

Use of the Child and Adolescent Needs and Strengths (CANS) in Trauma-Informed Practice:

Applications to Treatment Planning, Family Engagement, and Psychoeducation on Child Trauma

A Video Demonstration

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NCTSN

The National Child
Traumatic Stress Network



CCTASP

The Center for Child Trauma Assessment and Service Planning
at Northwestern University

Overview of Presentation

Overview the development and applications of the CANS-Trauma in treatment planning and trauma-informed clinical practice

Illustrate **CANS Video demonstration** of how to use the CANS in trauma-informed client engagement, psychoeducation and treatment planning

Demonstrate use of **CANS Data Reports** to assist with client engagement and psychoeducation.

Consider the following questions in relation to the CANS or your current assessment strategies...

How many of you use assessment:

- 1) ... at multiple levels of your system (e.g., administrative use and client-centered)?
- 2) ... in a way that enhances your clinical practice?
- 3) ... for client engagement and/or psychoeducation?
- 4) ... to inform and guide treatment planning?
- 5) ... in a way that supports trauma-informed treatment?
- 6) ... because your state, system, agency requires it?

Background and Application of the “CANS-Trauma”

NCTSN

The National Child
Traumatic Stress Network

The National Child Traumatic Stress Network (NCTSN)

www.nctsn.org

- **Mission: To raise the standard of care and increase access to services for traumatized children and their families across the US**
- Initiative established by Congress in 2000, funding offered through Substance Abuse and Mental Health Services Administration (SAMHSA)
- National collaboration of multiple academic and community-based service centers
- Serves as a national resource for disseminating evidence-based interventions, trauma-informed services, and public and professional education
- Emphasis on transforming trauma-focused services throughout child-serving systems of care across the U.S.
- Currently comprised of 176 member centers - including 79 currently funded Centers and 98 affiliate members

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What is the Center for Child Trauma Assessment and Service Planning (CCTASP) ?

- University-based/Treatment Services and Adaptation Center of NCTSN
- Funded by SAMHSA since April, 2010
- Focus on development and dissemination and increasing accessibility of comprehensive trauma-focused assessments (CANS-Trauma) and related resources for providers/service settings.
- Enhance translation of trauma-focused assessments in clinical practice.
- Enhance education on the development effects of trauma through training/consultation and resources for to providers in child welfare, juvenile justice, mental health settings.
- Application of the CANS in relation to trauma-informed treatment planning, psychoeducation, and in relation to specific treatments
- Analysis of local and national large scale data sets to further understand complex trauma and related diagnoses

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Development and Use of the CANS-Trauma: Need for Comprehensive Assessment Strategies for Child Trauma

Develop a “common language” to understand and communicate about the effects of trauma between caregivers and providers

Gather information on multiple dimensions relevant to adaptation from trauma - including but not limited to PTSD

Gather information on strengths for child, caregiver, and family to utilize in the context of treatment/service planning

Provide a structured framework for understanding complex needs and strengths associated with child trauma

Utilize assessment data in clinical decision-making, treatment planning, quality improvement and systems planning

Match appropriate type and level of services to child needs/strengths

CANS Video Clips from:



Use of the Child and Adolescent Needs and Strengths (CANS) in Trauma-Informed Clinical Practice:

Application for Comprehensive Assessment, Psychoeducation, Client Engagement and Collaborative Treatment Planning.

How Client/Family Engagement in Assessment Process is Critical

Validating need for initial and/or ongoing treatment

Working with clients to identify goals and engage in collaborative treatment planning process

Facilitate client-therapist/staff discussion around types of intervention that would be most helpful based on needs

Helping clients see “they are not alone” – but also highlight areas in which their symptoms are out of the norm

Show how range of needs may be related/reactions to trauma experiences (“Psychoeducation”)

Help clients identify strengths and resources



Help client see they are making progress and areas of continued need





Brainstorming Successes and challenges related to use of the CANS in Clinical Practice:

Consider the following as you review the CANS Videos

1. How do you currently apply the results of your CANS assessments in practice?
 - With Families/Caregivers?
 - With Staff?
2. What successes/challenges have you had in integrating CANS data in your agency practice (e.g., direct service, supervision, training, agency/system planning?)
3. What successes/challenges have you had in completing and using the CANS with caregivers and families (e.g., use in collaborative treatment planning, sharing feedback?)
4. What improvements are needed in your use of the CANS?

