# HOW SUPERVISORS CAN SUPPORT THEIR STAFF USING THE CANS FOR TREATMENT PLANNING

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Why Use the CANS?

- Supports organization of clinical information collected during an assessment
- Improves communication among those involved in the clients treatment planning
- Can be utilized as a decision support tool, quality improvement tool and outcome monitoring tool
- Determines what approach can be utilized to address needs and identify and build strengths.
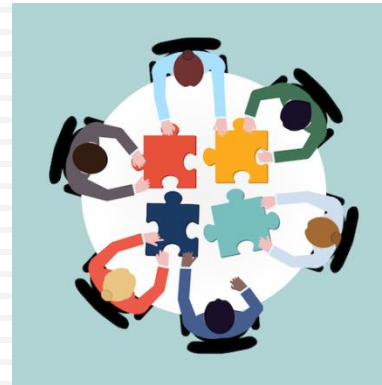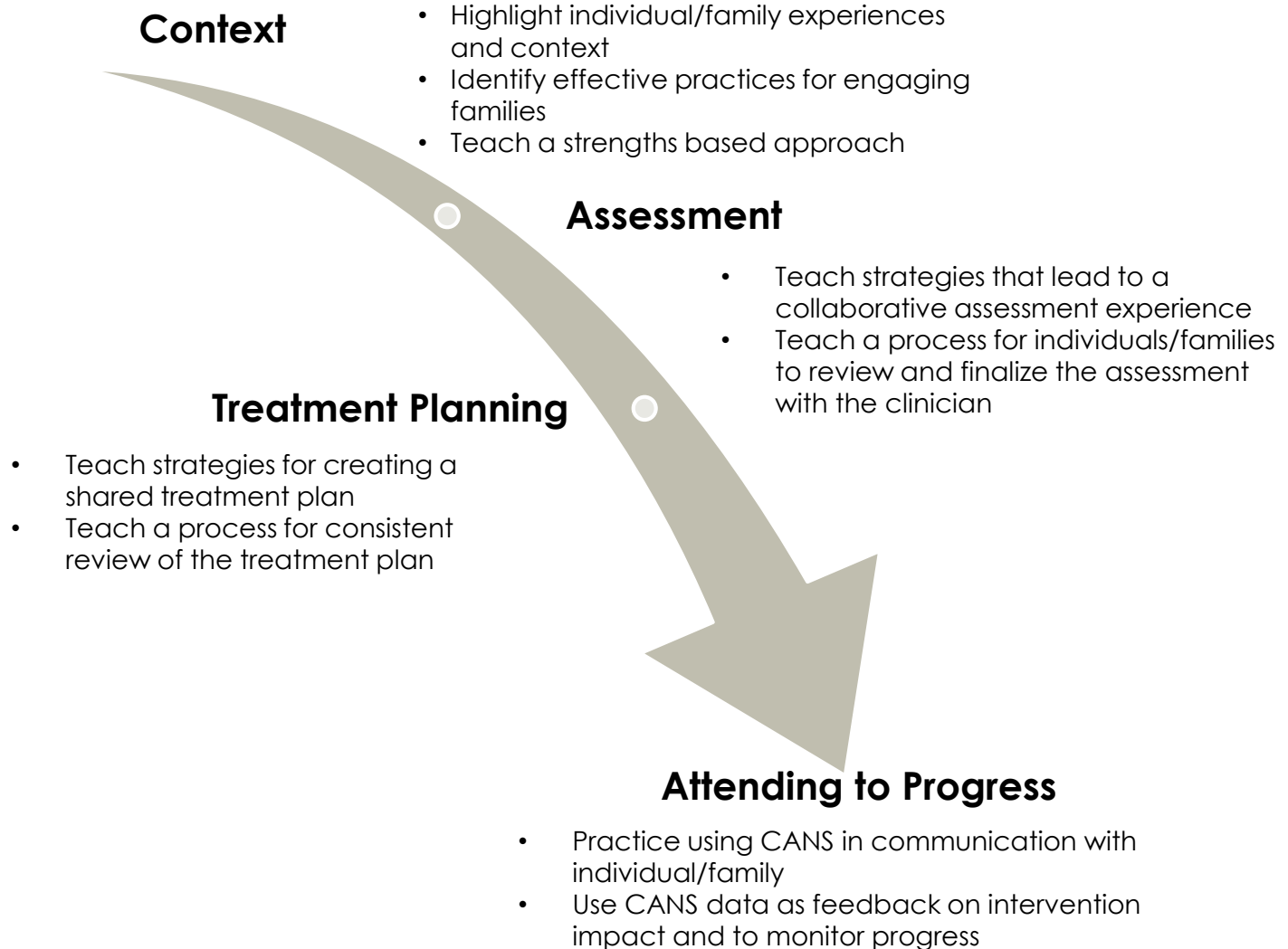
Supervisors Role in the CANS

