Logic Model

Improved Lifetime Outcomes

Improved Placement Stability

Improved Short-Term Outcomes

Needed Services

Regular Evaluation

Collaboration

Early Evaluation using the CANS

Using the CANS to Support a Child or Youth

C

Child and

A

Adolescent

N

Needs and

S

Strengths

A measure of needs & strengths

A communication tool

A collaborative tool

A way to track progress

Monitor & adjust services as needed

Consistency for child/youth

Emotional & behavioral needs met

All team members have current information

ID needs & strengths

Short-term goals based on strengths & needs

ID behavior patterns across contexts

Access to needed services

The University of Vermont
Education and Social Services
The CANS is...
✓ Completed by a trained & certified rater
✓ A simple tool that will help you...
  ➢ Create a team & bolster communication among members
  ➢ Turn anecdotal information into data
  ➢ Identify the child/youth’s needs and strengths to ensure implementation of the right supports & services
  ➢ Track change over time
  ➢ Manage & reduce challenging behaviors
✓ The individual items on the CANS are organized into 5-6 categories
  ➢ Child Behavioral/Emotional Needs
  ➢ Life Domain Functioning
  ➢ Child Strengths
  ➢ Caregiver Needs & Strengths
  ➢ Child Risk Factors
  ➢ Child Risk Behaviors
✓ Scored from 0-3 for each item

<table>
<thead>
<tr>
<th>Score</th>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Centerpiece strength</td>
<td>No evidence of need</td>
</tr>
<tr>
<td>1</td>
<td>Useful strength</td>
<td>History, mild, suspicion</td>
</tr>
<tr>
<td>2</td>
<td>Identified strength</td>
<td>Moderate, action needed</td>
</tr>
<tr>
<td>3</td>
<td>No evidence of strength</td>
<td>Severe, disabling, dangerous, immediate action needed</td>
</tr>
</tbody>
</table>
✓ Completed every 6 months, allowing you to
  ➢ Monitor progress
  ➢ Adjust supports/services to match the current level of need

Collaboration using the CANS
You may be invited to participate in a CANS meeting with a local provider, or you may decide to schedule a meeting yourself!

1. If you decide to schedule a CANS meeting...
  ➢ This may be done in conjunction with an Individualized Education Plan meeting, Coordinated Services Plan meeting, or other team meeting
  ➢ Include all of the important adults and service providers in the child/youth’s life, including a certified CANS rater
  ➢ Decide whether the child/youth will attend the meeting. If not, how will their voice be represented?
  ➢ Provide information about the CANS to team members ahead of time (see References & Additional Resources)

2. Score the CANS during the team meeting
  ➢ The certified CANS rater will facilitate discussion & score each item
  ➢ Speak up! Don’t be afraid to ask questions and add information

3. Review the CANS results: Identify & discuss the child/youth’s strengths and needs
  ➢ How can various team members build on these strengths as they work to meet the identified needs?

4. Incorporate CANS results into a service plan, if applicable
  ➢ e.g., IEP, CSP, Behavior Plan
  ➢ This will look different for each child/youth; for example, finding ways to promote resilience or creatively preempt predictable needs

5. Repeat approximately every six months
  ➢ Update and review the CANS
  ➢ Adjust plans, supports, and services

The CANS is NOT...
➢ a diagnostic assessment
➢ a judgement of anyone

References & Additional Resources
All references & resources can be found on the Agency of Human Services: Integrating Family Services (IFS) website:
http://ifs.vermont.gov/content/child-and-adolescent-needs-and-strengths-cans-0
✓ CANS Brochure for Caregivers.

To find a certified CANS rater, please contact your local designated mental health agency:
http://ddsd.vermont.gov/designated-agencies-listed-countyregion