



Family Plan for Change

Pick a Service

| | | | |
|---------------------|--------------------------|----------------------------------|------------------|
| | | FAMLINK CASE ID | FAMILY NAME |
| | | DATE OF ASSESSMENT | CA SOCIAL WORKER |
| PROFESSIONAL'S NAME | AGENCY PROVIDING SERVICE | PHONE NUMBER (INCLUDE AREA CODE) | E-MAIL ADDRESS |

PROFESSIONAL'S AND PARAPROFESSIONAL'S NAME(S)

In the family's words, please describe the goals that the family has for this service. What do individual members of the family feel needs to change to improve their family functioning and to increase child safety, permanency, and well-being (What do I want my family to look like at the end of this service?):

Identified Strengths

As identified through the CANS assessment process, the family is successful in these areas, has access to adequate community / natural supports, or the strengths in these areas may translate and offset deficits in other areas:

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Intervention Goals reflect an integration of family goals, CA service goals, and Treatment Target Needs identified by the CANS-F by focusing on goals that directly or indirectly improve child safety and permanency.

| Treatment Target Needs (Areas rated with a 2 or 3 on the CANS that are the prioritized and the target of THE intervention) | Intervention Goal (<u>Integration</u> of family goals, CA identified service goals, and Treatment Target Areas; desired effect of the intervention - what change is expected) | Action Steps Service Element and associated tasks that need to be completed to achieve the Intervention Goal. | Responsibility (Who will participate in the tasks) | Target Date |
|---|---|--|---|-------------|
| | | 1. | 1. | 1. |
| | | 2. | 2. | 2. |
| | | 3. | 3. | 3. |
| | | 4. | 4. | 4. |
| | | 1. | 1. | 1. |
| | | 2. | 2. | 2. |
| | | 3. | 3. | 3. |
| | | 4. | 4. | 4. |

| | | | | |
|--|--|----|----|----|
| | | 1. | 1. | 1. |
| | | 2. | 2. | 2. |
| | | 3. | 3. | 3. |
| | | 4. | 4. | 4. |

Additional Treatment Target Areas

The following needs were identified in the CANS-F Assessment; however, these needs may not impact child safety, were not prioritized by the family/assigned social worker for this specific intervention or, the needs are being addressed through a different service.

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CANS – F Assessment

The Child and Adolescent Needs and Strengths-Family Assessment (CANS-F) is a multi-purpose tool designed to create communication and consensus around service planning. The intent of the CANS-F is to facilitate the linkage between the CA identified Service Goals and the assessment process in order to create an integrated and individualized Service Intervention Plan. The CANS-F is a tool to help identify and prioritize the family's treatment target needs to support the goal of increased child safety in the home.

Scoring Scale

S = Strength – indicates a strength that is important to the person and can be used for strength-based planning process.

0 = No Evidence of Need - no reason to believe/assume this is a need. This area may also be a strength of the family.

1 = Watchful Waiting / Prevention - need to keep an eye on this area or consider putting in preventative measures to make sure things don't get worse. There may be a history, suspicion or disagreement about the presence or absence of the target area.

2 = Action Needed - something must be done, the need is sufficiently problematic and is interfering with child safety in a notable way.

3 = Immediate / Intensive Action Needed - requires immediate or intensive effort to address. Dangerous or disabling levels of needs.

Family Functioning

| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | S | 0 | 1 | 2 | 3 | |
| Parent / Caregiver Collaboration | <input type="checkbox"/> | |
| Family Conflict | <input type="checkbox"/> | |
| Safety | <input type="checkbox"/> | |
| Family Role Appropriateness | <input type="checkbox"/> | |

| | | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Social Resources | <input type="checkbox"/> | |
| Financial Resources | <input type="checkbox"/> | |
| Relations Among Siblings | <input type="checkbox"/> | |
| Extended Family Relations | <input type="checkbox"/> | |
| Family Communication | <input type="checkbox"/> | |
| Residential Stability | <input type="checkbox"/> | |
| Caregiver Functioning | | | | | | |
| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
| | S | 0 | 1 | 2 | 3 | |
| Involvement with Services | <input type="checkbox"/> | |
| Distress Tolerance | <input type="checkbox"/> | |
| Supervision | <input type="checkbox"/> | |
| Discipline | <input type="checkbox"/> | |
| Mental Health | <input type="checkbox"/> | |
| Partner Relations | <input type="checkbox"/> | |
| Substance Abuse | <input type="checkbox"/> | |
| Physical Health | <input type="checkbox"/> | |
| Organization | <input type="checkbox"/> | |
| Parental Attribution | <input type="checkbox"/> | |
| Emotional Responsiveness | <input type="checkbox"/> | |
| Caregiver Posttraumatic Reactions | <input type="checkbox"/> | |
| Family Stress | <input type="checkbox"/> | |
| Boundaries | <input type="checkbox"/> | |

| Caregiver Advocacy | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
| | S | 0 | 1 | 2 | 3 | |
| Knowledge of Family / Child Needs | <input type="checkbox"/> | |
| Knowledge of Service Options | <input type="checkbox"/> | |
| Knowledge of Rights And Responsibilities | <input type="checkbox"/> | |
| Ability to Listen | <input type="checkbox"/> | |
| Ability to Communicate | <input type="checkbox"/> | |
| Natural Supports | <input type="checkbox"/> | |
| Satisfaction With Child's Living Arrangement | <input type="checkbox"/> | |
| Satisfaction With Educational Arrangement | <input type="checkbox"/> | |
| Child Functioning Name: | | | | | | |
| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
| | S | 0 | 1 | 2 | 3 | |
| Mental Health Needs | <input type="checkbox"/> | |
| Adjustment to Trauma | <input type="checkbox"/> | |
| Recreation / Play | <input type="checkbox"/> | |
| Attachment – Birth to 5 | <input type="checkbox"/> | |
| Relationship with Biological Mother | <input type="checkbox"/> | |
| Relationship with Biological Father | <input type="checkbox"/> | |
| Relationship with Primary Caregiver | <input type="checkbox"/> | |
| Relationship with Other Family Adults | <input type="checkbox"/> | |

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|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Relationship with Siblings | <input type="checkbox"/> | |
| Medical / Physical | <input type="checkbox"/> | |
| Sleeping | <input type="checkbox"/> | |
| Cognitive Skills | <input type="checkbox"/> | |
| Social Functioning | <input type="checkbox"/> | |
| Educational Status | <input type="checkbox"/> | |
| Risk Behaviors | <input type="checkbox"/> | |
| Child Functioning Name: | | | | | | |
| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
| | S | 0 | 1 | 2 | 3 | |
| Mental Health Needs | <input type="checkbox"/> | |
| Adjustment to Trauma | <input type="checkbox"/> | |
| Recreation / Play | <input type="checkbox"/> | |
| Attachment – Birth to 5 | <input type="checkbox"/> | |
| Relationship with Biological Mother | <input type="checkbox"/> | |
| Relationship with Biological Father | <input type="checkbox"/> | |
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| Relationship with Other Family Adults | <input type="checkbox"/> | |
| Relationship with Siblings | <input type="checkbox"/> | |
| Medical / Physical | <input type="checkbox"/> | |
| Sleeping | <input type="checkbox"/> | |
| Cognitive Skills | <input type="checkbox"/> | |
| Social Functioning | <input type="checkbox"/> | |
| Educational Status | <input type="checkbox"/> | |
| Risk Behaviors | <input type="checkbox"/> | |

Child Functioning Name:

| Treatment Target Area | Score | | | | | Comments: Provide detailed information about any score that is a 2 or 3, or that is relevant to case planning including strengths. |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | S | 0 | 1 | 2 | 3 | |
| Mental Health Needs | <input type="checkbox"/> | |
| Adjustment to Trauma | <input type="checkbox"/> | |
| Recreation / Play | <input type="checkbox"/> | |
| Attachment – Birth to 5 | <input type="checkbox"/> | |
| Relationship with Biological Mother | <input type="checkbox"/> | |
| Relationship with Biological Father | <input type="checkbox"/> | |
| Relationship with Primary Caregiver | <input type="checkbox"/> | |
| Relationship with Other Family Adults | <input type="checkbox"/> | |
| Relationship with Siblings | <input type="checkbox"/> | |
| Medical / Physical | <input type="checkbox"/> | |
| Sleeping | <input type="checkbox"/> | |
| Cognitive Skills | <input type="checkbox"/> | |
| Social Functioning | <input type="checkbox"/> | |
| Educational Status | <input type="checkbox"/> | |
| Risk Behaviors | <input type="checkbox"/> | |

Family Functioning

PARENT/CAREGIVER COLLABORATION - This item allows the description of the working alliance among caregivers who are responsible for raising the children in the family. In a two parent family, this item describes the degree to which the two parents agree on parenting philosophy and strategies and work together to support each other in their parenting roles and responsibilities.

