

CHILD AND ADOLESCENT FUNCTIONAL ASSESSMENT SCALE

NAME _____ ID # _____ DATE ____/____/____ AGE _____ SEX: ☐ BOY ☐ GIRL

ASSESSMENT:

- ☐ INTAKE / ☐ SCREENING
☐ 3 MO ☐ 15 MO
☐ 6 MO ☐ 18 MO
☐ 9 MO ☐ 21 MO
☐ 12 MO ☐ 24 MO
☐ EXIT FROM SERVICES
☐ OTHER _____

TIME PERIOD RATED:

- ☐ LAST MONTH
☐ LAST 3 MONTHS
☐ OTHER _____

YOUTH'S CAREGIVER(S) (CHECK ALL THAT APPLY):

- ☐ BIO. MOTHER ☐ STEPMOTHER
☐ BIO. FATHER ☐ STEPFATHER
☐ ADOPTIVE MOTHER ☐ ADOPTIVE FATHER
☐ GRANDPARENT ☐ OTHER _____

RATER:

- NAME _____
☐ CASE MANAGER (OR TEAM LEADER)
☐ TREATING THERAPIST
☐ INTAKE WORKER
☐ NONTREATING CLINICIAN
☐ LAY INTERVIEWER/RESEARCHER
☐ OTHER _____

SOURCES OF INFORMATION:

• IN-PERSON CONTACT WITH:

- ☐ PARENT
☐ YOUTH
☐ SCHOOL PERSONNEL
☐ FOSTER (OR SURROGATE) PARENT
☐ JUVENILE JUSTICE, POLICE
☐ SOCIAL WELFARE (SERVICES)
☐ MENTAL HEALTH WORKER
☐ PUBLIC HEALTH WORKER
☐ OTHER _____

• TELEPHONE CONTACT WITH:

- ☐ PARENT
☐ YOUTH
☐ SCHOOL PERSONNEL
☐ FOSTER (OR SURROGATE) PARENT
☐ JUVENILE JUSTICE, POLICE
☐ SOCIAL WELFARE (SERVICES)
☐ MENTAL HEALTH WORKER
☐ PUBLIC HEALTH WORKER
☐ OTHER _____

• REVIEW OF DOCUMENTS:

- ☐ SCHOOL
☐ JUVENILE JUSTICE, POLICE
☐ SOCIAL WELFARE (SERVICES)
☐ MENTAL HEALTH
☐ PUBLIC HEALTH
☐ OTHER _____

YOUTH'S LIVING ARRANGEMENT (CHECK ALL THAT APPLY):

- ☐ FAMILY HOME
☐ LIVING WITH OTHERS IN A PRIVATE HOME
☐ LIVING WITH NON-CUSTODIAL PARENT
☐ LIVING WITH RELATIVES
☐ OUT OF HOME
☐ FOSTER CARE
☐ GROUP HOME
☐ JUVENILE DETENTION/JAIL
☐ OTHER RESIDENTIAL SETTING
☐ OTHER _____
☐ UNKNOWN

SERVICES RECEIVED (CHECK ALL THAT APPLY):

- ☐ OUTPATIENT
☐ EVALUATION, ASSESSMENT, DIAGNOSIS
☐ INDIVIDUAL THERAPY
☐ MEDICATION MONITORING
☐ GROUP THERAPY
☐ FAMILY/PARENTAL/MARITAL THERAPY
☐ ALCOHOL/DRUG THERAPY
☐ INTENSIVE COMMUNITY-BASED SERVICES
☐ DAY TREATMENT/PARTIAL HOSPITALIZATION
☐ HOME-BASED SERVICES
☐ WRAPAROUND SERVICES
☐ RESPITE SERVICES
☐ CRISIS-STABILIZATION
☐ OTHER _____
☐ RESIDENTIAL PROGRAMS
☐ PSYCHIATRIC INPATIENT
☐ THERAPEUTIC FOSTER CARE
☐ RESIDENTIAL TREATMENT CENTER
☐ DRUG AND/OR ALCOHOL PROGRAM
☐ OTHER RESIDENTIAL
☐ NONE
☐ UNKNOWN

