

CHILD AND ADOLESCENT FUNCTIONAL ASSESSMENT SCALE®

Name _____ Child ID # _____ Sex: Boy Girl

Today's Date ____/____/____ Admission Date (optional) ____/____/____ Date of Birth ____/____/____ Age _____

Agency/Site ID # ____/____/____/____/____/____/____/____/____/____ Rater ID# ____/____/____/____/____/____/____/____/____/____

TIME PERIOD RATED FOR CAFAS:

Last Month Last 3 Months Other _____ Rater Name (print) _____

YOUTH'S PLACEMENT:

Family/Relative Home Foster Home Therapeutic Foster Detention/Jail Other Residential

CAFAS ADMINISTRATION:

1st Evaluation 2nd Evaluation 3 Months 6 Months 9 Months
 12 Months 15 Months 18 Months 21 Months 24 Months
 Exit from Service Change in Intensity of Service Unknown Other _____

Rater Signature: My signature certifies that I have endorsed specific CAFAS® items which describe this child's behavior and which support the scores for each of the CAFAS subscales. This CAFAS form with endorsements is being retained in the case file.

Rater Signature: _____ Date: _____

INSTRUCTIONS: *Only persons who have established that they are reliable raters should rate the CAFAS®.* Reliability is established by using the CAFAS® Self-Training Manual. Be sure to rate the youth's most **SEVERE** level of dysfunction for the time period being rated. The CAFAS is designed as a measure of functional status and should not be used as the sole criterion for determining any clinical decision, including need or eligibility for services, intensity of services, or dangerousness to self or others. Note that a list of strengths/goals follows each scale. Each characteristic can be viewed as a strength (i.e., youth has the characteristic currently) or a goal (i.e., youth does not yet have the characteristic but it is a goal in the youth). You may circle as many strengths and goals as you like to assist in developing a treatment plan (see last two pages). These items are separate from the CAFAS and do not affect the scoring of the CAFAS. The rater should sign this form (see above).

CAFAS® SCORING SUMMARY

SCALE SCORES FOR YOUTH'S FUNCTIONING

SCHOOL/WORK ROLE PERFORMANCE _____
 HOME ROLE PERFORMANCE _____
 COMMUNITY ROLE PERFORMANCE _____
 BEHAVIOR TOWARD OTHERS _____
 MOODS/EMOTIONS _____
 SELF-HARMFUL BEHAVIOR _____
 SUBSTANCE USE _____
 THINKING _____

TOTAL FOR YOUTH based on 8 Scales _____

SCALE SCORES FOR CAREGIVER'S RESOURCES

Primary _____ Other _____

MATERIAL NEEDS _____
 FAMILY/SOCIAL SUPPORT _____

RISK BEHAVIORS:

Youth's Functioning

- Has made a serious suicide attempt or is considered to be actively suicidal (119, 142-145) or possibly suicidal (146-148)
- Has been or may be harmful to others or self due to:
 - Aggression:
 - at School (3,4) in the Community (68)
 - at Home (43) in Behavior in general (89)
 - Sexual Behavior (69, 77, 90)
 - Fire Setting (71, 78)
- Runaway Behavior (48, 54)
- Psychotic or Organic symptoms in the context of severe impairment (182-186)
- Severe Substance Use (154-164)

Caregiver Resourcefulness

- Youth's needs far exceed caregiver's resources (211-221 or 289-299)

Explanation: _____

LEVELS OF OVERALL DYSFUNCTION BASED ON YOUTH'S TOTAL SCORE

8 Scale Sum	Description
0-10	Youth exhibits no noteworthy impairment
20-40	Youth likely can be treated on an outpatient basis, provided that risk behaviors are not present
50-90	Youth may need additional services beyond outpatient care
100-130	Youth likely needs care which is more intensive than outpatient and/or which includes multiple sources of supportive care
140 & higher	Youth likely needs intensive treatment, the form of which would be shaped by the presence of risk factors and the resources available within the family and the community

CAFAS® PROFILE: YOUTH'S FUNCTIONING

Level of Impairment	School/Work Role Performance	Home Role Performance	Community Role Performance	Behavior Toward Others	Moods/Emotions	Self-Harmful Behavior	Substance Use	Thinking
SEVERE 30	1 2 3 4 5 6 7 8 9 10 11	41 42 43 44 45 46 47 48 49 50	66 67 68 69 70 71 72	88 89 90 91 92	116 117 118 119 120	142 143 144 145	154 155 156 157 158 159 160 161 162 163 164	182 183 184 185 186
MODERATE 20	12 13 14 15 16 17 18 19 20 21	51 52 53 54 55 56	73 74 75 76 77 78 79	93 94 95 96 97 98 99 100 101 102	121 122 123 124 125 126 127	146 147 148	165 166 167 168 169 170 171	187 188 189 190 191 192
MILD 10	22 23 24 25 26 27	57 58 59 60 61	80 81 82 83	103 104 105 106 107 108 109 110	128 129 130 131 132 133 134 135	149 150	172 173 174 175	193 194 195 196 197
MINIMAL/NO 0	28 29 30 31 32 33 34 35 36 37 38 39	62 63 64	84 85 86	111 112 113 114	136 137 138 139 140	151 152	176 177 178 179 180	198 199
COULD NOT SCORE	40	65	87	115	141	153	181	200

For each scale: (1) mark the item number(s) which correspond to those marked on the CAFAS form, (2) fill in the circle indicating severity level, (3) connect the circles.

		Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
SCHOOL/WORK SUBSCALE	Role Performance	001 Out of school or job due to behavior that occurred at school or on job during the rating period (e.g., asked to leave or refuses to attend).	012 Non-compliant behavior which results in persistent or repeated disruption of group functioning or becomes known to authority figures other than classroom teacher (e.g., principal) because of severity and/or chronicity.	022 Non-compliant behavior results in teacher or immediate supervisor bringing attention to problems or structuring youth's activities so as to avoid predictable difficulties, more than other youth.	028 Reasonably comfortable and competent in relevant roles.
		002 Expelled or equivalent from school due to behavior (e.g., multiple suspensions, removed from community school, placed in an alternative school).	013 Inappropriate behavior which results in persistent or repeated disruption of group functioning or becomes known to authority figures other than classroom teacher (e.g., principal) because of severity and/or chronicity.	023 Inappropriate behavior results in teacher or immediate supervisor bringing attention to problems or structuring youth's activities so as to avoid predictable difficulties, more than other youth.	029 Minor problems satisfactorily resolved.
		003 Judged to be a threat to others because of aggressive potential (i.e., resulting from youth's actions or statements); monitoring or supervision needed.	014 Frequently truant (i.e., approximately once every two weeks or for several consecutive days).	024 Occasionally disobeys school rules, with no harm to others or to property, more than other youth.	030 Functions satisfactorily even with distractions.
		004 Harmed or made serious threat to hurt a teacher/peer/co-worker/supervisor.	015 Frequent absences from school (i.e., approximately once every two weeks or for several consecutive days) due to impairing behavior and excluding truancy or physical illness.	025 Problems in school, including behaviors related to poor attention or high activity level, are present but are not disruptive to the classroom (can be managed in the regular classroom, with the youth able to achieve satisfactorily).	031 School grades are average or above.
		005 Unable to meet minimum requirements for behavior in classroom (either in specialized classroom or regular classroom with specialized services in public school or equivalent) without special accommodations.	016 At work, missed days or tardiness results in reprimand or equivalent.	026 School/work productivity is less than expected for abilities due to failure to execute assignments correctly, complete work, hand in work on time, etc.	032 Schoolwork is commensurate with ability and youth is mentally retarded.
		006 Chronic truancy resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified).	017 Disruptive behavior, including poor attention or high activity level, resulting in individualized program or specialized treatment being needed or implemented (e.g., emotionally impaired school resources).	027 EXCEPTION	033 Schoolwork is commensurate with ability and youth is learning disabled.
		007 Chronic absences, other than truancy, resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified).	018 At work, received a reprimand, warning, or equivalent.	039 EXCEPTION	034 Schoolwork is commensurate with ability and youth is a slow learner.
		008 Disruptive behavior, including poor attention or high activity level, persists despite the youth having been placed in a special learning environment or receiving a specialized program or treatment (e.g., emotionally impaired school resources).	019 Grade average is lower than "C" and is not due to lack of ability or any physical disabilities.	COULD NOT SCORE: 040	
		009 Failing all or most classes.	020 Failing at least half of courses and this is not due to lack of ability or any physical disabilities.		
		010 Dropped out of school and holds no job.			
011 EXCEPTION	021 EXCEPTION				
Explanation:					

Strengths(S)/Goals(G) for School/Work Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

- S1 G1 Is permitted to attend school
- S2 G2 Behavior at school is devoid of aggressive acts or threats
- S3 G3 Attends more days than not
- S4 G4 Attends regularly
- S5 G5 Arrives to classes on time
- S6 G6 Good behavior on the school bus
- S7 G7 Sent to school disciplinarians infrequently
- S8 G8 No incidents of being sent to school disciplinarians
- S9 G9 Teacher in specialized classroom can manage behavior
- S10 G10 Spends at least part of the day in mainstream classroom
- S11 G11 Attends mainstream (regular) classroom
- S12 G12 Teacher in regular classroom can manage behavior
- S13 G13 Does not disrupt learning of others
- S14 G14 Good behavior in classroom
- S15 G15 Gets along okay with teachers
- S16 G16 Easily follows adult guidance
- S17 G17 Benefits from assistance when problems arise
- S18 G18 Asks for help when needed
- S19 G19 Takes advantage of help or resources at school


- S20 G20 At school, problem solves well when disagreements arise
- S21 G21 Enjoys praise from teachers
- S22 G22 Likes going to school
- S23 G23 Completes school work
- S24 G24 School grades are average or above
- S25 G25 Can transition from one activity to another
- S26 G26 Stays on task (appropriate to age)
- S27 G27 Appreciates importance of learning academic skills
- S28 G28 Feels good about school work
- S29 G29 Likes to read
- S30 G30 Academic skills are appropriate to age/grade level
- S31 G31 Is enthusiastic about favorite activities
- S32 G32 Is socially appropriate at school in interactions with other students
- S33 G33 Participates in after-school activities, clubs, or sports
- S34 G34 Graduated or received GED
- S35 G35 Has a part-time job
- S36 G36 Maintains steady employment
- S37 G37 Satisfactory performance in job/vocation
- S38 G38 For teenage parent, is continuing education
- S39 G39 Other _____
- S40 G40 Other _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)	
HOME SUBSCALE Role Performance (Home=place of residence; see Scoring Instructions.) <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	041 Not in the home due to child's behavior that occurred in the home during the rating period. 042 Extensive management by others required in order to be maintained in the home. 043 Deliberate and serious threats of physical harm to household members. 044 Repeated acts of intimidation toward household members. 045 Behavior and activities are beyond caregiver's influence almost all of the time (i.e., serious and repeated violations of expectations and rules, such as curfew). 046 Behavior and activities have to be constantly monitored in order to ensure safety in the home. 047 Supervision of youth required, which does or would interfere with caregiver's ability to work or carry out other roles. 048 Run away from home overnight more than once, or once for an extended time, and whereabouts unknown to caregiver. 049 Deliberate and severe damage to property in the home (e.g., home structure, grounds, furnishings).	051 Persistent failure to comply with reasonable rules and expectations within the home (e.g., bedtime, curfew); active defiance much of the time (OR, if youth is not in the home, youth fails to comply with rules and expectations unless close monitoring/supervision is maintained). 052 Frequent use of profane, vulgar, or curse words to household members. 053 Repeated irresponsible behavior in the home is potentially dangerous (e.g., leaves stove on). 054 Run away from home overnight and likely whereabouts are known to caregivers, such as friend's home. 055 Deliberate damage to the home.	057 Frequently fails to comply with reasonable rules and expectations within the home. 058 Has to be "watched" or prodded in order to get him/her to do chores or comply with requests. 059 Frequently "balks" or resists routines, chores, or following instructions, but will comply if caregiver insists. 060 Frequently engages in behaviors which are intentionally frustrating or annoying to caregiver (e.g., taunting siblings, purposeful dawdling).	062 Typically complies with reasonable rules and expectations within the home. 063 Minor problems satisfactorily resolved.	
	050 EXCEPTION	056 EXCEPTION	061 EXCEPTION	064 EXCEPTION	
	Explanation:			COULD NOT SCORE: 065	
	<div style="font-size: 2em; opacity: 0.1; position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); pointer-events: none;"> COPYRIGHT NOT COPY </div>				


