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

**IDENTIFICATION OF STUDENT NEEDS IN  
EDUCATIONAL SETTINGS**

**Manual**



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**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

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## CHILD AND ADOLESCENT NEEDS AND STRENGTHS- EDUCATION IDENTIFICATION

### 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/youth serving system—children, youth, 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. There are six key principles of a communimetric measure that apply to understanding the CANS.

#### Six Key Principles of the CANS

1. Items were selected because they are each relevant to service/treatment planning. An item exists because it might lead you down a different pathway in terms of planning actions.
2. Each item uses a 4-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. 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”).
4. Culture and development should be considered prior to establishing the action levels. 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/youth but would be for an older child/youth or child/youth regardless of developmental age. Alternatively, school achievement should be considered within the framework of expectations based on the child/youth’s developmental age.
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”. Only one item, Adjustment to Trauma, has any cause-effect judgments.
6. A 30-day window is used for ratings in order to make sure assessments stay “fresh” and relevant to the child/youth’s present circumstances. However, the action levels can be used to over-ride the 30-day rating period.

## **CHILD AND ADOLESCENT NEEDS AND STRENGTHS- EDUCATION IDENTIFICATION**

### Action Levels for “Need” Items

0 – No Evidence of Need – This rating indicates that there is no reason to believe that a particular need exists. Based on current assessment information there is no reason to assume this is a 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 Johnny is not smoking weed? NO, but we have no reason to believe that he does and we would certainly not refer him to programming for substance related problems.

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 (e.g. a child/youth who has been suicidal in the past). We know that the best predictor of future behaviour is past behaviour, and that such behaviour may recur under stress, so we 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/youth’s or family’s life in a notable way.

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

### Action Levels of “Strength” 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.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**GENERAL INFORMATION**

**Date CANS-EI Completed:** \_\_\_\_\_ **Please check one:**  Initial  Followup

**Completed by (Print Name):** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Unit #:** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Room** \_\_\_\_\_

**Student I.D.:** \_\_\_\_\_ **Student DOB** \_\_\_\_\_ **GPA** \_\_\_\_\_

**EDUCATIONAL NEEDS**

0= no need; 1=watchful waiting; 2=need for action; 3=need for immediate action;?=no Information or no evidence

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>
01. Academic Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05. Class Avoidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02. Academic Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06. Classroom Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03. School Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	07. Non-Classroom Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04. Tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	08. School Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**STUDENT NEEDS**

0= no need; 1=watchful waiting; 2=need for action; 3=need for immediate action;?= no information or no evidence

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>
09. Self-Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Medical Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Physical Limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Decision Making Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Eating Behaviors/Body Image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ability to Pay Attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Inappropriate Sexual Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Impulse Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Strange Thoughts/Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Moodiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Adjustment to Trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Anger Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Emotional Withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Danger to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Avoidance/Flight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Cutting or Self-Destructive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. School Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Suicidal Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Over-reactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Substance Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Re-experiencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Grief from Loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**LIFE DOMAIN NEEDS**

0= no need; 1=watchful waiting; 2=need for action; 3=need for immediate action;?= no information or no evidence

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>
33. Stable Living Situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Child Abuse or Neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Family Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Witness to Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Parenting Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Bullied by Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Gang Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Victim of Crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Legal Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Other Trauma Exposure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**STUDENT STRENGTHS**

0=centerpiece; 1=useful; 2=identified; 3=not yet identified;?=no information

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>?</u>
43. Talents/Interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Clubs/Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Peer Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Vocational Interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Staff Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Cultural Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Caregiver Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION  
CODING DEFINITIONS & GUIDELINES**

**EDUCATIONAL ATTRIBUTES**

*This section focuses on the educational issues that bring the student to the attention of the school*

For **Educational Attributes**, the following categories and action levels are used:

**0** indicates a dimension where there is no current need.

**1** indicates a dimension that requires monitoring, watchful waiting, or preventive activities.

**2** indicates a dimension that requires action to ensure that this identified need or risk behavior is addressed.

**3** indicates a dimension that requires immediate or intensive action.

**?** indicates a dimension where there is no information available at this time.

**01. ACADEMIC ACHIEVEMENT**

*This item describes academic achievement based on school grades and compares this student to other classmates in that school, rather than comparing to national norms.*

- 0 Student is doing adequately in school academically.**
- 1 Student struggles with some academics but is passing with a C average and no failed classes.**
- 2 Student is having problems with school academically. He/she has a C average but is failing one subject.**
- 3 Student is having severe academic problems. He/she is failing more than one subject or is more than a year behind his/her peers at this school in academic achievement.**