YOUTH'S LOCATION(S) DURING RATING PERIOD:

- ☐ LIVING WITHIN COMMUNITY
☐ LIVING OUTSIDE COMMUNITY
☐ UNKNOWN

INSTRUCTIONS: REFER TO THE TRAINING MANUAL. BE SURE TO RATE THE YOUTH'S MOST SEVERE LEVEL OF DYSFUNCTION FOR THE TIME PERIOD SPECIFIED ABOVE (E.G., THE LAST MONTH). THE CAFAS IS DESIGNED AS A MEASURE OF FUNCTIONAL STATUS AND SHOULD NOT BE USED AS THE SOLE CRITERIA FOR DETERMINING ANY CLINICAL DECISION, INCLUDING NEED OR ELIGIBILITY FOR SERVICES, INTENSITY OF SERVICES, OR DANGEROUSNESS TO SELF/OTHERS.

CAFAS SCORING SUMMARY

YOUTH'S FUNCTIONING

ROLE PERFORMANCE
 (HIGHEST OF SUBSCALE SCORES) _____
 SCHOOL/WORK _____
 HOME _____
 COMMUNITY _____

BEHAVIOR TOWARD OTHERS _____

MOODS/SELF-HARM
 (HIGHER OF SUBSCALE SCORES) _____
 MOODS/EMOTIONS _____
 SELF-HARMFUL BEHAVIOR _____

SUBSTANCE USE _____

THINKING _____

TOTAL FOR YOUTH _____

(ADD THE FIVE SCALE SCORES) _____

LEVELS OF OVERALL DYSFUNCTION BASED ON THE YOUTH'S TOTAL SCORE:

- ☐ 0-10 YOUTH EXHIBITS NO OR MINIMAL IMPAIRMENT
☐ 20-30 YOUTH LIKELY CAN BE TREATED ON AN OUTPATIENT BASIS, PROVIDED THAT RISK BEHAVIORS ARE NOT PRESENT
☐ 40-70 YOUTH MAY NEED CARE WHICH IS MORE INTENSIVE THAN OUTPATIENT AND/OR WHICH INCLUDES MULTIPLE SOURCES OF SUPPORTIVE CARE
☐ 80 & 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

RISK BEHAVIORS: ITEMS ENDORSED WHICH SUGGEST RISK TO YOUTH OR OTHERS

- ☐ SELF-HARM: MOODS, 110; SELF-HARM, 142-148
☐ AGGRESSION: SCHOOL, 3 & 4; HOME, 43; COMMUNITY, 68; BEHAVIOR, 89
☐ SEXUAL BEHAVIOR: COMMUNITY, 69 & 77; BEHAVIOR, 90
☐ FIRESETTING: COMMUNITY, 71 & 78

PRIMARY CAREGIVER RESOURCES:

_____ MATERIAL NEEDS
 _____ FAMILY/SOCIAL SUPPORT

CAFAS PROFILE : YOUTH'S FUNCTIONING YOUTH'S NAME _____

ID# _____

DATE ____/____/____

LEVEL OF IMPAIRMENT	ROLE PERFORMANCE: SCHOOL/WORK	ROLE PERFORMANCE: HOME	ROLE PERFORMANCE: COMMUNITY	BEHAVIOR TOWARD OTHERS	MOODS/SELF-HARM: MOODS/EMOTIONS	MOODS/SELF-HARM: SELF-HARMFUL BEHAVIOR	SUBSTANCE USE	THINKING
SEVERE	1 2 3A 4A 5 6 7 8 9 10 11	41 42 43A 44 45 46 47 48 49 50	66 67 68A 69S 70 71F 72	88 89A 90S 91 92	116 117 118 119H 120	142H 143H 144H 145H	154 155 156 157 158 159 160 161 162 163 164	182 183 184 185 186
MODERATE	12 13 14 15 16 17 18 19 20 21	51 52 53 54 55 56	73 74 75 76 77S 78F 79	93 94 95 96 97 98 99 100 101 102	121 122 123 124 125 126 127	146H 147H 148H	165 166 167 168 169 170 171	187 188 189 190 191 192
MILD	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	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

