

SCHOOL/WORK 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)
	<p>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>002 Expelled or equivalent from school due to behavior (e.g., multiple suspensions, removed from community school, placed in an alternative school).</p> <p>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>004 Harmed or made serious threat to hurt a teacher/peer/co-worker/supervisor.</p> <p>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>006 Chronic truancy resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified).</p> <p>007 Chronic absences, other than truancy, resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified).</p> <p>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.</p> <p>009 Failing all or most classes.</p> <p>010 Dropped out of school and holds no job.</p>	<p>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>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>014 Frequently truant (i.e., approximately once every two weeks or for several consecutive days).</p> <p>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>016 At work, missed days or tardiness results in reprimand or equivalent.</p> <p>017 Disruptive behavior, including poor attention or high activity level, resulting in individualized program or specialized treatment being needed or implemented.</p> <p>018 Receiving a reprimand, warning, or equivalent at work.</p> <p>019 Grade average is lower than "C" and is not due to lack of ability or any physical disabilities.</p> <p>020 Failing at least half of courses and this is not due to lack of ability or any physical disabilities.</p>	<p>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>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>024 Occasionally disobeys school rules, with no harm to others or to property, more than other youth.</p> <p>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>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>028 Reasonably comfortable and competent in relevant roles.</p> <p>029 Minor problems satisfactorily resolved.</p> <p>030 Functions satisfactorily even with distractions.</p> <p>031 School grades are average or above.</p> <p>032 Schoolwork is commensurate with ability and youth is mentally retarded.</p> <p>033 Schoolwork is commensurate with ability and youth is learning disabled.</p> <p>034 Schoolwork is commensurate with ability and youth is a slow learner.</p> <p>035 Schoolwork is commensurate with ability and youth has a learning impairment due to maternal alcohol or drug use.</p> <p>036 In a mostly vocational program and doing satisfactorily.</p> <p>037 Graduated from high school or received GED.</p> <p>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: _____				COULD NOT SCORE: 040

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

- S1 G1 Is permitted to attend school
 S2 G2 Attends more days than not
 S3 G3 Attends regularly
 S4 G4 Likes going to school
 S5 G5 Behavior at school is devoid of aggressive acts or threats
 S6 G6 Sent to school disciplinarians infrequently
 S7 G7 No incidents of being sent to school disciplinarians
 S8 G8 Teacher in specialized classroom can manage behavior
 S9 G9 Regular classroom teacher can manage behavior
 S10 G10 Good behavior in classroom (not a problem)
 S11 G11 Good behavior on the school bus
 S12 G12 Gets along okay with teachers
 S13 G13 Enjoys praise from teachers
 S14 G14 Easily follows adult guidance
 S15 G15 Benefits from assistance when problems arise

- S16 G16 Completes schoolwork
 S17 G17 School grades are average or above
 S18 G18 Feels good about school work
 S19 G19 Appreciates importance of learning academic skills
 S20 G20 Likes to read
 S21 G21 Can transition from one activity to another
 S22 G22 Stays on task (appropriate to age)
 S23 G23 Participates in after-school activities, clubs, or sports
 S24 G24 Is enthusiastic about favorite activities
 S25 G25 Graduated or received GED
 S26 G26 Maintains steady employment
 S27 G27 Satisfactory performance in job/vocation
 S28 G28 For teenage parent, is continuing education
 S29 G29 Other _____
 S30 G30 Other _____

Youth's Name _____

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HOME SUBSCALE Role Performance (Home = place of residence; see Scoring Instructions.) <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	041 Not in the home due to 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 that 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: _____				

SAMPLE

COULD NOT SCORE: 065

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

OPTIONAL: UNNECESSARY FOR CAFAS RATING)

