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CAFAS – CAFAS Item Endorsements

[See Scoring Help](#)

Client : girl, silly      Primary ID : 123456      DOB: 01/01/2008      Assessment: 04/05/2016(Initial CAFAS)

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Severe Impairment	Moderate Impairment	Mild Impairment	Minimal Or No Impairment
<p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> 002 Expelled or equivalent from school due to behavior (e.g., multiple suspensions, removed from community school, placed in an alternative school)</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 004 Harmed or made serious threat to hurt a teacher/peer/co-worker/supervisor</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 006 Chronic truancy resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified)</p> <p><input type="checkbox"/> 007 Chronic absences, other than truancy, resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified)</p> <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> 009 Failing all or most classes</p> <p><input type="checkbox"/> 010 Dropped out of school and holds no job</p>	<p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 014 Frequently truant (i.e., approximately once every two weeks or for several consecutive days)</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 016 At work, missed days or tardiness results in reprimand or equivalent</p> <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> 018 At work, received a reprimand, warning, or equivalent</p> <p><input type="checkbox"/> 019 Grade average is lower than "C" and is not due to lack of ability or any physical disabilities</p> <p><input type="checkbox"/> 020 Failing at least half of courses and this is not due to lack of ability or any physical disabilities</p>	<p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 024 Occasionally disobeys school rules, with no harm to others or to property, more than other youth</p> <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> 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</p>	<p><input type="checkbox"/> 028 Reasonably comfortable and competent in relevant roles</p> <p><input type="checkbox"/> 029 Minor problems satisfactorily resolved</p> <p><input type="checkbox"/> 030 Functions satisfactorily even with distractions</p> <p><input type="checkbox"/> 031 School grades are average or above</p> <p><input type="checkbox"/> 032 Schoolwork is commensurate with ability and youth is mentally retarded</p> <p><input type="checkbox"/> 033 Schoolwork is commensurate with ability and youth is learning disabled</p> <p><input type="checkbox"/> 034 Schoolwork is commensurate with ability and youth is a slow learner</p> <p><input type="checkbox"/> 035 Schoolwork is commensurate with ability and youth has a learning impairment due to maternal alcohol or drug use</p> <p><input type="checkbox"/> 036 In a mostly vocational program and doing satisfactorily</p> <p><input type="checkbox"/> 037 Graduated from high school or received GED</p> <p><input type="checkbox"/> 038 Dropped out of school and is working at a job or is actively looking for a job</p>

