



# CAFAS® Booster Training



Adapted from  
Heidi Wale Knizacky, MS, LLP

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### Welcome and Housekeeping Items

- Remember to follow proper virtual learning etiquette
  - Remain muted when not speaking
  - Sharing video is a requirement of this training at all times (with certain exceptions, i.e. bathroom breaks)
- Minimize distractions- Put up "out of office" to reduce email distractions, mute cell phone, etc.
- Must participate and attend the full training to get credit for attending

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### Agenda for the Day

- Periodic breaks will be given as well as a half-hour for lunch
  - However, if you need to turn your camera off briefly for any reason please let the moderator know
- Interactive activities will happen throughout the day via break-out sessions
- A test will be given at the end of the day and once completed, your reliability status will be renewed for two more years
- Handouts provided via email




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**Pre-Test**

- Complete the Pre-Test by following the link provided in the chat box
- You will have 15 minutes to complete this test



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**This  
Is  
Jeopardy!**

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**Video Vignettes Disclaimer:  
Jenna and Tonya**

A couple of notes about what this vignette both is and is not intended to be.

It is *not*:

- A real-life clinical interview with someone who is requesting behavioral health services. (It is a mock interview.)
- Intended to be an example of how to interview.

It is:

- A representation of information sufficient to score each subscale. *Assume that in some instances the interviewer asked follow-up questions that were not included in the video clip. Omitted responses did not change the information relevant to rating.*

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### Video Vignette: Jenna



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### Discussion

- Break into groups and score Jenna's CAFAS based on the information received on the handout and in the video
- You will have 10 minutes to complete this in your group
- On a separate sheet of paper, record the level of severity (30, 20, 10, 0) and item number you endorsed, then identify a group member who will report the group's findings
- Use extra time within this discussion to work on Team Challenge

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### Team Challenge

- Each group will be given four Team Challenge items (emailed to you prior to the training)
- Throughout the afternoon each group will present on the items they have been given
- Creativity and engaging presentations are encouraged



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### Reliable Interviewing

- Scores on the CAFAS are only as reliable as the information the rater obtained

Large Group Discussion:

- How might differences in interviewing styles impact scoring?
- What are some ideas to engage families while interviewing?

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### Lunch Time

- 30 minutes to refresh and relax



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### Team Challenge

# Group 1

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**Team Challenge**

**Group 2**

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**Team Challenge**

**Group 3**

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**Sharing CAFAS with Caregivers**

**Group Discussion**

- Why is it a good idea to share CAFAS information with Caregivers?
- It's the therapist's responsibility to clearly explain the results to parents
- Explain the purpose of the assessment to parents/caregivers
- Caregivers have a right to know their child's assessment info
- Always ask parents if they want to know the results
- Helps build trust
- Ties the CAFAS to treatment outcomes
- Collaboration with caregivers is key; equal team members
- Hearing the information can be validating to a parent/caregiver
- Studies show that sharing outcome information with parents/caregivers significantly improves clinical outcomes and increases retention rates

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### Presenting Feedback to Caregiver

- Introduction: Educate the caregiver on the CAFAS and ask if they would like to proceed with the feedback from the assessment
- Credibility: Give background on the CAFAS, it's validity and the training that clinicians must go through to be reliable raters
- Premise: How it works to rate the CAFAS, reminder that the scores do not reflect the WHY but only the WHAT, no blame just highlighting areas that are causing stress
- Scoring: Explain the scoring levels (0, 10, 20, 30)
- Explain the Subscales
- Summary: Discuss any patterns, reveal overall score, and explain that progress will be seen as the score lowers

Refer to the "Presenting CAFAS Feedback to Caregiver" Handout for examples and more details.

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### Team Challenge

## Group 4

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### School Rating: Remote Learning



- Severe Impairment
  - Youth refuses to participate in Remote Learning (001, 006, 007)
  - Remote learning has not been implemented in youth's home (001, 007)
  - Youth is physically aggressive with family during learning times (003)
- Moderate Impairment
  - Youth refuses direction from caregivers when participating in Remote Learning activities (e.g. Tantrums) (012, 013)
  - Youth participates in less than 90% of Remote Learning expectations (014, 015)
  - Youth has an active IEP or 504 Plan with their school (that at least in part addresses behaviors (017)
  - Youth was referred for assessment and/or learning supports due to classroom behavior, although plan was not completed prior to March 31, 2020 (017)
- Mild Impairment
  - Caregiver needs to provide extra structure or accommodation for youth to successfully participate in Remote Learning (022, 023)
  - Youth is not completing all activities as assigned (026)

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### Test Time!

- You may reference your notes and materials while taking the test
- Once you have finished each question, submit your answers by clicking the "submit" button
- When you finish, message moderator in the chat that you are ready to be scored



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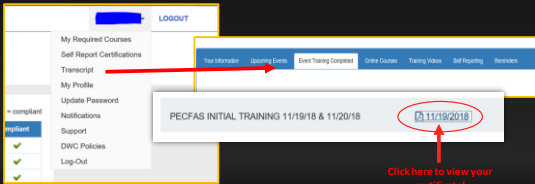
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### Where is My Certificate?

- On DWC (where you registered for this training) under "Transcript", then "Event Training Completion" tab



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