

**Child and Adolescent Needs and Strengths (CANS)
for Santa Cruz County
Comprehensive Multisystem Assessment Birth to 5
Scoring Material**

A large number of individuals have collaborated in the development of the CANS-Comprehensive Along with the CANS versions for developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support individual 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 children, adolescents 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:

John S. Lyons, Ph.D.
Senior Research Fellow
Chapin Hall at The University of Chicago
1313 East 60 Street Chicago, IL 606037
jlyons@chapinhall.org

Stacey Cornett, LCSW, IMH-E (IV)
Director of Intensive Youth Services
Clinical Director of One Community One
Family 215 East George Street
Batesville, IN 47006
812-934-4210
stacey.cornett@cmhcinc.org

Betty Walton, Ph.D.
Family Social Services Agency Division of
Mental Health and Addiction 402 W.
Washington St., W353 Indianapolis, IN 46204
betty.walton@fssa.in.gov

Praed Foundation
www.praedfoundation.org

Scoring Manual
SF CANS Ages 0-4 Years, 11 months
An Information Integration Tool for Early
Development, September 2009, Copyright 2000

**CHILD AND ADOLESCENT NEEDS AND
STRENGTHS: EARLY CHILDHOOD
(CANS: EC)
Parent-Child Relationship Competency
Adapted from and with permission by
Maria St. John, Ph.D., MFT
UCSF Infant-Parent Program**

Introduction

Score items as instructed on the Key of the CANS: Early Childhood BIRTH TO 5 FORM

Child Strengths

1.	Family Relationships
0	Strong: The relationship between the child and family members is consistently positive in nature and serves to support the child's development.
1	Good: The relationship between the child and family members is overall positive but there are times when it is strained or needs improvement in some way.
2	Potential: The relationship between the child and family members is positive at times but is in need of improvement in order for it to be the basis of a strength-based plan.
3	Not Present: The relationship between the child and family members is not an area of strength.

2.	Extended Family Relationships
0	Strong: The child has at least one relationship with an extended family member that consistently supports his caregiver and his/her own development in a positive manner.
1	Good: The child experiences an overall positive relationship with an extended family member that could benefit from improvement in either support to the caregiver or child in some manner.
2	Potential: A relationship between the child and an extended family member is present and positive at times but needs development to be the basis of a strength-based plan.
3	Not Present: There is not a relationship between the child and an extended family member or the relationship is not considered a strength. The relationship may be described as detrimental to either the caregiver or the child.

3.	Interpersonal
0	Strong: The child consistently demonstrates strong interpersonal skills. The child has well developed skills in initiating and maintaining relationships with others.
1	Good: The child demonstrates good interpersonal skills much of the time. The child may need support and encouragement to demonstrate these skills.
2	Potential: The child has some interpersonal skills that could be developed more fully. The child may respond to well-known adults but not initiate such actions.
3	Not Present: The child does not demonstrate interpersonal strengths.

4.	Relationship Permanence
0	Strong: The child has experienced very stable relationships with both parents and significant others such as friends and community members.
1	Good: The child has experienced stable relationships although there may be some concern about disruption in the near future or a relationship with only one parent has been stable.
2	Potential: The child has experienced some instability due to such factors as divorce, death, removal or moving.
3	Not Present: The child does not have any stability in relationships such as a child in congregate care or a child that has experienced numerous moves throughout his lifetime.

5.	Curiosity
0	Strong: The child consistently demonstrates curiosity and takes action to explore their environment.
1	Good: The child demonstrates curiosity much of the time and will take action to explore their environment some of the time.
2	Potential: The child with encouragement will explore and demonstrate interest in novelty or change.
3	Not Present: The child does not demonstrate curiosity or exploration of his/her environment.

6.	Playfulness
0	Strong: The child consistently demonstrates the ability to make use of play to further their development. Their play is consistently developmentally appropriate, spontaneous, self-initiated and enjoyable.
1	Good: The child demonstrates play that is developmentally appropriate, self-initiated, spontaneous and enjoyable much of the time. Child needs some assistance making full use of play.
2	Potential: The child demonstrates the ability to enjoy play and use it to support their development some of the time or with the support of a caregiver. Even with this in place there does not appear to be investment and enjoyment in the child.
3	Not Present: The child does not demonstrate the ability to play in a developmentally appropriate or quality manner.

