
Child and Adolescent Needs and Strengths

Vermont

School Module

Manual

October 2018

A large number of individuals have collaborated in the development of the CANS version. Along with the CANS, versions for developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support child 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 young adults and their families. The copyright is held by the 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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School Module (1)

Question to Consider for this Module: How well is the child functioning at school? What are his/her strengths and areas of need? **Please rate the highest level from the past 30 days.**

Educational Attributes

ACADEMIC PERSISTENCE - This rating should be based broadly on the child's overall efforts to persist, regardless of outcome.

| Questions to Consider | Ratings & Definitions |
|--|--|
| <ul style="list-style-type: none"> → Does the child keep trying when presented with difficult academic tasks? → Does the child ask for help with difficult academic tasks? | <p>0 This level indicates child's academic persistence. For example, a child who takes on assignments and asks for assistance when needed would be rated here.</p> <hr/> <p>1 This level indicates a child who is developing appropriate academic persistence. A student who tries but needs to learn when to ask for assistance would be rated here.</p> <hr/> <p>2 This level indicates a child whose academic persistence is inconsistent. This person initially attempts tasks but gives up and does not complete assignments.</p> <hr/> <p>3 This level indicates a child whose academic persistence is inadequate. This person does not take on assignments or has refused assistance.</p> |

SCHOOL ACHIEVEMENT - This item rates the Child's grades or level of academic achievement.

| Questions to Consider | Ratings & Definitions |
|--|--|
| <ul style="list-style-type: none"> → How is the child doing academically in school? → Is s/he having difficulty with any subjects? → Is s/he at risk of failing any classes? Of being left back? → Has the teacher or other school personnel spoke to parents about Child's performance? | <p>0 No evidence of issues in school achievement and/or child is doing well in school.</p> <hr/> <p>1 Child is doing adequately in school although some problems with achievement exist.</p> <hr/> <p>2 Child is having moderate problems with school achievement. He/she may be failing some subjects.</p> <hr/> <p>3 Child is having severe achievement problems. He/she has failed most subjects, or is more than one year behind same age peers in school achievement.</p> |

TARDINESS - This item describes the child's promptness to school and to classes.

| Questions to Consider | Ratings & Definitions |
|---|--|
| <ul style="list-style-type: none"> → How often is the child late to class or school? | <p>0 No evidence of tardiness. Person is usually on time for school and classes.</p> <hr/> <p>1 Child has occasional problems with tardiness. For example, he/she may fail to arrive at school on time once or twice per month.</p> <hr/> <p>2 Child is having problems with tardiness. He/she may be late to school weekly or late to a class on a regular basis.</p> <hr/> <p>3 Child is tardy for school or classes on a regular basis.</p> |

CLASS AVOIDANCE - This item describes the child's avoidance of classes, or cutting of classes.

Questions to Consider

- Does the child skip classes and how frequently?
- Is it one particular class or multiple classes?

Ratings & Definitions

- 0** Child regularly attends all classes.
- 1** Child may occasionally fail to attend a particular class.
- 2** Child may regularly avoid one class or occasionally fail to attend several classes.
- 3** Child has a pattern of failing to attend more than one class each week.

SCHOOL ATTENDANCE - This item rates issues of attendance.

Questions to Consider

- How often does the child miss school?
- Do absences interfere with his/her learning?

Ratings & Definitions

- 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 during the past six months, but has been attending school regularly during 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 absent from school.

CLASSROOM BEHAVIOR - This item describes the child's disruptive behavior while in class.

Questions to Consider

- Does the child participate in class?
- Is the child frequently disruptive to the class?
- What does the child do to disrupt the class?

Ratings & Definitions

- 0** Child participates appropriately in classes and is not disruptive.
- 1** Child does not participate in classes but is not disruptive.
- 2** Child is occasionally disruptive in classes.
- 3** Child's behavior regularly disrupts classes.

NON-CLASSROOM BEHAVIOR - This item describes the child's behavior in school, outside the classroom setting. The person may be either the initiator or the responder.

Questions to Consider

- How does the child behave during unstructured time?
- Are transitions difficult?

Ratings & Definitions

- 0** Child gets through non-classroom tasks (i.e. lunch, study hall, passing through hallways) without incidents.
- 1** Child gets through non-classroom tasks (i.e. lunch, study hall, and passing through hallways) with occasional minor incidents, such as an argument.
- 2** Child has minor incidents weekly during non-classroom tasks (i.e. lunch, study hall, passing through hallways).
- 3** Child has major incidents, such as physical fights, during non-classroom tasks (i.e. lunch, study hall, passing through hallways).

SCHOOL DISCIPLINE - This item rates the overall behavior problems of the child.