FOR EACH SCALE, MARK THE ITEM NUMBER(S) WHICH CORRESPONDS TO THOSE MARKED ON THE CAFAS FORM AND FILL IN THE CIRCLE INDICATING SEVERITY LEVEL. A PROFILE IS YIELDED BY CONNECTING THE FILLED CIRCLES. ALPHABET LETTERS NEXT TO ITEM NUMBERS REFER TO RISK BEHAVIORS (A = AGGRESSION, F = FIRESETTING, H = SELF-HARM, S = SEXUAL).

	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)
ROLE PERFORMANCE	Out of job or school due to behavior (e.g., asked to leave or refuses to attend)... 001	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... 012	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... 022	Reasonably comfortable and competent in relevant roles... 028
SCHOOL/WORK SUBSCALE	Expelled or equivalent from school... 002	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... 013	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... 023	Minor problems satisfactorily resolved... 029
<div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>	Judged to be a threat to others because of aggressive potential (i.e., resulting from youth's actions or statements); monitoring or supervision needed... 003	Frequently truant (i.e., approximately once every two weeks or for several consecutive days)... 014	Occasionally disobeys school rules, with no harm to others or to property, more than other youth... 024	Functions satisfactorily even with distractions... 030
	Harmed or made serious threat to hurt a teacher/peer/co-worker/supervisor... 004	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... 015	Problems in school, 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)... 025	School grades are average or above... 031
	Unable to meet minimum requirements for behavior in classroom (either in regular or specialized classroom in public school or equivalent) without special accommodations... 005	Regarding work performance, missed days or tardiness results in reprimand or equivalent... 016	School/work productivity is less than expected for abilities due to failure to execute assignments correctly, complete work, hand in work on time, etc. ... 026	Schoolwork is commensurate with ability and youth is mentally retarded... 032
	Chronic truancy resulting in negative consequences (e.g., detention, loss of course credit, failing courses or tests, parents notified)... 006	Behavior is disruptive, related to poor attention or high activity level, resulting in individualized program or specialized treatment being needed or implemented... 017		Schoolwork is commensurate with ability and youth is learning disabled... 033
	Chronic absences, other than truancy, resulting in negative consequences (e.g., loss of course credit, failing courses or tests, parents notified)... 007	Receiving a reprimand, warning, or equivalent at work... 018		Schoolwork is commensurate with ability and youth is a slow learner... 034
	Disruptive behavior, related to 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... 008	Grade average is lower than "C" and is not due to lack of ability or any mental or physical disabilities... 019		Schoolwork is commensurate with ability and youth has a learning impairment due to maternal alcohol or drug use... 035
	Failing all or most classes... 009	Failing at least half of courses and this is not due to lack of ability or any mental or physical disabilities... 020		In a mostly vocational program and doing satisfactorily... 036
	Dropped out of school and holds no job... 010			Graduated from high school or received GED... 037
				Dropped out of school and is working at a job or is actively looking for a job... 038
	EXCEPTION 011	EXCEPTION 021	EXCEPTION 027	EXCEPTION 039
Explanation:				