- | | |
|-----|--|
| G31 | Behavior at home is devoid of aggressive acts or threats |
| G32 | Good behavior on home visits |
| G33 | Reacts non-impulsively over disagreements |
| G34 | Does not use profanity toward others in home |
| G35 | Respectful of property in the home |
| G36 | Can be managed in the home with assistance |
| G37 | Can be managed in the home without assistance |
| G38 | Safe behavior even without close supervision |
| G39 | Acknowledges the need for parental supervision |
| G40 | Seeks help from caregiver when needed |
| G41 | Willing to take help offered by caregiver |
| G42 | Accepts direction from caregiver |
| G43 | Can be soothed and calmed when difficulties arise |
| G44 | Accepts consequences for undesirable behavior |

- | | | |
|-----|-----|---|
| S45 | G45 | Informs parents of activities ahead of time |
| S46 | G46 | Obeys curfew |
| S47 | G47 | Obeys rules routinely |
| S48 | G48 | Night time routine (getting ready for bed) goes well |
| S49 | G49 | Manages changes and transitions satisfactorily |
| S50 | G50 | Will help do household "chores" when asked |
| S51 | G51 | Shares responsibilities within the home (e.g., caring for younger children, grandparents) |
| S52 | G52 | Participates in family-oriented activities (gatherings, vacation, traditions) |
| S53 | G53 | Takes pride in being able to do some activities independently |
| S54 | G54 | Other _____ |
| S55 | G55 | Other _____ |

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COMMUNITY SUBSCALE Role Performance <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	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). 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). 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 as in 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			


SAMPLE

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

S56	G56	No new arrests	S70	G70	Shows respect to others
S57	G57	No new illegal activity	S71	G71	Has supportive relationships (outside of family)
S58	G58	No sexually inappropriate behavior	S72	G72	Hangs out with prosocial peers
S59	G59	No incidents of firesetting	S73	G73	Is a member of a prosocial club
S60	G60	Doesn't carry weapons	S74	G74	Has leisure activities which are alternatives to antisocial behavior
S61	G61	Avoids gang activities			Volunteers
S62	G62	Is trying to disengage from friends who get into trouble	S75	G75	Respectful of own cultural heritage/elders
S63	G63	Keeps out of trouble (i.e., is "street smart").	S76	G76	Positively identifies with own cultural heritage
S64	G64	Is motivated to stay out of trouble	S77	G77	Participates in activities related to own cultural heritage
S65	G65	Is not known in community for troublesome behaviors	S78	G78	Participates in religious/spiritual activities (e.g., attends church)
S66	G66	Fulfills responsibilities related to juvenile justice, court, etc.	S79	G79	Other _____
S67	G67	Accepts responsibility for misbehavior			Other _____
S68	G68	Follows established laws, rules	S80	G80	
S69	G69	Genuinely acknowledges how own behavior has hurt or negatively impacted others	S81	G81	

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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 getting into trouble, 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.	111 Relates satisfactorily to others. 112 Is able to establish and sustain a normal range of age-appropriate relationships. 113 Occasional disagreements are resolved reasonably.
	092 EXCEPTION	102 EXCEPTION	110 EXCEPTION	114 EXCEPTION
Explanation: _____				
COULD NOT SCORE: 115				

SAMPLE

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

S82	G82	Actively uses coping strategies to deal with difficult situations	S95	G95	Participates in positive peer activities (e.g., sports)
S83	G83	Is able to control impulses	S96	G96	Belongs to community clubs (e.g., scouts, drill corps, musical or dance groups, church fellowship)
S84	G84	Expresses anger through appropriate verbalizations or healthy physical outlets	S97	G97	Behaves appropriately in public places
S85	G85	Can quickly "get back to normal" after difficulties have been "smoothed over"	S98	G98	Is respectful to others
S86	G86	Asserts self in healthy ways	S99	G99	Shows empathy towards others
S87	G87	Is aware of problems related to social skills and is working on improving them	S100	G100	Is gentle and caring with animals
S88	G88	Is motivated to have more/better friends	S101	G101	Has a good relationship with at least one caregiver
S89	G89	Has good/close peer friendships which are age appropriate	S102	G102	Feels loved by at least one adult caregiver/parent figure (e.g., grandmother, aunt)
S90	G90	Is friendly and outgoing	S103	G103	Has a good relationship with at least one sibling
S91	G91	Can be fun to be with (e.g., jokes, witty, sense of humor)	S104	G104	Views home as nurturant/supportive
S92	G92	Plays well with other children	S105	G105	For teenage parents, has responsible parenting behavior
S93	G93	Can play independently	S106	G106	Responsible sexual behavior (e.g., abstains or is monogamous)
S94	G94	Shares well with others	S107	G107	Other _____
			S108	G108	Other _____

