

**Child and Adolescent Needs and Strengths (CANS-SB)-  
San Bernardino County  
Narrative Report**

	<b>Child/Youth Risk Behaviors</b>	<b>Life Domain Functioning</b>	<b>Child/Youth Behavioral/Emotional Needs</b>
<b>High Need: Act Immediately and/or Intensively</b>			Adjustment to Trauma
<b>Help is Needed: Address in Services</b>		Family Sexuality School Achievement	
<b>Previous Need, Now Improved</b>	Other Self Harm	Sleep	Anger Control

**Key**

<b>3</b> High Need	<b>2</b> Help is Needed	<b>1</b> Previous Need, Now Improved
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Strengths Included | Notes Not Included

<b>Intensive or Immediate Need(s):</b>	2015-04-30	2015-07-21	2015-10-15
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<p><b>Adjustment to Trauma:</b> The child has experienced a past trauma (severity unspecified) and continues to be severely impacted by this trauma. Although the experiences may vary for each child, severe symptoms related to traumatized children are present (e.g., flashbacks, hyper-vigilance, anxiety, interpersonal conflicts).</p>	<b>3</b>	<b>3</b>	<b>3</b>
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NOTE: The narrative provided for each need listed is based upon a definition of the item and the history of the client's level of need for this item.

CANS-SB Child Narrative Report  
San Bernardino County  
VCSS - Victorville  
Confidential Patient Information  
See W&I Code 5328

Client Name: Last21528,  
First21528  
Chart No.: ID21528  
DOB: 2005-07-09  
Program: VCSSV - SF/EW

## Child and Adolescent Needs and Strengths (CANS-SB)- San Bernardino County-Narrative Report

<b>Need(s) that should be addressed:</b>	<small>2015-04-30</small>	<small>2015-07-21</small>	<small>2015-10-15</small>
<p><b>Family:</b> The child is having moderate problems or conflicts with other family members. This may be manifested in frequent arguments, the lack of positive relationships, or other types of conflict.</p>	<b>3</b>	<b>2</b>	<b>2</b>
<p><b>Sexuality:</b> The child has some type of problem in at least one area of age appropriate sexual development. Sexual development is a broad concept which includes sexual behaviors and identity. Appropriate help to these types of difficulties depend extensively upon the precise nature of the problem and should be provided with extreme care.</p>	<b>2</b>	<b>2</b>	<b>2</b>
<p><b>School Achievement:</b> The child is having moderate academic achievement problems. The child is falling behind peers in school achievement and may be failing some subjects. A coordinated effort to address this should be implemented.</p>	<b>1</b>	<b>2</b>	<b>2</b>

<b>Need(s) that were previously addressed and have shown improvement:</b>	<small>2015-04-30</small>	<small>2015-07-21</small>	<small>2015-10-15</small>
<p><b>Sleep:</b> There previously were some concerns regarding child's sleep patterns, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	<b>2</b>	<b>1</b>	<b>1</b>
<p><b>Anger Control:</b> There previously were some concerns regarding child's expression of anger, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Other Self Harm:</b> There previously were some concerns regarding engaging in risky behaviors which could have resulted in injury, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	<b>2</b>	<b>2</b>	<b>1</b>

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<b>Strengths which may be helpful in meeting Needs listed above:</b>	2015-04-30	2015-07-21	2015-10-15
<p><b>Educational:</b> The interactions between child, parent, and school are generally positive and there are efforts to identify and address the child's educational needs. For many children, this will be accomplished through a regular education setting. If the educational needs are in place, the child may like school, but still not engage fully or excel in school so that this could be considered a extremely useful strength.</p>	1	1	1
<p><b>Spiritual/Religious:</b> The child is involved in a religious community whose members provide support. Child expresses that this is a positive experience.</p>	2	2	1
<p><b>Sleep:</b> There previously were some concerns regarding child's sleep patterns, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	2	1	1
<p><b>Anger Control:</b> There previously were some concerns regarding child's expression of anger, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	3	2	1
<p><b>Other Self Harm:</b> There previously were some concerns regarding engaging in risky behaviors which could have resulted in injury, but these have diminished substantially and no longer require active help. However, it is important to monitor this in case the difficulties return.</p>	2	2	1

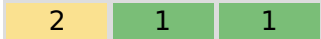
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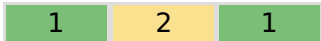
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**Community Life:** Children with a sense of belonging to a community and having a stake in their community do better than children without this sense of belonging. At this time the child appears to have a connection to an identified community and is somewhat involved. Therefore, this is considered to be a useful strength, but may not always be available as a source of support for the child.



**Resourcefulness:** Resourcefulness represents a child's ability to recognize and draw upon external strengths (e.g., people) to promote healthy development and manage their lives. Examples of this include seeking out a coach or teacher for help. At this time the child is somewhat skilled at finding necessary resources, but periodically requires more assistance than expected. Given the displayed skills, resourcefulness is considered a useful strength.



<b>Strengths which may need to be developed further:</b>	2015-04-30	2015-07-21	2015-10-15
<p><b>Family:</b> This child's family participate in each other's lives and could become a consistently helpful strength; however, there is need to help them develop consistent and dependably positive relationships and communications.</p>	2	2	2
<p><b>Interpersonal:</b> The child is engaged in interpersonal relations which may be enjoyable, but assistance needs to be provided to develop good interpersonal skills and/or healthy relationships.</p>	2	2	2

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