FAMILY CONFLICT - This item describes the amount of open fighting that occurs within the family system. The extreme of this item is conflict that turns into physical confrontation and aggression. Any violence in the past 30 days would be rated as a '3' regardless of which family members are involved in the violence.

SAFETY - This rating refers to the safety of the assessed child. It does not refer to the safety of other family or household members based on any danger presented by the assessed child.

FAMILY ROLE APPROPRIATENESS - Boundaries refer to the ability of family members to separate themselves as individuals and appropriately separate communication with various family members. Hierarchies refer to the organization of decision-making authority in the family.

SOCIAL RESOURCES - This item refers to the social assets (extended family and natural supports) and resources that the caregiver(s) can bring to bear in addressing the multiple needs of the child and family. If a family has money, it can buy help. In the absence of money, families often rely on social supports to help out in times of need.

FINANCIAL RESOURCES - This item refers to the income and other sources of money available to family members (particularly caregivers) that can be used to address family needs; please include government assistance.

RELATIONS AMONG SIBLINGS - This item refers to how the children in the family (brothers and sisters as well as step and half siblings) get along with each other.

EXTENDED FAMILY RELATIONS - This item refers to the family's relationship with other relatives (does not necessarily have to be a blood relation) who do not currently live with the family but do live in the same relative geographic area.

FAMILY COMMUNICATION - This item refers to the ability of all family members to talk to each other about their thoughts and feelings. It should only be about communication within the family

RESIDENTIAL STABILITY - This item rates the family's current and likely future housing circumstances.

Caregiver Functioning

SUPERVISION - This item refers to the caregiver's ability to provide monitoring and discipline to the rated child. Discipline is defined in the broadest sense as all of the things that parents/caregivers can do to promote positive behavior with their children.

DISCIPLINE - Discipline refers to the caregiver's ability to encourage children's positive behaviors through the use of a variety of different techniques including but not limited to praise, redirection, and punishment.

PARTNER RELATIONS - This item refers to the parent/caregiver's relationship with another adult. If married, this refers to the parent/caregiver's husband or wife.

MENTAL HEALTH - This item refers to the caregiver's mental health status that affects parenting. Serious mental illness would be rated as a '2' or '3' unless the individual is in recovery.

PARTNER RELATIONS - This item refers to the parent/caregiver's relationship with another adult. If married, this refers to the parent/caregiver's husband or wife.

SUBSTANCE ABUSE - This item rates the caregiver's pattern of alcohol and/or drug use that affects parenting. Substance-related disorders would be rated as a '2' or '3' unless the individual is in recovery.

PHYSICAL HEALTH - Physical health includes medical and physical challenges faced by the caregiver(s) that affects parenting.

ORGANIZATION - This rating covers the ability of the caregiver to participate in or direct the organization of the household, services, and related activities

PARENTAL ATTRIBUTION - This rating covers the caregivers' general understand of the many factors involved in a child's behavior? How does the caregiver explain the child's behaviors?

EMOTIONAL RESPONISIVENESS - This item refers to the caregiver's ability to understand and respond appropriately to the joys, sorrows, anxieties and other feelings of children.

CAREGIVER POSTTRAUMATIC REACTIONS - This rating describes posttraumatic reactions faced by caregiver(s), including emotional numbing and avoidance, nightmares and flashbacks that are related to their child's or their own traumatic experiences.

FAMILY STRESS - This item is used to describe the level of stress experienced by the family.

BOUNDARIES - This item refers to the caregiver's ability to maintain appropriate boundaries. This item may include physical separation, respecting privacy, and preventing children from being exposed to developmentally inappropriate information.

INVOLVEMENT WITH SERVICES – This item is based on the level of engagement and willingness the caregiver(s) has in the planning and provision of child welfare and related services.