Questions to Consider

- Does the child get in trouble at school?
- What sanctions does he/she receive?
- Is he/she frequently suspended?

Ratings & Definitions

- 0** No evidence of behavior problems at school. No discipline referrals have occurred this school year.
- 1** Mild problems with school behavior. A single office referral for discipline might be rated here.
- 2** Child is having moderate behavioral difficulties at school. He/she is disruptive and may receive sanctions including a suspension or multiple detentions.
- 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.

Student Needs

SELF-MANAGEMENT - This item refers to the student's ability to manage his/her emotions and behaviors at a developmentally appropriate level.

Questions to Consider

- How well can the Child regulate his/her emotions at school?
- Does he/she become angry easily? Is he/she able to control his/her anger?
- Is the person frequently overwhelmed by emotions?

Ratings & Definitions

- 0** The child is able to manage emotions and behavior at a level consistent with age and developmental level.
- 1** The child can usually manage emotions and behaviors. Student occasionally requires external support.
- 2** The child has moderate problems managing emotions and behaviors. Student does not maintain control when upset but may respond to external support.
- 3** The child is having severe problems managing emotions and behaviors. S/he does not respond to external support.

DECISION-MAKING SKILLS - This item refers to the child's ability to demonstrate decision-making skills and responsible behaviors in school.

Questions to Consider

- Does the child demonstrate age appropriate decision-making skills?
- How do decisions interfere with school?

Ratings & Definitions

- 0** The child makes decisions that are at a level consistent with age and developmental level. Student manages well in school and activities.
- 1** The child usually makes decisions that are at a level consistent with age and developmental level. Student may have occasional difficulties managing in school or activities.
- 2** The child does not usually make decisions that are at a level consistent with age and developmental level. Student regularly has difficulty managing in school or activities but responds to guidance.
- 3** The child makes decisions that are below a level consistent with age and developmental level. Student is unable to manage in school or activities and does not appear to respond to guidance.

ABILITY TO PAY ATTENTION - Problems with attention and staying on task would be rated here.

Questions to Consider

- Is the child able to stay on task and pay attention in class?
- What supports does the child need to maintain focus?

Ratings & Definitions

- 0** This rating is used to indicate a child who is able to pay attention and stay on task at a level consistent with age and developmental level.
 - 1** This rating is used to indicate a child with evidence of mild problems with attention. S/he may occasionally have difficulty staying on task for an age appropriate time period.
 - 2** This rating is used to indicate a child with evidence of moderate problems with attention. S/he frequently has difficulty staying on task for an age appropriate time period.
 - 3** This rating is used to indicate a child with evidence of major problems with attention. S/he is unable to stay on task for an age appropriate time period.
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INTERPERSONAL AGGRESSION - This item describes behavior that involves intimidation, ridicule and attempts to humiliate. These behaviors may be verbal, physical or occur electronically.

Questions to Consider

- Have there been any reports that the child has picked on, made fun of, harassed or intimidated another person?
- Are there concerns that the child might bully other children?
- Does the child hang around with other people who bully?

Ratings & Definitions

- 0** No evidence that the child has ever engaged in interpersonal aggression.
 - 1** There is a history or suspicion of bullying, or child has engaged in interpersonal aggression
 - 2** Clear evidences of interpersonal aggression which involves intimidation, ridicule or attempts to humiliate another student. This may have resulted in investigation of Bullying or Harassment based on school policies and procedures. A rating of a 2 does not require an investigation to occur or be substantiated.
 - 3** Evidence of interpersonal aggression that is severe or has resulted in substantial interference for another student to access educational programing.
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VICTIM OF INTERPERSONAL AGGRESSION - This rating describes the degree to which a child has been picked on, made fun of, intimidated or harassed by another child or group of children.

Questions to Consider

- Has the child been picked on, made fun of, intimidated or harassed by another child or group of children?
- How often do incidents of bullying take place?
- How do these incidents impact the child?

Ratings & Definitions

- 0** There is no evidence that child has been picked on, made fun of, intimidated or harassed by another child or group of children.
 - 1** Child has been picked on, made fun of, intimidated or harassed by another child or group of children occasionally in the past but has coped adequately.
 - 2** Child has picked on, made fun of, intimidated or harassed by another child or group of children in the past and has had difficulty coping. Child's school performance has been negatively impacted. For example, the child may avoid certain places or activities that s/he would otherwise enjoy.
 - 3** Child is currently being picked on, made fun of, intimidated or harassed by another child or group of children at school and is having difficulty coping. Child's schoolwork, performance or attendance is being directly impacted. For example, the student may no longer come to school regularly or skip certain classes to avoid being picked on.
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Student Life Domain Needs

PARENTING RESPONSIBILITIES - This item rates the behavior of the child related to their parental role with younger child, adults or another. In addition, the child may need to take care of him or herself due to lack of a functioning caretaker.