Could Not Score: 040

YOUTH'S NAME _____ ID# _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
ROLE PERFORMANCE	Not in the home due to behavior in the home (if youth were in the home, extensive management by others would be required in order for youth to be maintained in the home)... 041	Persistent failure to comply with reasonable rules and expectations within the home (e.g., bedtime, curfew); active defiance much of the time ... 051	Frequently fails to comply with reasonable rules and expectations within the home... 057	Typically complies with reasonable rules and expectations within the home... 062
HOME SUBSCALE	Extensive management by others required in order to be maintained in the home... 042	Frequent use of profane, vulgar, or curse words to household members... 052	Has to be "watched" or prodded in order to get him/her to do chores or comply with requests... 058	Minor problems satisfactorily resolved... 063
<input type="checkbox"/>	Deliberate and serious threats of physical harm to household members... 043	Repeated irresponsible behavior in the home is potentially dangerous (e.g., leaves stove on)... 053	Frequently "balks" or resists routines, chores, or following instructions, but will comply if caregiver insists... 059	
	Repeated acts of intimidation toward household members... 044	Run away from home overnight and likely whereabouts are known to parents, such as friend's home... 054	Frequently engages in behaviors which are intentionally frustrating or annoying to caregiver (e.g., taunting siblings, purposeful dawdling)... 060	
	Behavior and activities are beyond caregiver's influence almost all the time (i.e., serious and repeated violations of expectations and rules, such as curfew)... 045	Deliberate damage to the home... 055		
	Behavior and activities have to be constantly monitored in order to ensure safety in the home... 046			
	Supervision of youth required, which does or would interfere with caregiver's ability to work or carry out other roles... 047			
	Run away from home overnight more than once and whereabouts unknown to caregiver... 048			
	Deliberate and severe damage to property in the home (e.g., home structure, grounds, furnishings)... 049			
	EXCEPTION 050	EXCEPTION 056	EXCEPTION 061	EXCEPTION 064
Explanation:				

Could Not Score: 065

YOUTH'S NAME _____

ID# _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
ROLE PERFORMANCE	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, murder, drive-by shooting)... 066	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)... 073	Minor legal violations (e.g., minor driving violations, unruly conduct such that complaint was made, trespassing onto neighbor's property, or harassing neighbor)... 080	Youth does not negatively impact on the community... 084
COMMUNITY SUBSCALE	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, murder, drive-by shooting)... 067	On probation or under court supervision for an offense which occurred during the last 3 months... 074	Single incidents (e.g., defacing property, vandalism, shoplifting)... 081	Typically able to resolve minor problems... 085
<input type="checkbox"/>	Involvement with legal system because of physically assaultive behavior or threatening with a weapon... 068	On probation or under court supervision for an offense which occurred prior to the most recent 3 month period... 076	Plays with fire on more than one occasion... 082	
	Involvement with legal system because of sexually assaultive behavior or inappropriate sexual behavior... 069	Currently at risk of confinement because of frequent or serious violations of the law... 076		
	Deliberate and severe damage of property <u>outside</u> the home (e.g., school, cars, buildings)... 070	Has been sexually inappropriate such that adults have concern about the welfare of other children who may be around the youth unsupervised... 077		
	Deliberate firesetting with malicious intent... 071	Repeatedly and intentionally plays with fire such that damage to property or person could result... 078		
	EXCEPTION 072	EXCEPTION 079	EXCEPTION 083	EXCEPTION 086
Explanation:				

Could Not Score: 087

<input type="checkbox"/>	ROLE PERFORMANCE SCORE = Highest of SCHOOL/WORK, HOME, COMMUNITY subscores.
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YOUTH'S NAME _____ ID# _____

	Severe Impairment Severe disruption or incapacitation (30)	Moderate Impairment Major/persistent disruption (20)	Mild Impairment Significant problems or distress (10)	Minimal or No Impairment No disruption of functioning (0)
BEHAVIOR TOWARD OTHERS <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto;"></div>	Behavior consistently inappropriate or bizarre... 088	Behavior frequently/typically inappropriate and causes problems for self or others (e.g., fighting, belligerence, promiscuity)... 093	Unusually quarrelsome, argumentative, or annoying to others... 103	Relates satisfactorily to others... 11
	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)... 089	Inappropriate sexual behavior in the presence of others or directed toward others... 094	Poor judgment or impulsive behavior that is age-inappropriate and causes inconvenience to others... 104	Is able to establish and sustain a normal range of age-appropriate relationships... 11
	Attempted or accomplished sexual assault or abuse of another person (e.g., used force, verbal threats, or, toward younger youth, intimidation or persuasion)... 090	Spiteful and/or vindictive (e.g., deliberately and persistently annoying to others, intentionally damaging personal belongings of others)... 095	Upset (e.g., temper tantrum) if cannot have or do something immediately, if frustrated, or if criticized... 105	Occasional disagreements are resolved reasonably... 11
	Deliberately and severely cruel to animals ... 091	Poor judgment or impulsive behavior resulting in dangerous or risky activities that could lead to injury or getting into trouble... 096	Easily annoyed by others and responds more strongly than other children; quick-tempered... 106	
		Frequent display of anger toward others; angry outbursts... 097	Does not engage in typical peer recreational activities because of tendency to be ignored or rejected by peers... 107	
		Frequently mean to other people or animals... 098	Difficulties in peer interactions or in making friends due to negative behavior (e.g., teasing, ridiculing, picking on others)... 108	
		Predominantly relates to others in an exploitative or manipulative manner (e.g., uses/cons others)... 099	Immature behavior leads to poor relations with same-age peers or to having friends who are predominantly younger... 109	
		Involved in gang-like activities in which others are harassed, bullied, threatened, etc... 100		
		Persistent problems/difficulties in relating to peers due to antagonizing behaviors (e.g., threatens, shoves)... 101		
	EXCEPTION 092	EXCEPTION 102	EXCEPTION 110	EXCEPTION 114
Explanation:				

