

Supervisory Webinar #1 Vignette Workbook

Novice Level: Domain Review

Role Play Breakout Activity – Javier (Risk Behaviors Domain):

Read short Javier vignette. Breakout into groups of 2, in the breakout rooms one person will play the role of the Care Manager while the other plays the role of the Supervisor. The Supervisor will guide the Care Manager in rating each item in the Risk Behavior Domain and providing evidence for that item.

Javier a 14-year-old boy has been living with his grandparents as a result of suspected sexual abuse by his caregivers. Javier currently does not show any evidence of sexual abuse. He currently has a girlfriend who is pregnant. Javier is trying his best to take an active role, but he was recently arrested for stealing diapers and formula from a local store. There are no legal charges yet and it remains as an active case. His grandparents report that he is not aggressive towards them but when he is angry, he will pick on his cousins and call them names which is often resulted in punishment. Javier has never been suicidal but when he is sent to his room his grandparents report they hear "banging" on the wall and they are not sure what to make of it.

E. Risk Behaviors	
54	Suicide Risk
55	Self-Injurious Behavior
56	Other Self-Harm
57	Danger To Others
58	Fire Setting
59	Sexually Reactive Behavior
60	Sexual Aggression
61	Delinquent Behavior
62	Bullying
63	Runaway
64	Problematic Social Behavior
65	Eating Disturbance

Developing Level: Item Review

Trainer(s) Role Play of an Item Review - Eliud (Transition To Adulthood Module):

Eliud is 17 years old, he seems to know a lot about his medical needs, but also doesn't get too involved in discussions with doctors, etc. He leaves that to mom. Eliud is pretty tech savvy. He is proud of a calendar he keeps on his phone and is always prepared to appointments with providers. He does not seem to schedule his own care appointments, leaving that to his mom. Eliud is very familiar with the system and shows little or no signs of problematic relationships with the system.

Transition to Adulthood Module	
A	Knowledge of Condition
B	Medication Adherence
C	Youth Involvement
D	Self-Care Management
E	Youth Relationship to the System
F	Career Aspirations
G	Employment
H	Living Skills
I	Educational Attainment
J	Prevocational
K	Intimate Relationships
L	Transportation

*****NOW YOU TRY*****

Participant Role Play Scenario #1: Hassan Item(s) Review (Cultural Identity, Spiritual Religious):

The role-player acting as the care manager should talk to their supervisor about how they will gather information about the items "Spiritual/Religious" and "Cultural Identity". It will be the job of the role-player acting as the Supervisor to help guide the care manager on how to incorporate these strengths areas in the conversation.

Hassan, who is 8 years old. Hassan's family practices Islam and faith is an important part of family life. Hassan's family has access to many resources as a result of their faith group and the connections it offers, but Hassan doesn't really understand how to express that.

SWITCH THE SUPERVISOR ROLE WITH YOUR BREAKOUT PARTNER

Participant Role Play Scenario #2: Shandra Item Review (Peer Interactions):

The role-player acting as the care manager should talk to their supervisor about how they will determine if “Peer Interactions” is an area of need. It will be the job of the role-player acting as the Supervisor to help guide the care manager on how to go about determining a rating with Shandra.

Shandra is 12 years old. Her caregiver has expressed concern that she struggles to make friends, especially since the COVID social distancing practices. Shandra frequently refers to the friends she has, but her caregiver is concerned that these are just “Zoom friends.” The Care Manager has visited the playground with Shandra and noticed that she did not interact with other young people. The Care Manager is thinking about rating the Peer Interactions item for action, but wants to help Shandra consider her needs in this area.

Confident Level: CANS-NY Case Presentation

Breakout Group Activity - Pete

*In your breakout groups review the sample case vignette with your group. Use the **CANS-NY Item List** on the next page to complete the **CANS-NY Organizational Grid**, work quickly.*

Pete is 12, and lives with his Aunt Wendy who adopted him when he was 5. Wendy is the primary caregiver but gets some help from her daughter Rebecca. Pete experienced profound neglect and abuse when he lived with his biological mom (Tonya). Wendy adopted Pete when she realized that her sister Tonya was exposing Pete to drugs and alcohol. Wendy has a job but struggles to provide essentials. Wendy receives minimal financial support from social services for Pete. Wendy owns her home and operates a church.

