

Parent Conference Resources

FAMILY EDUCATION CONFERENCE
PRESENTED BY IDAHO FEDERATION OF FAMILIES



YES you
CAN(S)
ONE CANS
ONE PLAN

A printable
resource guide
you can use
today!

www.fyidaho.org



YES YOU CAN(S)! WORKBOOK

FYIDAHO
2021 PARENT EDUCATION CONFERENCE

Welcome to the YES you CAN(S) Workbook! produced from the first annual Idaho Federation of Families parent education spring conference. All of the presentations from the conference can be found on the [FYidaho Youtube](#) channel and on our website, www.fyidaho.org.

This was an empowering virtual conference for parents of youth who have experience with mental health, substance abuse, foster care and juvenile justice related issues. Speakers focused on the CANS assessment tool and the skills to develop effective plans of care for youth accessing mental health care in Idaho. During YES you CAN(S)! speakers helped parents understand the variety of options parents, providers, and youth have throughout the mental health journey. During this 3 day event the goals were to

- Build skills for creating a plan of care based on the CANS assessment identifying strengths and needs in order to empower attendees to advocate for themselves, their child, or others.
- Describe levels of care as they relate to the CANS outcomes to show that parents, providers, and youth have a variety of options.
- Identify points of decision-making so that parents, providers, and youth can ensure appropriate transitions in care according to the youth's level of strengths and needs.

The goal of this workbook is to provide a space for you to process the speakers action steps through your own notes and the worksheets they provided. All worksheets were provided by the speakers and are property of the speaker and the Idaho Federation of Families for Children's Mental Health.

FYIdaho team



CHECKLIST ONE

VIDEO LINKS

The following is a list of the videos from the conference. The Bite Size series provides shorter videos for you to view.

[YES YOU CAN\(S\) FULL LENGTH VIDEO PLAYLIST](#)

[BITE SIZE: DR. NATHANIEL ISRAEL](#)

[BITE SIZE: DR. APRIL FERNANDO](#)

[BITE SIZE; MAGELLAN TEAM](#)

[BITE SIZE: RAINI BOWLES](#)



CHECKLIST TWO

RESOURCES FROM THE CONFERENCE

The following are websites you might find useful mentioned in the presentation.

[UNDERSTAND THE CANS](#)

ACTION PLAN TRAINING IS FREE!

DOWLOAD THE [PARENT WORKBOOK](#) ON THE
FYIDAHO WEBSITE

DOWNLOAED THE [YOUTH WORKBOOK](#) ON THE
FYIDAHO WEBSITE

[YES SYSTEM TERMS TO KNOW](#)



CHECKLIST THREE

VENDORS

The following are links to vendors

- [BEACON HEALTH OPTIONS](#)
- [CHARLIE HEALTH](#)
- [FAMILY CAREGIVER NETWORK](#)
- [IDAHO PARENT NETWORK](#)
- [IDAHO YOUTH RANCH](#)
- [IMAGINE BEHAVIORAL HEALTH](#)
- [MAGELLAN HEALTHCARE](#)
- [RAISING SUPERKIDS](#)
- [YMI \(YOUTH MOVE IDAHO\)](#)

SECTION *workbook* ONE

DAY 1

YES YOU CAN(S)! 2021

Successful Treatment Planning using the Treatment Planning Pyramid and Prompting for High Quality Care

Dr. Nathaniel Israel

Dr. Israel's passion is identifying and developing individual and organizational strengths. He enjoys working with people in organizations to strengthen the human and technical processes we need to reach our full potential.

He is an avid tennis player who enjoys exploring the Pacific Northwest with his family and two Miniature Schnauzers!

Successful Treatment Planning Using the Treatment Planning Pyramid

The Treatment Planning Pyramid is an easy-to-use tool for insuring that your understanding of your needs and goals determines the care that you receive.

