

Practical Application of the CANS and ANSA: *Engagement, communication and Planning*

ALLEGHENY COUNTY DHS, OFFICE OF
ADMINISTRATION

COLLABORATIVE FOR APPLIED LEARNING, TRAUMA
AND TECHNICAL SUPPORT 2023



Workshop Agenda

| | |
|--|---|
| Engagement | Engage in a conversation to gather comprehensive information for completion of the assessment. |
| Completing the Assessment | Organize the information gathered to complete a quality CANS or ANSA in the DHSAT. |
| Using the Assessment in Planning | Develop a high-quality service plan based on the information gathered in the CANS/ANSA. |
| The Assessment as a Communication Tool | Utilize the information in the CANS or ANSA to advocate for the client and promote effective communication across the team. |

Be mindful of our
wonderful
diversity

Allow people to
self identify

One voice

Move up, listen
up

Speak your truth

Be ok with
vulnerability

Know that we
can't be articulate
all the time

Acknowledge the
difference
between intent
and impact

Listen to
understand

Take care of
yourself

Breathe

Learning leaves,
names stay

Group Agreements



Creativity



Curiosity



Judgment



Perspective



Bravery



Perseverance



Zest



Honesty



Social Intelligence



Kindness



Love



Leadership



Fairness



Teamwork



Forgiveness



Love of Learning



Gratitude



Spirituality



Self-Regulation



Humility



**Appreciation of
Beauty and Excellence**



Prudence

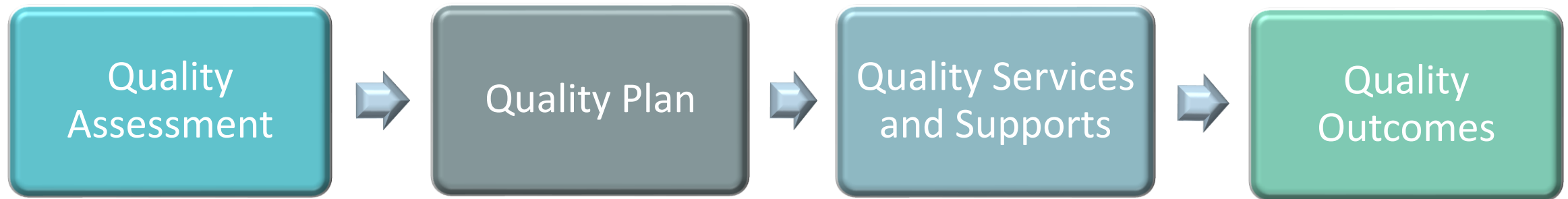


Hope



Humor

It's All Connected...





Engagement


“One good conversation can shift the direction of change forever.”

L. Lambert

The Basics



The
What...



The
Why...

Meaningful Conversation



Set the Tone

Key Skills and Strategies
Identifying Strengths & Needs

Wrap Up/Next Steps



Engagement Skills & Strategies

- Empathy
- Self-Awareness & Non-Verbal Cues
- Mindful Listening
- Conversation Strategies
- Trauma Informed Lens



Engagement

05:57

Intro to SOGIE



Engagement Resources

CONVERSATION GUIDE

SCORE SHEET

HANDBOOK

TRAUMA TIP-CARDS



Application: Having the Conversation

In pairs, practice a meaningful conversation to gather information for the CANS or ANSA.

Participant

Take on the role of an individual/family you've worked with (or make one up) and engage in a conversation with the assessor to share information about their strengths, needs, and traumatic experience(s)

Tips

- *identify at least one main need area/domain and areas that are related*
- *identify at least one strength*
- *Try to discuss a traumatic experience*

Assessor

- Open the conversation, introduce the assessment and purpose
- Engage, Ask open ended and follow up questions. ***Use your resources and take notes!!**
- Practice engagement skills and strategies

