Strategies to Support the Use of the CANS in Trauma-Informed Care and Evidence-based Practice

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Objectives of Presentation

Overview rationale and strategies to support use of the CANS in trauma informed services, with both providers and caregivers/families.

Demonstrate and apply CANS – Trauma Resources for use in clinical practice settings that can assist with caregiver/family engagement and trauma-informed treatment planning, and in relation to evidence-based practices.

Brainstorm additional strategies and resources and barriers to overcome to support the more effective use of the CANS in trauma informed practice.
Audience Poll

• What service systems and roles are represented?
• What is your background in trauma-informed practice at your agency?
• What are you hoping to address / take away from this session related to the CANS and trauma-informed practice?
The Center for Child Trauma Assessment and Service Planning (CCTASP)

University-based/Treatment Services and Adaptation Center of the National Child Traumatic Stress Network; funded by SAMHSA since 2010

Focus on dissemination and translation of comprehensive, trauma-focused assessment strategies (e.g., CANS) for families, providers, and service settings

Application of the CANS in practice - in relation to Trauma-informed Treatment Planning, Psychoeducation, and in relation to Evidence-Based Practices

Analysis of local and national large scale data sets to further understand complex trauma and support Developmental Trauma Disorder diagnosis

Enhance education on complex, developmental effects of trauma: offering resources and training/consultation to support providers in child welfare, residential, and juvenile justice settings
Trauma-Informed Practice
**Brainstorming Discussion**

*How are you using the CANS:*

1) ... for client engagement and/or psycho-education?

2) ...with caregivers and families?

3) ... to inform and guide agency practice (direct service, supervision, training)?

4) to inform and guide goal setting and service planning?

5) ... in a way that supports trauma-informed services?

*What are the barriers you have encountered to using the CANS in any of these ways?*
Trauma-Informed “Data Driven” Planning and Engagement

- Strengths Building
- Caregiver/Family Engagement
- Treatment and Service Planning
- Systems Planning

Trauma-focused Comprehensive Assessment
What is Assessment Translation?

Assessment translation is like a bridge between assessment data and the application of that data to improve clinical practice.
Summary of Existing Challenges from the Child Trauma Field: Use of Assessment Information in Practice

- Not enough time/sufficient resources to gather information
- Difficult to capture information areas of need/strengths
- Translation of “research” tools into clinical practice
- Disconnect between assessment and treatment
- Training of professionals in Trauma and Assessment
- Access to trauma-focused MH services
- “Buy in” to the assessment process/utility across roles
What can I DO to improve my trauma-informed practice?

Helping to Support Trauma-Informed Practices across Settings through use of the CANS
The trauma-informed professional:

- Understands the impact of trauma on a child or adult’s behavior, development, relationships, and survival strategies
- Can integrate that understanding into planning for the child, adult, and family
- Understands his or her role in responding to child traumatic stress

NCTSN Child Welfare Trauma Training Toolkit, 2008
Utilizing a Trauma-informed Perspective involves...

- Routinely screening for trauma exposure and related symptoms
- Using culturally appropriate, evidence-based assessment and treatment
- Making resources available to children, families, adults and providers on trauma exposure, its impact and treatment
- Engaging in efforts to strengthen the resilience and protective factors of children/families and adults impacted by and vulnerable to trauma
- Addressing parent trauma and its impact on the family system
- Emphasizing continuity of care and collaboration across child or adult service systems
- Maintain an environment of care that addresses and minimizes secondary trauma and increases staff resilience

[www.nctsn.org](http://www.nctsn.org)
CANS Resources and “Tip Sheets”

Making the CANS Feel Useful.....
To help with client engagement and treatment planning.
Resources developed to support use of the CANS and Trauma-Informed Practice

- **CANS ‘Cheat Sheet’** A Guide for using CANS with Clients and Families
- **Concrete Guidelines** to Treatment Planning and Clinical Application
- **Guidelines for Trauma Informed Assessment, Treatment Planning and Treatment with the CANS Trauma Version**
- **Creative Applications for Different Provider Roles:** Using the CANS with Complexly Traumatized Children and Adolescents
- **CANS VIDEO:** Use of the CANS in Trauma-Informed Clinical Practice
- **CANS MAPPING with Evidence-based Practices:** Trauma-informed Treatment Planning with ARC and SPARCS
Focus on CANS-Trauma Resources:
Enhancing our Trauma-Informed Lens and Skill-Building
Steps to support Trauma-Informed Practice with the CANS

1. Initial and Ongoing Engagement and Psychoeducation about the Effects of Trauma with Youth/Caregiver
   *CANS Completion/Introducing Trauma / Review of Trauma Domains/Scores*

2. Collaboration across Providers/Families and Goal Setting
   *Creating Trauma-Informed Goals with Caregivers/Youth*

3. Creating Trauma-Informed Service Plans
   *Establish plans using a trauma framework and staged approach*

4. Monitoring and Sharing Progress Over Time
   *Share and translate CANS data with families using a trauma lens*
A Guide for Using the CANS with Youth, Caregivers and Families

...provides the therapist and/or family members with the following:

1. A summary of the CANS and simple explanation of scores
2. Ideas about using the CANS at beginning of treatment – how to introduce and use for client engagement
3. Client-friendly description of why it’s important to collect CANS data and strategies for using the CANS
4. A one-page summary (at the end) that can torn off and given directly to families
Using the CANS in Working with Complexly Traumatized Children and Adolescents:

Creative Applications for Different Professional Roles

*How can the CANS be used for:*

1. Clinical Treatment Planning and Intervention
2. Clinical Supervision
3. Casework Planning
4. Working with Other Professionals /a Multi-disciplinary Team Approach
Small Group Discussion:
Application of Resources
Questions to Consider

- How might this be a useful resource to your trauma-informed work, based on your role?