Strengths(S)/Goals(G) for Home Subscale

(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

S41	G41	Behavior at home is devoid of aggressive acts or threats	S58	G58	Morning routine (getting ready for work or school) goes well
S42	G42	Good behavior on home visits	S59	G59	Night time routine (getting ready for bed) goes well
S43	G43	Can be managed in the home with assistance	S60	G60	Manages changes and transitions satisfactorily
S44	G44	Safe behavior even without close supervision	S61	G61	Will help do household "chores" when asked
S45	G45	Can be managed in the home without assistance	S62	G62	Shares responsibilities within the home (e.g., caring for younger children, grandparents)
S46	G46	Respectful of property in the home	S63	G63	Plays nicely/interacts appropriately with siblings
S47	G47	Does not use profanity toward others in home	S64	G64	Communicates effectively with family members (i.e., no yelling)
S48	G48	Reacts non-impulsively over disagreements	S65	G65	At home, problem solves well when disagreements arise
S49	G49	Acknowledges the need for parental supervision	S66	G66	Participates in family-oriented activities (gatherings, vacation, traditions)
S50	G50	Accepts consequences for undesirable behavior	S67	G67	Takes pride in being able to do some activities independently
S51	G51	Willing to take help offered by caregiver	S68	G68	Other _____
S52	G52	Seeks help from caregiver when needed	S69	G69	Other _____
S53	G53	Can be soothed and calmed when difficulties arise			
S54	G54	Informs parents of activities ahead of time			
S55	G55	Obeys curfew			
S56	G56	Obeys rules routinely			
S57	G57	Complies easily and routinely with adult requests			

		Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
COMMUNITY SUBSCALE Role Performance 		066 Confined related to behavior which seriously violated the law (e.g., stealing involving confrontation of a victim, auto theft, robbery, mugging, purse snatching, fraud, dealing or carrying drugs, break-ins, rape, murder, drive-by shooting, prostitution, violation of probation conditions). 067 Substantial evidence of, or convicted of, serious violation of the law (e.g., stealing involving confrontation of a victim, auto theft, robbery, mugging, purse snatching, fraud, dealing or carrying drugs, break-ins, rape, murder, drive-by shooting, prostitution, violation of probation conditions). 068 Involvement with the legal system or diversion to mental health or social services (for purpose of avoiding legal system) because of physically assaultive behavior or threatening with a weapon. 069 Involvement with the legal system or diversion to mental health or social services (for purpose of avoiding legal system) because of sexually assaultive behavior or inappropriate sexual behavior. 070 Deliberate and severe damage of property <u>outside</u> the home (e.g., school, cars, buildings). 071 Deliberate firesetting with malicious intent.	073 Serious and/or repeated delinquent behavior (e.g., stealing without confronting a victim, shoplifting, vandalism, defacing property, taking a car for a joyride). 074 On probation or under court supervision for an offense which occurred during the last 3 months. 075 On probation or under court supervision for an offense which occurred prior to the most recent 3 month period. 076 Currently at risk of confinement because of frequent or serious violations of the law. 077 Has been sexually inappropriate such that adults have concern about the welfare of other children who may be around the youth unsupervised. 078 Repeatedly and intentionally plays with fire such that damage to property or person could result.	080 Minor legal violations (e.g., minor driving violations, unruly conduct such that complaint was made, trespassing onto neighbor's property, or harassing neighbor). 081 Single incidents (e.g., defacing property, vandalism, shoplifting). 082 Plays with fire (and child is aware of the dangers).	084 Youth does not negatively impact on the community. 085 Typically able to resolve minor problems.
		072 EXCEPTION	079 EXCEPTION	083 EXCEPTION	086 EXCEPTION
	Explanation: _____				
	COULD NOT SCORE: 087				
	Strengths(S)/Goals(G) for Community Subscale <i>(OPTIONAL: UNNECESSARY FOR CAFAS RATING)</i>				

S70	G70	No new arrests	S86	G86	Shows respect to others
S71	G71	No new illegal activity	S87	G87	Has positive, supportive relationship with at least one adult in his/her life (outside of family)
S72	G72	No sexually inappropriate behavior	S88	G88	Hangs out with prosocial peers
S73	G73	No incidents of fire setting	S89	G89	Participates in sports activities
S74	G74	Doesn't carry weapons	S90	G90	Belongs to a prosocial club/group/program (e.g., scouts, drill corps, musical or dance groups, church fellowship)
S75	G75	Avoids gang activities	S91	G91	Has positive leisure activities
S76	G76	Keeps out of trouble (i.e., is "street smart")	S92	G92	Volunteers
S77	G77	Disengaging from friends who get into trouble	S93	G93	Respectful of own cultural heritage/elders
S78	G78	Making new friends with kids who are "good influences"	S94	G94	Positively identifies with own cultural heritage
S79	G79	Motivated to stay out of trouble	S95	G95	Participates in activities related to own cultural heritage
S80	G80	Fulfills responsibilities related to juvenile justice, court, etc.	S96	G96	Participates in religious/spiritual activities (e.g., attends church)
S81	G81	Accepts responsibility for misbehavior	S97	G97	Motivated to be a "good kid"
S82	G82	Genuinely acknowledges how own behavior has hurt or negatively impacted others	S98	G98	Proud of being a "good kid" (staying out of trouble)
S83	G83	Working on making up for what he/she did wrong (make amends)	S99	G99	Other _____
S84	G84	Is not known in the community for troublesome behaviors	S100	G100	Other _____
S85	G85	Follows established laws, rules			

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
	BEHAVIOR TOWARD OTHERS 	088 Behavior consistently bizarre or extremely odd. 089 Behavior so disruptive or dangerous that harm to others is likely (e.g., hurts or tries to hurt others, such as hitting, biting, throwing things at others, using or threatening to use a weapon or dangerous object). 090 Attempted or accomplished sexual assault or abuse of another person (e.g., used force, verbal threats, or, toward younger youth, intimidation or persuasion). 091 Deliberately and severely cruel to animals.	093 Behavior frequently/typically inappropriate and causes problems for self or others (e.g., fighting, belligerence, promiscuity). 094 Inappropriate sexual behavior in the presence of others or directed toward others. 095 Spiteful and/or vindictive (e.g., deliberately and persistently annoying to others, intentionally damaging personal belongings of others). 096 Poor judgment or impulsive behavior resulting in dangerous or risky activities that could lead to injury or harm to others, more than other youths. 097 Frequent display of anger toward others; angry outbursts. 098 Frequently mean to other people or animals. 099 Predominantly relates to others in an exploitative or manipulative manner (e.g., uses/cons others). 100 Involved in gang-like activities in which others are harassed, bullied, intimidated, etc. 101 Persistent problems/difficulties in relating to peers due to antagonizing behaviors (e.g., threatens, shoves).	103 Unusually quarrelsome, argumentative, or annoying to others. 104 Poor judgment or impulsive behavior that is age-inappropriate and causes inconvenience to others. 105 Upset (e.g., temper tantrum) if cannot have or do something immediately, if frustrated, or if criticized. 106 Easily annoyed by others and responds more strongly than other children; quick-tempered. 107 Does not engage in typical peer recreational activities because of tendency to be ignored or rejected by peers. 108 Difficulties in peer interactions or in making friends due to negative behavior (e.g., teasing, ridiculing, picking on others). 109 Immature behavior leads to poor relations with same-age peers or to having friends who are predominantly younger.
	092 EXCEPTION	102 EXCEPTION	110 EXCEPTION	114 EXCEPTION
Explanation:				COULD NOT SCORE: 115