Goals of the Video:

- ✓ Consider a variety of ways to collaboratively complete CANS
- ✓ Identify strategies for using CANS as an **engagement and psychoeducation tool** and **use of assessment data in practice**:
 - Reviewing CANS scores with client as an opportunity for psychoeducation about traumatic stress symptoms
 - Use of CANS as basis for collaborative treatment planning with youth and caregivers
 - Use of CANS in tracking progress and continued needs over time and adjusting treatment plan as necessary.
- ✓ Understand how CANS data reports (e.g., graphs) can be used to demonstrate changes in relation to treatment/services and as a continued opportunity for engagement and psychoeducation.

Overview of Video Clips

Topic	# of Clips	Featuring
Engagement and Psychoeducation: Introducing the CANS to Clients	1 1	- With Youth - With Foster Parent
Engagement and Psychoeducation: Overviewing Trauma Domains and Items	1 1	- With Youth: Trauma Experiences - With Foster Parent: Trauma Experiences & Symptoms
Engagement and Psychoeducation: Reviewing and Clustering CANS Scores / Treatment Planning	2 3	- With Foster Parent: Adjusting scores based on observation of youth and treatment goal - With Youth: Adjusting scores due to caregiver feedback and clustering scores together
Engagement and Psychoeducation: Sharing Feedback and Tracking Progress and Needs in Treatment	4	- With Foster Parent: Introducing and using CANS change reports; Reviewing areas of progress and continued needs; Ongoing trauma-informed psychoeducation
Consumer Perspective and Suggestions	4	- With Foster Parent and Youth: Reviewing benefits of the CANS, completing collaboratively, and sharing feedback; How to increase effective use in practice