The session began by describing what we know about:

- how assessment translates into treatment planning;
- the quality of treatment planning;
- agreement on the goals of treatment;
- the elements of care that every treatment plan must include.

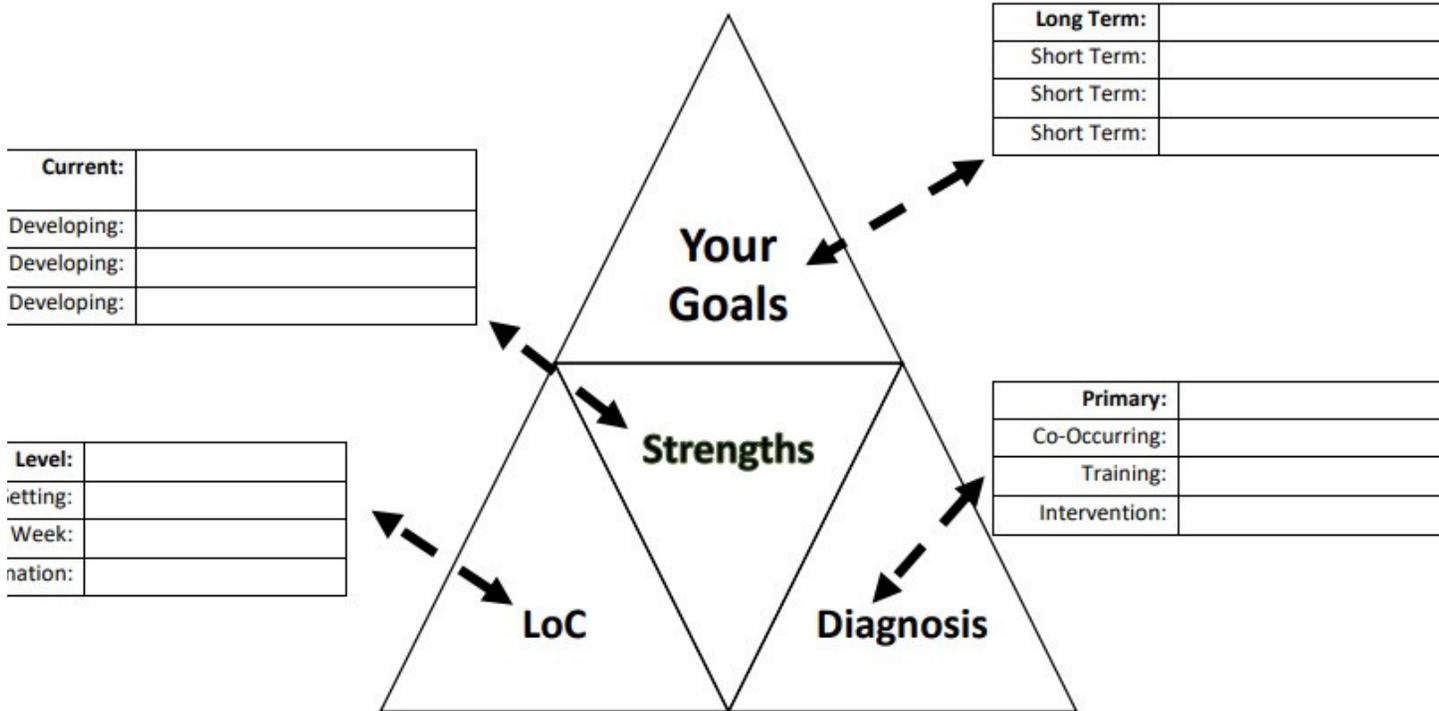
Dr. Israel used this information to introduce the Treatment Planning Pyramid and how it helps teams make sure that we consistently have the right supports to meet our goals.