****7 Minutes Per Round & Switch***

Reflect

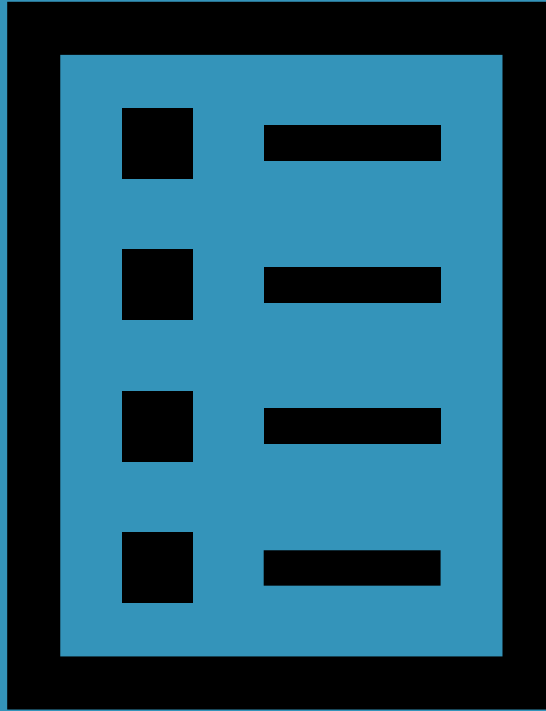
Assessor:

- What engagement strategies did you use and how did they work?
- Was there anything that was challenging?
- What valuable information about needs, strengths or trauma did you learn?

Participant:

- Did you feel comfortable and engaged? What did the assessor do to promote this?
- Were there times you felt uncomfortable, or you didn't want to share? What made you feel that way?





Entering the Assessment

Organizing the information you've gathered.

Quality Assessments



Ratings match the Descriptions



Captures Individual's or Family's Voice



Specific VS. Vague ;
i.e., mostly adaptive,
moderate, etc.



Functional strengths



Needs \neq services



Capturing the 'what' and not the 'why'.

Group Activity: Room for Improvement

Substance Use

1

- **No concerns.**

Group Activity: Room for Improvement

Depression

0

- **Miriam just started therapy last week.**

Group Activity: Room for Improvement

Family Functioning

2

- **Antonio has a gambling problem.**

Examples of Descriptions

WEAK

Diego has some legal concerns.

BETTER

"I'm on probation and need to follow my court orders, attend of all my court hearings and pay my restitution so that I can move on with my life."

Justice Involvement: Rating 2

Examples of Descriptions

WEAK

Mary needs inpatient D/A tx.

BETTER

Mary reports, “I relapsed two months ago and have been using heroin daily since then. I want to get clean.”

Substance Use:

Rating 3

Examples of Descriptions

WEAK

His family loves him.

BETTER

“My family is really close.
Everyone works together so that
everyone has what they need.”

Family/Other Significant Relationships (Strength) :

Rating 0

Examples of Descriptions

FAMILY VOICE

“I’ve been taking too much allergy medication, that’s why I often appear sleepy.”

CAPTURING CONTENTION

Jane reports: “I’ve been taking too much allergy medication” and that’s why I often appear sleepy.” The team is concerned about a substance abuse issue.

Substance Use:
1-Contention

Application: *Complete the Assessment*



Reference the notes you took in your role play.



Complete the Justification Score Sheet with the information you gathered.



Rate the items that were discussed, both strength(s) and need(s).



Indicate the traumatic experience if applicable.

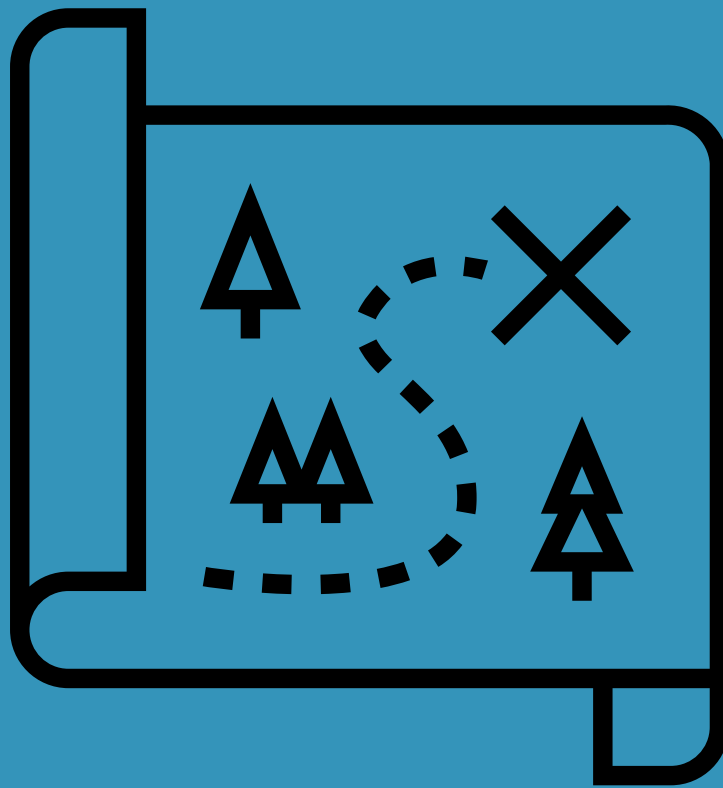


Include descriptions for needs items rated 2 or 3 & strengths items rated 0 or 1.



