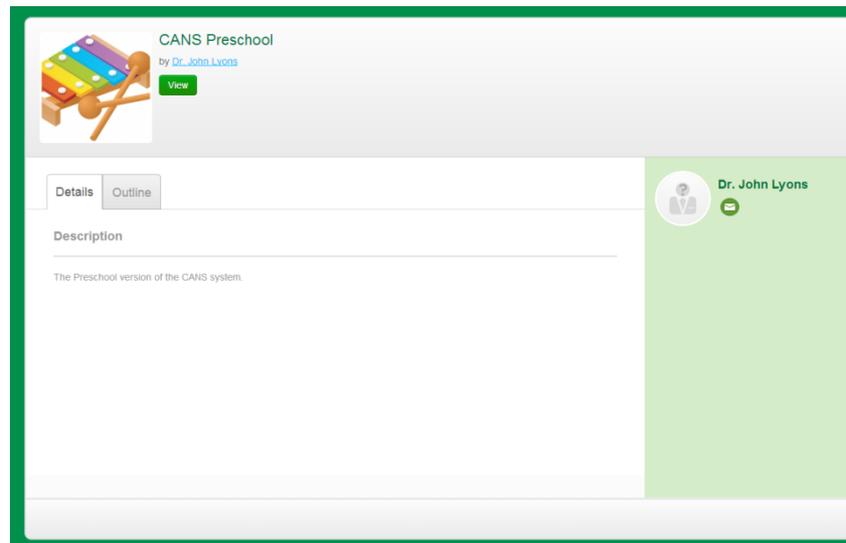
PROFILE PAGE

- If this is not your first time logging onto the site, you will be brought to this page after clicking on “My Content”
- If you just completed the “Get Access” process, you will be brought to this page
- Please select the subject you would like to train in by clicking on it



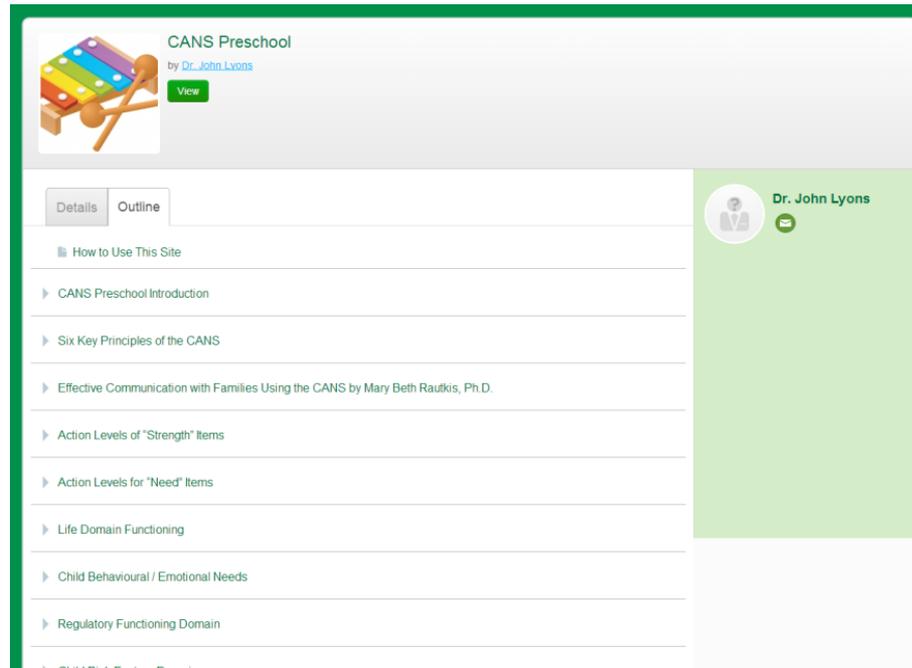
OVERVIEW PAGE

- Once you click on a subject, you will be brought to this page
- Click on “**OUTLINE**” to see the outline of the training materials
- Click on “**VIEW**” to start training
- You can also click on the mail icon to email the instructor of the subject



OUTLINE PAGE

- This is what you will see if you click on “Outline”
- You can select any domain or item to skip ahead to that domain or item
 - For example: you can click on the “Life Domain Functioning” Domain and then the “Living Situation” item if you would like to skip ahead to that spot

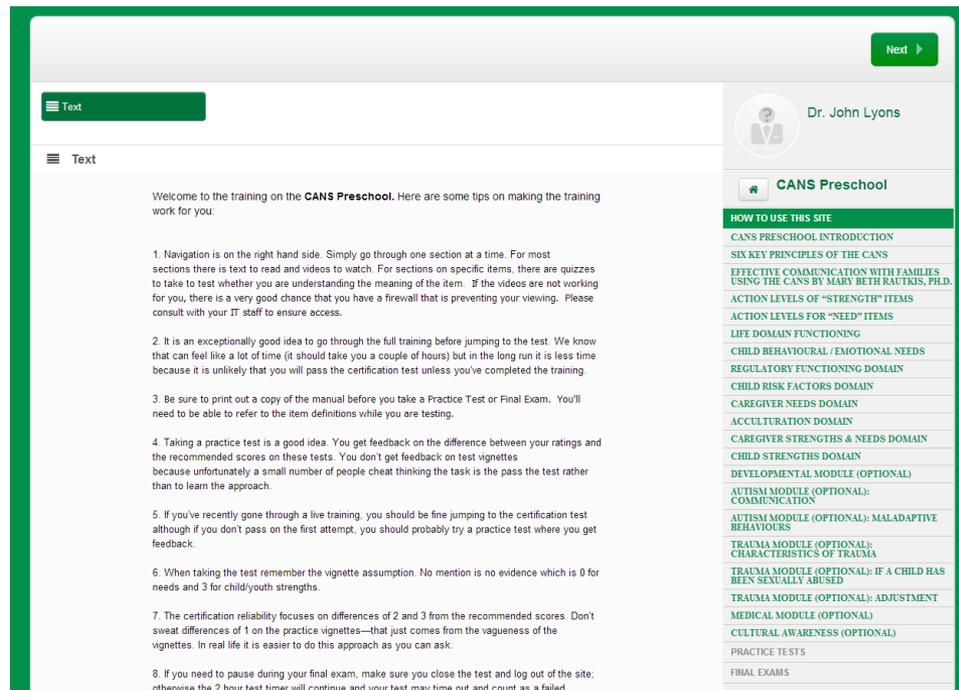


The screenshot displays the 'CANS Preschool' page by Dr. John Lyons. The page features a header with a colorful xylophone icon and a 'View' button. Below the header, there are two tabs: 'Details' and 'Outline', with 'Outline' being the active tab. The main content area is a list of items with expandable arrows, including 'How to Use This Site', 'CANS Preschool Introduction', 'Six Key Principles of the CANS', 'Effective Communication with Families Using the CANS by Mary Beth Rautkis, Ph.D.', 'Action Levels of "Strength" Items', 'Action Levels for "Need" Items', 'Life Domain Functioning', 'Child Behavioural / Emotional Needs', and 'Regulatory Functioning Domain'. On the right side, there is a profile card for Dr. John Lyons, which includes a profile picture and a green 'Follow' button. The entire page is framed by a green border.