Meet our Collaborators/ “Actors” in the Video

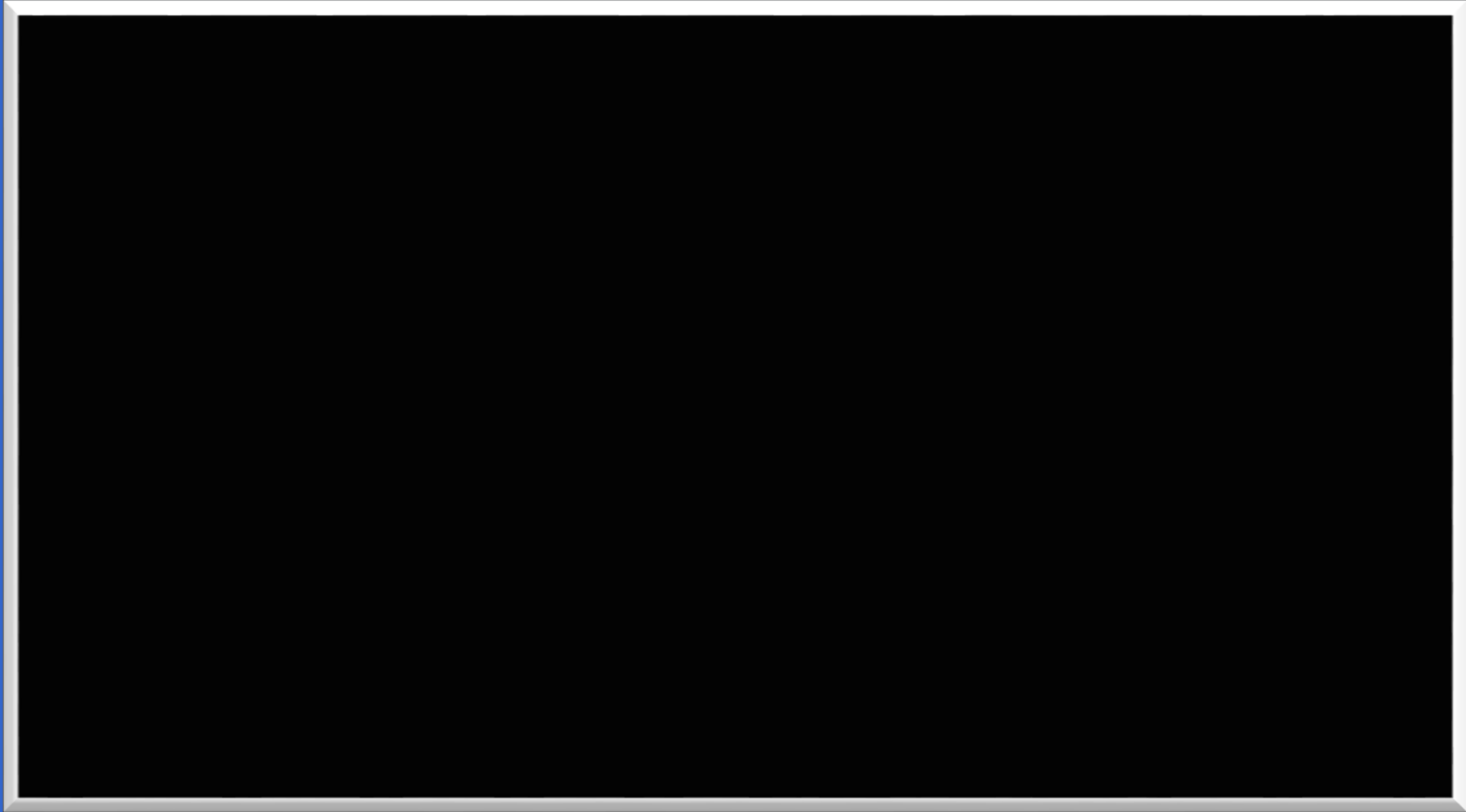
Foster Parent

- ❖ Involved in Illinois child welfare system as foster parent for 17 years
- ❖ Experience with over 100 foster children
- ❖ Has worked as a Foster Parent Support Specialist for over 30 years
- ❖ Illustrations with CANS based on actual experience with one foster child.

Foster Youth

- ❖ Involved as foster youth within Illinois child welfare for 20 years
- ❖ Currently works as a Paralegal and an advocate for youth
- ❖ Illustrating experiences in relation to the CANS based on actual experiences while in child welfare.