Reflect

- Do your ratings and descriptions align?
- Were any strengths identified? Did you note how it was functional?
- Is there enough information to begin the planning process?



Developing a Service Plan...

Using the CANS/ANSA

A Collaborative Plan

- Goals should reflect the person's language
- Needs and Strengths should be incorporated into the plan.....
 - *Needs Rated a 2 or 3 (multiple needs can be included in one goal)*
 - *Strengths Rated a 0 or a 1 (think functional strengths)*
- **If a need is not used in the plan- be sure to make a note as to why*
- A specific target date and a responsible person(s) should be identified in the action steps

The CANS or ANSA is your Road Map to Planning



Application: *Planning*

- Use the assessment you've created to construct a goal.
- Reference your justification score sheet.
- Highlight the actionable needs and useful strengths.
- Think of a goal that would address one or more of the needs.
- Fill in the goal template with a goal and correlating action steps.

Goal Template

Goal:

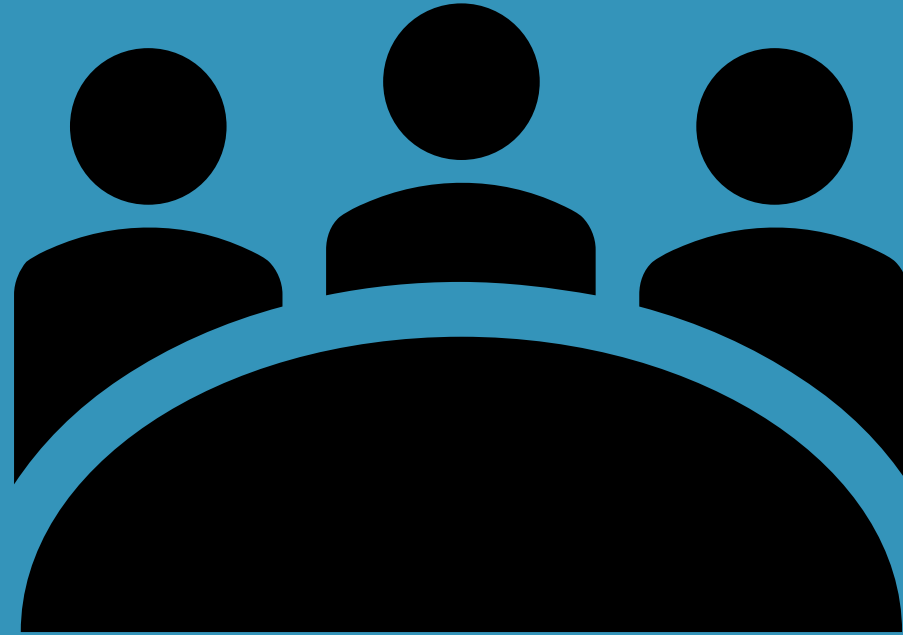
| Action Step | Responsible Person | Target Date |
|-------------|--------------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |



Reflect

Share your goal and action step with the group.

- What Needs were addressed?
- Did you incorporate a functional strength?
- Does the goal capture the individual's language?
- Were there different people responsible for each step? Did you include your role?
- Were the target dates different for each step?



Communication

Using the Assessment to promote communication across the team.

DHSAT Reports

Reports:

- ❖ Comparison
- ❖ SPANS
- ❖ Full
- ❖ Summary

Summary Report

INDIVIDUAL STRENGTHS

Strengths,
Resiliency and
Wellness

0 – Strong/Centerpiece; 1 – Good

| ITEM | RATING | DESCRIPTION |
|----------------------------|--------|--|
| Community Connection | Good | Jesse has been frequenting shelters, demonstrates knowledge of the community around him. Utilizes the deli for meals. |
| Natural Supports | Good | Jesse has a reliable support in his former boss, the deli owner who gives him food and tells him he will help him with employment when Jesse stabilizes. |
| Educational/ Vocational | Good | Jesse has a history of work in the deli (for five consecutive years) and as a welder. |