Pete has a 54 IQ and attends a specialized school for high needs related to serious emotional disturbances. Pete does well in this school setting but Pete does not have many friends in school, which leads him to being vulnerable to peers. Wendy’s says, “Pete will do ANYTHING to fit in.” At home, Pete has problems with authority. When Pete gets upset he will refuse to comply with directives, hit Wendy, or run away from home. As a result, Pete has very consistent police contact. Pete’s outbursts happen several times per week. After calming down, Pete regrets his actions; consequently, he’ll isolate and express suicidal thoughts because he feels bad about his attacks. Wendy reports that Pete is “a handful” and at the age of 60 she doesn’t know how much longer she will be able to care for him.

Handout’s For Confident Level Breakout Activity: Next Two Pages

CANS-NY Item List

CANS-NY Item List

CHILD NEEDS & FUNCTIONING

Living Situation
 Acculturation/Language
 Peer Interactions
 Decision-Making/Judgment
 Sleep
 Physical Limitations
 Dental Needs
 Recreational
 Juvenile Justice/Legal

CHILD STRENGTHS

Family of Origin
 Foster Family
 Social Relationships With Peers
 Social Relationships With Adults
 Relationship Stability
 Optimism
 Resourcefulness
 Adaptability
 Persistence
 Resilience/Internal Strengths
 Talents/Interests
 Cultural Identity
 Spiritual/Religious

SCHOOL/ACADEMIC FUNCTIONING

Educational Partnership
 School Behavior
 School Achievement
 School Attendance
 Learning Ability

RISK BEHAVIORS

Suicide Risk
 Self-Injurious Behavior
 Other Self-Harm
 Danger to Others
 Fire Setting
 Sexually Reactive Behavior
 Sexual Aggression
 Delinquent Behavior
 Bullying
 Runaway
 Problematic Social Behavior
 Eating Disturbance

ADVERSE CHILDHOOD EXPERIENCES

Sexual Abuse
 Physical Abuse
 Emotional Abuse/Neglect
 Neglect
 Witness to Abuse of Another Child
 Medical Trauma
 Domestic Violence
 Community Violence
 Exploitation
 School Violence
 Natural or Manmade Disasters
 Criminal Activity
 Parental Incarceration
 Disruptions in Caregiving/Attachment
 Death of a Loved One
 Substance Exposure
 Sexual Orientation/Gender Identity or Expression
 Bullied

CAREGIVER STRENGTHS & NEEDS

Physical Health
 Developmental
 Mental Health
 Substance Use
 Partner Relationship
 Caregiver Adjustment to Trauma
 Legal
 Acculturation/Language
 Culture Stress
 Self-Care/Daily-Living
 Organization
 Supervision
 Resourcefulness
 Decision-Making
 Parenting Stress
 Housing Safety
 Residential Stability
 Financial Resources
 Safety from Others
 Informal Supports
 Cultural Differences within a Family
 Transportation of Child
 Knowledge of Condition
 Care/Treatment Involvement
 Knowledge Congruence
 Family Relationship to the System

SCREENING ITEMS FOR MODULES

Trauma Symptoms
 Behavioral Health
 Substance Use
 Developmental
 Medical Health
 Self-Care Activities of Daily Living
 Transition to Adulthood
 Independent Activities of Daily Living

TRAUMA STRESS SYMPTOMS

Traumatic Grief/Separation
 Re-experiencing
 Hyperarousal
 Avoidance
 Numbing
 Affect Dysregulation
 Dissociation

BEHAVIORAL HEALTH MODULE

Psychosis
 Attention/Concentration
 Impulsivity
 Depression
 Anxiety
 Oppositional
 Conduct
 Emotional Control
 Anger Control
 Attachment

CANS-NY Organizational Grid

Areas Needing Action	Areas Needing Immediate Action
Useful Strengths	Strengths to Build
Trauma Experiences	

Advanced Level: Assessment Planning Process

Blank Organizational Chart for Use in Supervision with Care Manager:

Organize The Youth/Family Story		
Vignette Summary (Pertinent Details)	Organize Needs & Strengths (Identify Actionable Needs & Useful Strengths)	CANS-NY Drives the Plan of Care (Aligning needs and strength to actions, interventions and supports)