011 EXCEPTION     
  021 EXCEPTION     
  027 EXCEPTION     
  039 EXCEPTION

**Explanation :** <type explanation here>     
  040 Could Not Score

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Severe Impairment	Moderate Impairment	Mild Impairment	Minimal Or No Impairment
<input type="checkbox"/> <b>041</b> Not in the home due to child's behavior that occurred in the home during the rating period <input type="checkbox"/> <b>042</b> Extensive management by others required in order to be maintained in the home <input type="checkbox"/> <b>043</b> Deliberate and serious threats of physical harm to household members <input type="checkbox"/> <b>044</b> Repeated acts of intimidation toward household members <input type="checkbox"/> <b>045</b> 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) <input type="checkbox"/> <b>046</b> Behavior and activities have to be constantly monitored in order to ensure safety in the home <input type="checkbox"/> <b>047</b> Supervision of youth required, which does or would interfere with caregiver's ability to work or carry out other roles <input type="checkbox"/> <b>048</b> Run away from home overnight more than once, or once for an extended time, and whereabouts unknown to caregiver <input type="checkbox"/> <b>049</b> Deliberate and severe damage to property in the home (e.g., home structure, grounds, furnishings)	<input type="checkbox"/> <b>051</b> Persistent failure to comply with reasonable rules and expectations within the home (e.g., bedtime, curfew); active defiance much of the time (QR, if youth is not in the home, youth fails to comply with rules and expectations unless close monitoring/supervision is maintained) <input type="checkbox"/> <b>052</b> Frequent use of profane, vulgar, or curse words to household members <input type="checkbox"/> <b>053</b> Repeated irresponsible behavior in the home is potentially dangerous (e.g., leaves stove on) <input type="checkbox"/> <b>054</b> Run away from home overnight and likely whereabouts are known to caregivers, such as friend's home <input type="checkbox"/> <b>055</b> Deliberate damage to the home	<input type="checkbox"/> <b>057</b> Frequently fails to comply with reasonable rules and expectations within the home <input type="checkbox"/> <b>058</b> Has to be "watched" or prodded in order to get him/her to do chores or comply with requests <input type="checkbox"/> <b>059</b> Frequently "balks" or resists routines, chores, or following instructions, but will comply if caregiver insists <input type="checkbox"/> <b>060</b> Frequently engages in behaviors which are intentionally frustrating or annoying to caregiver (e.g., taunting siblings, purposeful dawdling)	<input type="checkbox"/> <b>062</b> Typically complies with reasonable rules and expectations within the home <input type="checkbox"/> <b>063</b> Minor problems satisfactorily resolved
<b>050 EXCEPTION</b>	<b>056 EXCEPTION</b>	<b>061 EXCEPTION</b>	<b>064 EXCEPTION</b>
<input type="button" value="Top"/> <b>Explanation :</b> <type explanation here>		<input type="button" value="Top"/>	<input type="button" value="065 Could Not Score"/>
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#### Severe Impairment

- 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 outside the home (e.g., school, cars, buildings)
- 071** Deliberate fire setting with malicious intent

#### Moderate Impairment

- 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

#### Mild Impairment

- 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).

#### Minimal Or No Impairment

- 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 :** <type explanation here>

**087** Could Not Score

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Severe Impairment	Moderate Impairment	Mild Impairment	Minimal Or No Impairment
<p><b>088</b> Behavior consistently bizarre or extremely odd</p> <p><b>089</b> 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)</p> <p><b>090</b> Attempted or accomplished sexual assault or abuse of another person (e.g., used force, verbal threats, or, toward younger youth, intimidation or persuasion)</p> <p><b>091</b> Deliberately and severely cruel to animals</p>	<p><b>093</b> Behavior frequently/typically inappropriate and causes problems for self or others (e.g., fighting, belligerence, promiscuity)</p> <p><b>094</b> Inappropriate sexual behavior in the presence of others or directed toward others</p> <p><b>095</b> Spiteful and/or vindictive (e.g., deliberately and persistently annoying to others, intentionally damaging personal belongings of others)</p> <p><b>096</b> Poor judgment or impulsive behavior resulting in dangerous or risky activities that could lead to injury or harm to others, more than other youths</p> <p><b>097</b> Frequent display of anger toward others; angry outbursts</p> <p><b>098</b> Frequently mean to other people or animals</p> <p><b>099</b> Predominantly relates to others in an exploitative or manipulative manner (e.g., uses/cons others)</p> <p><b>100</b> Involved in gang-like activities in which others are harassed, bullied, intimidated, etc</p> <p><b>101</b> Persistent problems/difficulties in relating to peers due to antagonizing behaviors (e.g., threatens, shoves)</p>	<p><b>103</b> Unusually quarrelsome, argumentative, or annoying to others</p> <p><b>104</b> Poor judgment or impulsive behavior that is age-inappropriate and causes inconvenience to others</p> <p><b>105</b> Upset (e.g., temper tantrum) if cannot have or do something immediately, if frustrated, or if criticized</p> <p><b>106</b> Easily annoyed by others and responds more strongly than other children; quick-tempered</p> <p><b>107</b> Does not engage in typical peer recreational activities because of tendency to be ignored or rejected by peers</p> <p><b>108</b> Difficulties in peer interactions or in making friends due to negative behavior (e.g., teasing, ridiculing, picking on others)</p> <p><b>109</b> Immature behavior leads to poor relations with same-age peers or to having friends who are predominantly younger</p>	<p><b>111</b> Relates satisfactorily to others</p> <p><b>112</b> Is able to establish and sustain a normal range of age-appropriate relationships</p> <p><b>113</b> Occasional disagreements are resolved reasonably</p>
<p><b>092 EXCEPTION</b></p> <p> <b>Explanation :</b> &lt;type explanation here&gt;</p>	<p><b>102 EXCEPTION</b></p>	<p><b>110 EXCEPTION</b></p>	<p><b>114 EXCEPTION</b></p> <p><b>115 Could Not Score</b> </p>