**02. ACADEMIC PERSISTENCE**

*This rating should be based broadly on the student's overall efforts to persist, regardless of outcome.*

- 0 This level indicates a student with academic persistence. For example, a youth who takes on assignments and asks for assistance when needed would be rated here.**
- 1 This level indicates a student who is developing appropriate academic persistence. A student who tries but needs to learn when to ask for assistance would be rated here.**
- 2 This level indicates a student whose academic persistence is inconsistent. This student initially attempts tasks but gives up and does not complete assignments.**
- 3 This level indicates a student whose academic persistence is inadequate. This student does not take on assignments or has refused assistance.**

### **03. SCHOOL ATTENDANCE**

*This item describes the student's attendance at school.*

- 0** No evidence of attendance problems. Student attends regularly.
- 1** Student has some problems attending school, although he/she generally goes to school. He/she may have one or two excused absences per month.
- 2** Student is currently having problems with school attendance. He/she may have one or two unexcused absences in a month.
- 3** Student is missing school on a weekly basis or more, whether excused or unexcused.

### **04. TARDINESS**

*This item describes the student's promptness to school and to classes.*

- 0** No evidence of tardiness. Student is usually on time for school and classes.
- 1** Student has occasional problems with tardiness. For example, he/she may fail to arrive at school on time once or twice per month.
- 2** Student is having problems with tardiness. He/she may be late to school weekly or late to a class on a regular basis.
- 3** Student is tardy for school or classes on a regular basis.

### **05. CLASS AVOIDANCE**

*This item describes the student's avoidance of classes, or cutting of classes.*

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

## **06. CLASSROOM BEHAVIOR**

*This item describes the student's disruptive behavior while in class.*

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

## **07. NON-CLASSROOM BEHAVIOR**

*This item describes the student's behavior in school, outside the classroom setting. The student may be either the initiator or the responder.*

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

## **08. SCHOOL DISCIPLINE**

*This item rates the overall behavior problems of the student.*

- 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 Student is having moderate behavioral difficulties at school. He/she is disruptive and may receive sanctions including a suspension or multiple detentions.**
- 3 Student is having severe problems with behavior in school. He/she is frequently or severely disruptive. School placement may be in jeopardy due to behavior.**



**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**STUDENT NEEDS**

*This section focuses on the student's social, emotional, behavioral and medical issues that may be affecting the student's educational performance.*

For **Student Social/Emotional/Behavioral Needs**, the following categories and symbols are used:

**0** indicates a dimension where there is no current need.

**1** indicates a dimension that requires monitoring, watchful waiting, or preventive activities.

**2** indicates a dimension that requires action to ensure that this identified need or risk behavior is addressed.

**3** indicates a dimension that requires immediate or intensive action.

**?** indicates a dimension where there is no information available at this time.

**09. SELF-MANAGEMENT**

*This item refers to the student's ability to manage their emotions and behaviors at a developmentally appropriate level.*

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

**10. INTERPERSONAL SKILLS**

*This item refers to the student's use of communication and social skills to interact effectively with other students.*

- 0**     **The student exhibits communication and social skills at or above age and developmental level. The student works and plays well with other students.**
- 1**     **The student usually exhibits communication and social skills consistent with age and developmental level but may have occasional problems. The student usually works and plays well with other students.**
- 2**     **The student does not consistently exhibit communication and social skills consistent with age and developmental level. The student does not usually work or play well with other students.**
- 3**     **The student exhibits communication and social skills below age and developmental level. The student appears unable to work or play well with other students.**

### **11. DECISION-MAKING SKILLS**

*This item refers to the student's ability to demonstrate decision-making skills and responsible behaviors in personal, school, and social situations.*

- 0** The student makes decisions that are at a level consistent with age and developmental level. Student manages well in school and activities.
- 1** The student 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 student 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 student 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.

### **12. ABILITY TO PAY ATTENTION**

*Problems with attention and staying on task would be rated here.*

- 0** This rating is used to indicate a student 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 student with evidence of mild problems with attention. Student may occasionally have difficulty staying on task for an age appropriate time period.
- 2** This rating is used to indicate a student with evidence of moderate problems with attention. Student frequently has difficulty staying on task for an age appropriate time period.
- 3** This rating is used to indicate a student with evidence of major problems with attention. Student is unable to stay on task for an age appropriate time period.