Could Not Score: 116

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
MOODS/ SELF-HARM	Viewed as odd or strange because emotional responses are incongruous or inappropriate (unreasonable, excessive) most of the time... 116	Marked changes in moods that are generally intense and abrupt... 121	Often anxious, fearful, or sad, with some related symptom present (e.g., nightmares, stomachaches)... 128	Feels normal distress, but daily life is not disrupted... 128
MOODS/ EMOTIONS SUBSCALE	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)... 117	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... 122	Disproportionate expression of irritability, fear, or worries... 129	Considers self to be an "OK" person... 129
(Emotions = anxiety, depression, moodiness, fear, worry, irritability, tenseness, panic, anhedonia)	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)... 118	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 "keyed up"... 123	Very self-critical, low self-esteem, feelings of worthlessness... 130	Can express strong emotions appropriately... 130
	Depression is accompanied by suicidal intent (i.e., really wants to die)... 119	School-age children require special accommodations because of worries or anxieties (e.g., sleeping near parents, calling home)... 125	Easily distressed if makes mistakes... 131	Experience of sadness and anxiety are age-appropriate... 131
		Emotional blunting (i.e., no or few signs of emotional expression; emotional expression is markedly flat)... 126	Sad, withdrawn, hurt, or anxious if criticized... 132	
		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... 124	Sad (or depressed or anhedonic) or anxious in at least one setting for up to a few days at a time... 133	
			Notable emotional restriction (e.g., has difficulty expressing strong emotions such as fear, hate, love)... 134	
	EXCEPTION 120	EXCEPTION 127	EXCEPTION 135	EXCEPTION

MOODS/ SELF-HARM	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)... 142	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)... 146	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)... 149	Behavior is not indicative of tendencies toward self-harm...
SELF-HARMFUL BEHAVIOR SUBSCALE	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... 143	Talks or repeatedly thinks about harming self, killing self, or wanting to die... 147		
	Has a clear plan to hurt self... 144			
	EXCEPTION 145	EXCEPTION 148	EXCEPTION 150	EXCEPTION
	Explanation			

Could Not Score: 153

MOODS / SELF-HARM SCORE = Higher of MOODS/EMOTIONS and SELF-HARMFUL BEHAVIOR subscale