Strengths(S)/Goals(G) for Behavior Toward Others Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

S101	G101	Can control impulses	S116	G116	Plays well with other children
S102	G102	Expresses anger through appropriate verbalizations or healthy physical outlets	S117	G117	Can play independently
S103	G103	Actively uses coping strategies to deal with difficult situations	S118	G118	Shares well with others
S104	G104	Can quickly "get back to normal" after difficulties have been "smoothed over"	S119	G119	Shows kindness to others
S105	G105	When conflicts arise, uses problem solving skills	S120	G120	Helps others willingly
S106	G106	Expresses feelings appropriately	S121	G121	Is gentle and caring with animals
S107	G107	Aware of problems related to social skills and is working on improving them	S122	G122	Has a good relationship with at least one caregiver
S108	G108	Motivated to have more friends	S123	G123	Feels loved by at least one adult parent figure (e.g., grandmother, aunt)
S109	G109	Behaves appropriately in public places	S124	G124	Has a good relationship with at least one sibling
S110	G110	Is respectful to others	S125	G125	Views home as nurturing/supportive
S111	G111	Communicates well/appropriately with others	S126	G126	For teenage parents, has responsible parenting behavior
S112	G112	Asserts self in healthy ways	S127	G127	Responsible sexual behavior (e.g., abstains or is monogamous)
S113	G113	Has good/close peer friendships which are age appropriate	S128	G128	Practices safe sex measures (e.g., uses condoms) when sexually active
S114	G114	Is friendly and outgoing	S129	G129	Other _____
S115	G115	Can be fun to be with (e.g., jokes, witty, sense of humor)	S130	G130	Other _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
<p style="text-align: center;">MOODS/ EMOTIONS SUBSCALE</p> <p>(Emotions = anxiety, depression, moodiness, fear, worry, irritability, tenseness, panic, anhedonia)</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<p>116 Viewed as odd or strange because emotional responses are incongruous (unreasonable, excessive) most of the time.</p> <p>117 Fears, worries, anxieties, or reactions to trauma result in poor attendance at school (e.g., absent for at least one day per week on average) OR marked social withdrawal (will not leave the home to visit with friends).</p> <p>118 Depression is associated with academic incapacitation (e.g., absent at least one day a week on average, or if attends school, does not do work) OR social incapacitation (i.e., isolates self from friends).</p> <p>119 Depression is accompanied by suicidal intent (i.e., really wants to die).</p>	<p>121 Marked changes in moods that are generally intense and abrupt.</p> <p>122 Depressed mood or sadness is persistent (i.e., at least half of the time), with disturbance in functioning in at least one of the following areas: sleeping, eating, concentration, energy level, or normal activities. OR, if only irritability or anhedonia (i.e., marked diminished interest or pleasure in typical activities) is present, there should be disturbance in two or more areas.</p> <p>123 Youth worries excessively (i.e., out of proportion) and persistently (i.e., at least half of the time), with disturbance in functioning manifested by at least one of the following: sleep problems, tiredness, poor concentration, irritability, muscle tension, or feeling "on edge."</p> <p>124 Fears, worries, or anxieties result in the youth expressing marked distress upon being away from the home or parent figures; however, the youth is able to go to school or engage in some social activities.</p> <p>125 School-age children require special accommodations because of worries or anxieties (e.g., sleeping near parents, calling home).</p> <p>126 For traumatized youth, emotional blunting (i.e., no or few signs of emotional expression; emotional expression is markedly flat) OR marked distress around recollections, dreams, or reminders related to the original trauma.</p>	<p>128 Often anxious, fearful, or sad, with some related symptom present (e.g., nightmares, stomachaches).</p> <p>129 Disproportionate expression of irritability, fear, or worries.</p> <p>130 Very self-critical, low self-esteem, feelings of worthlessness.</p> <p>131 Easily distressed if makes mistakes.</p> <p>132 Sad, withdrawn, hurt, or anxious if criticized.</p> <p>133 Sad (or depressed or anhedonic) or anxious in at least one setting for up to a few days at a time.</p> <p>134 Notable emotional restriction (e.g., has difficulty expressing strong emotions such as fear, hate, love).</p>	<p>136 Feels normal distress, but daily life is not disrupted.</p> <p>137 Considers self to be an "OK" person.</p> <p>138 Can express strong emotions appropriately.</p> <p>139 Experience of sadness and anxiety are age appropriate.</p>
	120 EXCEPTION	127 EXCEPTION	135 EXCEPTION	140 EXCEPTION
	Explanation:			COULD NOT SCORE: 141

Strengths(S)/Goals(G) for Moods/Emotions Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

S131	G131	No suicidal wish or intent	S145	G145	Shares feelings
S132	G132	Has self-awareness of emotional state/emotions	S146	G146	Feels good about self
S133	G133	Shows a range of emotions (e.g., not flat affect)	S147	G147	Has a positive self-perception
S134	G134	Expresses strong emotions appropriately	S148	G148	Has a good/pleasant temperament
S135	G135	Emotional reactions are consistent with "provoking" circumstances	S149	G149	Has fun, enjoys self
S136	G136	Emotional reactions are consistent and appropriate with age	S150	G150	Resilient, keeps things in perspective
S137	G137	Expresses emotional needs appropriately	S151	G151	Attends school despite feelings
S138	G138	Talks about concerns to determine if they are warranted	S152	G152	Participates in peer activities despite feelings
S139	G139	Talks with an adult or others to help keep emotional reactions reasonable	S153	G153	Shows interest in friends and activities
S140	G140	Uses "self-talk" to manage mood/anxiety	S154	G154	Can be away from caregivers without undue distress
S141	G141	Has an appropriate understanding of "blame"; does not blame self too much	S155	G155	Easily separates from caregiver when taken to school/daycare
S142	G142	Has healthy outlets for emotional feelings (consistent with culture)	S156	G156	Easily separates from caregivers (other places than school)
S143	G143	Uses distraction to manage mood/anxiety	S157	G157	Sleeps alone (without caregivers)
S144	G144	Self-nurturing	S158	G158	Sleeps well at night
			S159	G159	No somatic complaints (e.g., stomachaches, headaches)
			S160	G160	Other _____
			S161	G161	Other _____