TREATMENT PLANNING WORKSHEET

INSTRUCTIONS: View the video presentation [here](#):

THE TREATMENT PLANNING PYRAMID



Notes:

UNDERSTANDING ALGORITHMS

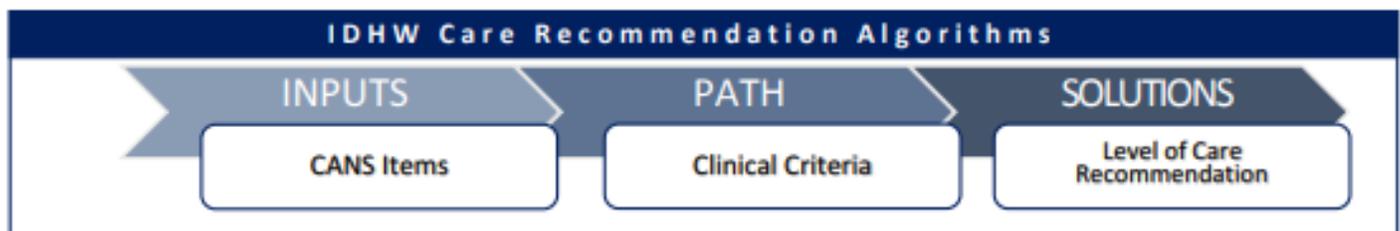
Algorithms are problem-solving rules used to arrive at a solution. Algorithms provide a consistent way to help make clinical decisions.

KEY COMPONENTS



- **INPUTS** - Information, usually numbers, used to make decisions.
- **SOLUTIONS** - A series of clearly defined decision outcomes.
- **PATH** - A defined path from the numbers to each possible solution.

Idaho's Department of Health and Welfare (IDHW) has chosen to use algorithms to help clinicians make more consistent level of care decisions. This approach has been shown elsewhere to increase the likelihood that treatment will be successful. These algorithms use (a) CANS items as their inputs, (b) Levels of Care recommendations as their solutions, and (c) Clinical Criteria as the defined path to a specific level of care recommendation.

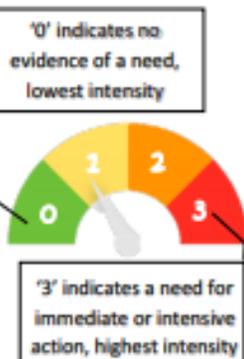


*This algorithm *does not override clinical expertise*. Care recommendations are made when the algorithm is run. Clinicians can override the algorithm's recommendation, once they have provided the clinical reason for doing so.

With the CANS, clinicians are also transparent about the CLINICAL CRITERIA used to make recommendations.



Intensity means the distress and urgency associated with a need. Increasing numbers in the CANS item ratings reflect this intensity.



Complexity refers to needs across items and domains.

- Addressing a need at home and school is more complex than just addressing a need at home.
- Addressing psychosis and depression is more complex than just addressing depression.

This is reflected in the level of care recommendation by the requirement for multiple clinical criteria to be met.

Active Risks to oneself or others indicate the need for intervention. They may also indicate that a person's ability to cope in healthy ways are currently absent or over-whelmed.

Clinical Criteria

This algorithm *does not override clinical expertise*. Level of care recommendations are made when the algorithm is run. Clinicians can override the algorithm's recommendation and recommend a higher or lower level of care, once they have provided the clinical reason for doing so.

CLINICAL INTENSITY

In the table below, we see that higher intensity ratings across items (ratings of '3' vs. '2') prompt higher level of care recommendations.

LEVEL OF CARE CRITERIA: <i>Intensity</i>			
CANS Domain	ICS³	CFS²	OTPT¹
Behavioral/Emotional Needs	At least one '3', or two or more '2's	At least one '3', or two or more '2's	One or more '2's
Functioning	At least one '3', or two or more '2's	At least one '3', or two or more '2's	One or more '2's
Risk Factors	At least one '3', or two or more '2's	One or more '2's	One or more '2's

¹Intensive Community Supports (Intensive Care Coordination); ²Use of Child and Family Team; ³Typical Outpatient Care

COMPLEXITY

In the table below, 'AND' indicates that **all** of these criteria must be met. 'OR' indicates that either criteria can be met. For a recommendation for ICS, each criteria has to be met; for OTPT, only 2 criteria have to be met.