### 13. IMPULSE CONTROL

*Problems with impulse control would be rated here. These problems may overlap with attention issues.*

- 0** This rating is used to indicate a student who appropriately controls his/her impulses.
- 1** This rating is used to indicate a student with evidence of mild problems with impulse control. Student may have occasional difficulties sustaining appropriate behavior for longer periods.
- 2** This rating is used to indicate a student with evidence of moderate problems with impulse control. Student may have difficulties sustaining appropriate behavior for shorter periods.
- 3** This rating is used to indicate a student with severe impulse control problems. Frequent impulsive behavior is observed or noted that carries considerable safety risk (e.g. running into the street or hitting other students without thinking about it).

### 14. MOODINESS

*These problems include emotional shifts that are not related to immediate events and that result in an inability to fully engage in learning.*

- 0** This rating is given to a student with no difficulties regulating moods. Emotions are appropriate to the situation and developmental level.
- 1** This rating is given to a student with some minor difficulties with mood regulation. This student could have occasional difficulty tolerating intense emotions. The student may deal with this by quietly constricting responses.
- 2** This rating is given to a student with moderate problems with mood regulation. This student has difficulty tolerating intense emotions. This student may exhibit marked shifts in emotional responses (e.g., from sadness to irritability to anxiety) or have a tendency to lose control of emotions at various points (e.g., normal moods punctuated by outbursts of anger or sadness). Such shifts are having a negative impact on classroom performance.
- 3** This rating is given to a student with severe problems with mood regulation. This student may have rapid shifts in mood and an inability to regulate emotional responses (feeling out of control of his/her emotions or emotionally 'shutting down'). Such shifts are putting the student at risk of not completing classes.

### **15. ANGER CONTROL**

*This item captures the youth's ability to identify and manage their anger.*

- 0. This rating indicates a student who appropriately identifies and manages his/her anger.**
- 1. This rating indicates a student with mild problems controlling anger. He/she may sometimes become verbally aggressive when frustrated.**
- 2. This rating indicates a student with moderate anger control problems. His/her temper has gotten him/her in significant trouble with peers, family, and/or school. This level may be associated with some physical aggression.**
- 3. This rating indicates a student with severe anger control problems. His/her temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.**

### **16. DANGER TO OTHERS**

*This rating includes actual and threatened violence.*

- 0 Student has no evidence of aggressive behaviors or significant verbal aggression towards others.**
- 1 History of aggressive behavior or verbal aggression towards others but no aggression during the past 30 days.**
- 2 Occasional or moderate level of aggression towards others during the past 30 days, including verbal threats.**
- 3 Frequent or dangerous (significant harm) level of aggression to others (including people and/or animals). Student or youth is an immediate risk to others. Possession of a weapon in school by the student would be rated here.**

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**17. CUTTING, SELF-MUTILATION OR OTHER SELF-DESTRUCTIVE BEHAVIORS**

*This rating includes cutting or other self-mutilating behaviors that place the student at risk of permanent physical damage.*

- 0** No evidence of self-mutilating or other self-destructive behaviors.
- 1** The student has a history of behavior such as cutting that places the student at risk of physical harm. This self-mutilation may include nonprofessional body piercings or tattoos. Student may have scarring.
- 2** Moderate problems with cutting or self-mutilation. The student engages in behavior such as scratching, cutting or burning that places him/her in danger of physical harm. Student may have recent scarring.
- 3** Significant problems with cutting or self-mutilation. While not actively suicidal, behaviors may place student at immediate risk of infection and physical harm. Wounds may require medical attention.

**18. SUICIDE**

*This rating includes suicidal thoughts, plans or behaviors.*

- 0** No evidence of suicidal thoughts, plans or behaviors.
- 1** The student has a history of suicidal behavior but is not expressing any current intent.
- 2** The student expresses occasional thoughts about injuring self. The student would benefit from a clinical referral.
- 3** The student has significant problems with suicidal behaviors. The student may be engaging in suicidal planning. The student requires an immediate clinical evaluation.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
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**19. SUBSTANCE USE**

*These symptoms include use of alcohol and illegal drugs, the misuse of prescription medications and the inhalation of any substance for recreational purposes.*

- 0** This rating is for a student who has no substance use difficulties.
- 1** This rating is for a student with mild substance use problems that might occasionally present problems of living for the person (intoxication, loss of money, reduced school performance, parental concern).
- 2** This rating is for a student with a moderate substance abuse problem that may require treatment. Substance abuse problems consistently interfere with the ability to function optimally but do not completely preclude functioning in school.
- 3** This rating is for a student with a severe substance dependence condition that presents a need for the coordination of care (e.g. need for detoxification) of the individual. The student is unable to function appropriately in school.