Clip #1: Initial Engagement with Youth: Brief Introduction of the CANS



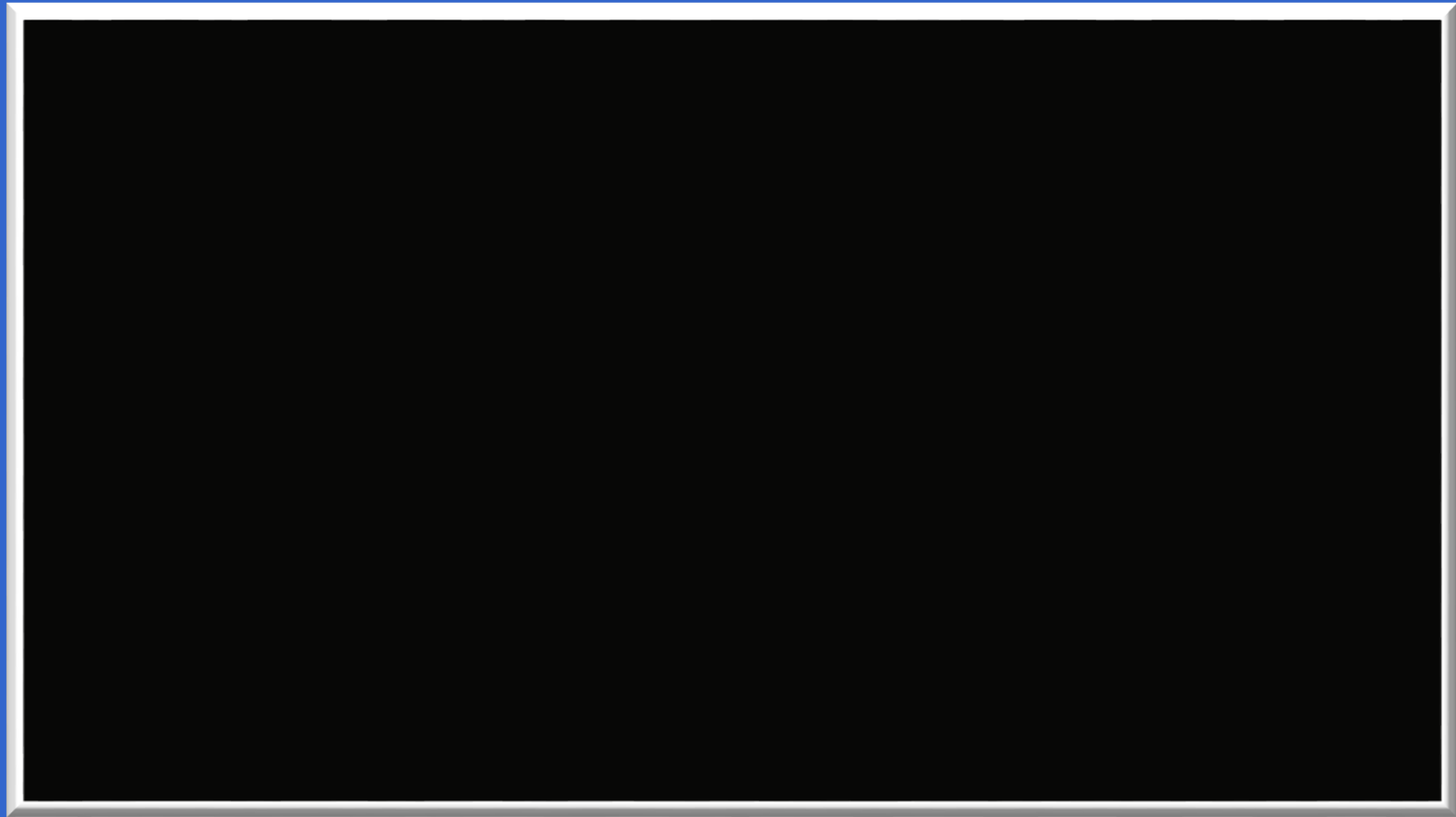
Clip #2: Initial Engagement with Foster Parent: Introduction of the CANS



Clip #3: Introducing Trauma Experiences/Abuse Items with Youth



Clip #4: Psychoeducation: Reviewing Trauma Symptom Domain with Foster Parent



Clip #5: Reviewing CANS Scores with the Foster Parent: Psychoeducation about Affect Regulation



Clip #6: Collaborative Planning with Foster Parent: Developing Treatment Goals



Clip #7: Initial Review of CANS Scores with Youth: Engagement and Psychoeducation



Clip #8: Introduction to Clustering CANS Scores with Youth to Develop Treatment Goals