VIEW PAGE

- This is what you see when you click on view
- Please take the time to read the “How to Use This Site” page that appears right away
- You can click on “**NEXT**” to go through the training, or jump from section to section by selecting an area in the menu on the right



The screenshot displays the 'VIEW PAGE' of the CANS Preschool training. The page is framed by a green border. At the top right, there is a 'Next' button with a right-pointing arrow. Below this, the user's name 'Dr. John Lyons' is displayed next to a profile icon. A navigation menu on the right side is titled 'CANS Preschool' and lists various sections. The main content area on the left contains a welcome message and a list of eight numbered tips for using the training.

Welcome to the training on the **CANS Preschool**. Here are some tips on making the training work for you.

1. Navigation is on the right hand side. Simply go through one section at a time. For most sections there is text to read and videos to watch. For sections on specific items, there are quizzes to take to test whether you are understanding the meaning of the item. If the videos are not working for you, there is a very good chance that you have a firewall that is preventing your viewing. Please consult with your IT staff to ensure access.
2. It is an exceptionally good idea to go through the full training before jumping to the test. We know that can feel like a lot of time (it should take you a couple of hours) but in the long run it is less time because it is unlikely that you will pass the certification test unless you've completed the training.
3. Be sure to print out a copy of the manual before you take a Practice Test or Final Exam. You'll need to be able to refer to the item definitions while you are testing.
4. Taking a practice test is a good idea. You get feedback on the difference between your ratings and the recommended scores on these tests. You don't get feedback on test vignettes because unfortunately a small number of people cheat thinking the task is to pass the test rather than to learn the approach.
5. If you've recently gone through a live training, you should be fine jumping to the certification test although if you don't pass on the first attempt, you should probably try a practice test where you get feedback.
6. When taking the test remember the vignette assumption. No mention is no evidence which is 0 for needs and 3 for child/youth strengths.
7. The certification reliability focuses on differences of 2 and 3 from the recommended scores. Don't sweat differences of 1 on the practice vignettes—that just comes from the vagueness of the vignettes. In real life it is easier to do this approach as you can ask.
8. If you need to pause during your final exam, make sure you close the test and log out of the site; otherwise the 2 hour test timer will continue and your test may time out and count as a failed

HOW TO USE THIS SITE

- CANS PRESCHOOL INTRODUCTION
- SIX KEY PRINCIPLES OF THE CANS
- EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH RAUTKIS, PH.D.
- ACTION LEVELS OF "STRENGTH" ITEMS
- ACTION LEVELS FOR "NEED" ITEMS
- LIFE DOMAIN FUNCTIONING
- CHILD BEHAVIOURAL/EMOTIONAL NEEDS
- REGULATORY FUNCTIONING DOMAIN
- CHILD RISK FACTORS DOMAIN
- CAREGIVER NEEDS DOMAIN
- ACCULTURATION DOMAIN
- CAREGIVER STRENGTHS & NEEDS DOMAIN
- CHILD STRENGTHS DOMAIN
- DEVELOPMENTAL MODULE (OPTIONAL)
- AUTISM MODULE (OPTIONAL): COMMUNICATION
- AUTISM MODULE (OPTIONAL): MALADAPTIVE BEHAVIOURS
- TRAUMA MODULE (OPTIONAL): CHARACTERISTICS OF TRAUMA
- TRAUMA MODULE (OPTIONAL): IF A CHILD HAS BEEN SEXUALLY ABUSED
- TRAUMA MODULE (OPTIONAL): ADJUSTMENT
- MEDICAL MODULE (OPTIONAL)
- CULTURAL AWARENESS (OPTIONAL)
- PRACTICE TESTS
- FINAL EXAMS

ITEM PAGE

- This is what you will see when you click on an item within a domain
- Each item contains: text, video, and three multiple choice quiz questions

The screenshot displays the user interface for an item page on the CANS Preschool website. At the top, there are navigation buttons for 'Previous' and 'Next'. Below these are tabs for 'Text', 'Video', and 'Multiple Choice' (with a '3' indicating three questions). The main content area is titled 'Text' and contains the following information:

Action Levels:
Please rate the highest level in the past 30 days

0 - No evidence of problems related to eating.

1 - Mild problems with eating that have been present in the past or are currently present some of the time causing mild impairment in functioning.

2 - Moderate problems with eating are present and impair the child's functioning. Infants may be finicky eaters, spit food or overeats. Infants may have problems with oral motor control. Older children may overeat, have few food preferences and not have a clear pattern of when they eat.

3 - Severe problems with eating are present putting the infant/child at risk developmentally. The child and family are very distressed and unable to overcome problems in this area.