**20. BULLYING**

*This item is used to describe a student's exploitation of others through threats or intimidation.*

- 0** Student has never engaged in bullying at school or in the community.
- 1** Student has been involved with groups that have bullied others either in school or the community; however, student has not had a leadership role in these groups.
- 2** Student has bullied others in school or community. Student has either bullied the other child individually or led a group that bullied child
- 3** Student has repeated utilized threats or actual violence to bully others in school and/or community.

**21. MEDICAL**

*This item refers to the student's physical health.*

- 0** Student is physically healthy.
- 1** Student has some medical problems that require infrequent treatment such as asthma.
- 2** Student has chronic illness that requires ongoing treatment and/or intervention such as diabetes. School needs to be aware of condition.
- 3** Student has life threatening illness or acute major medical condition. School must be actively involved when student is attending.

## **22. PHYSICAL LIMITATIONS**

*This item describes any physical limitations the student may experience due to health or other factors.*

- 0 Student has no physical limitations.**
- 1 Student has some physical condition that places mild limitations on school activities. Conditions such as impaired hearing or vision would be rated here, as well as treatable medical conditions that result in physical limitations (e.g. asthma).**
- 2 Student has physical condition that notably impacts school activities. Sensory disorders such as blindness, deafness, or significant motor difficulties would be rated here.**
- 3 Student has acute physical limitations that directly interfere with school attendance or completion.**

## **23. EATING BEHAVIORS/BODY IMAGE**

*This rating includes eating behaviors that place the student's health at risk including refusal to eat, purging, excessive overeating or excessive exercise and concern with body image.*

- 0 No evidence of eating behaviors that place the student's health at risk.**
- 1 History of eating problems but no issue with current behavior. The student may have concerns with body image.**
- 2 Moderate problems with eating behavior that may include refusal to eat, purging after eating or overeating. Student may be preoccupied with body image and may exercise excessively. There are concerns about the long term health and functioning of student.**
- 3 Significant problems with eating behavior. Student may have distorted body image. There are concerns about the present health of student. Student's eating behavior is having a direct negative impact on school functioning.**

## **24. INAPPROPRIATE SEXUAL BEHAVIOR**

*This rating describes issues around sexual behaviors including developmentally inappropriate sexual behavior and problematic sexual behavior.*

- 0** No evidence of any problems with sexual behaviors.
- 1** Mild problems with sexual behaviors. May include occasional inappropriate sexually aggressive/harassing language in school.
- 2** Moderate problems with sexual behaviors. Student may have difficulty controlling sexual impulses and exhibit inappropriate behaviors in school, such as being sexually provocative, intimidating others for sexual gain or engaging in inappropriate touching.
- 3** Significant problems with sexual behaviors. This level would include repeatedly exhibiting inappropriate behaviors even after interventions, or engaging in sexual aggression toward others or prostitution. Student is at risk of school suspension or arrest.

## **25. STRANGE THOUGHTS OR BEHAVIOR**

*This item is used to rate problems that include unusual thought processes, strange speech or bizarre/idiosyncratic behavior that is not related to age, religion, culture, developmental level or any identified cognitive developmental issues.*

- 0** This rating indicates a student with no evidence of strange thoughts or behaviors.
- 1** This rating indicates a student with mild evidence of strange thoughts or behaviors. The student may be somewhat tangential in speech or evidence somewhat illogical thinking (age inappropriate). Other children may consider this student to be odd.
- 2** This rating indicates a student with moderate evidence of strange thoughts or behaviors. The student's speech may be at times quite tangential or illogical. Other children may consider this student to be strange.
- 3** This rating indicates a student with major evidence of strange thoughts or behaviors. The student frequently responds in ways that are not appropriate to the surroundings. There is evidence of the student losing contact with reality. Other children may consider this student to be bizarre.



## **26. ADJUSTMENT TO TRAUMA**

*This item covers the youth's reaction to any of a variety of traumatic events. The traumatic event may be clearly identifiable, such as the student having been in a car accident or a victim of extreme violence. Or the event may be unknown or implied with the student not wishing to discuss it. This item focuses on the subsequent feelings and behavior of that student rather than on the specifics of the event.*

- 0** Student has not experienced any significant trauma or appears to have adjusted well to traumatic events.
- 1** Student has some mild adjustment problems to trauma, such as being easily startled. Student may have reactions that should ease with the passage of time.
- 2** Student has marked adjustment problems associated with traumatic events. Student may have problems concentrating or report other adjustment difficulties, such as fears and avoidance of certain school activities.
- 3** Student has severe difficulties as a result of traumatic events. Problems may include intrusive thoughts, hyper-vigilance, constant anxiety, overreaction to situations or refusal to participate in certain school activities that remind the student of the event.