Pre-Filled Organization Chart with 2 of 3 Steps Completed for Pete's Family:

Organize The Youth/Family Story		
Vignette Summary (Pertinent Details)	Organize Needs & Strengths (Identify Actionable Needs & Useful Strengths)	CANS-NY Drives the Plan of Care (Aligning needs and strength to actions, interventions and supports)
<ul style="list-style-type: none"> *Wendy has problems with managing the stress of caring for Pete. *Wendy has the necessary resources to adequately care for Pete. *Rebecca has been able to provide support. *Pete has problems functioning in his current living environment. *Pete will engage in behaviors to satisfy his peers. Wendy states that he will do anything to fit in with them. *Pete has exhibited aggression in the home. *Neglect by bio mom (Tonya). *Interrupted relationship (Tonya) *Drug/Alcohol Exposure Indicated 	<ul style="list-style-type: none"> *Parenting Stress *Financial Resources *Informal Supports *Living Situation *Peer Interactions *Decision Making/Judgement *Neglect *Disruptions In Caregiving *Substance Exposure 	

Breakout Group Activity - Pete

Return to your small groups and reference the organizational grid that your group completed during the last activity. Focus on the Actionable Needs and the Useful Strengths. Identify action steps, interventions and supports that align with the actionable needs and useful strengths. Identify any action, interventions and supports that may not align. Discuss how you encourage alignment and address misalignment in your supervision of care managers.

*We have walked you through taking the family's narrative story and organizing it into the CANS-NY items that show that illustrate action or strength! **Now in your group fill in the final of the 3 boxes by aligning needs and strength to actions, interventions, and supports for Pete's family***

Pete is 12, and lives with his Aunt Wendy who adopted him when he was 5. Wendy is the primary caregiver but gets some help from her daughter Rebecca. Pete experienced profound neglect and abuse when he lived with his biological mom (Tonya). Wendy adopted Pete when she realized that her sister Tonya was exposing Pete to drugs and alcohol. Wendy has a job but struggles to provide essentials. Wendy receives minimal financial support from social services for Pete. Wendy owns her home and operates a church. Pete has a 54 IQ and attends a specialized school for high needs related to serious emotional disturbances. Pete does well in this school setting but Pete does not have many friends in school, which leads him to being vulnerable to peers. Wendy's says, "Pete will do ANYTHING to fit in." At home, Pete has problems with authority. When Pete gets upset he will refuse to comply with directives, hit Wendy, or run away from home. As a result, Pete has very consistent police contact. Pete's outbursts happen several times per week. After calming down, Pete regrets his actions; consequently, he'll isolate and express suicidal thoughts because he feels bad about his attacks. Wendy reports that Pete is "a handful" and at the age of 60 she doesn't know how much longer she will be able to care for him.

Organize The Youth/Family Story (Pete)
CANS-NY Drives the Plan of Care (Aligning needs and strength to actions, interventions and supports)



CANS-NY Supervisory Training

Transformational Supervision: Self-Assessment

Rating Scale

- 0 Comfortable and routine; no need for help
- 1 Comfortable, but not routine; may need occasional help
- 2 Tried, but not yet comfortable; need help developing this supervisory skill
- 3 Have never done; need help learning this supervisory skill

	CANS-NY Supervisor Topics	Rating
1	Explain the CANS-NY action levels, 6-key principles, and item descriptions to a supervisee.	
2	Explore or explain to a supervisee how they might complete the CANS with a child/youth with a focus on culture and development.	
3	Help a supervisee convert their understanding of the person/family's needs and strengths into consensus action priorities.	
4	Help a supervisee develop a theory of change based on the actionable needs and strengths.	

Resources to Review

If you rated for action (2/3) on the listed Self-Assessment item, consider reviewing these enrichment materials, which can be shared with your supervisee. Additional resources available on the next page.

#	CANS Supervisor Topics
1	CANS-NY User Tip Sheet Assessing Needs and Strengths with Action Levels Rating the "What", Not the "Why" (interactive version) Rating Within the 30-Day Window (interactive version)
2	Developmentally Appropriate Rating (interactive version) Considering Culture video
3	Strengths Based Care Planning Care Planning Worksheet
4	CANS-NY Introductory Training Live Course Action Planning Development Course on TCOMtrainign.com

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