LEVEL OF CARE CRITERIA: <i>Complexity</i>			
CANS Domain	ICS	CFS	OTPT
Behavioral/Emotional Needs	At least one '3', or two or more '2's	At least one '3', or two or more '2's	One or more '2's
	AND	AND	AND
Functioning	At least one '3', or two or more '2's	At least one '3', or two or more '2's	One or more '2's
	AND	AND	OR
Risk Factors	At least one '3', or two or more '2's	One or more '2's	One or more '2's

ACTIVE RISKS

In the table below, increasing risk (Risk Factors Domain), is the third set of clinical criteria applied in making a care recommendation.

LEVEL OF CARE CRITERIA: <i>Active Risks</i>			
CANS Domain	ICS	CFS	OTPT
Risk Factors	At least one '3', or two or more '2's	One or more '2's	One or more '2's
	REQUIRED	REQUIRED	OPTIONAL

SUMMARY

Algorithms are designed to help us make consistent and transparent care decisions, based on the current intensity of needs, complexity of needs, and risks a person is experiencing. By using these algorithms, we are able to communicate clearly with each other, whether we are a youth, caregiver, health care provider, or administrator. Idaho will be carefully monitoring the training provided on algorithms and the effect of their use on the population health of Idaho's children. If you have questions about the use of the algorithms, please contact yes@dhw.idaho.gov.

DAY 1

YES YOU CAN(S)! 2021

Prompting for High Quality Care

Dr. Nathaniel Israel

This session focused on practical ways to insure that the care you receive is consistent with your treatment plan. We will begin by describing the ways that systems change over time when new initiatives are rolled out. Then we will introduce six prompts that parents and youth from diverse systems have used to insure that care is helpful. These six prompts can help people think about their responsibilities in a way that makes it more likely that treatment goals will be achieved.



TREATMENT PLANNING SUMMARY

FILL IN THE BLANKS

Working with
(person) for
(how many) hours a week at
(location)

will help me develop:

(strength) ,
(strength) , and
(strength)

(person) will also help me understand and work through how
(diagnosis)

makes me feel and act.

Developing
(strength) ,
(strength) , and
(strength)

and working through
(diagnosis) will make it easier for me to reach

these goals which are important to me:

1.
2.
3.

SECTION *workbook* TWO

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DAY TWO

YES YOU CAN(S)!

Dr. April Fernando

April D. Fernando, PhD is an Associate Director at the Center for Innovation in Population Health, and Assistant Professor of Health, Behavior and Society at the College of Public Health, University of Kentucky. Dr. Fernando works with non-profit agencies as well as child welfare and behavioral health care systems in implementing Transformational Collaborative Outcomes Management (TCOM) and utilizing the TCOM tools such as the Child and Adolescent Needs and Strengths (CANS). She developed the CANS-Commercially Sexually Exploited version, which is used nationally. A licensed clinical psychologist, Dr. Fernando brings her years of experience as an educator, clinician and mental health administrator to her work with TCOM and the CANS.

DAY TWO

YES YOU CAN(S)!

Assessment and Reassessment- An inside out experience

Dr. April Fernando

The process of seeking and receiving help for a child with behavioral health needs is difficult. Parents can often feel blamed for their children's challenges, and children often feel angry, helpless and at fault. The steps that a family goes through to identify the right kind of support can amplify an already difficult situation. This two-part workshop looks at the assessment and re-assessment process: defines its purpose, barriers to a successful process, and provides strategies to help parents and young people better navigate the process and have it be part of healing. The Child and Adolescent Needs and Strengths (CANS) as an integral part of the assessment and re-assessment processes will also be described, and its role in family engagement and empowerment in the journey through behavioral health care will be discussed.