SELF-HARMFUL BEHAVIOR SUBSCALE 	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
		142 Non-accidental self-destructive behavior has resulted in or could result in serious self-injury or self-harm (e.g., suicide attempt with intent to die, self-starvation). 143 Seemingly non-intentional self-destructive behavior has resulted in or could likely result in serious self-injury (e.g., runs out in the path of a car, opens car door in moving vehicle), and youth is aware of the danger. 144 Has a clear plan to hurt self, OR genuine desire to die.	146 Non-accidental self-harm, mutilation, or injury which is not life-threatening but not trivial (e.g., suicidal gestures or behavior without intent to die, superficial razor cuts). 147 Talks or repeatedly thinks about harming self, killing self, or wanting to die.	149 Repeated non-accidental behavior suggesting self-harm, yet the behavior is very unlikely to cause any serious injury (e.g., repeatedly pinching self or scratching skin with a dull object).
	145 EXCEPTION	148 EXCEPTION	150 EXCEPTION	152 EXCEPTION
Explanation:				COULD NOT SCORE: 153


Strengths(S)/Goals (G) for Self-Harmful Behavior Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

- | | | | | | |
|------|------|--|------|------|--|
| S162 | G162 | No self-desctructive actions | S169 | G169 | Respects his/her body (e.g., not cutting) |
| S163 | G163 | Does not knowingly engage in dangerous behavior | S170 | G170 | Resists being abused |
| S164 | G164 | No suspicious "accidents" | S171 | G171 | Avoids being sexually exploited |
| S165 | G165 | Seeks help if experiences self-destructive urges | S172 | G172 | Eats at regular intervals; intakes at least minimum daily calories |
| S166 | G166 | No self-destructive talk | S173 | G173 | Maintains adequate weight without supervision |
| S167 | G167 | Uses coping strategies other than self-harm (e.g., "tuning out") | S174 | G174 | Other _____ |
| S168 | G168 | Uses appropriate outlets (e.g., walks) | S175 | G175 | Other _____ |

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
SUBSTANCE USE (Substances = alcohol or drugs) <div style="border: 2px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	THESE ITEMS APPLY TO YOUTH OF ALL AGES			
	154 Lifestyle centers on acquisition and use of any substances (e.g., preoccupied with thoughts or urges to use substances; cravings for substances; uses in the morning). 155 Dependent on continuing substance use to maintain functioning (e.g., likely to experience withdrawal symptoms such as feeling sick, headaches, nausea, vomiting, shaking, etc.). 156 Failing or expelled from school related to effects of substance usage. 157 Fired or lost job related to effects of substance usage. 158 Frequent intoxication or marijuana use (e.g., three or more times a week). 159 Use of substances is associated with serious negative consequences (e.g., injured, in accident, doing illegal acts, driving while under the influence, failing classes, experiencing physical health problems). 160 Is pregnant or is a parent and is a drug user. 161 Is pregnant or is a parent and gets drunk or uses alcohol routinely. 162 Has blackouts, cannot control use, does not stop using once started, discontinuing use would cause distress or discomfort, OR consistently drinks alone (or uses other substances alone).	165 Uses in such a way as to interfere with functioning (e.g., job, school, driving) in spite of potential serious consequences (e.g., traffic violations, work or school absences or tardiness, misses out on activities, uses on school days or before work/school). 166 Getting into trouble is related to usage (e.g., argues, fights with family or friends, trouble with teachers, trouble with police, breaks rules, misses curfew). 167 Behavior potentially endangering self or others is related to usage (e.g., vulnerable to injury or date rape). 168 Friendships change to mostly substance users. 169 Intoxication or marijuana use once or twice a week.	172 Infrequent intoxication or use of marijuana and only without serious consequences. 173 Regular alcohol use without intoxication (e.g., once a week).	176 No use of substances. 177 Substance use is denied; unable to confirm. 178 Has only "tried" them; does not use them. 179 Occasional alcohol use without intoxication or negative consequences.
	IF YOUTH IS 12 OR YOUNGER, USE THESE ADDITIONAL ITEMS			
	163 For 12 years or younger, uses regularly (once a week or more).	170 For 12 years or younger, occasional alcohol use without intoxication or any use of other drugs.	174 For 12 years or younger, has used substances more than once.	
	164 EXCEPTION	171 EXCEPTION	175 EXCEPTION	180 EXCEPTION
Explanation:			COULD NOT SCORE: 181	



Strengths(S)/Goals(G) for Substance Use Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)