- Supports development of staff using the CANS, determines whether staff need additional training and/or supports

- Ensure assessment practices are collaborative, authentic, culturally attuned and strengths/needs based

- Understand CANS items including: action levels, how to implement the CANS into a treatment plan and how to monitor treatment plans effectively

- Determine how to see change over time, track status of change

- Provide input, coaching and praising

- Support buy-in and compliance

"supervisors are key in determining whether the CANS remains a tool that is given, or is a strategy that helps clients and providers collaborate and communicate, and supports tracking personal change and transformation."

Button, Suzanne; Fernando, April "TCOM Supervision for CANS-NY"

Supervision C-A-T-AP-ult

Context

- Highlight individual/family experiences and context
- Identify effective practices for engaging families
- Teach a strengths based approach

Assessment

- Teach strategies that lead to a collaborative assessment experience
- Teach a process for individuals/families to review and finalize the assessment with the clinician

Treatment Planning

- Teach strategies for creating a shared treatment plan
- Teach a process for consistent review of the treatment plan

Attending to Progress

- Practice using CANS in communication with individual/family
- Use CANS data as feedback on intervention impact and to monitor progress
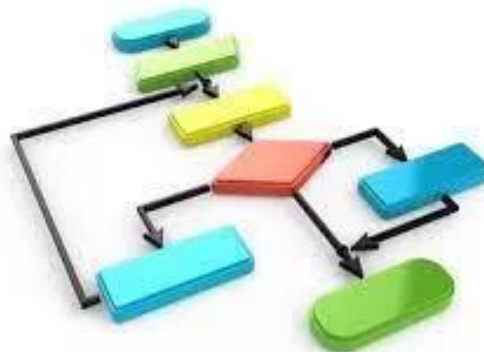
Treatment Planning

- **Summarize information from CANS assessment**
  - Areas needing actions (2's), areas needing immediate action (3's), useful strengths, strengths to build, trauma experiences
  - Link items – when a functioning problem is captured in two separate items
- **Develop a theory of change:**
  - Develop a shared vision statement
    - When our work is complete, what will be achieved?
    - What will change look like?
  - Organize needs into treatment targets, anticipated outcomes and background needs
    - Treatment Target- What is the root cause of this problem?
    - Anticipated Outcomes – What will change if we address the root cause?
    - Background Needs – Are there needs that help us understand the treatment target?
  - Organize useful strengths and identify strengths to build
    - Useful Strengths – strength that is useful in building protective factors or resolving needs.
    - Strengths to Build – any strengths that should be built into a useful strength or a strength that is not identified that could be built into a useful strength
- **Identify actions steps and goals**
  - Interventions to address treatment target
  - Articulate goals – what change do you wish to see?
    - Goals should be measurable and achievable

Treatment Planning:

- Including TCOM concepts onto treatment plans
  - "Shared Vision Statement"- purpose, long term goal
  - "Background Need"- relevant history
  - "Treatment Target" – short term objective
  - "Anticipated Outcomes" – goals
  - "Actions Steps" – interventions, activities, responsible parties

Treatment Planning Practice

Immediate/Intensive Action Needs:

- Depression
- Optimism

Action Needed

- Attention/Hyperactivity/Impulse Control
- Anxiety
- School Achievement
- School Attendance
- Interpersonal
- Community Connection
- Suicidal Thoughts/Behaviors