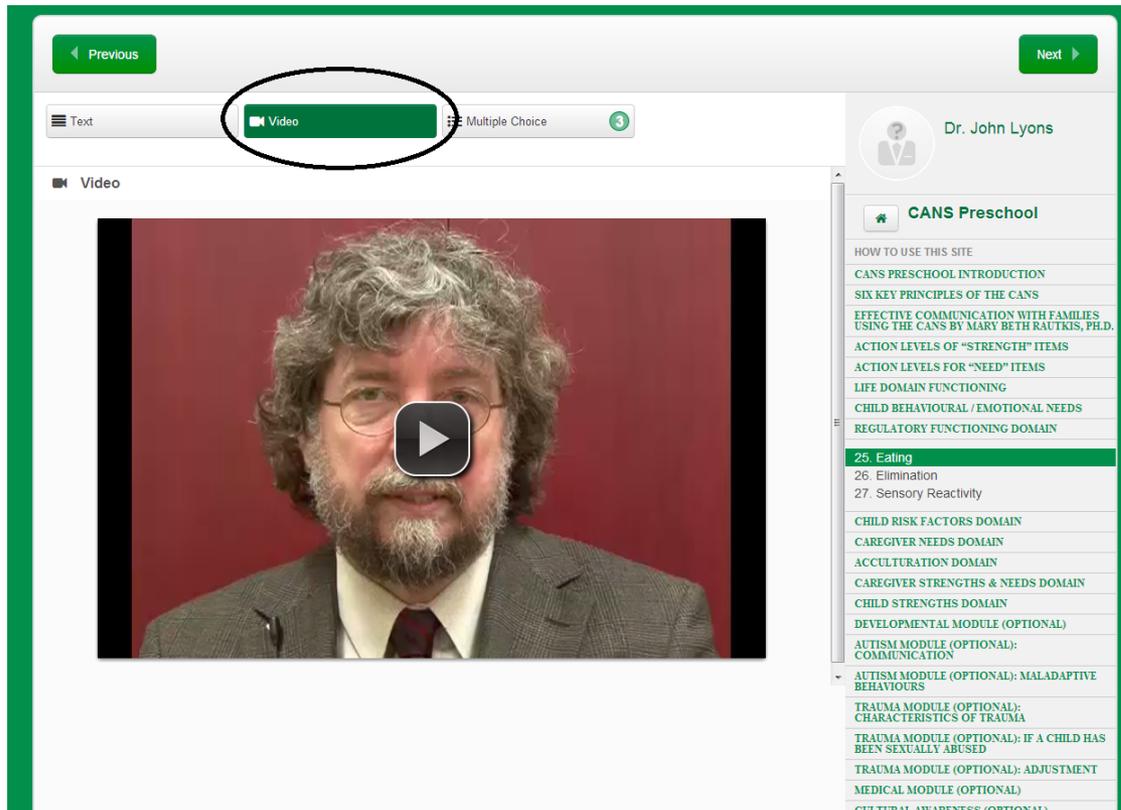
Definition:
Any challenges with eating would be described with this item. Such needs could (but are not limited to) physiological challenges with eating (e.g. requiring a feeding tube or an over-active gag reflex) to extreme food sensitivities or food refusal. Motor challenges with age appropriate feeding also could be described here.

On the right side of the page, there is a sidebar with the following elements:

- User profile: Dr. John Lyons
- Home icon and 'CANS Preschool' title
- Navigation menu with the following items:
 - HOW TO USE THIS SITE
 - CANS PRESCHOOL INTRODUCTION
 - SIX KEY PRINCIPLES OF THE CANS
 - EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH RAUTKIS, PH.D.
 - ACTION LEVELS OF "STRENGTH" ITEMS
 - ACTION LEVELS FOR "NEED" ITEMS
 - LIFE DOMAIN FUNCTIONING
 - CHILD BEHAVIOURAL / EMOTIONAL NEEDS
 - REGULATORY FUNCTIONING DOMAIN
 - 25. Eating** (highlighted)
 - 26. Elimination
 - 27. Sensory Reactivity
 - CHILD RISK FACTORS DOMAIN
 - CAREGIVER NEEDS DOMAIN
 - ACCULTURATION DOMAIN
 - CAREGIVER STRENGTHS & NEEDS DOMAIN
 - CHILD STRENGTHS DOMAIN
 - DEVELOPMENTAL MODULE (OPTIONAL)
 - AUTISM MODULE (OPTIONAL): COMMUNICATION
 - AUTISM MODULE (OPTIONAL): MALADAPTIVE BEHAVIOURS
 - TRAUMA MODULE (OPTIONAL): CHARACTERISTICS OF TRAUMA

VIDEO PAGE

- Click on “VIDEO” to view the video
- You can make the video full screen by clicking on the two expanding arrows in the bottom right hand corner of the video once you have pressed play



The screenshot shows a video player interface. At the top, there are 'Previous' and 'Next' buttons. Below them is a navigation bar with 'Text', 'Video' (circled in black), and 'Multiple Choice' options. The video player itself shows a man with a beard and glasses, with a play button in the center. To the right is a sidebar menu for 'CANS Preschool' with various topics listed, including '25. Eating', '26. Elimination', and '27. Sensory Reactivity'. The 'Eating' item is highlighted in green.



MULTIPLE CHOICE QUIZ PAGE

- Click on “MULTIPLE CHOICE” to view the multiple choice quizzes
- There are three for each item

The screenshot displays a user interface for a Multiple Choice Quiz. At the top, there are navigation buttons for "Previous" and "Next". Below these are three tabs: "Text", "Video", and "Multiple Choice". The "Multiple Choice" tab is highlighted in green and circled in black, with a small green circle containing the number "3" next to it. The main content area shows a question: "Quenzell refuses all food. He will become aggressive with efforts to encourage him to eat." Below the question are four radio button options labeled 0, 1, 2, and 3. Option 3 is selected, indicated by a green checkmark. At the bottom of the question area, there is an "Explanation" box that reads: "The recommended rating for this is a 3." On the right side of the interface, there is a user profile for "Dr. John Lyons" and a sidebar menu for "CANS Preschool". The sidebar menu includes items like "HOW TO USE THIS SITE", "CANS PRESCHOOL INTRODUCTION", "SIX KEY PRINCIPLES OF THE CANS", "EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH RAUTKIS, PH.D.", "ACTION LEVELS OF 'STRENGTH' ITEMS", "ACTION LEVELS FOR 'NEED' ITEMS", "LIFE DOMAIN FUNCTIONING", "CHILD BEHAVIOURAL / EMOTIONAL NEEDS", "REGULATORY FUNCTIONING DOMAIN", "25. Eating", "26. Elimination", "27. Sensory Reactivity", "CHILD RISK FACTORS DOMAIN", and "CAREGIVER NEEDS DOMAIN". The "25. Eating" item is highlighted in green.

