| CAlogo.jpeg | End of Intervention Summary  Crisis Family Intervention | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DATE OF REPORT | AGENCY PROVIDING SERVICE | | | | | | | PHONE NUMBER (INCLUDE AREA CODE) |
| DATE OF REFERRAL | THERAPIST NAME | | | | | | | CA SOCIAL WORKER |
| TERMINATION DATE | FAMLINK CASE ID # | | | | | | | FAMILY NAME |
| PLACEMENT PRESERVATION/PLACEMENT PREVENTION | | | REUNIFICATION | | | | | |
| **Clients Identified for Service** | | | | | | | | |
| CLIENT NAME | | INITIAL CONTACT DATE | | FIRST FACE TO FACE DATE | | | ENGAGED IN SERVICE | |
|  | |  | |  | | | YES  NO | |
|  | |  | |  | | | YES  NO | |
|  | |  | |  | | | YES  NO | |
|  | |  | |  | | | YES  NO | |
| **Intervention Report**  *Outline goals of the Intervention Plan, the action steps, and the family’s success in achieving the goals and completing the action steps.*  *If status is “in progress” explain the progress made on Action Steps.* | | | | | | | | |
| **Intervention Goal:** | | | | | | | | |
| Action Steps:  1. | | | | | Completed  Not Completed  In progress | | | |
| 2. | | | | | Completed  Not Completed  In progress | | | |
| 3. | | | | | Completed  Not Completed  In progress | | | |
| **Intervention Goal :** | | | | | | | | |
| Action Steps:  1. | | | | | Completed  Not Completed  In progress | | | |
| 2. | | | | | Completed  Not Completed  In progress | | | |
| 3. | | | | | Completed  Not Completed  In progress | | | |
| **Intervention Goal :** | | | | | | | | |
| Action Steps:  1. | | | | | Completed  Not Completed  In progress | | | |
| 2. | | | | | Completed  Not Completed  In progress | | | |
| 3. | | | | | Completed  Not Completed  In progress | | | |
| **CANS-F Results –**  List of Family, Caregiver, and Child Useful Strengths and Needs identified at the end of the FFT intervention using the CANS-F. | | | | | | | | |
| **Strengths related to family goals** | | | | | | **Needs** | | |
| **Unmet Needs –** needs not offset by strengths | | | | | | | | |
| Describe the caregiver(s) level insight about the chain of events that led to CPS involvement and how this insight has grown or evolved during the intervention:  Describe the ways (concrete and observable) the family has improved their home environment to increase sustainable child safety :  1.  2.  3.  For any treatment target areas that were identified through the CANS-F that were not addressed during this intervention, please identify natural *(church, family, school, friends, etc.)* and community *(mental health, CSO, YWCA, etc.)* resources that the family has been connected with to help address the child safety issues and describe the family’s progress in utilizing/accessing these services:  1.  2.  3.  Document the family’s perspective on how their parenting has changed during this intervention:  1.  2.  3.  Document the therapist assessment of change during this intervention:  1.  2. 3. *(FOR FSS ONLY)* Describe items, goods, or services paid for through concrete funds and how they addressed safety:  1.  2.  3.  Has the family resolved the immediate crisis that necessitated intervention?  YES  NO  Detail additional services or supports that may increase safety, functioning, and stability of the family:  1.  2.  3. | | | | | | | | |

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| **CANS – F Assessment**  The Child and Adolescent Needs and Strengths-Family Assessment (CANS-F) is a multi-purpose tool designed to create communication and consensus around service planning. The CANS-F is a tool to help identify and prioritize the family’s treatment target needs to support the goal of increased child safety in the home. | | | | | | | | | | | |
| **Scoring Scale** | | | | | | | | | | | |
| **0 = No Evidence of Need** - no reason to believe/assume this is a need. This area may also be a strength of the family.  **1 = Watchful Waiting / Prevention** - need to keep an eye on this area or consider putting in preventative measures to make sure things don’t get worse. There may be a history, suspicion or disagreement about the presence or absence of the target area. | | | | | | | | | | | **2 = Action Needed** - something must be done, the need is sufficiently problematic and is interfering with child safety in a notable way.  **3 = Immediate / Intensive Action Needed** - requires immediate or intensive effort to address. Dangerous or disabling levels of needs.  **S = Strength** – indicates a strength that is important to the person and can be used for strength-based planning process. |
| **Family Functioning** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | 1 | | 2 | | 3 | | S | |
| Parent / Caregiver Collaboration |  |  | |  | |  | |  | |  | |
| Family Conflict |  |  | |  | |  | |  | |  | |
| Safety |  |  | |  | |  | |  | |  | |
