



**COVID  
19**

2020-2022

# **SCORING THE CANS DURING THE PANDEMIC**

AN ADDITIONAL SUPPORT GUIDE



*Consider scoring the following CANS items when thinking about how the COVID-19 Pandemic has affected the children and families we serve.*

## TRAUMA EXPERIENCE ITEMS

### 9. Natural or Manmade Disasters

**This rating describes the severity of exposure to either natural or man-made disasters.**

The pandemic is a “natural or manmade disaster” and almost all youth have been impacted in some way. Second-hand exposure (via the news or adults) would be rated a “1”. Youth who have been directly impacted by school closures, etc. would be rated a “2”. Those who have lost a loved one, or whose caregiver(s) is out of work, would be rated a “3”.

## TRAUMATIC STRESS SYMTOMS

### 14. Adjustment To Trauma

This item covers the youth's reaction to any traumatic experience. It is a cause and effect item that describes how the child is currently adjusting to previously experienced trauma. Is the youth having nightmares or experiencing constant anxiety related to their experiences with COVID-19 or disruptions from COVID-19 guidelines? Is the youth having mild problems currently due to COVID-19 that may ease with the passing of time?

## RECREATIONAL ITEMS

### Access to & Use of Leisure Time

### 35. Recreational & 128. Recreation

Due to COVID-19 guidelines, many people have lost access to recreational activities they were a part of prior to the pandemic. Recreational activities refer to those that give the youth or caregiver some benefit(s). For example, watching TV is not necessary considering a recreational activity but if the caregiver is organizing a weekly themed movie night with a group of friends, this could apply. Review these items and record any needs. If the youth or caregiver has no time, interest or access to recreational activities this would be rated a “3”.

## SCHOOL ITEMS

Many schools have shifted some or all learning to online platforms, which can create unique challenges. Review these items to capture any educational concerns or prevalent needs. If the child is on a break from school or the school is closed, rate these items using the most recent information available to you. If the child has stopped attending school (or has dropped-out), 43. School Attendance would likely be a “3.”

### **22. Educational Setting**

How well is the school working with the child? How well are they managing e-learning or other COVID-19 policies and/or considerations?

### **41. School Behavior**

Is the youth having any behavior issues either during at-home learning or at school? Are they able to follow COVID-19 guidelines?

### **42. School Achievement**

Is the youth on track academically? Are they falling behind with changes to school policies?

### **43. School Attendance**

Are there any issues with attending or missing school (enforced quarantines would be included)?

### **92. Educational Attainment**

Is the youth on track with their educational goals?

### **103. Learning Environment**

Is the caregiver able to provide a home environment that supports learning (e-learning or just after-school)?

## TRANSITION TO ADULthood

### **88. Transportation**

Due to the pandemic and social distancing guidelines, some teens may have lost access to transportation. If loss of transportation has affected the youth in any way, consider scoring this item.

## CHILD BEHAVIORAL/EMOTIONAL NEEDS

The United States Surgeon General issued a report in early December 2021 warning that youth were experiencing an increase in depression and mental health as a result of the COVID-19 pandemic. Review these items to identify any mental health needs that have resulted from the pandemic.

### 50. Depression

Is the youth experiencing symptoms of depression due to the loss of in-person social interactions, remote learning, or loss of community and/or extra-curricular activities?

### 51. Anxiety

Is the youth experiencing any symptoms of anxiety such as fearfulness or worry related to the COVID-19 pandemic?



## CAREGIVER FINANCIAL STRESS

The pandemic has affected many people's access to work, housing and financial stability. If the caregiver has experienced loss or stress in any of these areas, consider scoring the following items.

### **107. Financial Status**

Does the family have enough financial resources to meet their needs?

### **111. Residential Stability**

How stable is the caregiver's housing situation?

### **112. Job Functioning**

Are there any issues with the caregiver's employment status?

## CAREGIVER RESOURCES

Due to social distancing and COVID-19 guidelines, some caregivers may have lost access to their resources. Review these items for any prevalent needs.

### **108. Organization**

Is the caregiver able to participate in or direct the organization of the household and related activities?

### **109. Resources**

Does the caregiver have sufficient social, familial, and community resources to meet the needs of the child? Have these been negatively impacted by the Pandemic?

### **116. Natural Supports**

Does the caregiver have access to free supports (family, church, etc) to assist them with family needs?

### **121. Physical Health**

If a caregiver is suffering from, or recovering from, COVID-19 this may cause physical limitations to their ability to parent.

# CAREGIVER RESILIENCE

The pandemic has affected people in a variety of ways that could impact a caregiver's mental health.

## **122. Mental Health**

Like the children, caregivers also experienced loss of in-person social interactions and community involvement during the pandemic. They may experience burnout from managing too much at home. Or they may have also lost family or friends to COVID-19. These experiences and/or disruptions from COVID-19 and COVID-19 guidelines could result in a caregiver experiencing depression or anxiety.

## **125. Parent/Caregiver Posttraumatic Reactions**

After experiencing a 2+ year global pandemic, some caregivers may experience some posttraumatic reactions related to the experiences they have had with COVID-19 or the COVID-19 guidelines. These reactions could include finding it difficult to begin resuming activities they or their children once did pre-pandemic when guideline begin being lifted. It could also be reactions to triggers of past trauma (losing a loved one to an illness, or something unrelated). Or even fear that guidelines may be put back into place.

## CAREGIVER COMMITMENT TO PERMANENCY GOAL

Some caregivers may find it difficult to follow-through with certain aspects of the service plan or permanency plan due to COVID-19 guidelines. This could include not having access to virtual meeting options or disruptions in plans.

### **132. Parent Participation with Visitation**

Is the caregiver participating in planned visitations? Are they unable to participate with COVID-19 restrictions?

### **133. Relationship/ Contact with Caseworker**

Is the caregiver responsive to you in your role within the case?

### **134. Involvement in Treatment**

Is the caregiver involved in any suggested or mandated treatment such as parenting classes, substance abuse counseling, etc.? Has treatment been impacted by the Pandemic?

### **135. Parent Involvement/ Participation**

Is the caregiver participating in, or able to participate in, “shared parenting” activities such as medical appointments, teacher conferences, etc.?





## **ARE YOU IN NEED OF MORE SUPPORT?**

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"Scoring Support"

**[sites.northwestern.edu/cans/](https://sites.northwestern.edu/cans/)**