## **27. EMOTIONAL WITHDRAWAL**

*This item addresses indications that a student might be deeply emotionally withdrawn. Signs of this could include emotional numbing, frequent spacing or blanking out, forgetfulness, or detachment.*

- 0** This rating is given to a student with no evidence of emotional withdrawal.
- 1** This rating is given to a student with minor emotional withdrawal problems, such as difficulty with forgetfulness, daydreaming, spacing or blanking out that does not have an impact on school performance.
- 2** This rating is given to a student with a moderate level of emotional withdrawal. The student appears to shut down in reaction to certain triggers. This can include being significantly less emotionally responsive than the student used to be, amnesia or inconsistent memory for events (e.g., remembers in one context but not another), more persistent difficulties with forgetfulness (e.g., loses things easily, forgets basic information), frequent daydreaming or trance-like behavior, where such withdrawal impacts school performance.
- 3** This rating is given to a student with severe emotional withdrawal. Student may shut down and be nonresponsive for a period of time. Student may not respond even when his/her name is clearly called. Student may exhibit new, significant memory difficulties that also impede day to day functioning. Student is frequently forgetful or confused about things he/she should know about (e.g., no memory for activities or whereabouts of previous day or hours). This withdrawal puts the student at risk of failing in school.

## **28. AVOIDANCE/FLIGHT**

*This item addresses a student's efforts to avoid or escape situations.*

- 0** This rating is given to a student with no evidence of avoidance or fleeing.
- 1** This rating is given to a student who exhibits some problems with avoidance. For instance, this student may try to avoid thoughts, feelings or conversations associated with particular events, such as trauma. These symptoms place school performance at risk.
- 2** This rating is given to a student with moderate issues around avoidance or fleeing. The student may avoid activities, places, or people that arouse recollections of certain events or may leave such places prematurely. These behaviors cause problems with school performance.
- 3** This rating is given to a student who exhibits significant or multiple avoidant behaviors. This student may avoid thoughts and feelings as well as situations and people associated with an event and may run away when reminded about that event. These behaviors put the student at risk of failing in school.

## **29. SCHOOL ANXIETY**

*This item reflects the student's level of anxiety (e.g., worries, concerns, agitation) regarding the academic or social aspects of his/her school experience.*

- 0** This rating is given to a student with no evidence of anxiety relative to school.
- 1** This rating is given to a student with mild or occasional anxiety about school performance or social relationships. The anxiety is noticeable but does not appear to notably impact school functioning.
- 2** This rating describes a student whose level of school related anxiety interferes with his/her ability to function either academically or socially within the school environment.
- 3** This rating describes a student whose level of anxiety is so powerful that it prevents his/her functioning in at least one aspect of his/her school experience.

## **30. OVER-REACTIVE**

*This item reflects a student's overreaction to certain things (such as people, places, noises) or a constant, heightened degree of arousal. The student may appear overly vigilant. Age and developmental level need to be taken into account.*

- 0** This rating is given to a student with no evidence of overreacting.
- 1** This rating is given to a student who exhibits some mild problems with overreacting. This student may exhibit one primary area to which the student is particularly oversensitive or easily slighted. These behaviors do not have an impact on school performance.
- 2** This rating is given to a student with moderate symptoms of overreacting. The student may be consistently on guard and appear unable to relax. The student may occasionally misinterpret social situations and get into arguments with people. These behaviors cause problems with school performance.
- 3** This rating is given to a student who exhibits significant overreacting. This student may get easily upset with situations and people, frequently misinterpret social situations or strike out at others. These behaviors put the student at risk of failing in school.

### **31. RE-EXPERIENCING**

*This item reflects difficulties with intrusive thoughts, memories or reminders of traumatic events, including nightmares, flashbacks, intense reliving of the events, and repetitive play with themes of specific experiences.*

- 0** This rating is given to a student with no evidence of re-experiencing.
- 1** This rating is given to a student with some problems with intrusions, including occasional bad dreams or intrusive daydreams or about traumatic events. These intrusions do not have an impact on school performance.
- 2** This rating is given to a student with moderate difficulties with re-experiencing. This student may have recurrent frightening dreams or recurrent distressing thoughts, images, perceptions or memories of traumatic events. This student may reenact upsetting events through repetitive play or have intense physiological reactions at exposure to traumatic cues. Such behaviors disrupt school performance.
- 3** This rating is given to a student with severe re-experiencing. This student may reenact upsetting events that include sexual or physically abusive content. This student may also exhibit persistent daydreams, flashbacks or hallucinations that make it difficult for the student to function in school.