S176	G176	Acknowledges substance use	S183	G183	Occasional use without excess
S177	G177	Has strategies for coping with factors that trigger use	S184	G184	No use of substances
S178	G178	Complies with requests for drug tests	S185	G185	Perceives no need to use
S179	G179	Is participating in treatment for substance use	S186	G186	Friends don't use
S180	G180	Acknowledges the negative effects of substance use on own behavior	S187	G187	Intentionally selects friends who are non-users
S181	G181	Acknowledges that own substance use impacts others negatively	S188	G188	Parents don't use and do educate youth about drugs
S182	G182	Disengaging from friends who use (to develop non-using social network)	S189	G189	Other _____
			S190	G190	Other _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
THINKING 	<p>CANNOT ATTEND A NORMAL SCHOOL CLASSROOM, DOES NOT HAVE NORMAL FRIENDSHIPS, AND CANNOT INTERACT ADEQUATELY IN THE COMMUNITY DUE TO ANY OF THE FOLLOWING:</p> <p>182 Communications which are impossible or extremely difficult to understand due to incoherent thought or language (e.g., loosening of associations, flight of ideas).</p> <p>183 Speech or nonverbal behavior is extremely odd and is noncommunicative (e.g., echolalia, idiosyncratic language).</p> <p>184 Strange or bizarre behavior due to frequent and/or disruptive delusions or hallucinations; can't distinguish fantasy from reality.</p> <p>185 Pattern of short-term memory loss/disorientation to time or place most of the time.</p>	<p>FREQUENT DIFFICULTY IN COMMUNICATION OR BEHAVIOR, <u>OR</u> SPECIALIZED SETTING OR SUPERVISION NEEDED DUE TO ANY OF THE FOLLOWING:</p> <p>187 Communications do not "flow," are irrelevant, or disorganized (i.e., more than other children of the same age).</p> <p>188 Frequent distortion of thinking (obsessions, suspicions).</p> <p>189 Intermittent hallucinations that interfere with normal functioning.</p> <p>190 Frequent, marked confusion or evidence of short term memory loss.</p> <p>191 Preoccupying cognitions or fantasies with bizarre, odd, or gross themes.</p>	<p>OCCASIONAL DIFFICULTY IN COMMUNICATIONS, IN BEHAVIOR, OR IN INTERACTIONS WITH OTHERS DUE TO ANY OF THE FOLLOWING:</p> <p>193 Eccentric or odd speech (e.g., impoverished, digressive, vague).</p> <p>194 Thought distortions (e.g., obsessions, suspicions).</p> <p>195 Expression of odd beliefs or, if older than eight years old, magical thinking.</p> <p>196 Unusual perceptual experiences not qualifying as pathological hallucinations.</p>	<p>198 Thought, as reflected by communication, is not disordered or eccentric.</p>
	186 EXCEPTION	192 EXCEPTION	197 EXCEPTION	199 EXCEPTION
Explanation:				COULD NOT SCORE: 200

Strengths(S)/Goals(G) for Thinking Subscale
(OPTIONAL: UNNECESSARY FOR CAFAS RATING)



S191	G191	Tries to control inappropriate thoughts, feelings, and impulses	S199	G199	Fantasies are "within normal limits" for age
S192	G192	Despite communication difficulties, tries to relate to others	S200	G200	Good problem solving ability
S193	G193	Understands that thoughts cannot directly cause events to happen	S201	G201	Thinks logically
S194	G194	Has good understanding of personal circumstances	S202	G202	Can envision long-term goals
S195	G195	Can express self adequately and clearly	S203	G203	Behavior related to hygiene is age-appropriate
S196	G196	Can communicate needs to others	S204	G204	Has age-appropriate self-care behaviors
S197	G197	Talks to others at an age-appropriate level	S205	G205	Understands the need for medication
S198	G198	No hallucinations or delusions	S206	G206	Can learn from experiences
			S207	G207	Can initiate/follow through with plans
			S208	G208	Other _____
			S209	G209	Other _____

Caregiver Being Rated	Relationship to Child	Informant	Youth Placement	Rater	Date	Adm #
CAREGIVER RESOURCES Material Needs Subscale 	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)		
	201 Youth's needs for food, clothing, housing, medical attention, or neighborhood safety are not being met such that severe risk to health or welfare of youth is likely.	203 Frequent negative impact on youth's functioning OR a major disruption in the youth's functioning due to youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	205 Occasional negative impact on the youth's functioning due to the youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	207 Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning. 208 Able to use community resources as needed.		
	202 EXCEPTION	204 EXCEPTION	206 EXCEPTION	209 EXCEPTION		
Explanation:					COULD NOT SCORE: 210	
CAREGIVER RESOURCES Family/Social Support Subscale 	211 Sociofamilial setting is potentially dangerous to the youth due to lack of family resources required to meet the youth's needs/demands. 212 Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.). 213 Caregiver is frankly hostile, rejecting, or does not want youth to return to the home. 214 Youth is subjected to sexual abuse in the home by a caregiver. 215 Youth is subjected to physical abuse or neglect in the home by a caregiver. 216 Caregiver "kicks" youth out of the home, without trying to make other living arrangements. 217 Youth currently removed from the home due to sexual abuse, physical abuse, or neglect. 218 Failure of caregivers to provide an environment safe from possible abuse to a youth previously abused or traumatized. 219 Severe or frequent domestic violence takes place in the home. 220 Caregiver is openly involved in unlawful behavior or contributes to or approves of youth being involved in potentially unlawful behavior.	222 Youth's developmental needs cannot be adequately met because youth's needs/developmental demands exceed family resources. 223 Marked impairment in parental judgment or functioning (may be related to emotional instability, psychiatric illness, substance use, physical illness, criminal activities, or other impairing condition). 224 Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.). 225 Family members are insensitive, angry and/or resentful to the youth. 226 Marked lack of parental supervision or consistency in care (e.g., frequently does not know whereabouts of youth; does not know youth's friends). 227 Failure of caregiver to provide emotional support to youth who has been traumatized or abused. 228 Domestic violence, or serious threat of domestic violence, takes place in the youth's home.	230 Family not able to provide adequate warmth, security or sensitivity relative to the youth's needs. Support from other sources outside the immediate family are unable to compensate for this inadequacy. 231 Frequent family arguments and/or misunderstandings resulting in bad feelings. 232 Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity. 233 Family not able to provide adequate supervision, firmness, or consistency in care over time relative to the youth's needs; no other supports compensate for this deficit.	235 Family is sufficiently warm, secure, and sensitive to the youth's major needs. 236 Parental supervision is adequate. 237 Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system.		
	221 EXCEPTION	229 EXCEPTION	234 EXCEPTION	238 EXCEPTION		
	Explanation:					COULD NOT SCORE: 239