7.	Creativity/Imagination
0	Strong: The child consistently demonstrates a significant level of creativity. This appears interwoven into their normal routines and chosen activities.
1	Good: The child demonstrates a moderate level of creativity that can be useful to the child. The child could benefit from further development in this area before it is considered a significant strength.
2	Potential: The child shows a mild level of ability in this area. Parents and caregivers need to be the primary support in this area.
3	Not Present: The child does not demonstrate creativity.

8.	Special Skills/Talents
0	Strong: The child consistently demonstrates a significant level of ability and interest in a special skill or talent that is supportive of their growth and development. This can be used to mediate challenges in other areas.
1	Good: The child demonstrates a moderate level of ability and interest in a special skill or talent that is supportive of their growth and development. It has strong potential but could be further developed.
2	Potential: The child shows a mild level of ability in a special skill or talent. Parents and caregivers may be more invested in this than the child or it needs considerable development to make it a centerpiece strength.
3	Not Present: The child does not demonstrate a special skill or talent.

9.	Adaptability
0	Strong: The child consistently has a strong ability to adjust to changes and transitions. This supports further growth and development and be incorporated into a service plan as a centerpiece strength.
1	Good: The child demonstrates a moderate level of adaptability that can be useful to the child. The child could benefit from further development in this area before it is considered a significant strength.
2	Potential: The child shows a mild level of ability in this area. Parents and caregivers need to be the primary support in this area.
3	Not Present: The child does not demonstrate adaptability.

10.	Persistence
0	Strong: The child consistently demonstrates a strong ability to continue an activity when challenged or meeting obstacles. This can serve as a centerpiece strength for the child.
1	Good: The child demonstrates some ability to continue an activity that is challenging. Adults can assist a child to continue a task or activity.
2	Potential: The child shows some ability to continue a challenging task although this needs to be more fully developed. Adults are only sometimes able to support the child in this area.
3	Not Present: The child does not demonstrate persistence.

11.	Self Esteem/Self Confidence
0	Strong: The child consistently demonstrates a significant level of self-esteem/self-confidence. This consistently supports the child in their development and functioning.
1	Good: The child demonstrates a moderate level of self-esteem/self confidence that is of benefit to the child. This area could be further developed to consider it a centerpiece strength.
2	Potential: The child shows a mild level of ability in this area. Parents and caregivers are the main supporters of the child in this area and the child needs continued development for this to be a significant strength.
3	Not Present: The child does not demonstrate self-esteem/self-confidence.

Functioning

12.	Motor
0	No action needed: No evidence of fine or gross motor problems.
1	Let's watch/monitor: There is either a history of fine or gross motor problems or slow development in either or both areas.
2	Help is needed: The child has delays in either or both fine and gross motor development or challenges in the aspects of motor development related to strength, coordination, tone, or motor planning.
3	Help is needed now/immediately: The child has significant challenges in either fine or gross motor development or the related areas of strength, coordination, tone or motor planning.

13.	Sensory
0	No action needed: No evidence of sensory problems.
1	Let's watch/monitor: There is either a history of sensory problems or suboptimal functioning in this area.
2	Help is needed: The child has challenges in either sensory abilities or processing.
3	Help is needed now/immediately: The child has significant challenges in either sensory abilities or sensory processing.

14.	Developmental/Intellectual
0	No action needed: No evidence of developmental/intellectual problems.
1	Let's watch/monitor: There is either a history of developmental/intellectual problems or slow development in this area.
2	Help is needed: The child does not meet developmental milestones related to development/intellectual functioning.
3	Help is needed now/immediately: The child has significant challenges in developmental/intellectual functioning.

15.	Communication
0	No action needed: No evidence of receptive or expressive language problems.
1	Let's watch/monitor: There is either a history of receptive or expressive language problems or slow development in either or both areas.
2	Help is needed: The child has delays in either or both receptive or expressive language development.
3	Help is needed now/immediately: The child has significant challenges in either receptive or expressive language development.