Part 1: From this workshop, participants will be able to:

- Define the purpose and goals of the assessment process.
- Describe the core components of successful assessments.
- Describe what the CANS is and how it can be used for family engagement and empowerment.
- Describe strategies to better navigate the assessment process.

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TRACKING NEEDS AND STRENGTHS



TRACKING NEEDS AND STRENGTHS

	ACT	ACT IMMEDIATELY
NEEDS		
	GOING TO USE	GOING TO BUILD
STRENGTHS		

The John Praed Foundation

DAY TWO

YES YOU CAN(S)!

What's the point of reassessment?

Dr. April Fernando

The process of seeking and receiving help for a child with behavioral health needs is difficult. Parents can often feel blamed for their children's challenges, and children often feel angry, helpless and at fault. The steps that a family goes through to identify the right kind of support can amplify an already difficult situation. This two-part workshop looks at the assessment and re-assessment process: defines its purpose, barriers to a successful process, and provides strategies to help parents and young people better navigate the process and have it be part of healing. The Child and Adolescent Needs and Strengths (CANS) as an integral part of the assessment and re-assessment processes will also be described, and its role in family engagement and empowerment in the journey through behavioral health care will be discussed.

Part 2: From this workshop, participants are able to:

- Define the purpose and goals of re-assessment.
- Describe the ways in which re-assessment may happen.
- Describe the role of the CANS in ensuring that re-assessments accurately reflect the changing story of the young person and their family.
- Describe strategies to make the re-assessment a productive experience for the young person and their family.

Note: there are no worksheets for this session

SECTION *workshop* THREE

DAY THREE MORNING SESSION

YES YOU CAN(S)! 2021

Magellan team speakers

Barbara Dunn

Barbara Ann Dunn, LCSW, ACSW, is Director of Program Innovation and Outcomes for Magellan Healthcare and is responsible for proposing, implementing, and evaluating innovative programs across behavioral health. Barbara's work includes creating data collection systems using evidence-based and emerging assessment tools. Before joining Magellan, Barbara worked in early childhood and alternative education, child welfare, faith-based organizations, and community mental health. She holds a master's degree in social service administration from the University of Chicago and a bachelor's degree in psychology from Binghamton University. A veteran of many TCOM conferences, Barbara served as the 2020 TCOM Conference Program Chair.

Chassity Wiederspahn

Chassity has lived in Cheyenne, Wyoming for over 20 years. Chassity has firsthand experience with the High Fidelity Wraparound process as she and her family successfully graduated the program. Chassity's wish to give back to the community of Cheyenne and desire to assist other families like hers, along with other professional experience, has led to her current role as Sr. Quality Specialist for Magellan's Wyoming Care Management Entity. Chassity is the proud mom of two children.

Sharon Weber

Sharon Weber serves as the trainer-coach for the Wyoming Care Management Entity. Sharon lives in Laramie, Wyoming and comes to Magellan from Cathedral Home for Children, where she served as community programs director and in many other positions for the past 26 years. Sharon has spearheaded efforts with landmark implications in areas such as peer mediation and improved graduation rates. Her advocacy for children and families has extended to the Wyoming legislature. Sharon has achieved credentialing as a High Fidelity Wraparound facilitator, trainer and coach and a Wraparound process mentor.

DAY THREE

MORNING SESSION

YES YOU CAN(S)! 2021

The CANS Caregiver Resource and Needs Domain in Child and Family Team Process

The CANS Caregiver Resources and Needs Domain can be a powerful tool for self-advocacy. This presentation will take an empowerment view of the Caregiver Resources and Needs Domain items.

Participants will hear the caregiver perspective on using the CANS from an alumni of wraparound. A wraparound trainer/coach will demonstrate how to apply the CANS in the different phases of child and family teaming. Participants will come away with a fresh perspective on using the CANS effectively in a CFT!