- Do you engage in these activities currently – if so, how?

- Are there ways these efforts could be improved upon in your role?

- Can you generate 2-3 ideas for how this might be applied to enhance your trauma-informed practice?

- Do you foresee any challenges? Any additional suggestions you might have for helpful resources?
Three Parts:

1. CANS in Trauma-Focused Assessment
2. CANS Scores in Trauma-Informed Treatment Planning
3. Trauma-Focused Treatment
Guidelines for Trauma-Informed Assessment, Treatment Planning and Treatment with the Trauma CANS

Part 1: Use of the CANS in Trauma-focused Assessment

**CANS General Scoring Guidelines**
- Domain Specific Scoring and Action Levels
- Scoring Challenges, Making Difficult Decisions

**Scoring Issues: The Trauma Domains**
- Exposure to Potentially Traumatic/Adverse Childhood Events
- Symptoms Related to Potentially Traumatic/Adverse Childhood Events
- Pointers for Specific Trauma Symptom Items

**CANS Scoring Issues: Child and Caregiver Strengths**
- Using CANS Child Strengths in Trauma-focused Treatment
Guidelines for Trauma-Informed Assessment, Treatment Planning and Treatment with the Trauma CANS

Part 2: Use of the CANS Scores in Trauma-informed Treatment Planning

General Recommendations for Trauma-informed Treatment Planning

Use of the CANS Scores in Developing Trauma-informed Treatment Goals

- Incorporating Child Needs and Strengths
- Incorporating Caregiver Needs and Strengths

Potential Challenges with using the CANS in Trauma-informed Treatment Planning

Questions to Guide Development of Trauma-informed Treatment Planning
Part 3: Trauma-focused Treatment

Phases of Trauma Treatment

Common Core Components of Trauma-focused Treatments

Suggested Treatment Tasks for Each Core Component

How to Identify Appropriate, Trauma-focused Treatments
Concrete Guidelines to Planning with the CANS:

‘CANS Pointers’/ Give priority to ...

✓ ‘Actionable’ items (rated 3 and 2) in all domains
✓ All Traumatic Stress Symptom items should be accounted for in a trauma-informed treatment plan
✓ Use “Adjustment to Trauma” as a gateway item to understand range of trauma-related needs and need for trauma-focused services
✓ Actionable Risks suggest need for specific plans (safety plans/level of care decisions)
✓ Incorporate child/CG strengths: well-developed strengths can be used to address needs; underdeveloped strengths can be targeted and built
✓ If multiple actionable needs, group or cluster needs in plan rather than addressing each need separately
Questions to Consider when Developing Trauma-Informed Plans with the CANS: Strategies for Grouping CANS Items

- Which of these needs represent the youth’s coping responses/efforts to cope with trauma?
- Which symptoms or difficulties were evident prior to trauma exposure? Did they worsen or change after exposure?
- Which of these needs surface or worsen when child is faced with triggers or reminders of the trauma?
- Which of these needs are related to the youth’s difficulty with emotional regulation?
- Which of these needs are related to the youth’s difficulty in forming/maintaining relationships?

From Guidelines for Trauma-Informed Assessment, Treatment Planning and Treatment with the CANS
Utilizing a Trauma Framework in Treatment and Service Planning with Clients and Caregivers

- After conducting comprehensive assessment on needs and strengths, *SHARE* information with family members as appropriate.

- Translate information with family members/ youth in a way that makes sense – helping them ‘connect the dots’ across various needs.

- Utilize information to educate, communicate, and advocate for client’s needs across settings – using a complex trauma ‘lens’.

- If the child or adult has multiple needs or diagnoses, help family members and other systems make sense of these using a broader trauma framework.

- *Regardless of specific intervention approach*, ensure that you are identifying and responding to the range of complex needs and building upon strengths that exist.
CANS 2.0 & Evidence-based Trauma Practices

Attachment, Self-Regulation, & Competency (ARC)

- CANS 2.0 Items mapped onto ARC treatment “blocks” with related content (see next slide)
- Conceptual & empirical
- Clinical scoring template (see next slide)

Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)

- CANS 2.0 Items mapped onto SPARCS treatment components and skills with relevant/related content (see next slide)
- Conceptual
- Clinical applications in development
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Large Group Discussion

- What are some other ways you have used the CANS in the context of Treatment Planning?

- Are there any effective ways you have integrated the CANS with evidence-based practices?

- Any other challenges you have faced in this process?

- Any suggestions for resources that would be helpful to support these processes?
Ongoing / Future Collaborations and Resources: Supporting Application of the CANS and Trauma-Informed Practices

• Additional CANS Assessment Translation Resources for Staff and Caregivers/Family Members

• Focus groups with Caregivers/Family Members to support enhanced use of the CANS in clinical practice.

• Assessment-based curricula for application with specific trauma-focused clinical interventions

• CANS /FANS – Webinar and Learning Collaborative

• Fact sheets for a) Professionals in child-serving settings and b) Youth/ Caregivers on the developmental effects of trauma and its assessment.

• Training Videos/DVDs and briefer YouTube videos to enhance public awareness on the developmental effects of trauma
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