Centerpiece Strengths

- Educational system
- Relationship permanence
- (CG) Involvement with Care
- (CG) Knowledge
- (CG) Organization
- (CG) Residential Stability
- (CG) Physical Health
- (CG) Mental Health
- (CG) Safety
- (CG) Financial Resources

Useful Strengths

- Family Strengths
- Talents/Interest or Skills
- Resiliency
- Child Involvement with Care
- (CG) Supervision

TC◉M

TCOM Summary and Planning Tool

Areas Needing Action	Areas Needing Immediate Action
Useful Strengths	Strengths to Build
Trauma Experiences	

Treatment Targets	Background Needs	Anticipated Outcomes
Treatment Target are causes; the root cause of the behavioral issue of functioning problem. These needs rated with a 2 or 3 are the intended target of the intervention.	**Background Needs** are needs rated with a 2 or 3 that will guide and intervention rather than be the focus of the intervention. These are typically more static and are helpful to consider when choosing the intervention or guiding the approach.	**Anticipated Outcomes** are effects. These needs rated a 2 or 3 are the change you expect to achieve if the intervention is successful. In some instances, the item selected as the *Treatment Target* will be the same item identified as the *Anticipated Outcome*.

Useful Strengths		Strengths to Build	
The identified and useful strength is useful in either resolving identified needs and/or building protective factors (enhancing long-term well-being).		An identified, but not useful strength (rated a 2), that should be built into useful strengths **or** a strength that is not identified that should be built into a useful strength.	

Treatment Planning:

CANS MAPPING TO TREATMENT PLAN

Manual not intended to be a prescriptive document, but more of a guide to develop treatment plans based upon ct & family needs identified in CANS

CANS DOMAIN	TX GOAL & CODE
Child Behavior/Emotional Needs	
Psychosis	Psychosis/Thought Disorder- 00130
	consider referral to psychiatry:
	Psychiatry Needs- 00248
ADHD	Impulsivity- 00117
	Inattention- 00108
	Communication- 00216
Depression	Depression- 00264
	Grief/Loss- 00115
	Mood Disturbance- 00120
Anxiety	Anxiety- 00106
	Obsessive Thoughts- 00121
	Transitions- 00259
	Emotional Processing- 00258
Oppositional	Aggressive Behaviors- 00104
	Behavioral Skills- 00221
	Maladaptive Behaviors- 00261
	Self-Regulation- 00218
	Anxiety- 00106
Conduct	Aggressive Behaviors- 00104
	Antisocial Behaviors- 00107
	Public Safety- 00220
	Behavioral Skills- 00221
	Maladaptive Behaviors- 00261
	Anger Management- 00224
Adjustment to Trauma	Anxiety- 00106
	Anger Management- 00224
	Aggressive Behaviors- 00104
	Behavioral Skills- 00221
	Self-Regulation- 00218
	Mood Disturbance- 00120
	Emotional Processing- 00258
	Trauma Symptoms- 00131
	PTSD- 00123
	Sleep Disturbance- 00125
	Depression- 00264
	Impulsivity- 00117
	Inattention- 00108
Life Domain Functioning	
Family	Adjustment to Life Changes- 00102
	Family Conflict- 00113
	Parenting Supports- 00232
	Divorce- 00020