Strengths(S)/Goals(G) for Primary Family - See page 14

CAREGIVER BEING RATED: NON-CUSTODIAL FAMILY OR PARENT NOT LIVING IN YOUTH'S HOME



Youth's Name _____ ID# _____

Caregiver Being Rated	Relationship to Child	Informant	Youth Placement	Rater	Date	Adm #	
CAREGIVER RESOURCES Material Needs Subscale 	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)			
	240 Youth's needs for food, clothing, housing, medical attention, or neighborhood safety are not being met such that severe risk to health or welfare of youth is likely.	242 Frequent negative impact on youth's functioning OR a major disruption in the youth's functioning due to youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	244 Occasional negative impact on the youth's functioning due to the youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	246 Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning. 247 Able to use community resources as needed.			
	241 EXCEPTION	243 EXCEPTION	245 EXCEPTION	248 EXCEPTION			
	Explanation:			COULD NOT SCORE: 249			
CAREGIVER RESOURCES Family/Social Support Subscale 	250 Sociofamilial setting is potentially dangerous to the youth due to lack of family resources required to meet the youth's needs/demands.	261 Youth's developmental needs cannot be adequately met because youth's needs/developmental demands exceed family resources.	269 Family not able to provide adequate warmth, security or sensitivity relative to the youth's needs. Support from other sources outside the immediate family are unable to compensate for this inadequacy.	274 Family is sufficiently warm, secure, and sensitive to the youth's major needs.			
	251 Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.).	262 Marked impairment in parental judgment or functioning (may be related to emotional instability, psychiatric illness, substance use, physical illness, criminal activities, or other impairing condition).	270 Frequent family arguments and/or misunderstandings resulting in bad feelings.	275 Parental supervision is adequate.	276 Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system.		
	252 Caregiver is frankly hostile, rejecting, or does not want youth to return to the home.	263 Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.).	271 Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity.	277 EXCEPTION			
	253 Youth is subjected to sexual abuse in the home by a caregiver.	264 Family members are insensitive, angry and/or resentful to the youth.	272 Family not able to provide adequate supervision, firmness, or consistency in care over time relative to the youth's needs; no other supports compensate for this deficit.				
254 Youth is subjected to physical abuse or neglect in the home by a caregiver.	265 Marked lack of parental supervision or consistency in care (e.g., frequently does not know whereabouts of youth; does not know youth's friends).	266 Failure of caregiver to provide emotional support to youth who has been traumatized or abused.					
255 Caregiver "kicks" youth out of the home, without trying to make other living arrangements.	267 Domestic violence, or serious threat of domestic violence, takes place in the youth's home.						
256 Youth currently removed from the home due to sexual abuse, physical abuse, or neglect.							
257 Failure of caregivers to provide an environment safe from possible abuse to a youth previously abused or traumatized.							
258 Severe or frequent domestic violence takes place in the home.							
259 Caregiver is openly involved in unlawful behavior or contributes to or approves of youth being involved in potentially unlawful behavior.							
260 EXCEPTION	268 EXCEPTION	273 EXCEPTION	277 EXCEPTION				
Explanation:			COULD NOT SCORE: 278				

Strengths(S)/Goals(G) for Non-Custodial Family or Parent Not Living in Youth's Home - See page 14

CAREGIVER BEING RATED: SURROGATE CAREGIVER

Youth's Name _____ ID# _____

Caregiver Being Rated	Relationship to Child	Informant	Youth Placement	Rater	Date	Adm #
CAREGIVER RESOURCES Material Needs Subscale 	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major or persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)		
	279 Youth's needs for food, clothing, housing, medical attention, or neighborhood safety are not being met such that severe risk to health or welfare of youth is likely.	281 Frequent negative impact on youth's functioning <u>OR</u> a major disruption in the youth's functioning due to youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	283 Occasional negative impact on the youth's functioning due to the youth's needs for food, housing, clothing, medical attention, or neighborhood safety not being met.	285 Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning. 286 Able to use community resources as needed.		
	280 EXCEPTION	282 EXCEPTION	284 EXCEPTION	287 EXCEPTION		
Explanation:			COULD NOT SCORE: 288			
CAREGIVER RESOURCES Family/Social Support Subscale 	289 Sociofamilial setting is potentially dangerous to the youth due to lack of family resources required to meet the youth's needs/demands.	300 Youth's developmental needs cannot be adequately met because youth's needs/developmental demands exceed family resources.	308 Family not able to provide adequate warmth, security or sensitivity relative to the youth's needs. Support from other sources outside the immediate family are unable to compensate for this inadequacy.	313 Family is sufficiently warm, secure, and sensitive to the youth's major needs.		
	290 Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.).	301 Marked impairment in parental judgment or functioning (may be related to emotional instability, psychiatric illness, substance use, physical illness, criminal activities, or other impairing condition).	309 Frequent family arguments and/or misunderstandings resulting in bad feelings.	314 Parental supervision is adequate.	315 Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system.	
	291 Caregiver is frankly hostile, rejecting, or does not want youth to return to the home.	302 Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.).	310 Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity.	311 Family not able to provide adequate supervision, firmness, or consistency in care over time relative to the youth's needs; no other supports compensate for this deficit.		
292 Youth is subjected to sexual abuse in the home by a caregiver.	303 Family members are insensitive, angry and/or resentful to the youth.	304 Marked lack of parental supervision or consistency in care (e.g., frequently does not know whereabouts of youth; does not know youth's friends).	305 Failure of caregiver to provide emotional support to youth who has been traumatized or abused.			
293 Youth is subjected to physical abuse or neglect in the home by a caregiver.	306 Domestic violence, or serious threat of domestic violence, takes place in the youth's home.					
294 Caregiver "kicks" youth out of the home, without trying to make other living arrangements.						
295 Youth currently removed from the home due to sexual abuse, physical abuse, or neglect.						
296 Failure of caregivers to provide an environment safe from possible abuse to a youth previously abused or traumatized.						
297 Severe or frequent domestic violence takes place in the home.						
298 Caregiver is openly involved in unlawful behavior or contributes to or approves of youth being involved in potentially unlawful behavior.						
299 EXCEPTION	307 EXCEPTION	312 EXCEPTION	316 EXCEPTION			
Explanation:			COULD NOT SCORE: 317			

Strengths(S)/Goals(G) for Surrogate Caregiver - See page 14

Strengths(S)/Goals(G) for Primary Family*(OPTIONAL: UNNECESSARY FOR CAFAS RATING)*