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<input type="checkbox"/> <b>116</b> Viewed as odd or strange because emotional responses are incongruous (unreasonable, excessive) most of the time <input type="checkbox"/> <b>117</b> 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) <input type="checkbox"/> <b>118</b> 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) <input type="checkbox"/> <b>119</b> Depression is accompanied by suicidal intent (i.e., really wants to die)	<input type="checkbox"/> <b>121</b> Marked changes in moods that are generally intense and abrupt <input type="checkbox"/> <b>122</b> 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. <u>OR</u> , if <u>only</u> irritability or anhedonia (i.e., marked diminished interest or pleasure in typical activities) is present, there should be disturbance in two or more areas <input type="checkbox"/> <b>123</b> 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." <input type="checkbox"/> <b>124</b> 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 <input type="checkbox"/> <b>125</b> School-age children require special accommodations because of worries or anxieties (e.g., sleeping near parents, calling home) <input type="checkbox"/> <b>126</b> 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	<input type="checkbox"/> <b>128</b> Often anxious, fearful, or sad, with some related symptom present (e.g., nightmares, stomachaches) <input type="checkbox"/> <b>129</b> Disproportionate expression of irritability, fear, or worries <input type="checkbox"/> <b>130</b> Very self-critical, low self-esteem, feelings of worthlessness <input type="checkbox"/> <b>131</b> Easily distressed if makes mistakes <input type="checkbox"/> <b>132</b> Sad, withdrawn, hurt, or anxious if criticized <input type="checkbox"/> <b>133</b> Sad (or depressed or anhedonic) or anxious in at least one setting for up to a few days at a time <input type="checkbox"/> <b>134</b> Notable emotional restriction (e.g., has difficulty expressing strong emotions such as fear, hate, love)	<input type="checkbox"/> <b>136</b> Feels normal distress, but daily life is not disrupted <input type="checkbox"/> <b>137</b> Considers self to be an "OK" person <input type="checkbox"/> <b>138</b> Can express strong emotions appropriately <input type="checkbox"/> <b>139</b> Experience of sadness and anxiety are age-appropriate