16.	Medical/Physical
0	No action needed: No evidence of medical or physical problems.
1	Let's watch/monitor: There is either a history of medical or physical problems or some medical issues that require medical treatment. These issues do not interfere with functioning.
2	Help is needed: The child has a medical or physical challenge that requires ongoing medical intervention and is interfering with functioning.
3	Help is needed now/immediately: The child has significant challenges either medically or physically that may be life threatening or seriously impairing functioning.

17.	Family
0	No action needed: No evidence of family functioning problems.
1	Let's watch/monitor: There is either a history of family functioning problems or indications that functioning is not optimal.
2	Help is needed: The family functioning is in need of help. Some or all of the members do not feel supported or comfortable within the family system.
3	Help is needed now/immediately: The family functioning is in need of significant help in that one or all of the family members may feel unsafe or endangered emotionally or physically.

18.	Social/Emotional
0	No action needed: No evidence of social or emotional problems.
1	Let's watch/monitor: There is either a history of social or emotional problems or suboptimal functioning in one or both areas.
2	Help is needed: The child does not meet developmental milestones related to social or emotional functioning and experiences problems in functioning in one or both areas.
3	Help is needed now/immediately: The child has significant challenges in either social or emotional functioning that causes significant impairment in functioning in one or more life domains.

19.	Self-Care/Daily Living Skills
0	No action needed: No evidence of self-care/daily living skills.
1	Let's watch/monitor: There is either a history of self-care/daily living skill problems or slow development in this area.
2	Help is needed: The child does not meet developmental milestones related to self-care/daily living skills and experiences problems in functioning in this area.
3	Help is needed now/immediately: The child has significant challenges in self-care/daily living and is in need of intensive or immediate help in this area.

20.	Parent/Child Interaction
0	No action needed: No evidence of problems in the parent/child interaction.
1	Let's watch/monitor: There is either a history of problems or suboptimal functioning in parent/child interaction. There may be inconsistent or indications that interaction is not optimal that has not yet resulted in problems.
2	Help is needed: The parent/child dyad interacts in a way that is problematic and has led to interference with the child's growth and development.
3	Help is needed now/immediately: The parent/child dyad is having significant problems that can be characterized as abusive or neglectful.

21.	Early Care/Education Settings
0	No action needed: No evidence problems within an early care/day care environment.
1	Let's watch/monitor: There is either a history of problems or indications that a problem may develop in the early care/education setting. Issues with attendance, behavioral or social functioning or academic performance may be beginning but not yet interfering with functioning.
2	Help is needed: The child demonstrates problems related to their social or emotional functioning, attendance, or behavior in an early care/education setting.
3	Help is needed now/immediately: The child has significant challenges within an early care/education setting such that harm to the child is imminent or present.

22.	Social Behavior
0	No action needed: No evidence of problems in social behavior.
1	Let's watch/monitor: There is either a history of problems in social behavior or issues developing that need monitoring.
2	Help is needed: The child is displaying problems in social behavior that result in the need for adult sanctioning and/or avoidance of these situations.
3	Help is needed now/immediately: The child has such significant challenges in social behavior that the family and child is in need of intensive assistance in this area due to threat to the child's development and family functioning.

Challenges (Needs)

23.	Attachment
0	No action needed: No evidence of problems with attachment.
1	Let's watch/monitor: Mild problems with attachment are present. Infants appear uncomfortable with caregivers, may resist touch, or appear anxious and clingy some of the time. Caregivers feel disconnected from infant. Older children may be overly reactive to separation or seem preoccupied with parent. Boundaries may seem inappropriate with others.
2	Help is needed: Moderate problems with attachment are present. Infants may fail to demonstrate stranger anxiety or have extreme reactions to separation resulting in interference with development. Older children may have ongoing problems with separation, may consistently avoid caregivers and have inappropriate boundaries with others putting them at risk.
3	Help is needed now/immediately: Severe problems with attachment are present. Infant is unable to use caregivers to meet needs for safety and security. Older children present with either an indiscriminate attachment patterns or a withdrawn, inhibited.

24.	Failure To Thrive
0	No action needed: No evidence of problems weight gain or growth.
1	Let's watch/monitor: There is either a history of failure to thrive or slow growth or weight gain.
2	Help is needed: The child is determined to have inadequate growth or weight gain.
3	Help is needed now/immediately: The child has such significant challenges in either growth or weight gain that the child's health may be at risk.