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MOODS/ EMOTIONS SUBSCALE (Emotions = anxiety, depression, moodiness, fear, worry, irritability, tenseness, panic, anhedonia) <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	116 Viewed as odd or strange because emotional responses are incongruous (unreasonable, excessive) most of the time. 117 Fears, worries, or anxieties result in poor attendance at school (i.e., absent for at least one day per week on average) or marked social withdrawal (will not leave the home to visit with friends). 118 Depression is associated with academic incapacitation (i.e., absent at least one day a week on average, or if made to attend school, does not do work) or social incapacitation (i.e., isolates self from friends). 119 Depression is accompanied by suicidal intent (i.e., really wants to die).	121 Marked changes in moods that are generally intense and abrupt. 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. 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. 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." 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. 125 School-age children require special accommodations because of worries or anxieties (e.g., sleeping near parents, calling home). 126 Emotional blunting (i.e., no or few signs of emotional expression; emotional expression is markedly flat).	128 Often anxious, fearful, or sad, with some related symptom present (e.g., nightmares, stomachaches). 129 Disproportionate expression of irritability, fear, or worries. 130 Very self-critical, low self-esteem, feelings of worthlessness. 131 Easily distressed if makes mistakes. 132 Sad, withdrawn, hurt, or anxious if criticized. 133 Sad (or depressed or anhedonic) or anxious in at least one setting for up to a few days at a time. 134 Notable emotional restriction (e.g., has difficulty expressing strong emotions such as fear, hate, love).	136 Feels normal distress, but daily life is not disrupted. 137 Considers self to be an "OK" person. 138 Can express strong emotions appropriately. 139 Experience of sadness and anxiety are age-appropriate.
	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)

S109	G109	No suicidal wish or intent	S121	G121	Feels good about self
S110	G110	Has self-awareness of emotional state/emotions	S122	G122	Has a positive self-perception
S111	G111	Shows a range of emotions (e.g., not flat affect)	S123	G123	Self-nurturing
S112	G112	Can express strong emotions appropriately	S124	G124	Has a good/pleasant temperament
S113	G113	Emotional reactions are consistent with "provoking" circumstances	S125	G125	Has fun, enjoys self
			S126	G126	Attends school despite feelings
S114	G114	Is able to express emotional needs appropriately	S127	G127	Participates in peer activities despite feelings
S115	G115	Has healthy outlets for emotional feelings (consistent with culture)	S128	G128	Shows interest in friends and activities
			S129	G129	Can be away from caregivers without undue distress
S116	G116	Talks about concerns to determine if they are warranted	S130	G130	Easily separates from caregiver when taken to school/daycare
S117	G117	Talks with an adult or others to help keep emotional reactions reasonable			Sleeps well at night
S118	G118	Uses "self-talk" to manage mood/anxiety	S131	G131	No somatic complaints
S119	G119	Uses distraction to manage mood/anxiety	S132	G132	Other _____
S120	G120	Has an appropriate understanding of "blame"; does not blame self too much	S133	G133	Other _____
			S134	G134	Other _____

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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).	151 Behavior is not indicative of tendencies toward self-harm.
	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)

S135 G135 No self-destructive actions
 S136 G136 No self-destructive talk
 S137 G137 No suspicious "accidents"
 S138 G138 Does not knowingly engage in dangerous behavior
 S139 G139 Seeks help if experiences self-destructive urges
 S140 G140 Uses coping strategies other than self-harm (e.g., "tuning out")
 S141 G141 Uses appropriate outlets (e.g., walks)
 S142 G142 Respects his/her body (e.g., not cutting)