YOUTH'S NAME _____

ID# _____

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
	THESE CATEGORIES APPLY TO YOUTH OF ALL AGES.			
SUBSTANCE USE (Substances = alcohol or drugs) <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto;"></div>	Lifestyle centers on acquisition and use (e.g., preoccupied with thoughts or urges to use substances, cravings for substances, uses in the morning)... 154	Uses in such a way as to interfere with functioning (i.e., 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)... 165	Infrequent excess and only without serious consequences... 172	No use of substances... 176
	Dependent on continuing use to maintain functioning (e.g., likely to experience withdrawal symptoms such as feeling sick, headaches, nausea, vomiting, shaking, etc.)... 155	Gets into trouble because of usage (e.g., argues, fights with family or friends, in accident, trouble with teachers, picked up by police, breaks rules, misses curfew)... 166	Regular usage (e.g., once a week) but without intoxication or being obviously high... 173	Substance use is denied; unable to confirm... 177
	Failing or expelled from school related to effects of usage... 156	Behavior potentially endangers self or others because of usage (e.g., injury, experiencing physical health problems, vulnerable to date rape)... 167		Has only "tried" them; does not use them... 178
	Fired or losing job related to effects of usage... 157	Friendships change to mostly substance users... 168		Occasional use with no negative consequences... 179
	Frequently intoxicated or high (e.g., more than two times a week)... 158	High or intoxicated once a week... 169		
	Use of substances results in serious negative consequences (e.g., injured, doing illegal acts, failing classes)... 159			
	Is pregnant or is a parent and is a drug user... 160			
	Is pregnant or is a parent and gets drunk or routinely uses alcohol... 161			
	Has blackouts, drinks alone, or cannot stop drinking once started... 162			
	IF YOUTH IS 12 OR YOUNGER, USE THESE ADDITIONAL CATEGORIES.			
For 12 years or younger, uses regularly (once a week or more)... 163	For 12 years or younger, occasional use without intoxication and without becoming obviously high... 170	For 12 years or younger, has used substances more than once... 174		
EXCEPTION 164	EXCEPTION 171	EXCEPTION 175	EXCEPTION 180	
Explanation:				

Could Not Score: 181

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/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 <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px 0;"></div>	CANNOT ATTEND A NORMAL SCHOOL CLASSROOM, DOES NOT HAVE NORMAL FRIENDSHIPS, AND CANNOT INTERACT ADEQUATELY IN THE COMMUNITY DUE TO ANY OF THE FOLLOWING: a. Communications which are impossible or extremely difficult to understand due to incoherent thought or language (e.g., loosening of associations, flight of ideas)... 182 b. Speech or nonverbal behavior is extremely odd and is noncommunicative (e.g., echolalia, idiosyncratic language)... 183 c. Strange or bizarre behavior due to frequent and/or disruptive delusions or hallucinations; can't distinguish fantasy from reality... 184 d. Pattern of short-term memory loss/disorientation to time or place most of the time... 185	FREQUENT DIFFICULTY IN COMMUNICATION OR BEHAVIOR, OR SPECIALIZED SETTING OR SUPERVISION NEEDED DUE TO ANY OF THE FOLLOWING: a. Communications do not "flow," are irrelevant, or disorganized (i.e., more than other children of the same age)... 187 b. Frequent distortion of thinking (obsessions, suspicions)... 188 c. Intermittent hallucinations that interfere with normal functioning... 189 d. Frequent, marked confusion or evidence of short term memory loss... 190 e. Preoccupying cognitions or fantasies with bizarre, odd, or gross themes... 191	OCCASIONAL DIFFICULTY IN COMMUNICATIONS, IN BEHAVIOR, OR IN INTERACTIONS WITH OTHERS DUE TO ANY OF THE FOLLOWING: a. Eccentric or odd speech (e.g., impoverished, digressive, vague)... 193 b. Thought distortions (e.g., obsessions, suspicions)... 194 c. Expression of odd beliefs or, if older than eight years old, magical thinking... 195 d. Unusual perceptual experiences not qualifying as pathological hallucinations... 196	Thought, as reflected by communication, is not <u>disordered</u> or eccentric... 198
	EXCEPTION 186	EXCEPTION 192	EXCEPTION 197	EXCEPTION 198
Explanation:				

Could Not Score: 200

RECORD ADDITIONAL COMMENTS, CONCERNS, QUESTIONS OR EXPLANATIONS HERE:

YOUTH'S NAME _____

ID# _____

CAREGIVER BEING RATED: SURROGATE CAREGIVER

CAREGIVER BEING RATED _____ RELATIONSHIP TO CHILD _____ ID# _____ INFORMANT _____ YOUTH PLACEMENT _____ RATER _____ DATE _____ ADM# _____