25.	Anxiety
0	No action needed: No evidence of anxiety.
1	Let's watch/monitor: There is either a history of anxiety or some indication that anxiety may be emerging.
2	Help is needed: The child evidences signs of anxiety.
3	Help is needed now/immediately: The child has significant challenges in the management of anxiety such that a threat to their development and well-being is present.

26.	Adjustment To Trauma
0	No action needed: No evidence of adjustment to trauma.
1	Let's watch/monitor: The child has experienced a traumatic event and is not demonstrating symptoms or there are mild changes in a child's behavior that are controlled by caregivers.
2	Help is needed: The child evidences signs of adjustment problems associated with traumatic life events. Adjustment is interfering with child's functioning in at least one life domain. Infants may have developmental regression, and eating or sleeping disturbance. Older children may have all of the above as well as behavioral symptoms, tantrums and withdrawn behavior.
3	Help is needed now/immediately: The child has significant challenges in adjusting to trauma and it may be nearly impossible to function in any life area.

27.	Oppositional Behavior
0	No action needed: No evidence of oppositional behavior.
1	Let's watch/monitor: There is either a history of oppositional behavior or mild concerns in this area that have not yet interfered with functioning.
2	Help is needed: There is clear evidence of oppositional behavior towards authority figures, behavior is persistent and caregiver's attempts to change behavior have not been successful.
3	Help is needed now/immediately: The child has significant challenges in this area that is characterized as a dangerous level of oppositional behavior that involves the threat of harm to others or problems in more than one life domain that significantly threatens the child's growth and development.

28.	Aggression
0	No action needed: No evidence of aggressive behavior.
1	Let's watch/monitor: There is either a history of aggressive behavior or mild concerns in this area that have not yet interfered with functioning.
2	Help is needed: There is clear evidence of aggressive behavior towards others, behavior is persistent and caregiver's attempts to change behavior have not been successful.
3	Help is needed now/immediately: The child has significant challenges in this area that is characterized as a dangerous level of aggressive behavior that involves the threat of harm to others or problems in more than one life domain that significantly threatens the child's growth and development.

29.	Depression
0	No action needed: No evidence of depression.
1	Let's watch/monitor: There is either a history of depression or some indication that depression may be emerging.
2	Help is needed: The child evidences signs of depression.
3	Help is needed now/immediately: The child has significant challenges in the management of depression such that a threat to their development and well being is present.

30.	Atypical Behaviors
0	No action needed: No evidence of atypical behaviors.
1	Let's watch/monitor: There is either a history or reports of atypical behaviors that have not been observed by parents.
2	Help is needed: The child evidences signs of atypical behaviors.
3	Help is needed now/immediately: The child is noted to have atypical behaviors that are consistently present and interfere with the infant/child's functioning on a regular basis.

31.	Sleep
0	No action needed: No evidence of sleep problems.
1	Let's watch/monitor: There is either a history of sleep problems or some indication that sleep is of concern.
2	Help is needed: There is clear evidence that sleep issues are present.
3	Help is needed now/immediately: The child has significant challenges in their sleeping routine such that it is causing interference with their growth and development.

32.	Impulsivity/Hyperactivity
0	No action needed: No evidence of impulsive or hyperactive behavior.
1	Let's watch/monitor: There is either a history of impulsive or hyperactive behavior or a mild degree of difficulty that can be managed.
2	Help is needed: There is clear evidence that the child demonstrates impulsive or hyperactive behavior that interferes with functioning.
3	Help is needed now/immediately: The child has significant challenges in impulsive or hyperactive behavior which is detrimental to the child's health and development.

33.	Attention
0	No action needed: No evidence of attention problems.
1	Let's watch/monitor: There is either a history of attention problems or suboptimal functioning in this area.
2	Help is needed: There is clear evidence that the child demonstrates attention problems that interferes with functioning.
3	Help is needed now/immediately: The child has significant challenges in attention that is causing delay or problems in development.

34.	Current Environment Stressors
0	No action needed: No evidence of current environmental stressors.
1	Let's watch/monitor: There is either a history of environmental stressors or concern that these situations may emerge.
2	Help is needed: There is clear evidence that the child is exposed to current environmental stressors.
3	Help is needed now/immediately: The child is exposed to environmental stressors and is showing negative effects due to such.