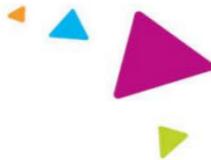
Learning Objectives:

1. Identify three ways to use the CANS Caregiver Domain in your Child and Family Team.
2. Consider how to use the Caregiver Domain to advocate for yourself and your family.
3. Examine lessons learned from a family's experience using the CANS in child and family teaming.
4. Apply the Caregiver Domain in the stages of engagement, planning, implementation, and transition



GRID OF TACTICS

Grid of tactics: using CANS in child and family team process



	Youth and Family	Program	System
Decision Support <i>What am I going to do?</i>	<ul style="list-style-type: none"> Care planning Selecting EBPs and effective practices 	<ul style="list-style-type: none"> Determining eligibility Benchmarking readiness for step-down or transition Identifying workforce development needs 	<ul style="list-style-type: none"> Managing resources Right-sizing
Outcome Monitoring <i>It is working?</i>	<ul style="list-style-type: none"> Identifying and celebrating progress Guiding plan of care revisions Timing transition 	<ul style="list-style-type: none"> Evaluating outcomes Monitoring the impact of workforce development efforts 	<ul style="list-style-type: none"> Evaluating outcomes Creating provider profiles Performance contracting
Quality Improvement <i>Can I do it better?</i>	<ul style="list-style-type: none"> Managing care Supervising and coaching 	<ul style="list-style-type: none"> Continuous quality improvement Securing accreditation Planning program redesign 	<ul style="list-style-type: none"> Informing system transformation Selecting/funding EBPs and effective practices Planning business model design

Adapted from John S. Lyons (2009a, 2009b), Total Collaborative Outcomes Management (TCOM) Grid of Tactics



IDAHO CANS CAREGIVER NEEDS AND RESOURCES DOMAIN ITEMS

ID Caregiver Needs and Resources Domain Items

- 101. Physical Health
- 102. Mental Health
- 103. Substance Use
- 104. Developmental
- 105. Supervision
- 106. Involvement with Care
- 107. Cultural Congruence
- 108. Knowledge
- 109. Organization
- 110. Social Resources
- 111. Residential Stability
- 112. Safety
- 113. Marital/Partner Violence
- 114. Caregiver Post-Traumatic Reactions
- 115. Financial Resources
- 116. Family Stress
- 117. Accessibility to Child Care Resources and/or Respite
- 118. Transportation
- 119. Parental Responsiveness





INTEGRATING YOUTH VOICE INTO THE CANS

Youth voice is important



Explain to the youth the reason for the CANS so they don't feel picked on

Make sure that the youth's perspective has just as much weight as the adults.

A lot of time youth have a hard time opening up in front of parents, so have a separate meeting and see if they want support in voicing their thoughts

Include breaks



SUMMARY:

To sum up:



Follow	... System of Care principles and CFT process for family voice in the CANS
Use	... CANS to see if everything on the plan of care is addressed
Think	... through using the CANS items to prioritize action, i.e. if the family is “stuck”
Keep	... in mind that the second CANS may have newly identified items, and that is OK
Consider	... if increased needs are showing up in the CANS, make changes in the POC

DAY THREE AFTERNOON SESSION

YES YOU CAN(S)! 2021

Raini Bowles

Weathering Life's Storms and Living to SHINE ON - A tag line that fits perfectly!

Perseverance, resilience, and overcoming life's challenges are Raini's natural specialties. Given her unique, challenging, and remarkable journey through life, Raini has a plethora of personal examples and lived experiences to draw from as she SHINE's ON.

Using her own acronym for SHINE ON, Raini works to Share, Help, Inspire, Nurture and Encourage Others Now, to create a more compassionate, resilient, and cohesive community within her workplace, team, groups and foster family community, while re-igniting hope, purpose, and passion; and she enjoys training others how to SHINE ON too!