Summary Report continued

| Behavioral/Emotional Needs | | 2 – Help Needed, Moderate; 3 – Immediate Help, Severe |
|-----------------------------------|-----------------------|--|
| ITEM | RATING | DESCRIPTION |
| Psychosis | Help Needed, Moderate | Jesse has active hallucinations. He hears voices and believes they are "in his head and won't get out." |
| Impulsivity/Hyperactivity | Help Needed, Moderate | Jesse recently punched a shop clerk in the face while trying to steal a bottle of liquor. |
| Interpersonal Problems | Help Needed, Moderate | Jesse is estranged from almost everyone in his life. He has lost all of his friends and feels that "no one cares." |
| Unemployment | | 2 – Help Needed, Moderate; 3 – Immediate Help, Severe |
| ITEM | RATING | DESCRIPTION |
| Unemployment Preference | Help Needed, Moderate | Jesse has no income and still stays in contact with his former boss. He will need to stabilize his mental health prior to pursuing employment. |

Comparison Report

Assessments Dates Compared: 02/06/2014 (earlier assessment) and 08/25/2022 (latest assessment)

STRENGTHS

MY STRENGTHS

Strengths maintained that continue to support my wellbeing

| |
|--|
| Strengths, Resiliency, and Wellness |
| Family/Other Significant Relationships |
| Investment in Services |

BUILDING STRENGTHS

Areas identified as strengths on the most recent assessment

| |
|--|
| Strengths, Resiliency, and Wellness |
| Community Connection |
| Talents and Interests |

ACHIEVEMENTS

ACHIEVEMENTS

Congratulations! Through your commitment and dedication, the following items are no longer needs at this time

| | Previous Assessment Score | Latest Assessment Score |
|-------------------------------------|---------------------------|-------------------------|
| Youth Risk Behaviors/Factors | | |
| Current Environmental Stressors | (2) Take Action | (0) No need |

EXISTING NEEDS

Let's continue to work in the following areas

| | Previous Assessment Score | Latest Assessment Score |
|-----------------------------------|---------------------------|-------------------------|
| Life Functioning | | |
| Family Functioning | (2) Take Action | (2) Take Action |
| Intellectual/Developmental | (2) Take Action | (2) Take Action |
| Self-Care/Daily Living | (2) Take Action | (2) Take Action |
| School | (2) Take Action | (2) Take Action |
| Behavioral/Emotional Needs | | |

1

Comparison Report

"My Story: Strengths, Achievements and Needs"

| | Previous Assessment Score | Latest Assessment Score |
|-------------------------------------|---------------------------|-------------------------|
| Impulsivity/Hyperactivity | (2) Take Action | (2) Take Action |
| Oppositional | (2) Take Action | (3) Immediate Action |
| Anger Control | (2) Take Action | (2) Take Action |
| Youth Risk Behaviors/Factors | | |
| Intentional Misbehavior | (2) Take Action | (2) Take Action |

Promoting a Shared Vision

The team includes service providers & family members or natural supports involved.

Can help to keep team on the same page.

Prevents duplication of efforts and resources.

Accuracy= Advocacy
Communicates the youth/individual's voice.

Streamlines information sharing.

Prevents families from sharing their stories over and over.

***Be sure to gather any required consent/releases prior to sharing the family/individual's information.*



Application & Reflection

- Reflect on how you would plan to use your assessment as a communication tool.
- Who are you communicating with?
- What would you communicate?
- When do you feel it would be important to share the assessment/communicate? What specific situation may arise?
- Why is this important?

Example: *Using the Assessment to Communicate*

You are on a team for a family with complex needs and multiple services involved. You are in a planning meeting, and there are several disagreements about the priority needs of the family. You reference the CANS report and gain clarity about any items scored 2 or 3. You ask the family to clarify for the team where they would like to start.

Example: *Using the Assessment to Communicate*

Your client asks you for information about local cooking classes or activities. This strength is included in their ANSA. You then follow up this conversation by sending an email to the family's team sharing their new interest and asking for any resources you can provide the family.