	Communication- 00216
Cultural Stress	Sexual/Gender Identity- 00018
	Link to Community Access- 00254
	Personal Growth- 00223
	Spiritual/Cultural Issues- 00128
	Access to Community Resources- 00255
Living Situation	Aggressive Behaviors- 00104
	Behavioral Skills- 00221
Living Situation (cont'd)	Communication- 00216
	Family Conflict- 00113
	Housing Issues- 00116
	Parenting Supports- 00232
Developmental	Transitions- 00259
	Maladaptive Behavior- 00261
	Life Skills- 00225
	Child Development- 00256
	ADL Skills- 00103
	Social/Relational- 00126
	Behavioral Skills- 00221
Self-Care/Daily Living	ADL Skills- 00103
	Independent Living Skills- 00214
	Life Skills- 00225
	Self-Care- 00213
	Encopresis/Enuresis- 00008
Child Strengths	
Family Strengths	Communication- 00216
	Parenting Supports- 00232
	Divorce- 00020
	Emotional Processing- 00258
	Family Conflict- 00113
Interpersonal	Personal Growth- 00223
	Social/Relational- 00126
	Self-Regulation- 00218
Optimism	Self-Care- 00213
	Personal Growth- 00223
	Self-Esteem- 00124
Educational System	School Attendance- 00262
	Educational Resources- 00212
	assess with family and school team, what the specific
	needs are... communication? More support? Evals?
Talents/Interests	Personal Growth- 00223
	Self-Esteem- 00124
	Access to Community Resources- 00255
Spiritual/Religious	Personal Growth- 00223
	Spiritual/Cultural Issues- 00128
Community Connection	Linkage to Community Access- 00254
	Personal Growth- 00223
Relationship Permanence	Communication- 00216
	Divorce- 00020
	Family Conflict- 00113
	Child Development- 00256

Treatment Planning:

	Grief/Loss- 00115
	Parenting Supports- 00232
Caregiver Needs & Strengths	
Supervision	Parenting Supports- 00232
	Knowledge of Child Development- 00256
Involvement with Care	Parenting Supports- 00232
	Knowledge of Child Development- 00256
Knowledge of Child Needs	Parenting Supports- 00232
	Knowledge of Child Development- 00256
Organization	Parenting Supports- 00232
Natural Supports	Access Community Resources- 00255
	Community Access- 00254
Residential Stability	Financial/Budget Stress- 00114
	Housing Issues- 00116
	Parenting Supports- 00232
	Community Access- 00254
Physical Health	Prenatal/Postpartum- 00260
Mental Health	*Referrals as needed to address specific mental health
Substance Use	needs of caregiver- substance use, medical support etc
Developmental	
Safety	Parenting Supports- 00232
	Knowledge of Child Development- 00256
Financial Resources	Housing
	Financial
	Employment
	Education
	*consider referrals as needed
Child Risk Behaviors	
Suicidal Thoughts/Behavior	Suicidal Ideation- 00129
	Self-Regulation- 00218
	Depression- 00264
	Emotional Processing- 00258
Non-Suicidal Self Injury	Self-Regulation- 00218
	Depression- 00264
	Emotional Processing- 00258
	Suicidal Ideation- 00129
	Adjusting to Life's Changes- 00102
	Anxiety- 00106
	PTSD- 00123
	Impulsivity- 00117
Danger to Others	Aggressive Behaviors- 00221
	Anger Management- 00224
	Antisocial Behaviors- 00107
	Public Safety- 00220
Sexually Problematic/Harmful Behavior	Maladaptive Behaviors- 00261
	Public Safety- 00220
	Sexual Education Skills- 00222
	Behavioral Skills- 00221

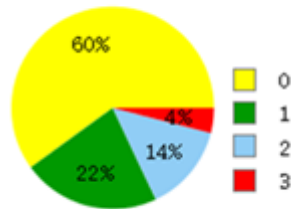| Runaway	Impulsivity- 00117
	Maladaptive Behaviors- 00261
	Self-Regulation- 00218
Delinquency	Public Safety- 00220
	Legal Issues- 00119
Fire Setting	Public Safety- 00220
	Mood Disturbance- 00120
	Impulsivity- 00117
Fire Setting (cont'd)	Obsessive Thoughts- 00121
	Psychosis/Thought Disorder- 00130
	Parenting Supports- 00232

Attending to Progress:

❑ Decision Support
- ❑ Treatment planning
- ❑ Eligibility for services/programming
- ❑ Transition/Discharge Planning

❑ Outcomes Monitoring
- ❑ Assess progress for family and youth
- ❑ Program evaluation

❑ Quality Improvement
- ❑ Identify training gaps
- ❑ Understand community needs
- ❑ Manage caseloads of staff

Monitoring Progress: Individual

Initial Assessment
03/02/2017

60% — 0
22% — 1
14% — 2
4% — 3

Score	Needs	Strengths
0	No Evidence	Centerpiece Strength
1	Watchful Waiting	Useful Strength
2	Action Needed	Identified Strength
3	Immediate/ Intensive Action Needed	No Strength Identified

Current Assessment
02/27/2019

74% — 0
20% — 1
2% — 2
4% — N

Immediate/Intensive Action Needed

-DEPRESSION- Clear evidence of disabling level of depression that severely impacts child's ability to function in any life domain.