120 EXCEPTION

127 EXCEPTION

135 EXCEPTION

140 EXCEPTION

**Explanation :** <type explanation here>

141 Could Not Score

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Severe Impairment	Moderate Impairment	Mild Impairment	Minimal Or No Impairment
<input type="checkbox"/> <b>142</b> 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) <input type="checkbox"/> <b>143</b> 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 <input type="checkbox"/> <b>144</b> Has a clear plan to hurt self, OR genuine desire to die	<input type="checkbox"/> <b>146</b> 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) <input type="checkbox"/> <b>147</b> Talks or repeatedly thinks about harming self, killing self, or wanting to die	<input type="checkbox"/> <b>149</b> 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)	<input type="checkbox"/> <b>151</b> Behavior is not indicative of tendencies toward self-harm
<b>145 EXCEPTION</b>	<b>148 EXCEPTION</b>	<b>150 EXCEPTION</b>	<b>152 EXCEPTION</b>
<input type="button" value="Top"/> <b>Explanation :</b> <type explanation here>		<b>153 Could Not Score</b>	<input type="button" value="Top"/>
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<p><input type="checkbox"/> <b>154</b> 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)</p> <p><input type="checkbox"/> <b>155</b> Dependent on continuing substance use to maintain functioning (e.g., likely to experience withdrawal symptoms such as feeling sick, headaches, nausea, vomiting, shaking, etc.)</p> <p><input type="checkbox"/> <b>156</b> Failing or expelled from school related to effects of substance usage</p> <p><input type="checkbox"/> <b>157</b> Fired or lost job related to effects of substance usage</p> <p><input type="checkbox"/> <b>158</b> Frequent intoxication or marijuana use (e.g., three or more times a week)</p> <p><input type="checkbox"/> <b>159</b> 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)</p> <p><input type="checkbox"/> <b>160</b> Is pregnant or is a parent and is a drug user</p> <p><input type="checkbox"/> <b>161</b> Is pregnant or is a parent and gets drunk or uses alcohol routinely</p> <p><input type="checkbox"/> <b>162</b> 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)</p> <p><input type="checkbox"/> <b>163 For 12 years or younger</b>, uses regularly (once a week or more)</p> <p><input type="checkbox"/> <b>164</b> EXCEPTION</p>	<p><input type="checkbox"/> <b>165</b> 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)</p> <p><input type="checkbox"/> <b>166</b> 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)</p> <p><input type="checkbox"/> <b>167</b> Behavior potentially endangering self or others is related to usage (e.g., vulnerable to injury or date rape)</p> <p><input type="checkbox"/> <b>168</b> Friendships change to mostly substance users</p> <p><input type="checkbox"/> <b>169</b> Intoxication or marijuana use once or twice a week</p> <p><input type="checkbox"/> <b>170 For 12 years or younger</b>, occasional alcohol use without intoxication or any use of other drugs</p> <p><input type="checkbox"/> <b>171</b> EXCEPTION</p>	<p><input type="checkbox"/> <b>172</b> Infrequent intoxication or use of marijuana and only without serious consequences</p> <p><input type="checkbox"/> <b>173</b> Regular alcohol use without intoxication (e.g., once a week)</p> <p><input type="checkbox"/> <b>174 For 12 years or younger</b>, has used substances more than once</p> <p><input type="checkbox"/> <b>175</b> EXCEPTION</p>	<p><input type="checkbox"/> <b>176</b> No use of substances</p> <p><input type="checkbox"/> <b>177</b> Substance use is denied; unable to confirm</p> <p><input type="checkbox"/> <b>178</b> Has only "tried" them; does not use them</p> <p><input type="checkbox"/> <b>179</b> Occasional alcohol use without intoxication or negative consequences</p> <p><input type="checkbox"/> <b>180</b> EXCEPTION</p> <p><input type="checkbox"/> <b>181</b> Could Not Score</p>

  
 Explanation : <type explanation here>   

[Next Subscale](#)

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Add Strength and Goals



See Scoring Help

- Clients
  - My Clients
  - New Client
  - Search Clients
  - Search by Caregiver
  - Admin Search
  - Exact Client Search
  - Transfer History
- Dashboards
  - Supervisor Dashboard
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- Reports
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- Administration
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  - Data Export
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  - Programs
  - Assessment Settings
- My Profile
  - Edit Profile
  - Change Password
  - My Messages

### CAFAS – CAFAS Item Endorsements

Client : girl, silly      Primary ID : 123456      DOB: 01/01/2008      Assessment: 04/05/2016(Initial CAFAS)

CAFAS Items   
  Review Assessment & Print Report   
  Treatment Plan   
  Modify CAFAS Setup Info   
  Client Options

Amend    What's this?