	Severe Impairment Severe disruption or incapacitation (30)	Moderate Impairment Major/persistent disruption (20)	Mild Impairment Significant problems or distress (10)	Minimal or No Impairment No disruption of functioning (0)
CAREGIVER RESOURCES: Material Needs <input type="checkbox"/>	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... 279	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... 281	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... 283	Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning... 285 Able to use community resources as needed... 286
	EXCEPTION 280	EXCEPTION 282	EXCEPTION 284	EXCEPTION 287
	Explanation: _____ Could Not Score: 288			

	Sociofamilial setting is potentially dangerous to the youth due to lack of family resources required to meet the youth's needs/demands... 289	Youth's developmental needs cannot be adequately met because youth's needs/developmental demands exceed family resources... 300	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... 308	Family is sufficiently warm, secure, and sensitive to the youth's major needs... 313
CAREGIVER RESOURCES: Family/ Social Support <input type="checkbox"/>	Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.)... 290	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)... 301	Frequent family arguments and/or misunderstandings resulting in bad feelings... 309	Parental supervision is adequate... 314
	Caregiver is frankly hostile, rejecting, or does not want youth to return to the home... 291	Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.)... 302	Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity... 310	Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system... 315
	Youth is subjected to sexual abuse in the home by a caregiver... 292	Family members are insensitive, angry and/or resentful to the youth... 303	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... 311	
	Youth is subjected to physical abuse or neglect in the home by a caregiver... 293	Marked lack of parental supervision or consistency in care (e.g., frequently does not know whereabouts of youth; does not know youth's friends)... 304		
	Caregiver "kicks" youth out of the home, without trying to make other living arrangements... 294	Failure of caregiver to provide emotional support to youth who has been traumatized or abused... 305		
	Youth currently removed from the home due to sexual abuse, physical abuse, or neglect... 295	Domestic violence, or serious threat of domestic violence, takes place in the youth's home... 306		
	Failure of caregivers to provide an environment safe from possible abuse to a youth previously abused or traumatized... 296			
	Severe or frequent domestic violence takes place in the home... 297			
	Caregiver contributes to delinquency of youth by being involved in unlawful behavior or approving of youth being involved in potentially unlawful behavior... 298			
	EXCEPTION 299	EXCEPTION 307	EXCEPTION 312	EXCEPTION 316
	Explanation: _____ Could Not Score: 317			

The Family/Social Support Subscale contains ideas and wording adapted from a measure developed by Setterberg, Shaffer, Williams and Spitzer.

YOUTH'S NAME _____

ID# _____

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

CAREGIVER BEING RATED RELATIONSHIP TO CHILD ID# INFORMANT YOUTH PLACEMENT RATER DATE ADM#

	Severe Impairment <i>Severe disruption or incapacitation</i> (30)	Moderate Impairment <i>Major/persistent disruption</i> (20)	Mild Impairment <i>Significant problems or distress</i> (10)	Minimal or No Impairment <i>No disruption of functioning</i> (0)
CAREGIVER RESOURCES: Material Needs <input type="checkbox"/>	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... 240	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... 242	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... 244	Basic material needs are arranged for or adequately met so that there is no disruption in the youth's functioning... 246 Able to use community resources as needed... 247
	EXCEPTION 241	EXCEPTION 243	EXCEPTION 245	EXCEPTION 248
	Explanation: Could Not Score: 249			

