

**Using the Child and Adolescent  
Needs and Strengths in the  
California Integrated Core Practice  
Model  
Trainee Guide**



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## Acknowledgements

This curriculum, *Using the Child and Adolescent Needs and Strengths in the California Integrated Core Practice Model*, is the result of the invaluable work and guidance from many people throughout California's Child Welfare system in conjunction with the Praed Foundation.

Founded in 1998, the Praed Foundation seeks to support transformational activities in human services, with a special emphasis on improving the lives of children and families. The Foundation has a variety of projects that support its mission including managing flexible funding for youth with mental health needs in the juvenile justice system. The primary work of the Foundation is in support of a mass collaboration of individuals who seek to use evidence-based assessments as an approach to working together to maintain the focus of human service enterprise on the people they serve. As such, the Praed Foundation maintains the copyrights for the *Child and Adolescent Needs and Strengths*, the *Family Advocacy and Support Tool*, the *Crisis Assessment Tool*, and the *Adult Needs and Strengths Assessment* to ensure that they remain free for anyone to use who shares this commitment.

The Praed Foundation convened experts throughout California to adapt their curriculum to reflect statewide practice in California. This devoted group of professionals included members from the California Department of Social Services (CDSS), all four Regional Training Academies (RTAs), the University Consortium for Children and Families (UCCF), Los Angeles County Department of Children and Families Training Division, the Resource Center for Family-Focused Practice (RCFFP) and the California Social Work Education Center (CalSWEC). As a result of their efforts, this curriculum is grounded in the framework of the Integrated Core Practice Model, and reflects the connection of the CANS to the CFT process, which supports the values of engagement, teaming, child and family voice and choice, and shared decision making.

California's child welfare system greatly benefits from this collaborative partnership, which helps our workforce improve practice and meet the needs of the state's children and families.

The curriculum was developed with public funds and is intended for public use.

FOR MORE INFORMATION on the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <https://calswec.berkeley.edu>, where you can find it under "Quick Links" or via Search.

# Introduction

## **COURSE DESCRIPTION**

This one-day training gives participants an understanding of how California will use the Child and Adolescent Needs and Strengths (CANS) as a strategy to meet the Integrated Core Practice Model (ICPM) vision for creating behavioral objectives with families and teams. The ICPM articulates the shared values, core components, and standards of practice reflecting findings of current research that demonstrate how collaborative and integrated family services work best in meeting the complex needs of children, youth, nonminor dependents, and families involved with multiple, government-funded organizations.

The CANS is a multi-purpose tool designed to be the output of a collaborative assessment process. It supports care planning and decision-making, facilitates quality improvement initiatives, and allows for the monitoring of outcomes and services.

Using vignettes and small group activities, this 6-hour, interactive session will prepare users for certification and use of the CANS. Principles and best practices in using the CANS as an assessment strategy and tool to monitor outcomes and inform plans will be addressed.

# Agenda

Introduction and Welcome	9:00 – 9:20 am
Background and Context	9:20 – 10:00 am
Key Principles of the CANS (Communimetrics)	10:00 – 10:45 am
<i>BREAK</i>	<i>10:45 – 11:00 am</i>
Key Principles of the CANS (Communimetrics) (continued)	11:00 am – 12:00 pm
<i>LUNCH</i>	<i>12:00 – 1:00 pm</i>
CANS: Domains and Items	1:00 – 2:00 pm
<i>BREAK</i>	<i>2:00 – 2:15 pm</i>
Practice Vignette (small groups)	2:15 – 3:40 pm
Online Certification	3:40 – 3:50 pm
Wrap-up	3:50 – 4:00 pm

## Learning Objectives

### Knowledge

- K1.** The trainee will be able to articulate the purpose of the CANS as a collaborative, transparent, team-based process.
- K2.** The trainee will be able to identify how the 6 Key Principles of the CANS are used in determining action levels on needs and strengths items.
- K3.** The trainee will be able to promote the linkage between the assessment and planning process using the CANS.

### Skills

- S1.** The trainee will be able to demonstrate ability to complete the CANS domains and items and apply the action levels, using a vignette.
- S2.** The trainee will be able to apply knowledge learned to prepare for the online certification test.

### Values

- V1.** The trainee will be able to describe how the CANS supports the ICPM and the practice of child and family teaming (CFT).

## List of Handouts

For this curriculum, the Trainee Content is in the form of Supplemental Handouts. The handouts listed below are provided separately for in-class activities and as preparation for the certification process. The numbers indicated correspond to the numbers in the document labels.

- #1\_California Integrated Practice\_CANS Reference Guide
- #2\_Assessing for Needs (flow chart)
- #3\_Assessing for Strengths (flow chart)
- #4\_CANS Rating Sheet for California Integrated Practice
- #5\_Vignette\_Mike\_age 15
- #6\_TCOM Tools: Obtaining Certification / TCOM Core Domains (2-sided document)
- #7\_TCOM: Praed Foundation Collaborative Training Website
- #8\_Frequently Asked Questions