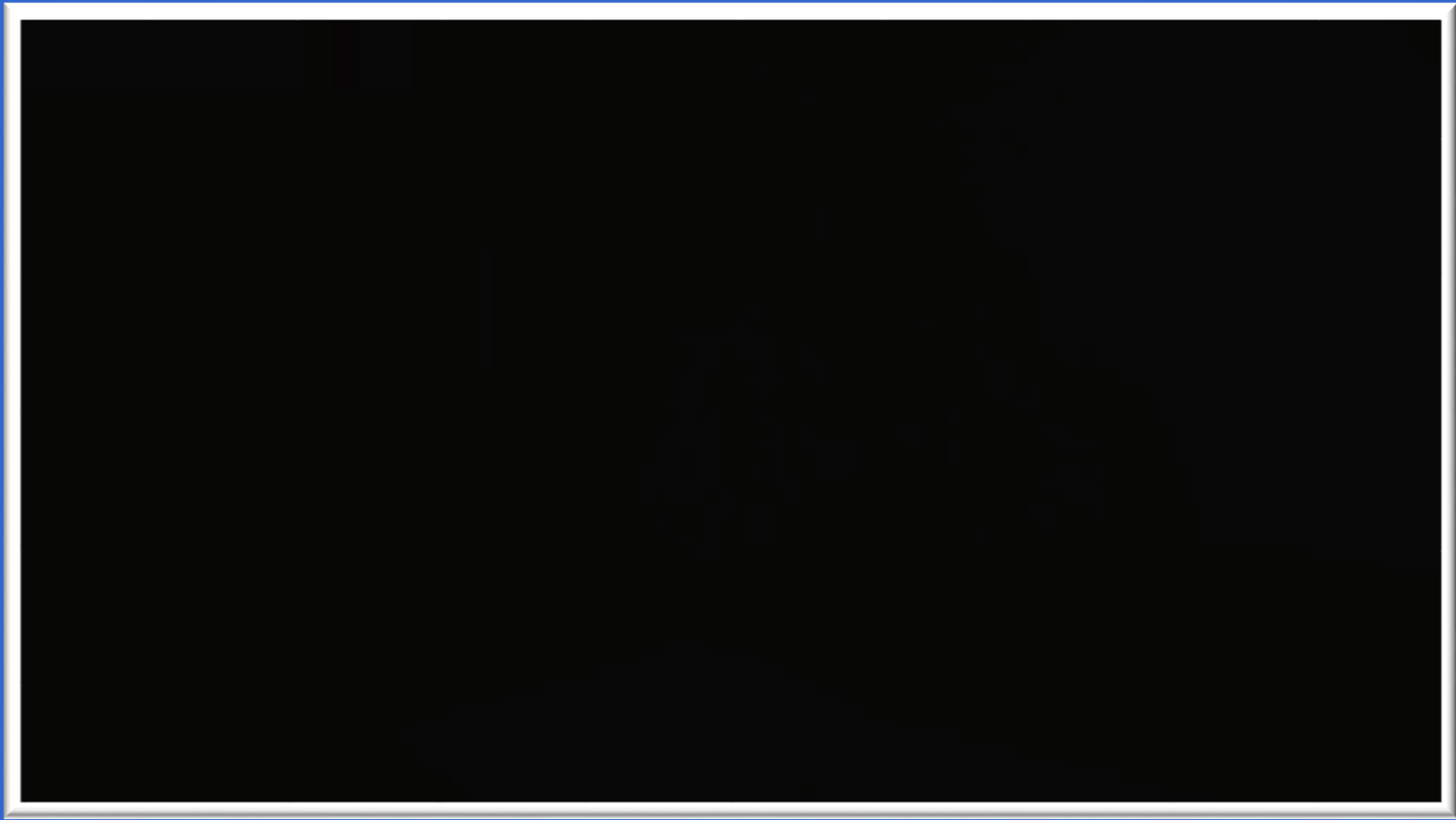
Clip #9: Clustering CANS Trauma Items with Youth to Develop Trauma-Informed Treatment Goals