### **32. GRIEF FROM LOSS**

*This rating describes grief due to the loss of significant others. Age and developmental level need to be taken into account.*

- 0** There is no evidence that student has experienced grief or separation from significant others.
- 1** Student is experiencing some level of grief that is appropriate to age and developmental level due to death or loss of a significant. These symptoms do not have an impact on school performance.
- 2** Student is experiencing a moderate level of grief due to death or loss of a significant person in a manner that impacts functioning in school. This could include frequent crying and withdrawal or isolation from others.
- 3** Student is experiencing significant grief reactions. Student exhibits impaired functioning in school. These behaviors have lasted for a significant period of time following the loss or separation. These reactions put the student at risk of failing in school.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**LIFE DOMAIN NEEDS**

*This section focuses on the student's community life issues that may be affecting the student's educational needs. In some instances, the school will have no way of knowing this information (and can score such items as '0' or '?'). However, in other instances, the school staff may be aware of life issues that are affecting the student and this section is intended to allow a way of noting such issues.*

For **Life Functioning Domains**, the following categories and action levels are used:

**0** indicates a dimension where there is no current need.

**1** indicates a dimension that requires monitoring, watchful waiting, or preventive activities.

**2** indicates a dimension that requires action to ensure that this identified need or risk behavior is addressed.

**3** indicates a dimension that requires immediate or intensive action.

**?** indicates a dimension where there is no information available at this time.

**33. STABLE LIVING SITUATION**

*This item refers to the stability of a student's living situation and to how the student is functioning in that current living arrangement (which could be with parents or a relative, a foster home, independent living, etc).*

- 0**      **No evidence of problem with functioning in current living environment.**
  
- 1**      **Mild problems with functioning in current living situation. Student is living independently or reports not getting along in current living situation. However, there is no direct impact on school functioning.**
  
- 2**      **Moderate problems with functioning in current living situation. Student moves frequently or regular threats of removal from the living situation by the caregiver would be rated here. Such instability appears to be affecting school performance.**
  
- 3**      **Major problems with functioning in current living situation. Student is only in temporary housing or student is at immediate risk of being removed from living situation. Such actions place school attendance or completion at risk.**

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**34. FAMILY ISSUES**

*Family ideally should be defined by the student; however, in the absence of this knowledge consider biological relatives and their significant others with whom the student has contact as the definition of family.*

- 0** Student is doing well in relationships with family members.
- 1** Student is doing adequately in relationships with family members although some problems may exist. However, these family issues do not impact school performance.
- 2** Student is having moderate problems with parents, siblings and/or other family members. Frequent intense arguing and/or difficulties in maintaining any positive relationship may be observed. Family issues appear to be having a negative impact on school performance.
- 3** Student is having severe problems with parents, siblings, and/or other family members. This would include problems of domestic violence, physical aggression, or constant intense arguing. Family problems are placing school attendance or completion at risk.

**35. PARENTING RESPONSIBILITIES.**

*This item rates the behavior of the student in relation to that student needing to serve a parental role with younger children, adults or the student's own child. In addition, student may need to take care of him or herself due to lack of a functioning caretaker.*

- 0** No evidence of student needing to function in a parental role.
- 1** Student has parenting responsibilities but copes well. Student's home life may be inconsistent with the student occasionally having to serve a parental role with younger children in the family but the role does not cause noticeable problems in school functioning. If no caretaker is available, student takes care of his or her minimal needs.
- 2** Student has some limitations due to parenting responsibilities. Student may be pregnant or serving a parental role for the student's own child or other children in the family. Student may have to take care of an adult in the family or take major responsibility for him or herself. Student may have other support such as grandparents or daycare. Serving this role limits the student's ability to function in school but does not completely prevent it.
- 3** Student has major parenting responsibilities. Student may lack external supports. These responsibilities interfere with school participation. School placement may be in jeopardy.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**36. GANG INVOLVEMENT**

*This item involves only the student's (not the families') involvement with gangs. Here 'gang' needs to be interpreted according to local usage and may include a student's involvement with a group of youth that regularly engages in negative activities but does not formally call itself a 'gang.'*