S143 G143 Resists being abused
 S144 G144 Avoids being sexually exploited
 S145 G145 Practices safe sex (e.g., uses condom) or abstinence
 S146 G146 Eats at regular intervals; intakes at least minimum daily calories
 S147 G147 Maintains adequate weight without supervision
 S148 G148 Other _____
 S149 G149 Other _____

SAMPLE

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SUBSTANCE USE (Substances = alcohol or drugs) <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	THESE ITEMS APPLY TO YOUTH OF ALL AGES			
	154 Lifestyle centers on acquisition and use (e.g., preoccupied with thoughts or urges to use substances, cravings for substances, uses in the morning). 155 Dependent on continuing 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 usage. 157 Fired or losing job related to effects of usage. 158 Frequently intoxicated or high (e.g., more than two times a week). 159 Use of substances is associated with serious negative consequences (e.g., injured, in accident, doing illegal acts, 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 routinely uses alcohol. 162 Has blackouts, drinks alone, or cannot stop drinking once started.	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 High or intoxicated once or twice a week.	172 Infrequent excess and only without serious consequences. 173 Regular usage (e.g., once a week) but without intoxication or being obviously high.	176 No use of substances. 177 Substance use is denied; unable to confirm. 178 Has only "tried" them; does not use them. 179 Occasional use with no 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 use without intoxication and without becoming obviously high.	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)

S150	G150	Acknowledges substance use
S151	G151	Acknowledges the negative effects of substance use on own behavior
S152	G152	Acknowledges that own substance use impacts others negatively
S153	G153	Has strategies for coping with factors that trigger use
S154	G154	Is participating in treatment for substance use
S155	G155	Complies with requests for drug tests
S156	G156	Occasional use without excess

S157	G157	No use of substances
S158	G158	Perceives no need to use
S159	G159	Is trying to disengage from friends who use (to develop non-using social network)
S160	G160	Friends don't use
S161	G161	Intentionally selects friends who are non-users
S162	G162	Is involved in alternative pro-social activities
S163	G163	Parents don't use and do educate youth about drugs
S164	G164	Other _____
S165	G165	Other _____

THINKING



Severe Impairment Severe disruption or incapacitation (30)	Moderate Impairment Major or persistent disruption (20)	Mild Impairment Significant problems or distress (10)	Minimal or No Impairment No disruption of functioning (0)
<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, OR 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			

SAMPLE

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

OPTIONAL: UNNECESSARY FOR CAFAS RATING)

S166 G166 Despite communication difficulties, tries to relate to others

S167 G167 Can communicate needs to others

S168 G168 Can express self adequately and clearly

S169 G169 Talks to others at an age-appropriate level

S170 G170 Tries to control inappropriate thoughts, feelings, and impulses

S171 G171 No hallucinations or delusions

S172 G172 Fantasies are "within normal limits" for age

S173 G173 Understands that thoughts cannot directly cause events to happen

S174 G174 Has good understanding of personal circumstances

S175 G175 Good problem solving ability

S176 G176 Thinks logically

S177 G177 Can envision long-term goals

S178 G178 Behavior related to hygiene is age-appropriate

S179 G179 Has age-appropriate self-care behaviors

S180 G180 Understands the need for medication

S181 G181 Other _____

S182 G182 Other _____

CAREGIVER BEING RATED: PRIMARY FAMILY

Youth's Name _____

ID# _____

Caregiver Being Rated	Relationship to Child	Informant	Youth Placement	Rater	Date	Adm #
CAREGIVER RESOURCES Material Needs Subscale <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	Severe Impairment <i>Severe disruption or incapacitation (30)</i>	Moderate Impairment <i>Major or persistent disruption (20)</i>	Mild Impairment <i>Significant problems or distress (10)</i>	Minimal or No Impairment <i>No disruption of functioning (0)</i>		
	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 <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.	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 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	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						

SAMPLE

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 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	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 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	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.
	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.	276 Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system.
	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