Example: *Using the Assessment to Communicate*

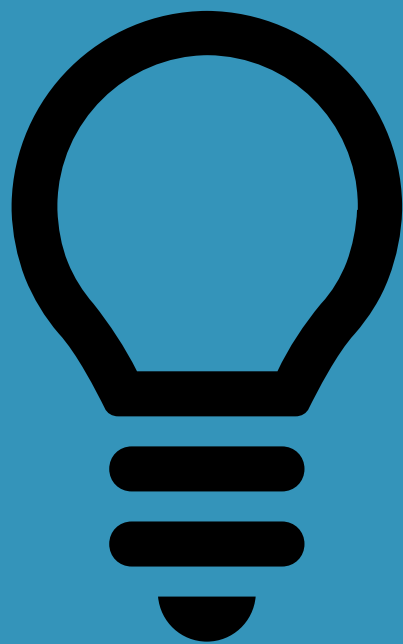
You are on the phone with your youth's Juvenile Probation Officer, and they spend 15 minutes listing all the youth's negative behaviors and qualities. You look at the CANS report for the strengths identified as 0 and 1. You ask if any of those strengths can help meet any of the needs of the youth.

Example: *Using the Assessment to Communicate*

You are preparing to attend a meeting for a youth who has experienced significant abuse and neglect. Prior to the meeting, you call the providers and share the priority needs identified in the assessment. You gain agreement about not making the family re-share their story to prevent re-traumatization.

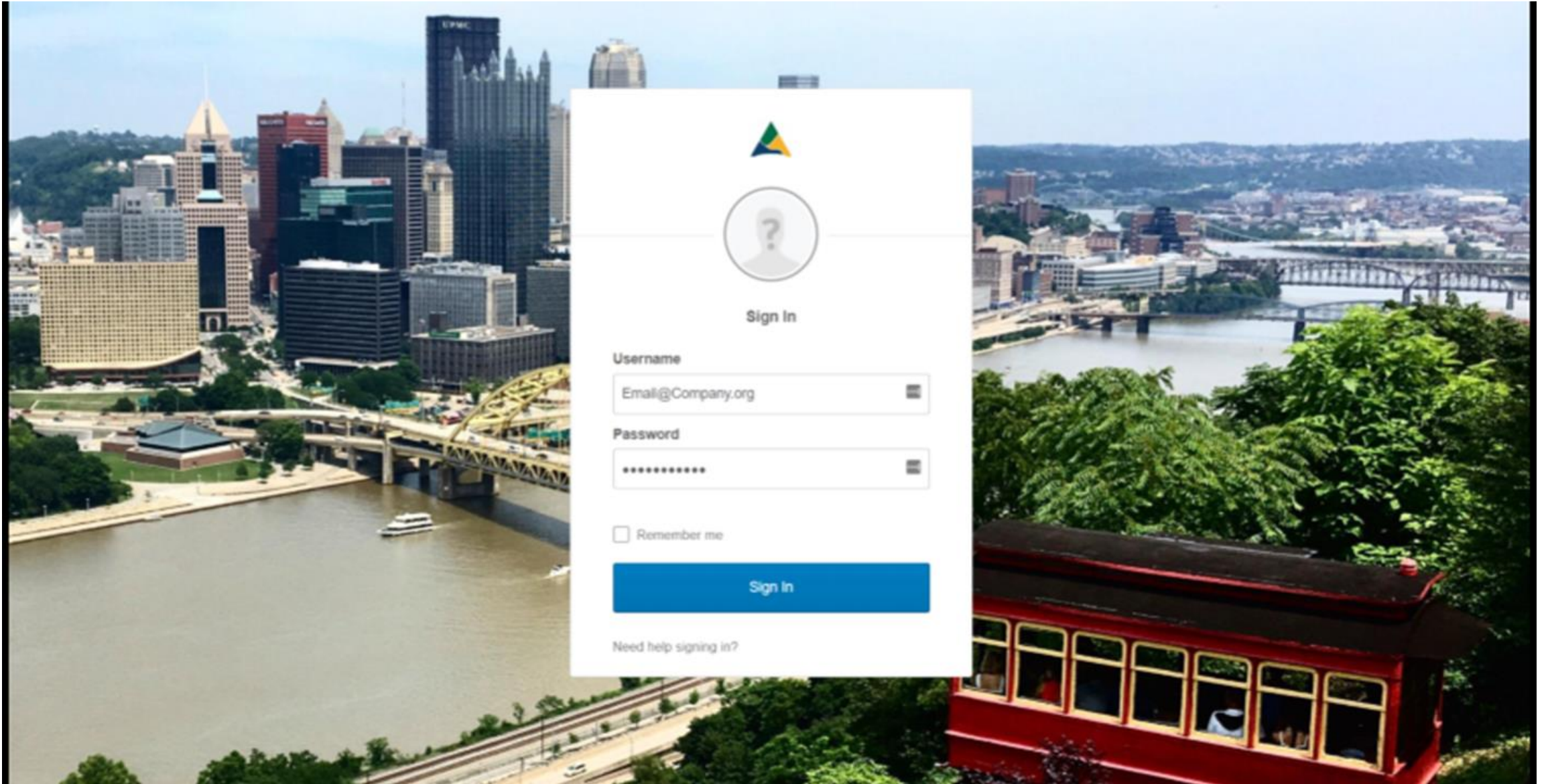
Example: *Using the Assessment to Communicate*