PRACTICE TEST PAGE

- Once you have gone through the training you can test your knowledge by doing a practice test
- Click on “PRACTICE TEST” and select a test to test your knowledge

When you are ready, click on one of the buttons in the table below

Name	Start	Results
Practice Test: Jamal	Start Practice Test	No results for this test
Practice Test: Julia	Start Practice Test	No results for this test
Practice Test: Justin	Start Practice Test	No results for this test
Practice Test: Samantha	Start Practice Test	No results for this test

Dr. John Lyons

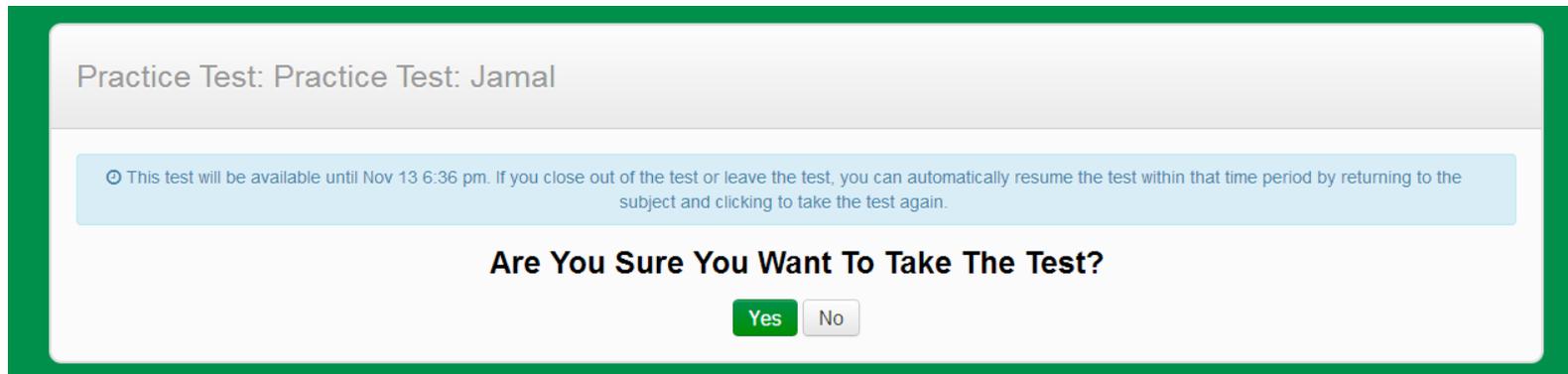
CANS Preschool

HOW TO USE THIS SITE

- CANS PRESCHOOL INTRODUCTION
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- CAREGIVER NEEDS DOMAIN
- ACCULTURATION DOMAIN
- CAREGIVER STRENGTHS & NEEDS DOMAIN
- CHILD STRENGTHS DOMAIN
- DEVELOPMENTAL MODULE (OPTIONAL)
- AUTISM MODULE (OPTIONAL): COMMUNICATION
- AUTISM MODULE (OPTIONAL): MALADAPTIVE BEHAVIOURS
- TRAUMA MODULE (OPTIONAL): CHARACTERISTICS OF TRAUMA
- TRAUMA MODULE (OPTIONAL): IF A CHILD HAS BEEN SEXUALLY ABUSED
- TRAUMA MODULE (OPTIONAL): ADJUSTMENT
- MEDICAL MODULE (OPTIONAL)
- CULTURAL AWARENESS (OPTIONAL)
- PRACTICE TESTS**

PRACTICE TEST PAGE

- Once you select a practice test, you will be asked to confirm whether or not you would like to start the test
- You have 2 hours of continuous testing time to complete the test within 6 hours of when you confirmed that you will be taking the test



Practice Test: Practice Test: Jamal

ⓘ This test will be available until Nov 13 6:36 pm. If you close out of the test or leave the test, you can automatically resume the test within that time period by returning to the subject and clicking to take the test again.

Are You Sure You Want To Take The Test?

Yes No

The image shows a confirmation dialog box for a practice test. At the top, it says "Practice Test: Practice Test: Jamal". Below that is a light blue information box with a small icon and text: "This test will be available until Nov 13 6:36 pm. If you close out of the test or leave the test, you can automatically resume the test within that time period by returning to the subject and clicking to take the test again." The main question is "Are You Sure You Want To Take The Test?". At the bottom, there are two radio buttons: "Yes" (which is selected) and "No".



PRACTICE TEST PAGE

- This is the practice test

Practice Test: Practice Test: Jamal 02:00:23 [Hide] Section #1 of 8

[Next Section](#)

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means 'no evidence'. This is the standard quality assurance if it isn't documented it does not exist assumption. What that means, then **if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'**. So, no mention of an suicidality would result in a rating of '0' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests. Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child/Youth Strength and then you look for evidence to adjust your scores accordingly using the action levels. Caregiver ratings use the Need action levels for the vignettes.

Good luck!

Practice Test:
Jamal

Jamal is a two-and-a-half-year-old boy who lives with his mother and father and two siblings from the mother's previous relationship. He was born premature by four weeks, and only weighed four pounds seven ounces at birth; he is now only slightly underweight for his age. He developed jaundice and remained hospitalized for the first month of his life. His liver functions have returned to normal in the past six months. However, he is often sick with colds and other respiratory infections; his parents have been very conscientious about bringing Jamal to the doctor for these illnesses.

Jamal was slow to talk and was diagnosed as having bi-lateral hearing loss. His speech began to develop following his receipt of hearing aids and, although he is still behind in speech development, it appears likely that he will reach an age-appropriate level soon.

Jamal presents as rather passive and, although he loves to play with his siblings, he rarely initiates play on his own. Once or twice a week Jamal becomes upset

Life Domain Functioning

- 0. no need
- 1. watchful waiting
- 2. need for action
- 3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CONTENT OF THE TEST PAGE

- Here you can see the timer so that you know how much time you have left to complete the test

Practice Test: Practice Test: Jamal

02:00:23 [Hide]

Section #1 of 8

Next Section

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means 'no evidence'. This is the standard quality assurance if it isn't documented it does not exist assumption. What that means, then **if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'**. So, no mention of an suicidality would result in a rating of '0' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests

Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child/Youth Strength and then you look for evidence to adjust your scores accordingly using the action levels. Caregiver ratings use the Need action levels for the vignettes.

Good luck!