CAREGIVER RESOURCES: Family/ Social Support <input type="checkbox"/>	Sociofamilial setting is potentially dangerous to the youth due to lack of family resources required to meet the youth's needs/demands... 250	Youth's developmental needs cannot be adequately met because youth's needs/developmental demands exceed family resources... 261	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... 269	Family is sufficiently warm, secure, and sensitive to the youth's major needs... 274
	Gross impairment in parental judgment or functioning (may be related to psychosis, substance abuse, severe personality disorder, mental retardation, etc.)... 251	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)... 262	Frequent family arguments and/or misunderstandings resulting in bad feelings... 270	Parental supervision is adequate... 276
	Caregiver is frankly hostile, rejecting, or does not want youth to return to the home... 252	Family conflict is pervasive and continual (characterized by hostility, tension, and/or scapegoating, etc.)... 263	Family relations are characterized by poor problem solving, poor communication, or emotional insensitivity... 271	Even though there are temporary problems in providing adequate support to the youth, there is compensation from the wider social support system... 276
	Youth is subjected to sexual abuse in the home by a caregiver... 253	Family members are insensitive, angry and/or resentful to the youth... 264	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... 272	
	Youth is subjected to physical abuse or neglect in the home by a caregiver... 254	Marked lack of parental supervision or consistency in care (e.g., frequently does not know whereabouts of child; does not know child's friends)... 265		
	Caregiver "kicks" youth out of the home, without trying to make other living arrangements... 255	Failure of caregiver to provide emotional support to youth who has been traumatized or abused... 266		
	Youth currently removed from the home due to sexual abuse, physical abuse, or neglect... 256	Domestic violence, or serious threat of domestic violence, takes place in the youth's home... 267		
	Failure of caregivers to provide an environment safe from possible abuse to a youth previously abused or traumatized... 257			
	Severe or frequent domestic violence takes place in the home... 258			
	Caregiver contributes to delinquency of youth by being involved in unlawful behavior or approving of youth being involved in potentially unlawful behavior... 259			
	EXCEPTION 260	EXCEPTION 268	EXCEPTION 273	EXCEPTION 277
	Explanation: Could Not Score: 278			

The Family/Social Support Subscale contains ideas and wording adapted from a measure developed by Setterberg, Shaffer, Williams and Spitzer.

Extent of Functional Limitation
Page 2

CONCENTRATION, TASK PERFORMANCE AND PACE

Ability to sustain focused attention for long periods of time to permit the completion of tasks commonly found in work settings or other structured situation in school and home. Deficits are reflected in inability to concentrate, complete simple tasks within required time, committing frequent errors or requiring assistance in completion of such tasks.

1	2	3	4	5
NONE (daily functioning not impeded)	MILD (most useful function retained)	MODERATE (some useful function retained)	MARKED (significantly impedes useful function)	EXTREME (precludes useful function)

ADAPTATION TO CHANGE

Repeated failure to cope with stressful circumstances associated with work, school, family or social interaction. Any unexpected environmental change may cause agitation or exacerbation of signs and symptoms associated with the illness, or withdrawal from the stressful situation.

1	2	3	4	5
NONE (daily functioning not impeded)	MILD (most useful function retained)	MODERATE (some useful function retained)	MARKED (significantly impedes useful function)	EXTREME (precludes useful function)

THE CAFAS

The Child and Adolescent Functional Assessment Scale (CAFAS) assesses behavioral, substance abuse, psychiatric, and psychological problems of children and adolescents, ages 7 to 17. The eight subscales of the CAFAS identify specific areas of impairment, the extent of impairment, and the changes in functioning over time. These factors make the instrument useful to the clinician in developing the child's treatment plan and as a measure of the treatment effectiveness.

CAFAS Subscales for the Youth	
Subscale Area:	Assesses the Extent to Which the Youth:
<i>School/Work</i>	Functions satisfactorily in a group educational environment
<i>Home</i>	Observes reasonable rules and performs age-appropriate tasks
<i>Community</i>	Respects the rights of others and their property and acts lawfully
<i>Behavior Toward Others</i>	Behaves appropriately towards others
<i>Moods/Emotions</i>	Appropriately modulates emotional life
<i>Self-Harmful Behavior</i>	Can cope without resorting to self-harmful behavior or verbalizations
<i>Substance Use</i>	Exhibits substance abuse and to the extent it is inappropriate and disruptive
<i>Thinking</i>	Use rational thought processes

An overall score is generated for the youth by totaling the 8 scales. A higher score indicates greater impairment, with a range from 0 to 240. The levels of impairment are presented below.

Overall Level of Dysfunction	
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 - >	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

One of the statewide improvements made during the fiscal year 2002 concerning the use of the CAFAS forms now allows the form to be scanned into a database that can be accessed and reports generated from collected data. This improvement has allowed reports that provide the clinical staff with a better look at the information being gathered from the CAFAS.

BACK