You are attending a mental health evaluation with your client. Based on your conversations with the family, you then help to advocate for what treatment has and has not worked for them in the past.



DHSAT Tips

DHS- Assessment Tool



Sign In

Username

Email@Company.org

Password

Remember me

Sign In

[Need help signing in?](#)



Search your apps

Zipporah alleghenycounty

- My Apps
 - General
 - DHS Applications
 - Training
 - Add section
- Notifications 1

My Apps

Sort

General

Easy Vista

HMIS

DHS Application Support

Allegheeny HMIS Warehouse

KIDS

ClientView

DHS Applications

Drag apps to this section

Remove section

Training

Learning Management...

Import IE & Edge favorites to Chrome

Change default browser

Download Okta add-on for IE

Download Okta add-on for Edge

Activate Okta plug-in for IE

Last sign in: a few seconds ago
© 2023 Okta, Inc.
Privacy



Organizer Focus History

WorkLoad

- My Active Services
- My Family Profiles
- Placement Stability

My Tasks

- + My Request
- + Online Service Requests
- My Alerts





Login

Login ID:*

Password:*

Disclaimer

You are about to enter the private network of Allegheny County. All information on this site is confidential. Access is limited to persons with user identification assigned by Allegheny County. Unauthorized access to this system or the information contained there is a violation of County, State and Federal Laws, and will be punished to the full extent of the law.

Login

Attention DHSAssessment Users: As of April 19 2012, please click the below URL to login to KIDS.
[Please click here to login into KIDS Password Self-Service](#)
You are not authorized to login to this application. Please contact the DHS Help Desk at 412-350-HELP, Option 2.



Department of Human Services Allegheny County, Pennsylvania

DHS Assessment Tool



- Referral
- Case
- Client
- Assessment
- Admin

Help Close Case

- Prep/FAST
 - Assessment History
- CANS/ANSA
 - Individual Assessment History
- Assessment History
 - Reports
- Reports

Organizer Focus History

WorkLoad

My Assignments

My Tasks

- + My Request
- My Alerts
- My Certifications
- Reassessments



Organizer | **Focus** | History

In Focus

User Name:
Phyllis Johnson

Entity Type:
Client

Entity Name:
KBWPO NBMPZ

Entity ID:
[1000327403](#)

Assessment Provider Involvement

* Denotes Mandatory Fields

Provider Involvement List

| | Provider Name | Assessor | Start Date | End Date | Office |
|---|------------------------------------|-----------------|------------|----------|-------------------------------------|
| ▶ | Mon Yough Services-Foster Care | Phyllis Johnson | 1/17/2020 | | Office of Children Youth and Family |
| | A Second Chance, Inc.-Kinship Care | Pamela Trautman | 7/16/2013 | 8/2/2019 | Office of Children Youth and Family |

Assessment List

| | Assessment Desc | Assessor Name | Assessment Date | Assessment Status | Projected Reassessment Date | Addendum Note |
|---|--------------------|------------------|-----------------|-------------------|-----------------------------|---------------|
| ▶ | CANS Comprehensive | Phyllis Johnson | 1/11/2022 | Complete | 7/10/2022 | |
| | CANS Comprehensive | Clare Chiaverini | 7/23/2021 | Complete | | |
| | CANS Comprehensive | Phyllis Johnson | 1/11/2021 | Complete | | |
| | CANS Comprehensive | Clare Chiaverini | 7/16/2020 | Complete | | |
| | CANS Comprehensive | Clare Chiaverini | 1/30/2020 | Complete | | |

Questions???

Contact Information:

Dhs-commonassessments@alleghenycounty.us

Alacia Eicher

alacia.eicher@alleghenycounty.us

Heather Boyd

heather.boyd@alleghenycounty.us