| Family Role Appropriateness |  |  | |  | |  | |  | |  | |
| Social Resources |  |  | |  | |  | |  | |  | |
| Financial Resources |  |  | |  | |  | |  | |  | |
| Relations Among Siblings |  |  | |  | |  | |  | |  | |
| Extended Family Relations |  |  | |  | |  | |  | |  | |
| Family Communication |  |  | |  | |  | |  | |  | |
| Residential Stability |  |  | |  | |  | |  | |  | |
| **Caregiver Functioning** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | 1 | | 2 | | 3 | | S | |
| Involvement with Services |  |  | |  | |  | |  | |  | |
| Distress Tolerance |  |  | |  | |  | |  | |  | |
| Supervision |  |  | |  | |  | |  | |  | |
| Discipline |  |  | |  | |  | |  | |  | |
| Mental Health |  |  | |  | |  | |  | |  | |
| Partner Relations |  |  | |  | |  | |  | |  | |
| Substance Abuse |  |  | |  | |  | |  | |  | |
| Physical Health |  |  | |  | |  | |  | |  | |
| Organization |  |  | |  | |  | |  | |  | |
| Parental Attribution |  |  | |  | |  | |  | |  | |
| Emotional Responsiveness |  |  | |  | |  | |  | |  | |
| Caregiver Posttraumatic Reactions |  |  | |  | |  | |  | |  | |
| Family Stress |  |  | |  | |  | |  | |  | |
| Boundaries |  |  | |  | |  | |  | |  | |
| **Caregiver Advocacy** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | | 1 | | 2 | | 3 | | S |
| Knowledge of Family / Child Needs |  | |  | |  | |  | |  |  | |
| Knowledge of Service Options |  | |  | |  | |  | |  |  | |
| Knowledge of Rights And Responsibilities |  | |  | |  | |  | |  |  | |
| Ability to Listen |  | |  | |  | |  | |  |  | |
| Ability to Communicate |  | |  | |  | |  | |  |  | |
| Natural Supports |  | |  | |  | |  | |  |  | |
| Satisfaction With Child’s Living Arrangement |  | |  | |  | |  | |  |  | |
| Satisfaction With Educational Arrangement |  | |  | |  | |  | |  |  | |
| **Child Functioning Name:** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | 1 | | 2 | | 3 | | S | |
| Mental Health Needs |  |  | |  | |  | |  | |  | |
| Adjustment to Trauma |  |  | |  | |  | |  | |  | |
| Recreation / Play |  |  | |  | |  | |  | |  | |
| Attachment – Birth to 5 |  |  | |  | |  | |  | |  | |
| Relationship with Biological Mother |  |  | |  | |  | |  | |  | |
| Relationship with Biological Father |  |  | |  | |  | |  | |  | |
| Relationship with Primary Caregiver |  |  | |  | |  | |  | |  | |
| Relationship with Other Family Adults |  |  | |  | |  | |  | |  | |
| Relationship with Siblings |  |  | |  | |  | |  | |  | |
| Medical / Physical |  |  | |  | |  | |  | |  | |
| Sleeping |  |  | |  | |  | |  | |  | |
| Cognitive Skills |  |  | |  | |  | |  | |  | |
| Social Functioning |  |  | |  | |  | |  | |  | |
| Educational Status |  |  | |  | |  | |  | |  | |
| Risk Behaviors |  |  | |  | |  | |  | |  | |
| **Child Functioning Name:** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | 1 | | 2 | | 3 | | S | |
| Mental Health Needs |  |  | |  | |  | |  | |  | |
| Adjustment to Trauma |  |  | |  | |  | |  | |  | |
| Recreation / Play |  |  | |  | |  | |  | |  | |
| Attachment – Birth to 5 |  |  | |  | |  | |  | |  | |
| Relationship with Biological Mother |  |  | |  | |  | |  | |  | |
| Relationship with Biological Father |  |  | |  | |  | |  | |  | |
| Relationship with Primary Caregiver |  |  | |  | |  | |  | |  | |
| Relationship with Other Family Adults |  |  | |  | |  | |  | |  | |
| Relationship with Siblings |  |  | |  | |  | |  | |  | |
| Medical / Physical |  |  | |  | |  | |  | |  | |
| Sleeping |  |  | |  | |  | |  | |  | |
| Cognitive Skills |  |  | |  | |  | |  | |  | |
| Social Functioning |  |  | |  | |  | |  | |  | |
| Educational Status |  |  | |  | |  | |  | |  | |
| Risk Behaviors |  |  | |  | |  | |  | |  | |
| **Child Functioning Name:** | | | | | | | | | | | |
| Treatment Target Area | Score | | | | | | | | | Comments: Provide detailed information about any score that is a 2 or 3,  or that is relevant to case planning including strengths. | |
| 0 | 1 | | 2 | | 3 | | S | |
| Mental Health Needs |  |  | |  | |  | |  | |  | |
| Adjustment to Trauma |  |  | |  | |  | |  | |  | |
| Recreation / Play |  |  | |  | |  | |  | |  | |
| Attachment – Birth to 5 |  |  | |  | |  | |  | |  | |
| Relationship with Biological Mother |  |  | |  | |  | |  | |  | |
| Relationship with Biological Father |  |  | |  | |  | |  | |  | |
| Relationship with Primary Caregiver |  |  | |  | |  | |  | |  | |
| Relationship with Other Family Adults |  |  | |  | |  | |  | |  | |
| Relationship with Siblings |  |  | |  | |  | |  | |  | |
| Medical / Physical |  |  | |  | |  | |  | |  | |
| Sleeping |  |  | |  | |  | |  | |  | |
| Cognitive Skills |  |  | |  | |  | |  | |  | |
| Social Functioning |  |  | |  | |  | |  | |  | |
| Educational Status |  |  | |  | |  | |  | |  | |
| Risk Behaviors |  |  | |  | |  | |  | |  | |