

Using CANS During COVID

Early on in the Pandemic, the Praed Foundation hosted a virtual meeting to discuss strategies that support engagement with youth and families regarding the CANS. Many of the strategies discussed apply to other aspects of the Wraparound process, including virtual engagement conversations and Wraparound meetings. This is a summary of the information we learned during the video.

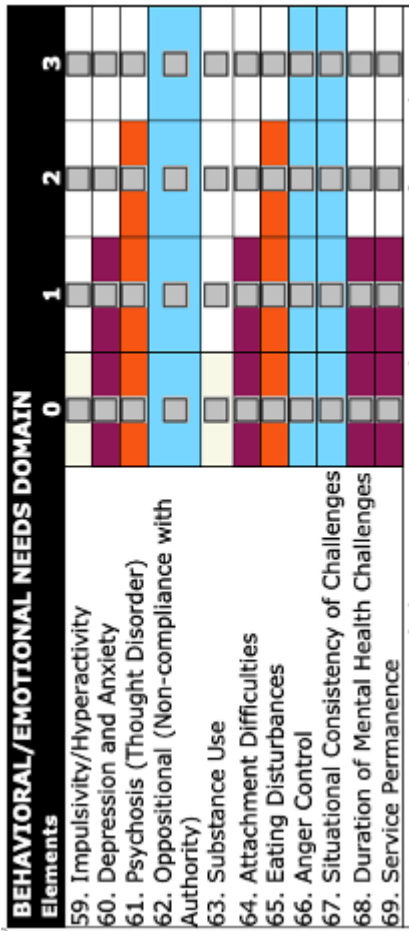
1) ENGAGEMENT TECHNIQUES/REMINDERS

- a) Let youth and families choose the technology they are comfortable with (video, phone, text)
 - i) Prepare them for engagement to look different during video meetings or phone calls (e.g., eye contact might look different, ask for signals or ways to indicate they need support, how this looks different via this new mode vs. in person).
 - ii) Prepare them ahead of time for possible technology glitches (e.g., internet cutting out, losing signal) and plan ahead of time what they should do if this happens.
- b) Give the Youth more active control over the process to help them engage
 - i) Let them click the ratings (if doing CANS), fill things in online (could work if it were a google doc) etc., give them more active control over the process to help them engage.
 - ii) If youth isn't actively engaged in the process, ask why they don't want to participate, understand why so you can address it.
- c) Make it fun, be creative, make it more activity based.
 - i) Some Care Coordinators use games and turn the session/meeting/engagement into a game-based activity.
 - ii) Find out ahead of time things they like then try to connect that to you so they can relate to you (if they like cats talk about your cat).

2) USING VISUALS

a) CANS:

i) Color coding each rating, then turn sideways to turn into graph



ii) Use an Emoji for each action level (0,1,2,3)

Elements	0	1	2	3
55. Language	👉	☐	☐	☐
56. Cultural Identity	☐	👁️	☐	☐
57. Cultural Events and Activities	☐	☐	🤔	☐
58. Cultural stress	☐	☐	☐	😞

3) STRENGTHS AND NEEDS INFO/ SPECIFIC CANS RATING QUESTIONS

a) School items:

- i) School Behavior (Item 52 in Oregon CANS 6-20) rate based on how they're behaving in home-based school environment. Are they causing problems, not engaging, struggling behaviorally, etc.- could be a 2 or 3.
- ii) School Attendance (Item 53 in Oregon CANS 6-20) refers to youth participating in current expected process (if supposed to be doing school work from home and is not- 3 on attendance)
 - (1) Some schools are unprepared for this: they don't have options, and not attending school = 3
- iii) School Achievement (Item 54 in Oregon CANS 6-20) - leave the rating where it was the last time youth was in school or rate it where they were before school transitioned to being at home

b) COVID-19 infection

- i) Medical/Physical (Item 49 in Oregon CANS 6-20) should be 0 unless youth is infected and dependent on their symptoms.
- ii) Medical Trauma (Item 25 in Oregon CANS 6-20) if the youth has contracted COVID-19 and dependent on their experience.
- iii) Disruptions in Caregiving/Attachment Losses (Item 32 in Oregon CANS 6-20) if caregiver is infected and this has impacted the caregiving relationship.