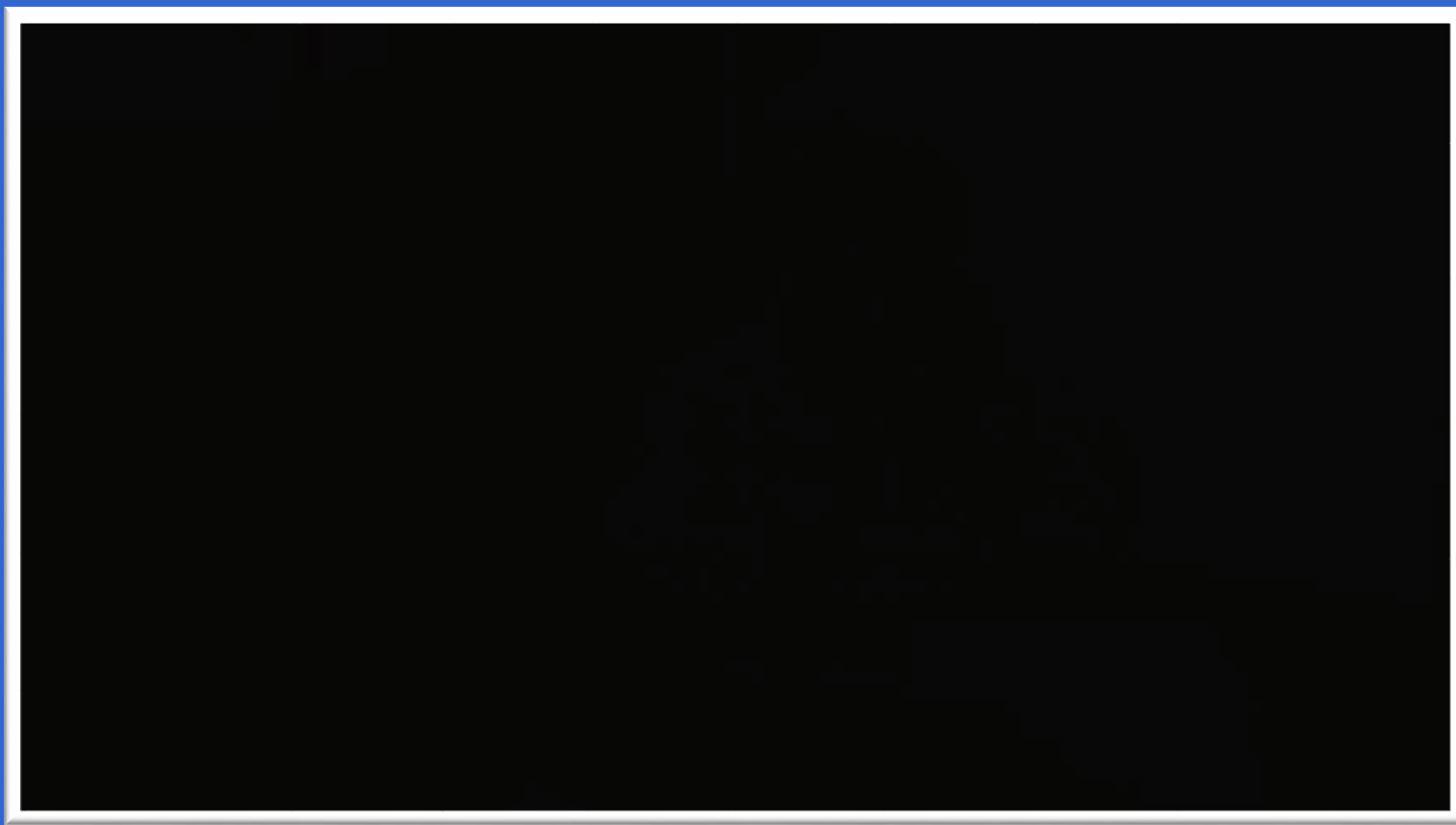
Clip #10: Introduction to CANS Follow-up Assessment: Sharing Feedback with Foster Parent



Clip #11: Overview of CANS “Change Report” with Caregiver: Highlighting Changes in Response to Treatment



Clip #12: Areas of Ongoing Need: Psychoeducation on Dissociation



Clip #13: Psychoeducation with Foster Parent: Attachment and Interpersonal Skills