Practice Test:
Jamal

Jamal is a two-and-a-half-year-old boy who lives with his mother and father and two siblings from the mother's previous relationship. He was born premature by four weeks, and only weighed four pounds seven ounces at birth; he is now only slightly underweight for his age. He developed jaundice and remained hospitalized for the first month of his life. His liver functions have returned to normal in the past six months. However, he is often sick with colds and other respiratory infections; his parents have been very conscientious about bringing Jamal to the doctor for these illnesses.

Jamal was slow to talk and was diagnosed as having bi-lateral hearing loss. His speech began to develop following his receipt of hearing aids and, although he is still behind in speech development, it appears likely that he will reach an age-appropriate level soon.

Jamal presents as rather passive and, although he loves to play with his siblings, he rarely initiates play on his own. Once or twice a week Jamal becomes upset

Life Domain Functioning

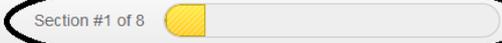
- 0. no need
- 1. watchful waiting
- 2. need for action
- 3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CONTENT OF THE TEST PAGE

- Here you can see your progress

Practice Test: Practice Test: Jamal 02:00:23 [Hide] Section #1 of 8 

[Next Section](#)

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means 'no evidence'. This is the standard quality assurance if it isn't documented it does not exist assumption. What that means, then **if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'**. So, no mention of any suicidality would result in a rating of '0' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests. Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child/Youth Strength and then you look for evidence to adjust your scores accordingly using the action levels. Caregiver ratings use the Need action levels for the vignettes.

Good luck!

Life Domain Functioning

- 0. no need
- 1. watchful waiting
- 2. need for action
- 3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practice Test:
Jamal

Jamal is a two-and-a-half-year-old boy who lives with his mother and father and two siblings from the mother's previous relationship. He was born premature by four weeks, and only weighed four pounds seven ounces at birth; he is now only slightly underweight for his age. He developed jaundice and remained hospitalized for the first month of his life. His liver functions have returned to normal in the past six months. However, he is often sick with colds and other respiratory infections; his parents have been very conscientious about bringing Jamal to the doctor for these illnesses.

Jamal was slow to talk and was diagnosed as having bi-lateral hearing loss. His speech began to develop following his receipt of hearing aids and, although he is still behind in speech development, it appears likely that he will reach an age-appropriate level soon.

Jamal presents as rather passive and, although he loves to play with his siblings, he rarely initiates play on his own. Once or twice a week Jamal becomes upset



CONTENT OF THE TEST PAGE

- On the left hand side is the vignette assumption and the vignette
- Please ensure that you read BOTH carefully

Practice Test: Practice Test: Jamal 02:00:23 [Hide] Section #1 of 8 Next Section

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means 'no evidence'. This is the standard quality assurance if it isn't documented it does not exist assumption. What that means, then **if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'**. So, no mention of an suicidality would result in a rating of '0' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests. Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child/Youth Strength and then you look for evidence to adjust your scores accordingly using the action levels. Caregiver ratings use the Need action levels for the vignettes.

Good luck!

Life Domain Functioning

0. no need

1. watchful waiting

2. need for action

3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Jamal presents as rather passive and, although he loves to play with his siblings, he rarely initiates play on his own. Once or twice a week Jamal becomes upset



CONTENT OF THE TEST PAGE

- Here are the action levels
- You can refer to this area for guidance about what each level means
- Please print off a copy of the manual (available under the Introduction-Printable Materials section in the menu on the right hand side of the subject) for further detail about each action level specific to each item

The screenshot shows a practice test interface for 'Practice Test: Jamal'. At the top, it displays '02:00:23 [hide]' and 'Section #1 of 8'. A 'Next Section' button is visible in the top right. The interface is divided into three main sections:

- Vignette Assumption:** A blue box containing text explaining the meaning of vignette assumptions and how to rate them based on the presence of specific terms like 'no evidence', 'no mention of a need', or 'no mention of a strength'.
- Vignette:** A green box containing a detailed vignette about a two-and-a-half-year-old boy named Jamal, including information about his birth, health, and family.
- Life Domain Functioning:** A table with 11 domains and a rating scale from 0 to 3. The table is circled in the image.

Life Domain Functioning	0	1	2	3
0. no need				
1. watchful waiting				
2. need for action				
3. need for immediate action				
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CONTENT OF THE TEST PAGE

- Here is where you fill in your answers
- Please ensure each answer is answered before click “**NEXT**” to move to the next section

Practice Test: Practice Test: Jamal 02:00:23 [Hide] Section #1 of 8

Next Section

Vignette Assumption

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Practice Test:
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Life Domain Functioning