- 0 Student has no known gang affiliations.**
- 1 Student has a history of gang affiliations or hangs with current gang members but this does not appear to impact school performance.**
- 2 Student has current gang affiliations that impact school performance. For example, student may get into arguments with students from other gangs or refuse to work with them. Student may be attempting to gain attention from or admission to a gang by acting out in school.**
- 3 Student has current gang affiliation and it plays a major role in his life. Student is at risk of not completing school due to gang activities.**

**37. LEGAL ISSUES**

*This item involves only the student's (not the families') involvement with the legal system.*

- 0 Student has no known legal difficulties.**
- 1 Student has a history of legal problems but currently is not involved with the legal system or involvement is not affecting school performance.**
- 2 Student has some legal problems and is currently involved in the legal system, such as being on probation. The legal involvement impacts or limits school performance.**
- 3 Student has serious current or pending legal difficulties that place him/her at risk for a court ordered institutional or out of home placement and subsequent school change.**

### **38. CHILD ABUSE OR NEGLECT**

*This rating describes whether a student is a victim of child abuse or neglect.*

- 0**      **There is no evidence that student has been abused or neglected.**
- 1**      **Student has history of abuse or neglect but no current issues. Previous involvement with child welfare would be rated here. There does not appear to be an impact on school performance.**
- 2**      **Student has been abused or neglected and there may be current involvement with child welfare. This mistreatment may be impacting school performance such as the student's ability to trust school staff.**
- 3**      **Student may be a current a victim of abuse or neglect. Ongoing child welfare investigations would be rated here. This mistreatment is negatively impacting school performance or student is at risk of being moved to another school.**

### **39. WITNESS TO VIOLENCE**

*This rating describes exposure (seeing, hearing, or fleeing) to violence in the home, school or community and the impact it has on that student's school performance.*

- 0**      **There is no evidence that student has witnessed violence.**
- 1**      **Student has witnessed violence in at least one setting. It does not appear to be having an impact on school performance.**
- 2**      **Student has witnessed violence, possibly in more than one setting, and has been negatively affected. Witnessing such violence may be having an impact on school performance, such as making the student easily startled, changing the route the student takes to school or affecting the activities in which the student participates.**
- 3**      **Student has witnessed major violence and has been negatively affected. Witnessing such violence is having an impact on school attendance or performance. The student may be showing signs of trauma and is not be able to function adequately in classes. Student is at risk of failing or dropping out of school.**



#### **40. BULLIED BY OTHERS**

*This rating describes the degree to which a student has been bullied by others.*

- 0**      **There is no evidence that student has been bullied by others.**
- 1**      **Student has been bullied occasionally in the past but has coped adequately. Student's school performance has not been directly impacted by the bullying.**
- 2**      **Student has been bullied in the past and has had difficulty coping. Student's school performance has been negatively impacted by the bullying. For example, the student may avoid certain places or activities that s/he would otherwise enjoy.**
- 3**      **Student is currently being bullied at school and is having difficulty coping. Student's school performance or attendance is being directly impacted by the bullying. For example, the student may no longer come to school regularly or skip certain classes to avoid being bullied.**

#### **41. VICTIM OF CRIME**

*This rating describes the severity of victimization to criminal activity.*

- 0**      **There is no evidence that student has been victimized.**
- 1**      **Student has a history of being victimized but it does not appear to have an impact on current school functioning.**
- 2**      **Student is a victim of criminal activity and it is impacting his/her school performance. For example, the student may overreact to situations that remind him/her of the crime.**
- 3**      **Student is a victim of criminal activity that is impacting whether that student will be able to attend school or complete classes. For example, the student may plan on quitting school as a way of avoiding further risk after school or in the neighborhood.**

#### **42. OTHER TRAUMA EXPOSURE**

*This rating describes the degree of severity of exposure to either natural or man-made accidents or disasters.*

- 0**      **There is no evidence that student has been exposed to other traumatic events.**
  
- 1**      **Student has been exposed to disasters second hand (i.e. hearing others discuss disasters, seeing neighborhood crisis event on television). This would include second hand exposure by having classmates or friends at school who have been directly exposed to trauma. However, exposure does not appear to be impacting this student's school performance.**
  
- 2**      **Student has been directly exposed to a disaster or witnessed the impact of a disaster on a family or friend. For instance, a student may observe a caregiver who has been injured in a car accident or fire or watch his neighbor's house burn down. Student may have lost a family member who served in the military overseas. These events may be impacting school performance.**
  