- [School](#)  
 [Home](#)  
 [Community](#)  
 [Behavior](#)  
 [Moods](#)  
 [Self-Harm](#)  
 [Sub Use](#)  
 **Thinking**  
 [Caregiver](#) >  
 [Add Strength and Goals](#)

Severe Impairment	Moderate Impairment	Mild Impairment	Minimal Or No Impairment
<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><input type="checkbox"/> 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><input type="checkbox"/> 183 Speech or nonverbal behavior is extremely odd and is noncommunicative (e.g., echolalia, idiosyncratic language)</p> <p><input type="checkbox"/> 184 Strange or bizarre behavior due to frequent and/or disruptive delusions or hallucinations; can't distinguish fantasy from reality</p> <p><input type="checkbox"/> 185 Pattern of short-term memory loss/disorientation to time or place most of the time</p> <p><input type="checkbox"/> 186 EXCEPTION</p>	<p>FREQUENT DIFFICULTY IN COMMUNICATION OR BEHAVIOR, OR SPECIALIZED SETTING OR SUPERVISION NEEDED DUE TO ANY OF THE FOLLOWING:</p> <p><input type="checkbox"/> 187 Communications do not "flow," are irrelevant, or disorganized (i.e., more than other children of the same age)</p> <p><input type="checkbox"/> 188 Frequent distortion of thinking (obsessions, suspicions)</p> <p><input type="checkbox"/> 189 Intermittent hallucinations that interfere with normal functioning</p> <p><input type="checkbox"/> 190 Frequent, marked confusion or evidence of short term memory loss</p> <p><input type="checkbox"/> 191 Preoccupying cognitions or fantasies with bizarre, odd, or gross themes</p> <p><input type="checkbox"/> 192 EXCEPTION</p>	<p>OCCASIONAL DIFFICULTY IN COMMUNICATIONS, IN BEHAVIOR, OR IN INTERACTIONS WITH OTHERS DUE TO ANY OF THE FOLLOWING:</p> <p><input type="checkbox"/> 193 Eccentric or odd speech (e.g., impoverished, digressive, vague)</p> <p><input type="checkbox"/> 194 Thought distortions (e.g., obsessions, suspicions)</p> <p><input type="checkbox"/> 195 Expression of odd beliefs or, if older than eight years old, magical thinking</p> <p><input type="checkbox"/> 196 Unusual perceptual experiences not qualifying as pathological hallucinations</p> <p><input type="checkbox"/> 197 EXCEPTION</p>	<p><input checked="" type="checkbox"/> 198 Thought, as reflected by communication, is not disordered or eccentric</p> <p><input type="checkbox"/> 199 EXCEPTION</p> <p><input type="checkbox"/> 200 Could Not Score</p>
<p>Explanation : &lt;type explanation here&gt;</p>			

 
   
   
   
 [Add Strength and Goals](#)





- **Clients**
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  - New Client
  - Search Clients
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  - Edit Profile
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### CAFAS - CAFAS Item Endorsements

[See Scoring Help](#)

Client : girl, silly      Primary ID : 123456      DOB: 01/01/2008      Assessment: 04/05/2016(Initial CAFAS)

CAFAS Items   
  Review Assessment & Print Report   
  Treatment Plan   
  Modify CAFAS Setup Info   
  Client Options

Amend    [What's this?](#)

Primary Material	Primary Support	Non-Custod Material	Non-Custod Support	Surrogate Material	Surrogate Support	Youth
<a href="#">Add Strength and Goals</a>						
<p><b>Severe Impairment</b></p> <p>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</p>	<p><b>Moderate Impairment</b></p> <p>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</p>	<p><b>Mild Impairment</b></p> <p>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</p>	<p><b>Minimal Or No Impairment</b></p> <p>207 Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning</p> <p>208 Able to use community resources as needed</p>			
202 EXCEPTION		204 EXCEPTION		206 EXCEPTION		209 EXCEPTION
<p>Explanation : &lt;type explanation here&gt;</p> <p>Select Caregiver : &lt;---Select One---&gt;</p>						
<p>210 Could Not Score    <a href="#">Top</a></p> <p><a href="#">Next Subscale</a></p>						

[Add Strength and Goals](#)