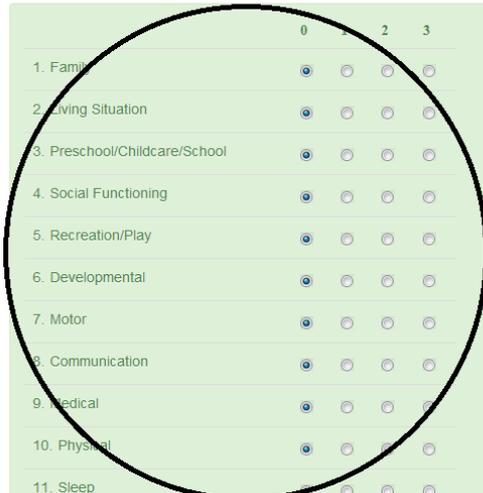
0. no need

1. watchful waiting

2. need for action

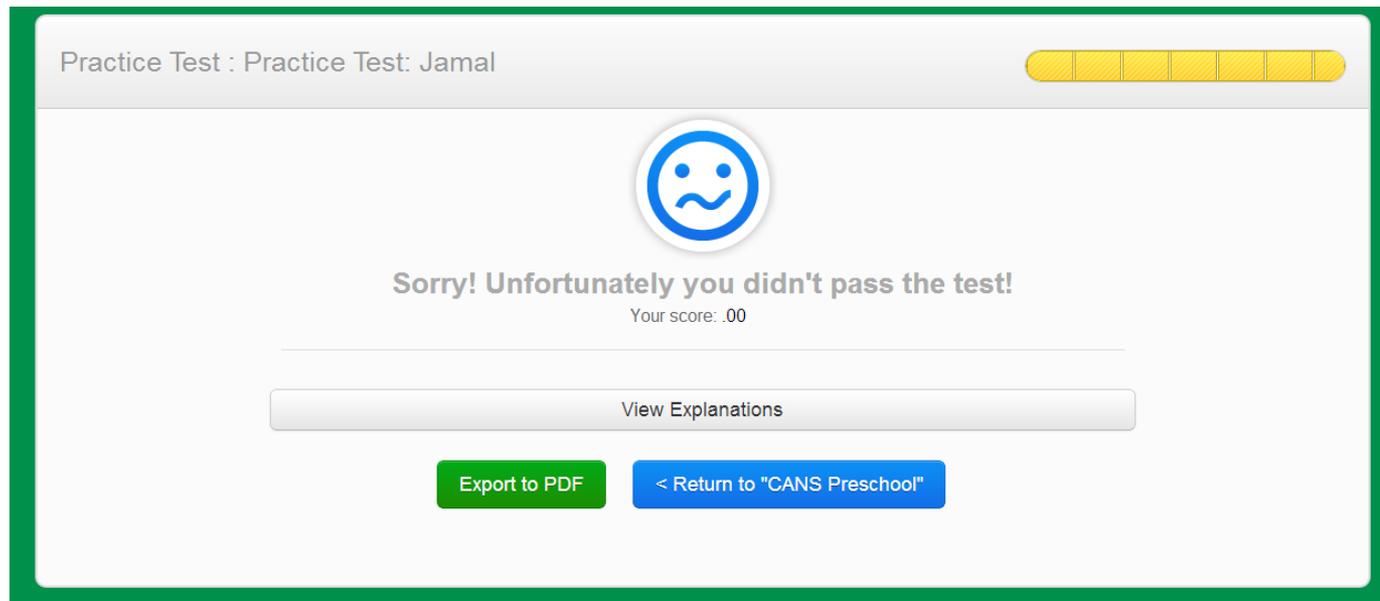
3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PRACTICE TEST PAGE

- Once you complete the test, you will see this page.
- You have a few options on this page:
 - You can export the test to PDF
 - You can click on “VIEW EXPLANATIONS” to see the recommended scores versus what you scored for feedback



FEEDBACK PAGE

- This is the feedback page
- This page will show you the recommended scores and your scores
- You can click on “**SHOW**” to see the specific scores
- Scores off by 1 mark appear **blue**, scores off by 2 or 3 marks appear **red**, and correct scores appear **green**

Preschool/Childcare/School	Life Domain Functioning	Correct	Show
Social Functioning	Life Domain Functioning	Correct	Show
Recreation/Play	Life Domain Functioning	Missed 1 point	Show
Developmental	Life Domain Functioning	Missed 1 point	Show
Motor	Life Domain Functioning	Correct	Show
Communication	Life Domain Functioning	Missed 2 points	Show
Correct Answer:	Your Answer:		
Communication 0 1 2 3	Communication 0 1 2 3		
Medical	Life Domain Functioning	Missed 1 point	Show
Physical	Life Domain Functioning	Missed 1 point	Show
Sleep	Life Domain Functioning	Correct	Show
Relationship Perm.	Life Domain Functioning	Correct	Show
Autism Spectrum	Life Domain Functioning	Correct	Show



FINAL EXAM PAGE

- This is the final exam page
- Click on “FINAL EXAM” and then “START FINAL EXAM”

When you are ready, click on the button below to take the test

[Start Final Exam](#)

Date	Score	Time
11/13/13	.00	00:25:42

Dr. John Lyons

[CANS Preschool](#)

- HOW TO USE THIS SITE
- CANS PRESCHOOL INTRODUCTION
- SIX KEY PRINCIPLES OF THE CANS
- EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH RAUTKIS, PH.D.
- ACTION LEVELS OF “STRENGTH” ITEMS
- ACTION LEVELS FOR “NEED” ITEMS
- LIFE DOMAIN FUNCTIONING
- CHILD BEHAVIOURAL / EMOTIONAL NEEDS
- REGULATORY FUNCTIONING DOMAIN
- CHILD RISK FACTORS DOMAIN
- CAREGIVER NEEDS DOMAIN
- ACCUULTURATION DOMAIN
- CAREGIVER STRENGTHS & NEEDS DOMAIN
- CHILD STRENGTHS DOMAIN
- DEVELOPMENTAL MODULE (OPTIONAL)
- AUTISM MODULE (OPTIONAL): COMMUNICATION
- AUTISM MODULE (OPTIONAL): MALADAPTIVE BEHAVIOURS
- TRAUMA MODULE (OPTIONAL): CHARACTERISTICS OF TRAUMA
- TRAUMA MODULE (OPTIONAL): IF A CHILD HAS BEEN SEXUALLY ABUSED
- TRAUMA MODULE (OPTIONAL): ADJUSTMENT
- MEDICAL MODULE (OPTIONAL)
- CULTURAL AWARENESS (OPTIONAL)
- FINAL EXAMS

FINAL EXAM PAGE

- This is the confirmation page for the final exam.
- You get 3 attempts to pass the final exam.
 - After 3 failed attempts to pass the final exam, you will be locked out of the website and must wait for an email that will arrive within 24 hours. This email will provide feedback and notify you that your account has been unlocked and that you may try again another 3 times.

Final Exam

ⓘ This test will be available until Nov 13 7:18 pm. If you close out of the test or leave the test, you can automatically resume the test within that time period by returning to the subject and clicking to take the test again.

You Have 3 Attempt(S) Left Out Of 3 To Complete This Test.

Are You Sure You Want To Take The Test?



FINAL EXAM PAGE

- The final exam page looks and is administered in the same fashion as the practice test.
- Below is a refresher of what you will see:

Practice Test: Practice Test: Jamal 02:00:23 [Hide] Section #1 of 8

Next Section

Vignette Assumption

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Good luck!