			S225	G225	Caregiver adheres to a daily routine
			S226	G226	Caregiver is consistent and predictable in behavior toward youth
S210	G210	Caregiver has adequate family/social support for himself/herself	S227	G227	Caregiver is caring in the face of difficult behavior from youth
S211	G211	Multiple caregivers are able to co-parent effectively	S228	G228	Caregiver exercises good control when provoked
S212	G212	Caregiver provides stable environment	S229	G229	Caregiver models prosocial behavior and talk
S213	G213	Caregiver is aware of when he/she needs help	S230	G230	Caregiver models verbal problem solving skills
S214	G214	Caregiver seeks help when his/her problem solving skills break down	S231	G231	Caregiver communicates clearly
S215	G215	Caregiver seeks services for own concerns/problems	S232	G232	Caregiver is clear about behavioral expectations/values
S216	G216	Substance using caregiver is seeking services to deal with his/her own substance use	S233	G233	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors
S217	G217	Caregiver cooperates with agencies providing services to youth	S234	G234	Caregiver supports child to engage in activities that promote age appropriate growth and independence
S218	G218	Caregiver arranges for appropriate supervision/care of child when working or away from youth	S235	G235	Caregiver sets realistic and age appropriate goals for youth
S219	G219	Caregiver provides sufficient supervision to ensure safety of family members	S236	G236	Caregiver responds appropriately to child's emotional needs
S220	G220	Domestic abuse does not take place	S237	G237	Caregiver encourages positive identification with cultural heritage
S221	G221	Caregiver tries to minimize negative impact of his/her own limitations	S238	G238	Family eats dinner together
S222	G222	Caregiver tries to minimize negative impact of other family members on youth (e.g., an abusive parent)	S239	G239	Family talks about problems
S223	G223	Emotional support and physical protection is given to a youth previously abused	S240	G240	Child has support from extended family
S224	G224	Caregiver provides nurturing/soothing/comforting home environment	S241	G241	Youth has adults outside the family who provide direction and guidance
			S242	G242	Other _____
			S243	G243	Other _____

Strengths(S)/Goals(G) for Non-Custodial Family or Parent Not Living in Youth's Home*(OPTIONAL: UNNECESSARY FOR CAFAS RATING)*

			S259	G259	Caregiver adheres to a daily routine
			S260	G260	Caregiver is consistent and predictable in behavior toward youth
S244	G244	Caregiver has adequate family/social support for himself/herself	S261	G261	Caregiver is caring in the face of difficult behavior from youth
S245	G245	Multiple caregivers are able to co-parent effectively	S262	G262	Caregiver exercises good control when provoked
S246	G246	Caregiver provides stable environment	S263	G263	Caregiver models prosocial behavior and talk
S247	G247	Caregiver is aware of when he/she needs help	S264	G264	Caregiver models verbal problem solving skills
S248	G248	Caregiver seeks help when his/her problem solving skills break down	S265	G265	Caregiver communicates clearly
S249	G249	Caregiver seeks services for own concerns/problems	S266	G266	Caregiver is clear about behavioral expectations/values
S250	G250	Substance using caregiver is seeking services to deal with his/her own substance use	S267	G267	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors
S251	G251	Caregiver cooperates with agencies providing services to youth	S268	G268	Caregiver supports child to engage in activities that promote age appropriate growth and independence
S252	G252	Caregiver arranges for appropriate supervision/care of child when working or away from youth	S269	G269	Caregiver sets realistic and age appropriate goals for youth
S253	G253	Caregiver provides sufficient supervision to ensure safety of family members	S270	G270	Caregiver responds appropriately to child's emotional needs
S254	G254	Domestic abuse does not take place	S271	G271	Caregiver encourages positive identification with cultural heritage
S255	G255	Caregiver tries to minimize negative impact of his/her own limitations	S272	G272	Family eats dinner together
S256	G256	Caregiver tries to minimize negative impact of other family members on youth (e.g., an abusive parent)	S273	G273	Family talks about problems
S257	G257	Emotional support and physical protection is given to a youth previously abused	S274	G274	Child has support from extended family
S258	G258	Caregiver provides nurturing/soothing/comforting home environment	S275	G275	Youth has adults outside the family who provide direction and guidance
			S276	G276	Other _____
			S277	G277	Other _____

Strengths(S)/Goals(G) for Surrogate Caregiver*(OPTIONAL: UNNECESSARY FOR CAFAS RATING)*

			S293	G293	Caregiver adheres to a daily routine
			S294	G294	Caregiver is consistent and predictable in behavior toward youth
S278	G278	Caregiver has adequate family/social support for himself/herself	S295	G295	Caregiver is caring in the face of difficult behavior from youth
S279	G279	Multiple caregivers are able to co-parent effectively	S296	G296	Caregiver exercises good control when provoked
S280	G280	Caregiver provides stable environment	S297	G297	Caregiver models prosocial behavior and talk
S281	G281	Caregiver is aware of when he/she needs help	S298	G298	Caregiver models verbal problem solving skills
S282	G282	Caregiver seeks help when his/her problem solving skills break down	S299	G299	Caregiver communicates clearly
S283	G283	Caregiver seeks services for own concerns/problems	S300	G300	Caregiver is clear about behavioral expectations/values
S284	G284	Substance using caregiver is seeking services to deal with his/her own substance use	S301	G301	Caregiver reinforces desirable behaviors and ignores or gives consequences for undesirable behaviors
S285	G285	Caregiver cooperates with agencies providing services to youth	S302	G302	Caregiver supports child to engage in activities that promote age appropriate growth and independence
S286	G286	Caregiver arranges for appropriate supervision/care of child when working or away from youth	S303	G303	Caregiver sets realistic and age appropriate goals for youth
S287	G287	Caregiver provides sufficient supervision to ensure safety of family members	S304	G304	Caregiver responds appropriately to child's emotional needs
S288	G288	Domestic abuse does not take place	S305	G305	Caregiver encourages positive identification with cultural heritage
S289	G289	Caregiver tries to minimize negative impact of his/her own limitations	S306	G306	Family eats dinner together
S290	G290	Caregiver tries to minimize negative impact of other family members on youth (e.g., an abusive parent)	S307	G307	Family talks about problems
S291	G291	Emotional support and physical protection is given to a youth previously abused	S308	G308	Child has support from extended family
S292	G292	Caregiver provides nurturing/soothing/comforting home environment	S309	G309	Youth has adults outside the family who provide direction and guidance
			S310	G310	Other _____
			S311	G311	Other _____

OPTIONAL: TREATMENT PLAN

INSTRUCTIONS: Write in scale name. For the PROBLEM(S), GOALS(S), and STRENGTH(S), provide the CAFAS item number and the item description. For the PROBLEM(S), you may want to elaborate on the details (e.g., expelled for taking a butter knife to school on January 5, 1999). Under PLAN, you can provide details for accomplishing the specified goal.

Scale		
	Item #(s)	Description
Problems		
Goals		
Strengths		
Plan		

Scale		
	Item #(s)	Description
Problems		
Goals		
Strengths		
Plan		

Scale		
	Item #(s)	Description
Problems		
Goals		
Strengths		
Plan		

Scale

Item #(s)		Description
Problems		
Goals		
Strengths		
Plan		

Scale

Item #(s)		Description
Problems		
Goals		
Strengths		
Plan		

Scale

Item #(s)		Description
Problems		
Goals		
Strengths		
Plan		

Date

Signature

Title