-OPTIMISM- Child has difficulties seeing any positives about him/herself or his/her life.

Action Needed

-ATTENTION/HYPERACTIVITY/IMPULSE CONTROL- Moderate attention/hyperactivity or impulse control problems.

-ANXIETY- 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.

-SCHOOL ACHIEVEMENT- Child is having moderate problems with school achievement. He/she may be failing some subjects.

-SCHOOL ATTENDANCE- Child is having problems with school attendance. Child is missing at least two days each week on average.

-INTERPERSONAL- Mild level of interpersonal strengths. Child has some social skills that facilitate positive relationships with peers and adults but may not have any current healthy friendships.

-COMMUNITY CONNECTIONS- Child has limited ties and/or supports from the community.

-SUICIDAL THOUGHTS/BEHAVIOR- Recent ideation or behavior but not in the the past 24 hours.

Immediate/Intensive Action Needed

Action Needed

-(CAREGIVER) NATURAL SUPPORTS- Caregiver requires support to access their social network, neighbors, family or friends who may be able to help with caring for the child.

-SPIRITUAL/RELIGIOUS- Child desires more access to spiritual and/or religious resources then they are currently able to obtain. Or child is struggling with current spiritual and religious beliefs and requires more support in order to utilize this interest as a strength.
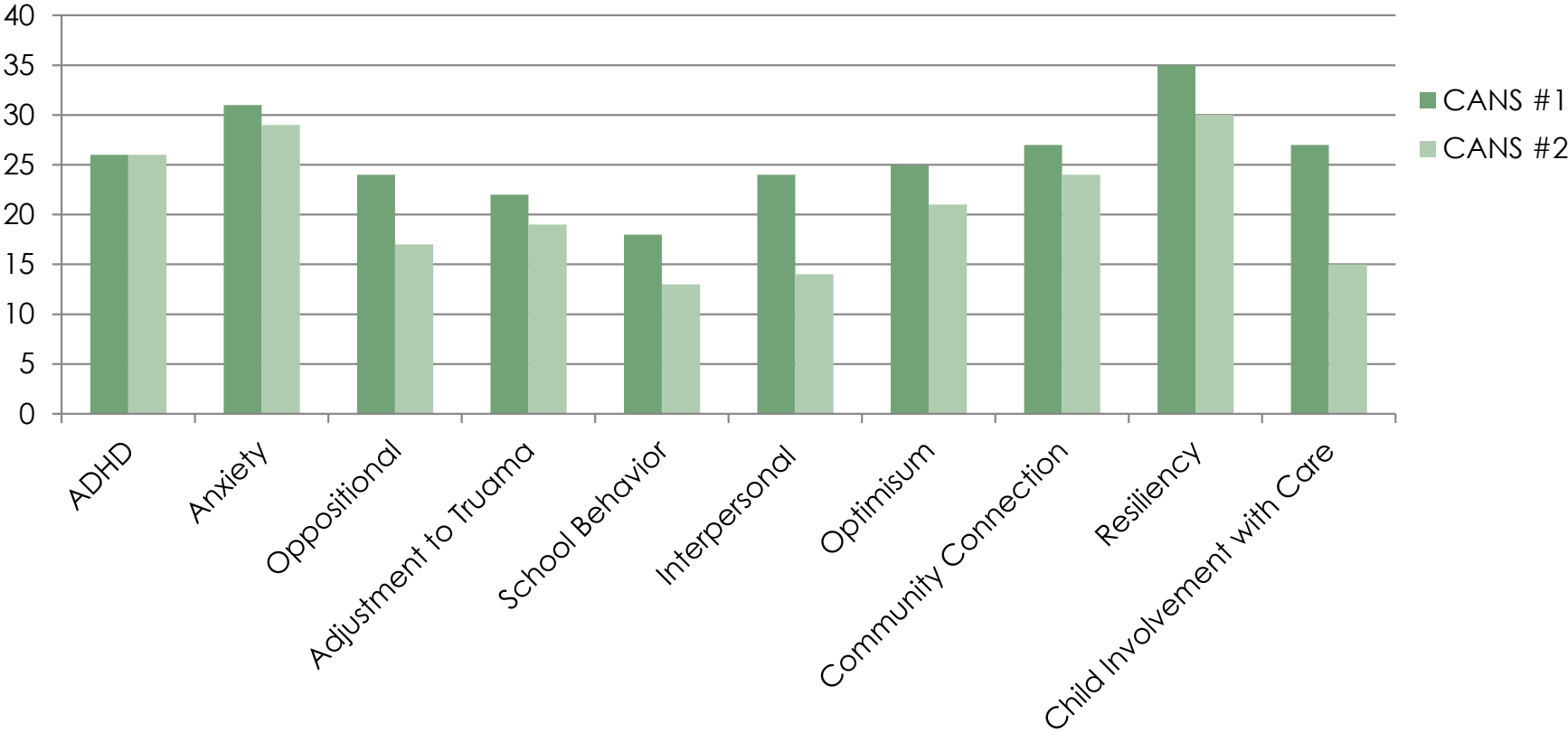
Monitoring Progress: Team