She is employed by Eastern Washington University's Family Resource Training Center as a Resource Peer Mentor (RPM). This is a job she knows a bit about after having had her first foster child in 1986, followed by a good number of teens (70+) through her doors through temporary guardianships, and her cousins 3 boys- three times, then finally, five of her grandkids, whose parents both struggle with mental illness. The five grandkids are now permanently in Doug and Raini's care and the role and title has transitioned from "Nana" and Papa" to "Mom" and "Dad". She also co-trains EWU's Foster Idaho Training's PRIDE classes to potential Foster Parents and kinship relatives placed with family members through Child Protective Services.

Raini works through EWU's Family Resource Training Center and Foster Idaho Training to help train, educate and mentor foster, kinship and pre-adoptive foster parents.

(continued)

DAY THREE AFTERNOON SESSION

YES YOU CAN(S)! 2021

Raini Bowles (continued)

Raini also speaks independently on childhood sexual abuse prevention, trauma informed parenting, parenting children who are not neuro-typical, struggle with mental health disorders, or are twice exceptional.

Raini became the widow of Doug Haag (aka Doug 1) at the age 30. She happily re-married Doug Bowles (aka Doug 2, Doug 1's BFF) nearly 25 years ago. It is a true-life love story, with a happy ending! She is mom to one biological son, 31; and 14 other children, ages 6-41, through multiple avenues, and she and Doug have 11 fun grandkids too!

Raini works from home, except when speaking or teaching PRIDE in person, (Pre/post Covid.) She also manages her husband's underground utility construction, hardscape and land-prep business, while homeschooling the 5 youngest kids (all with special needs- and 2 twice exceptional.) She also has three female working Border Collies that they breed. Raini is the energizer bunny and loves to stay engaged, deeply connected, productive, and organized!

When the five newest kiddos arrived, 5 and 6 years ago, she was busy professionally speaking. In fact she brought a friend and her mom to each event along with the 5 kids as she completed every booked gig for the year. Prior to that she worked in Administration for medical or mental healthcare related businesses. In her younger years she worked in the pet care industry, worked with special needs kids, wrote for three sister newspapers, was a radio personality, and even did some time in front of the TV camera!

Three fun facts:

- 1- Raini has had a complete menagerie of animals, including domestic, farm, and exotics, with one large lizard, tropical birds, ferrets, and even monkeys! Not just one monkey but 6, and of 3 different species!
- 2- Oddly enough, she loves research, genetics, and technical reading almost as much as traveling to warm exotic places.
- 3- Yes, Raini is her real name. Raini's Dad was a weather forecaster in Oregon when she was born.

DAY THREE AFTERNOON SESSION

YES YOU CAN(S)! 2021

Raini Bowles

Raini wrapped up the conference and summarizing all that has been conveyed. She reviewed the idea of how CANS and YES go together to help provide more HOPE. HOPE overcomes ACEs, KNOWWing increases HOPE.

It was a FUN, INTERACTIVE, and ENERGYZING session!

Raini touched on how the YES program can be best accessed, utilized, and personalized through the understanding of these concepts along with the strategic and specific advocacy for ourselves and our youth as we learn, grow and heal so that we can SHINE ON.

FYI - FYIdaho

HOPE- Hopeful Outcomes from Positive Experiences

ACEs- Adverse Childhood Experiences

CANS- Child and Adolescent Needs and Strengths

KNOWW- Keep Notes on What Works

YES- Youth Empowerment Services

SHINE ON- Share, Help, Inspire, Nurture and Encourage Others Now

Blending all of these things together helps parent to build a mini tools box to getting the most out of the Yes Program which will help our families the most.

Participants can plan to feel motivated, encouraged, empowered and hopeful as they leave this conference.

Note: The resources Raini provided were integrated into this resource guide.

**THANK YOU FOR
JOINING
FYIDAHO.ORG**

**IF YOU NEED
SUPPORT
NAVIGATING CALL
208-433-8845**