Clip #14: Caregiver Reflections on Sharing Assessment Feedback with Family Members



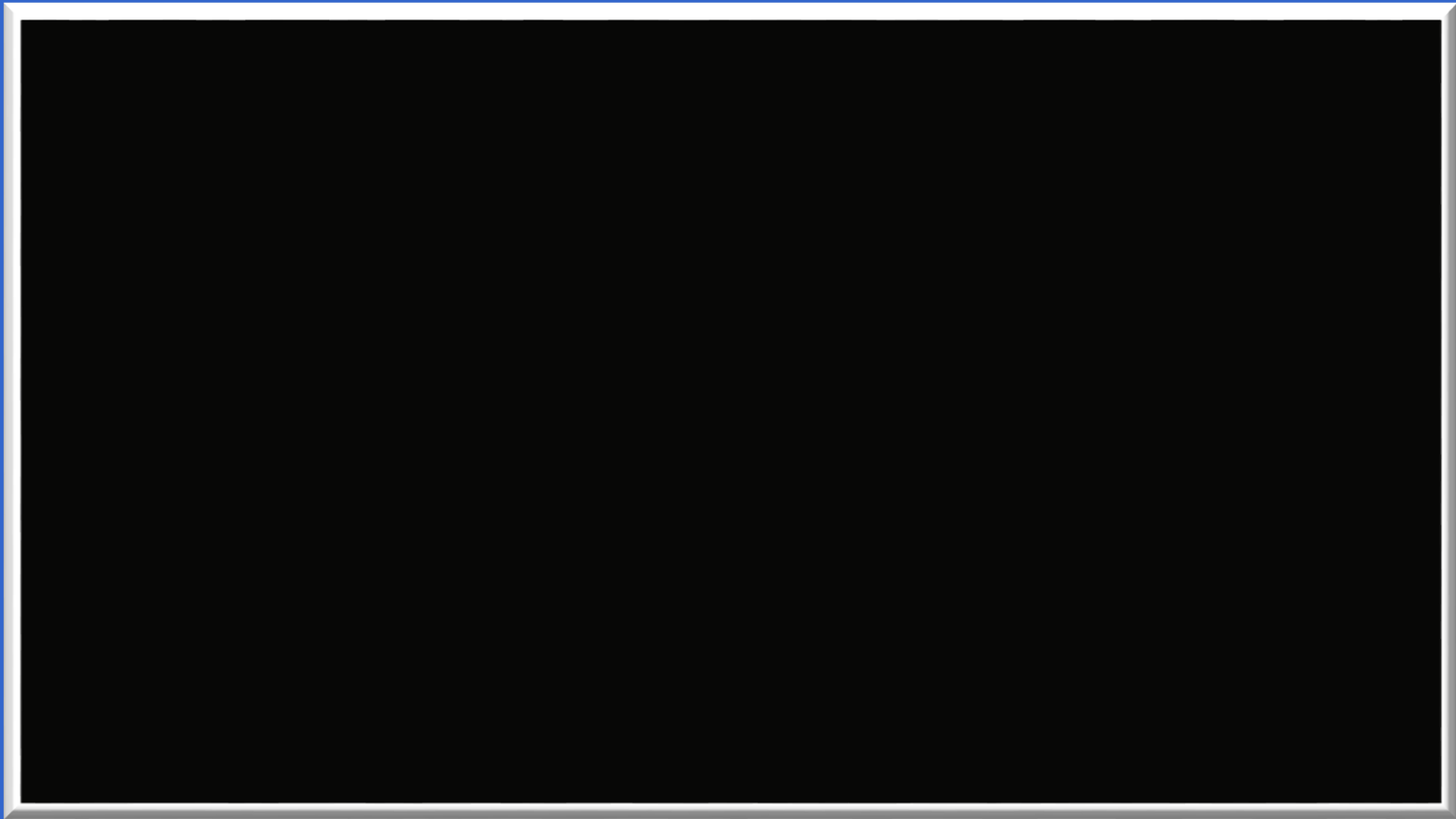
Clip #15: CANS Administration “Tips” from Foster Parent