DISTRESS TOLERANCE – This item describes how much a person finds emotions overwhelming and are able to shield children in their home from stress.

Caregiver Advocacy

KNOWLEDGE OF FAMILY/CHILD NEEDS - This item refers to the caregiver's ability to recognize the needs of the family and individual family members.

KNOWLEDGE OF SERVICE OPTIONS - This item refers to the choices the family might have for specific treatments, interventions or other services that might help the family address their needs or the needs of one of the family's members. This does not include services or information provided by the Department.

KNOWLEDGE OF RIGHTS AND RESPONSIBILITIES - This item refers to the caregiver's ability to understand and acknowledge the legal and societal expectations and responsibilities of their caregiver roles. This does not factor in Departmental involvement.

ABILITY TO LISTEN - This item refers to the caregiver's ability to hear both positive and negative feedback about him/herself and family members. This item would include asking clarifying questions.

ABILITY TO COMMUNICATE - This item refers to the caregiver's ability to effectively describe his/her needs as well as needs of other family members in a manner that others can understand.

NATURAL SUPPORTS - These ratings refer to unpaid helpers in the child's natural environment. These include individuals who provide social support to the target child and family.

SATISFACTION WITH CHILD'S LIVING ARRANGEMENT - This item refers to the caregiver's satisfaction with the current living arrangement of any child identified with needs. If a youth lives at home this describes the caregiver's desire to maintain this placement.

SATISFACTION WITH EDUCATIONAL ARRANGEMENT - This item describes the degree to which the caregiver is satisfied with the education placement of children in the family.

Child Functioning

MENTAL HEALTH NEEDS - This item is used to describe the child or youth's current mental health. If the child or youth receives a rating of 1 or higher please complete the Child Behavioral/Emotional Needs Section.

ADJUSTMENT TO TRAUMA - This item covers the child or youth's reaction to any of a variety of traumatic experiences - such as emotional, physical, or sexual abuse, separation from family members, witnessing violence, or the victimization or murder of family members or close friends. This dimension covers both adjustment disorders and posttraumatic stress disorder from DSM-IV. Behaviors which might indicate trauma reactions include anxiousness/hyper-vigilance, regression to behavior of younger ages (e.g., toileting problems, babyish speech, failure to engage in self-feeding, bathing, and other self-care), appetite disruption, withdrawal of interest from pleasurable activities, and other signs of emotional dysregulation after significant life events.

RELATIONSHIP WITH BIOLOGICAL MOTHER - This item refers to the child's relationship with his/her birth mother only.

RELATIONSHIP WITH BIOLOGICAL FATHER - This item refers to the child's relationship with his/her birth father only.

RELATIONSHIP WITH PRIMARY CAREGIVER - This item refers to the child relationship with whoever is his/her primary caregiver at the moment.

RELATIONSHIP WITH OTHER FAMILY ADULTS - This item refers to the child's involvement with adult family members who do not have primary caregiving responsibilities for the child.

RELATIONSHIP WITH SIBLINGS - This item refers to the child's relationship with brothers and sisters including half-siblings, step-siblings, and foster siblings.

MEDICAL/PHYSICAL - This item refers to the child's current medical health problems and physical impediments (i.e., both acute and chronic). Vision, weight, and asthma concerns would also be rated here. This item excludes mental health issues.

SLEEPING - This rating applies to the child's sleep pattern (i.e., a full night's sleep).

COGNITIVE SKILLS - Cognitive skills refers to the child's intellectual capacity. Problems with include mental retardation and learning difficulties that are a result of learning disabilities.

SOCIAL FUNCTIONING - This item rates difficulty a child may have in relationships with adults and similar-age others. It includes age-appropriate behavior, the ability to make and sustain adaptive adult and peer relationships, and adequate sources of adaptive adult and peer relationships.

EDUCATIONAL STATUS - This item refers to the child's status with school. If the child has completed his/her schooling then use '0'. If child has dropped out without completing then use a '3'.

RISK BEHAVIORS - This item describes any behavior that has the potential of placing the child or others at risk of physical harm. Suicidal behavior, violence, recklessness, A&D use, and sexual aggression would be rated here. If the youth receives a rating of 1 or higher please complete the Child Risk Behaviors Section.