Questions to Consider

- Is the child or youth in any roles where he/she cares for someone else
 - parent, grandparent, younger sibling, or their own child?
- How well can he/she fill that role?
- Do parenting responsibilities impact the child's/youth/s school performance?

Ratings & Definitions

- 0** No evidence of child needing to function in a parental role.

- 1** Child has parenting responsibilities but copes well. Child may be serving in a parental role with younger person or dependent adult in the family but the role does not cause noticeable problems in school functioning. If no caretaker is available, child takes care of his or her minimal needs.

- 2** Child has some limitations due to parenting responsibilities. S/he may be pregnant or serving a parental role. S/he may have to take care of an adult in the family or take major responsibility for him or herself but may benefit in limited ways from other supports such as grandparents or daycare. Serving in this role limits the child's ability to function in school but does not completely prevent it.

- 3** Child has major parenting responsibilities. S/he may lack external supports. These responsibilities interfere with school participation. School placement or advancement is in jeopardy.

GANG INVOLVEMENT - This item involves only the child's (not the families') involvement with gangs. Here 'gang' needs to be interpreted according to local usage and may include an child's involvement with a group of people who regularly engages in organized delinquency but does not formally call itself a 'gang.'

Questions to Consider

- Who is in the child's non-family support group?
- What activities does the child engage in with his/her friend group?
- Does the child live in a neighborhood where gangs are prevalent?

Ratings & Definitions

- 0** Child has no known gang affiliations.

- 1** Child has a history of gang involvement but this does not appear to impact school performance.

- 2** Child has current gang affiliations that impact school performance. For example, s/he may get into arguments with persons from other gangs or may engage in acting out at school as part of their affiliation with the gang.

- 3** Child has current gang affiliation and it plays a major role in his life. S/he is at risk of not completing school due to gang activities.

Student Strengths

CLUBS/ATHLETICS - This item describes a child's participation in school clubs or athletics.

| Questions to Consider | Ratings & Definitions |
|--|--|
| <p>→ Is the child involved with clubs or sports teams?</p> | <p>0 Child takes on a leadership role in clubs and/or athletics.</p> <hr/> <p>1 Child actively participates in clubs and/or athletics.</p> <hr/> <p>2 Child is a member of a club or athletic activities.</p> <hr/> <p>3 Child is not engaged in clubs or athletic activities.</p> |

LEADERSHIP - Leadership refers to the child's ability to accept responsibility, organize peers and inspire others. The person may demonstrate leadership potential even though s/he does not always use such skills in a positive way.

| Questions to Consider | Ratings & Definitions |
|--|---|
| <p>→ What leadership quality does the child exhibit?</p> <p>→ Does the child take on leadership roles at school?</p> | <p>NA Not Applicable.</p> <hr/> <p>0 This level indicates a child with significant leadership strengths. A child who is regularly recognized by adults or is acknowledged as a positive leader by peers.</p> <hr/> <p>This level indicates a child with a notable leadership talent. For example, a child who is elected team captain or class representative. This may also include a child who is recognized as a leader by his or her peers, even though the student does not always use such leadership skills to reach a positive outcome.</p> <hr/> <p>1 This level indicates a child who accepts or expresses some interest in leadership roles (e.g. runs for student council) even if those roles have not developed to date.</p> <hr/> <p>2 This level indicates a child who does not express interest in leadership roles.</p> <hr/> <p>3</p> |

PEER RELATIONSHIPS - This item describes a child's relationship with other students.

| Questions to Consider | Ratings & Definitions |
|--|---|
| <p>→ How does the child relate to his/her peers?</p> | <p>0 Child is sought out by many other students.</p> <hr/> <p>1 Child does well with other students or has some close friends.</p> <hr/> <p>2 Child does adequately with other students or has few friends.</p> <hr/> <p>3 Child tends to be a loner.</p> |

RELATIONSHIPS WITH TEACHERS - This item describes a child's relationships with teachers.

| Questions to Consider | Ratings & Definitions |
|--|--|
| <p>→ How does the child relate to teachers?</p> <p>→ Does the child have a strong connection with one or more teachers?</p> <p>→ Does the child have regular conflict with teachers?</p> | <p>0 Child has good relations with teachers.</p> <hr/> <p>1 Child has occasional difficulties relating with at least one teacher. Child may have difficulties during one class period (e.g. math, gym).</p> <hr/> <p>2 Child has difficult relations with teachers that notably interfere with his/her education.</p> <hr/> <p>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.</p> |