Clip #16: Foster Parent Recommendations: Completing the CANS Collaboratively and Sharing Feedback



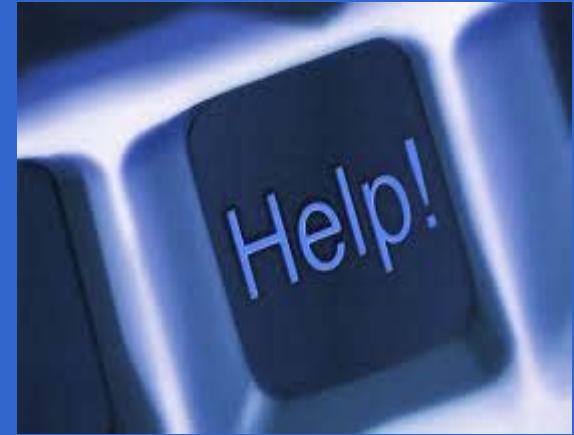
Clip #17: Foster Parent and Youth Reflections: Benefits of the CANS and Effective use in Practice



Feedback/Suggestions for Future Videos

- **Good for training** – makes use of CANS seem more realistic, attainable and clinically relevant.
- **Psychoeducation** pieces were very helpful
- **Use of data graphs** with caregiver were useful to share feedback and enhance engagement
- **Helping caregivers/youth understand symptoms from a trauma perspective** increases engagement and attunement.
- **Next Steps for Video Production:**
 - Highlight applications with a “**more resistant**” caregiver and child.
 - Illustrate use with a **biological parent**.
 - Highlight with **younger children**, children across developmental stages.
 - Illustrate clinician **reviewing domains** with youth
 - Illustrate **completion of CANS** in a variety of ways after clinical interview

Other Related CANS Resources and “Tip Sheets”



Making the CANS Useful.....

To help with client engagement and treatment planning .

Other Resources to support the CANS and Trauma-Informed Treatment Planning

1. CANS 'Cheat Sheet' A Guide for using CANS with Clients and Families

2. CANS Creative Applications for Working with Complex Trauma (across roles)

3. Guidelines for Trauma Informed Treatment Planning using the CANS

4. Concrete Guidelines to Treatment Planning and Clinical Application

#1: The CANS 'CHEAT SHEET'

A Guide for Using the CANS with Clients and their 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 – ho 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 of the CANS that can be given directly to families (please see the final page)*

#2: 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. Treatment Planning
2. Clinical Supervision
3. Casework Planning
4. Working with Other Professionals /a Multi-disciplinary Team Approach

#3: Guidelines for Using the CANS in Trauma-Informed Assessment, Treatment Planning and Treatment

Three Parts:

1. Use of the CANS in Trauma-Focused Assessment
2. Use of the CANS Scores in Trauma-Informed Treatment Planning
3. Trauma-Focused Treatment:
Core Components and Treatment Tasks



#4: Concrete Guidelines to Treatment Planning and Clinical Application

Provides 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
- ✓ Other items linked to “Adjustment to Trauma” problems are also incorporated
- ✓ A child’s strengths: underdeveloped strengths should be targeted and built; well-developed strengths can sometimes be used to address needs.

Contact and Further Information

If you have questions or need support in the use of this product, or for more information and further resources please contact us:

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We also welcome your feedback as we continue to refine and develop our resources.

Thank you!

Acknowledgements

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Thanks to all of our CCTASP team members at Northwestern who offered valuable feedback and review of this video product.

Finally, we want to thank the Center for Mental Health Services, , Substance Abuse and Mental Health Services Administration (SAMHSA) who supported the development of this product, our other CANS-Trauma resources, and the ongoing work of our NCTSN Center at Northwestern.

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