Life Domain Functioning

0. no need

1. watchful waiting

2. need for action

3. need for immediate action

	0	1	2	3
1. Family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Living Situation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Preschool/Childcare/School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social Functioning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recreation/Play	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developmental	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Motor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Medical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Physical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Sleep	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practice Test:
Jamal

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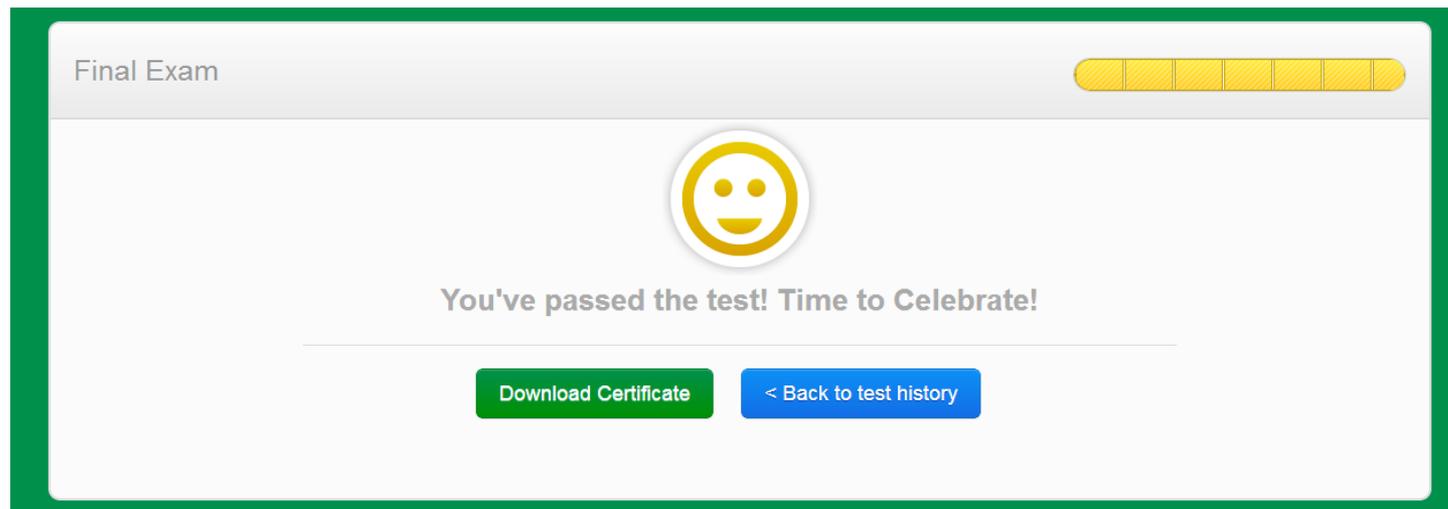
Jamal was slow to talk and was diagnosed as having bi-lateral hearing loss. His speech began to develop following his receipt of hearing aids and, although he is still behind in speech development, it appears likely that he will reach an age-appropriate level soon.

Jamal presents as rather passive and, although he loves to play with his siblings, he rarely initiates play on his own. Once or twice a week Jamal becomes upset



FINAL EXAM PAGE

- This is what you will see when you complete the final exam
- Unlike the practice tests, you do not have the option to review your answers
- If you pass the exam, you can print off your certificate by clicking “**DOWNLOAD CERTIFICATE**”
- If you do not pass the exam, you can try again



OTHER OPTIONS

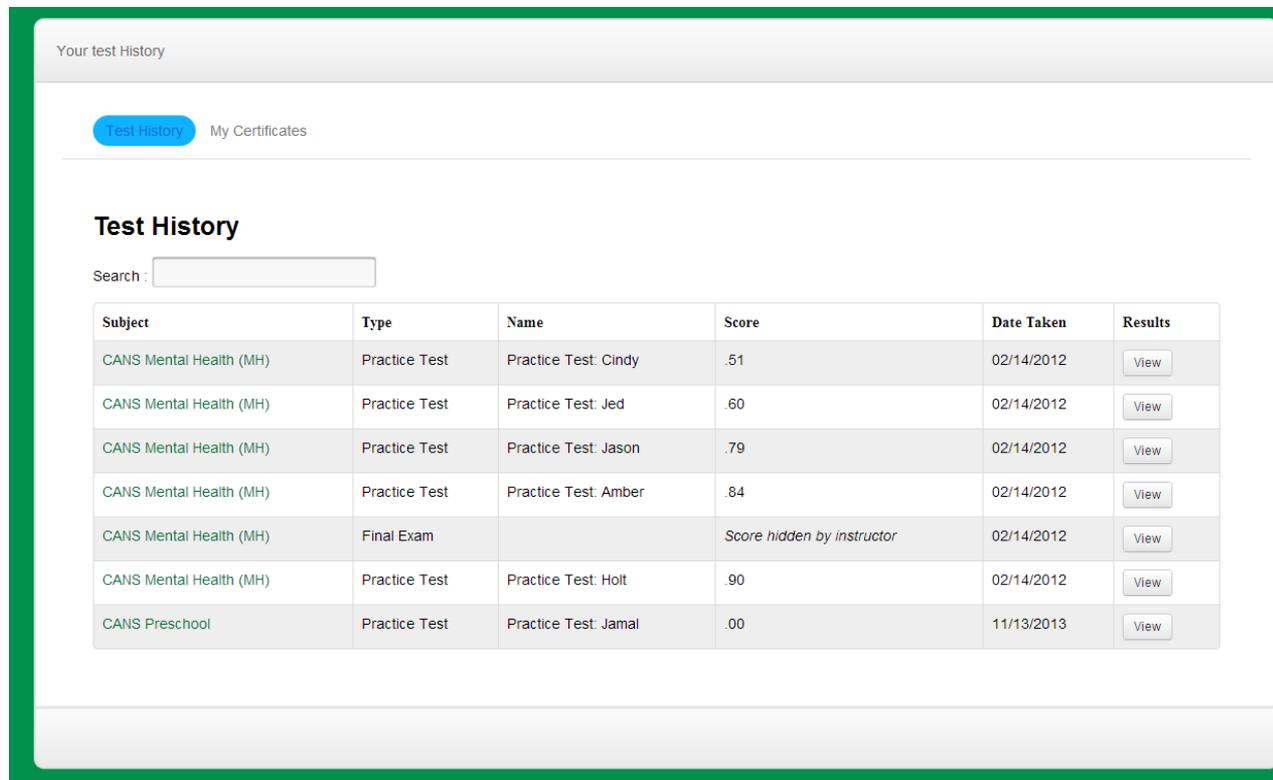
- If you click on your name, you can choose to:
 - Go to your main profile page
 - View your test history
 - Edit your profile
 - Sign out

The screenshot displays the user interface of the johannaed website. At the top, there is a search bar with the placeholder text "Search for something..." and a green "Go" button. The user's name "lauren schmidt" is visible in the top right corner, with a dropdown menu open below it. The dropdown menu contains the following options: Profile, Test History, My Receipts, Edit Profile, and Sign Out. The main content area shows the user's profile information, including a profile picture placeholder, the name "lauren schmidt", and an "Edit Profile" link. Below the profile information is a "Last Viewed" section featuring a card for "CANS Preschool by Dr. John Lyons". At the bottom of the page, there is a notification banner stating: "Your Certification in CANS Mental Health (MH) is coming due in 57 days. Your CANS Certification is expiring soon! Please login to CANSTraining.com to renew your certification. If you have already renewed your certification, please disregard this email."