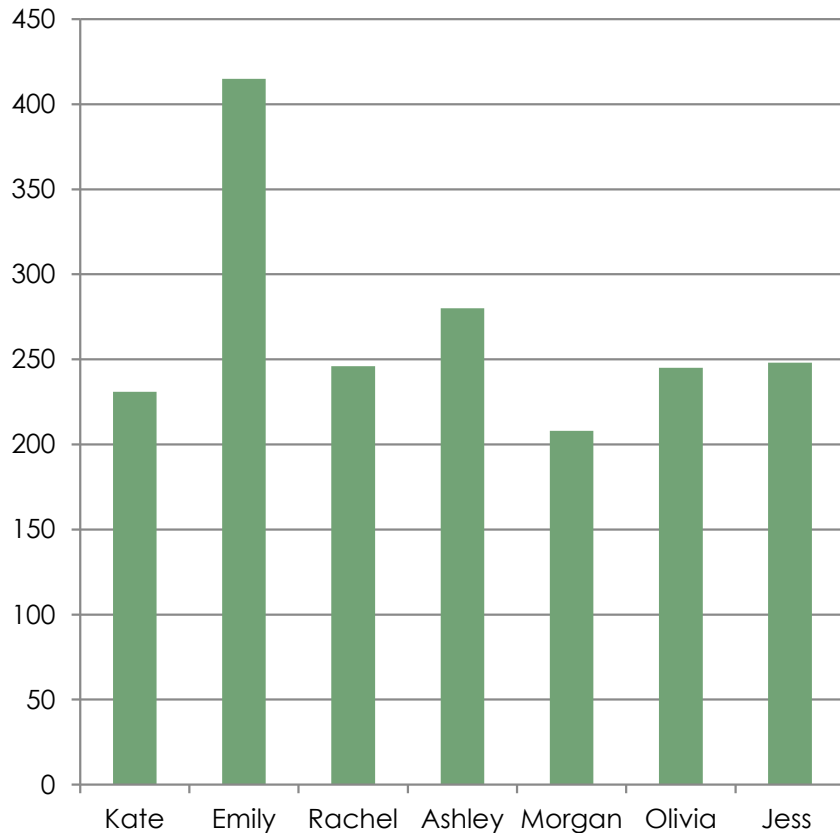**Progress at Discharge for
Community Support Clients (10-08)**
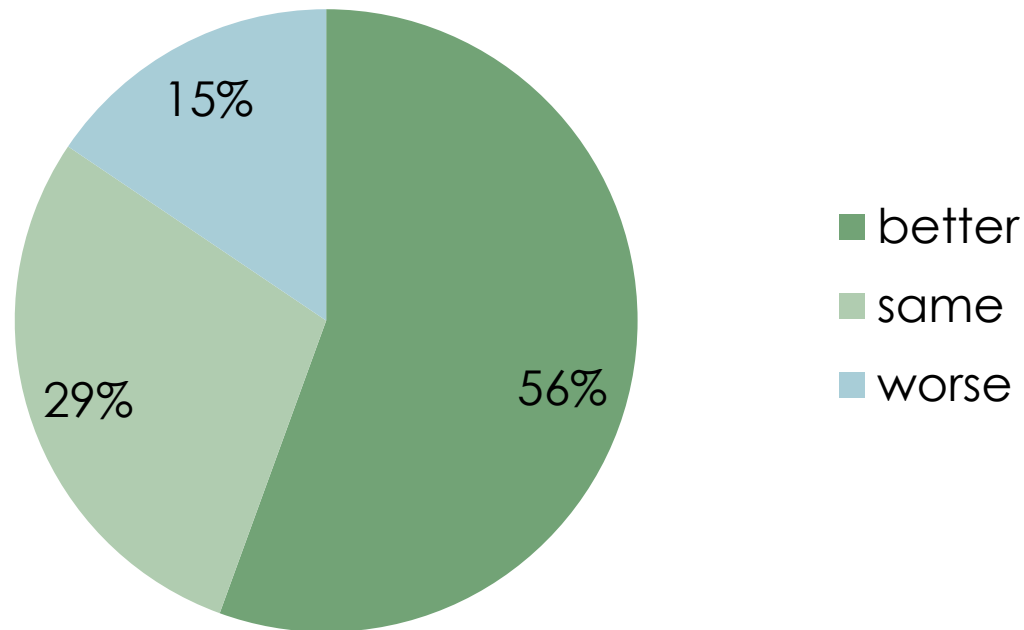
Progress Monitoring: Team