- 3**      **Student has been directly exposed to a disaster that caused significant harm or death to a loved one or there is an ongoing impact or life disruption due to the disaster (e.g., house burns down). These events are having a negative impact on the student's school performance or attendance.**

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**STUDENT STRENGTHS**

*This section focuses on the student's assets that may be used in addressing the educational issues. Note that the absence of a strength does not mean that it is a need or a negative- it simply means that this area is not an asset that is immediately available to be included in an intervention plan that addresses other needs.*

For **Student's Strengths**, the following categories and action levels are used:

- 0** indicates an area where strengths exist that can be used as a centerpiece in an intervention plan
- 1** indicates an area where strengths exist that can be used as a supplement in an intervention plan.
- 2** indicates an area where strengths have been identified but they are not currently ready to be effectively utilized in an intervention plan.
- 3** indicates an area in which efforts are needed to identify a potential strength for an intervention plan.
- ?** indicates that no information is available at this time.

**43. TALENT/INTERESTS**

*This rating should be based broadly on any talent, creative interests or artistic skill a student or adolescent may have including art, theatre, music, athletics, etc.*

- 0** This level indicates a student with significant and multiple creative/artistic strengths. A student who receives a significant amount of personal benefit from activities surrounding a talent would be rated here. This may be a student who has learned to use his/her talent or interest to cope with difficulties.
- 1** This level indicates a student with a notable talent. For example, a youth who is involved in athletics or plays a musical instrument, etc. would be rated here.
- 2** This level indicates a student who has expressed interest in developing a specific talent or talents even if they have not developed that talent to date.
- 3** This level indicates a student who has not identified any current interests or hobbies.

**44. CLUBS/ATHLETICS**

*This item describes a student's participation in school clubs or athletics.*

- 0** Student takes on a leadership role in clubs and/or athletics.
- 1** Student actively participates in clubs and/or athletics.
- 2** Student is a member of a club or athletic activities.
- 3** Student is not engaged in clubs or athletic activities.

#### 45. VOCATIONAL INTERESTS

*Generally this rating is reserved for students who are at least in junior high school and is not applicable for children 12 years and under. Those younger children should be rated as ?*

- 0** This level indicates a student with vocational interests who is currently working in a relevant job.
- 1** This level indicates a student with vocational interests but limited work experience. Student may be volunteering to get relevant experience.
- 2** This level indicates a student with a clear vocational preference but no real experience.
- 3** This level indicates a student with no known or identifiable vocational interests.

**46. CULTURAL IDENTITY** *Cultural identify refers to the student's view of him/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.*

- 0** Student has a cultural identity and is connected to others who support his/her cultural identity.
- 1** Student is developing a cultural identity and is seeking others to support his/her cultural identity.
- 2** Student is searching for a cultural identity and has not connected with others.
- 3** Student does not express a cultural identity.

**47. LEADERSHIP** *Leadership refers to the student's ability to accept individual responsibility, organize peers and inspire others. A student may demonstrate leadership potential even though that student does not always use such skills in a positive way.*

- 0** This level indicates a student with significant leadership strengths. A student who is regularly recognized by adults or is acknowledged as a positive leader by peers.
- 1** This level indicates a student with a notable leadership talent. For example, a youth who is elected team captain or class representative. This may also include a student 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.
- 2** This level indicates a student who accepts some expresses interest in leadership roles (e.g. runs for student council) even if those roles have not developed to date.
- 3** This level indicates a student who does not express interest in leadership roles.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS-  
EDUCATION IDENTIFICATION**

**48. PEER RELATIONSHIPS** *This item describes a student's relationship with other students.*

- 0** Student is sought out by many other students.
- 1** Student does well with other students or has some close friends.
- 2** Student does adequately with other students or has a few friends.
- 3** Student tends to be a loner.

**49. STAFF RELATIONSHIPS** *This item describes a student's relationship with school staff.*

- 0** Student gets along well with most school faculty and staff.
- 1** Student gets along well with a few faculty or staff.
- 2** Student respects certain faculty or staff but does not regularly engage them.
- 3** Student does not relate well to any particular faculty or staff.

**50. CAREGIVER AVAILABILITY** *This item describes the availability of the student caretaker to the school activities or staff.*

- 0** Caretaker is actively involved with school activities and staff.
- 1** Caretaker attends school activities and meets with staff at scheduled times.
- 2** Caretaker does not generally attend but becomes available when contacted by staff.
- 3** Caretaker is not generally available to school staff.