

## Applications for Different Professional Roles

### 1. Clinicians:

#### Use of the CANS for Clinical Treatment Planning & Intervention

A clinician may consider these questions at multiple points during treatment and as s/he (re)administers the CANS throughout treatment:

#### Beginning Treatment:

- ❖ Has any professional previously completed a CANS on this child? If yes, would it benefit me to get a copy of this?
- ❖ Which CANS items are elevated (scored a 2 or 3)?
- ❖ Which items on the CANS should I prioritize in treatment (all items scored 3 should be prioritized, some or all scored as 2)?
- ❖ Which strengths should I note (scores of 1 and 0)? Which strengths are underdeveloped (scores of 2 and 3)? Which strengths can we build in treatment?
- ❖ What CANS needs or strengths reflect what the child is currently using to self-regulate or cope with trauma or other difficulties (e.g., use of substances, eating, etc.)?
- ❖ Are the caregiver, caseworker, school, and other service providers sufficiently trauma-informed to manage traumatic behaviors? If not, what resources can I provide to increase their understanding of the impact of trauma and the role it plays in the child's behavior?
- ❖ What type of plan do I need to put in place to address safety and self-regulation if the client goes into crisis or acts out dangerously?
- ❖ Has the child and/or caregiver(s) been informed about the child's needs as a reflection of their potential responses to trauma (e.g., trauma-related symptoms, coping responses)?

#### During treatment:

- ❖ What items on the CANS are changing? Which areas are improving? Which areas are showing more difficulty?
- ❖ Have these areas of change been shared with the caregiver(s) and youth in the context of treatment?
- ❖ Do the CANS scores suggest that the child's methods of coping or self-regulation are changing?
- ❖ What interventions have I tried so far? Which have been successful?
- ❖ Are there needs on the CANS that suggest this child would benefit from another type of intervention?
- ❖ Who else working with the child would benefit from receiving a copy of the CANS that I complete?

## 2. Working with Other Professionals / Multi-disciplinary Team Approach

Providers may consider the following questions in relation to the CANS when working with a team:

- ❖ Do all members of the team have a copy of the last CANS completed on the child to develop a common understanding of the unique picture of the child's needs and strengths?
- ❖ Are all members of the team informed about the child's trauma experiences and symptoms as identified by the CANS?
- ❖ Are all team members aware of, and in agreement with, the safety plan and aware of the key safety issues?
- ❖ Are all team members aware of the child's methods of coping or self-regulating?
- ❖ How can the CANS scores be used to inform the team's decision regarding this case (e.g., placement, treatment focus)?
- ❖ Which strengths can each team member support or further develop, given his/her professional role?
- ❖ Which needs can each team member address, given his/her professional role?