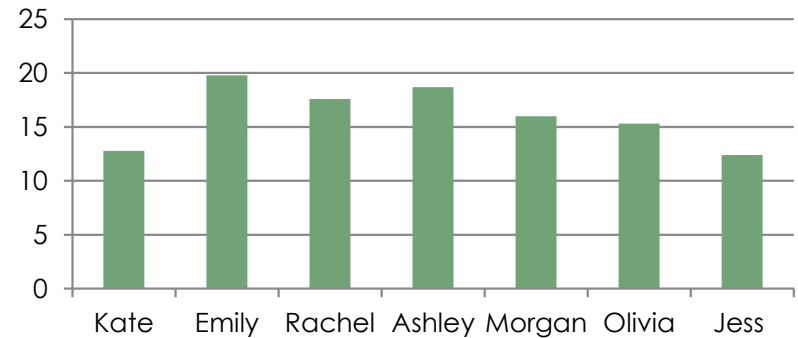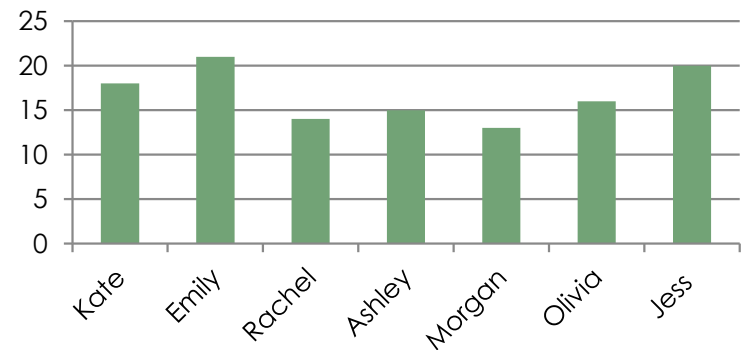Top Needs for Community Support Clients (10-08)

Progress Monitoring: Team

Caseload Severity Score

Average Severity Scores

Numer of clients

Resources:

- Button, Suzanne; Fernando, April "TCOM Supervision for CANS-NY" Powerpoint

- Fernando, April; Rosenblatt, Erin "Taking Back Supervision: TCOM, Treatment Planning and Clinical Supervision." Powerpoint

- https://www.schoox.com/802674/action-planning-development

- Krompf, Alison; Burns, Dillon; Omland, Laurel; Bilodeau, Cheryle "Implementing CANS at Your Agency" Powerpoint