TEST HISTORY PAGE

- This is the test history page
- Here you can view all tests (practice and finals)
- You can also print off your certificate if you lose yours



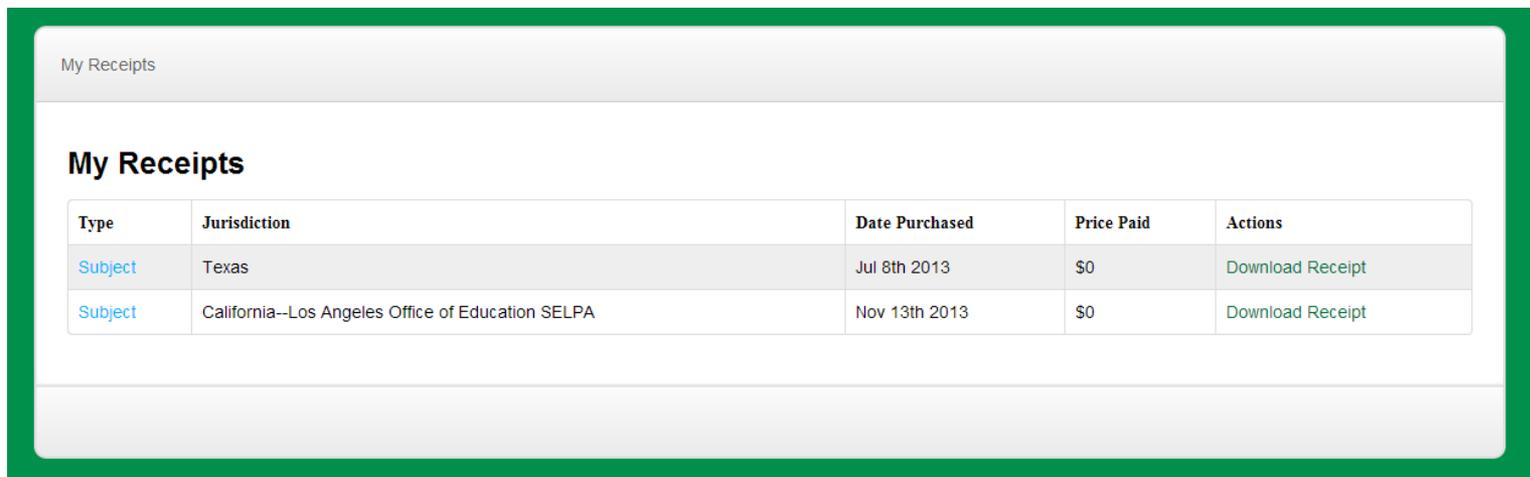
The screenshot displays a web interface for viewing test history. At the top, there's a header 'Your test History' and two navigation buttons: 'Test History' (highlighted in blue) and 'My Certificates'. Below this is a section titled 'Test History' with a search input field. The main content is a table with columns for Subject, Type, Name, Score, Date Taken, and Results. The table lists seven test entries, including practice tests and a final exam. Each entry has a 'View' button in the Results column.

Subject	Type	Name	Score	Date Taken	Results
CANS Mental Health (MH)	Practice Test	Practice Test: Cindy	.51	02/14/2012	View
CANS Mental Health (MH)	Practice Test	Practice Test: Jed	.60	02/14/2012	View
CANS Mental Health (MH)	Practice Test	Practice Test: Jason	.79	02/14/2012	View
CANS Mental Health (MH)	Practice Test	Practice Test: Amber	.84	02/14/2012	View
CANS Mental Health (MH)	Final Exam		<i>Score hidden by instructor</i>	02/14/2012	View
CANS Mental Health (MH)	Practice Test	Practice Test: Holt	.90	02/14/2012	View
CANS Preschool	Practice Test	Practice Test: Jamal	.00	11/13/2013	View



MY RECEIPTS PAGE

- Here is the “My Receipts” page
- Here you can view any jurisdictions that you have purchased or use coupon codes on and print of the receipt



The screenshot shows a web interface for 'My Receipts'. At the top, there is a header 'My Receipts'. Below it, the title 'My Receipts' is displayed. A table follows with five columns: 'Type', 'Jurisdiction', 'Date Purchased', 'Price Paid', and 'Actions'. The table contains two rows of data. The first row shows a 'Subject' type receipt for 'Texas' purchased on 'Jul 8th 2013' for '\$0', with a 'Download Receipt' action. The second row shows a 'Subject' type receipt for 'California--Los Angeles Office of Education SELPA' purchased on 'Nov 13th 2013' for '\$0', also with a 'Download Receipt' action.

Type	Jurisdiction	Date Purchased	Price Paid	Actions
Subject	Texas	Jul 8th 2013	\$0	Download Receipt
Subject	California--Los Angeles Office of Education SELPA	Nov 13th 2013	\$0	Download Receipt



EDIT PROFILE PAGE

- This is the “**EDIT PROFILE**” page
- Here you can: Change your name, email address, mailing address, password, jurisdiction, agency, and add a backup email, picture, etc.

Settings Save

User Information

First Name

Last Name

Email

Headline

Short Bio

Facebook URL

Twitter URL

Website URL

Company Name

Job Title

Jurisdiction

Agency

Image No file chosen

Address Information



COMMON PROBLEMS

- For ANY and ALL technical problems encountered on the site, please do the following:
 - Please ensure that compatibility view is NOT checked in your browser
 - Please ensure you are using one of the following:
 - Firefox
 - Google chrome
 - Safari
 - Internet explorer 8 or higher
 - Please contact your IT department and ask that www.canstraining.com be added to your whitelist.



THE END

- Do not hesitate to contact us with any questions you may have

