



An Overview of the

CAFAS[®]
PECFAS[®]

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Agenda

- Introduction – Overview, Research, Purpose
- Training Options, Scoring the CAFAS/PECFAS
- Tracking CAFAS/PECFAS results, outcomes, Cultural Competence
- CAFAS Subscales (School)
- PECFAS Subscales (School)

Introduction

What are the basics of the CAFAS/PECFAS

Uses, Outcome Measures, Reporting

Training Requirements/Options

The CAFAS[®] and PECFAS[®]

- CAFAS[®]: Child and Adolescent Functional Assessment Scale[®]
 - Developed in 1989
 - Age: Full time Kindergarten – Graduating HS (or until 21).
 - A self-training manual can be ordered from MHS
- PECFAS[®]: Preschool and Early Childhood Assessment Scale (PECFAS[®])
 - Preschool version
 - Age: 3-7 yrs., depending on developmental level
 - A self-training manual can be ordered from MHS

Unique Aspects of the CAFAS/PECFAS®

Researched for over 20 years, in a wide variety of settings

- School age and pre-school aged children
- Mental health settings
- Juvenile Justice settings
- Child Welfare settings

Reliable (stability of score)

- Test-retest (Same rater)
- Inter-rater (Different rater)

Valid (measures what intends to measure)

- **Concurrent** validity
(Scores differ for subgroups presumably differing in extent of impairment)
- **Predictive** validity (Scores predict)

- More restrictive care
- Higher cost
- More bed days
- **More days of services**

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Benefits of CAFAS/PECFAS Scoring

- Multidimensional: Information generated is more useful and credible than global scores (GAF)
- Behaviorally more specific than diagnoses
- Measures behaviors/ symptoms that can be reasonably expected to change
- Assesses behaviors which lay persons can understand
- Generates a total score as well as scores for each subscale.
- Identifies Risk Behaviors

Uses of CAFAS/PECFAS

- A criteria to consider in determining intensity of services needed
- An outcome measure (pre/post)
- An aid to actively managing cases during course of treatment
- An assessment of strengths and weaknesses for setting treatment goals
- Agency tracking, quality improvement, etc.
- A common language for treatment collaboration and supervisory sessions

Reliability Training Is Important

- Reliability means different raters would give the same scores when rating the same client
- Without training, staff members will rate the same behaviors (e.g., cursed at teacher) differently, based on their graduate training and professional experience.
- In order to detect client change from pre- to post-treatment, the scores must be reliable (a “statistical fact”).
- Training is needed because each of us has “individual error,” although the type of error differs across individuals. During training, we want to identify our scoring errors and correct them.

Training Options

Train the Trainer Reliability (Learning the rules, passing the Reliability Test, becoming a Trainer of Raters)


- On-site Training session (2-3 days)

- On-site Booster trainings

- Onsite Trainer Consultations (group/individual)

Rater Training (On-site Training by staff Trainers)

CAFAS® ITEMS

School	Home	Community	Behavior	Moods	Self-Harm	Sub Use	Thinking	Caregiver ▶	 Add Stress and Goals
Severe Impairment <ul style="list-style-type: none"> <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) <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) <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 <input type="checkbox"/> 004 Harmed or made serious threat to hurt a teacher/peer/co-worker/supervisor <input type="checkbox"/> 005 Unable to meet minimum requirements for behavior in classroom (either in specialized classroom or 	Moderate Impairment <ul style="list-style-type: none"> <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 <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 <input type="checkbox"/> 014 Frequently truant (i.e., approximately once every two weeks or for several consecutive days) <input type="checkbox"/> 015 Frequent absences from school (i.e., approximately once every two weeks or for several consecutive days) 	Mild Impairment <ul style="list-style-type: none"> <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 <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 <input type="checkbox"/> 024 Occasionally disobeys school rules, with no harm to others or to property, more than other youth <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 	Minimal Or No Impairment <ul style="list-style-type: none"> <input type="checkbox"/> 028 Reasonably comfortable and competent in relevant roles <input checked="" type="checkbox"/> 029 Minor problems satisfactorily resolved <input type="checkbox"/> 030 Functions satisfactorily even with distractions <input type="checkbox"/> 031 School grades are average or above <input type="checkbox"/> 032 Schoolwork is commensurate with ability and youth is mentally retarded <input type="checkbox"/> 033 Schoolwork is commensurate with ability and youth is learning disabled <input type="checkbox"/> 034 Schoolwork is commensurate with ability and youth is a slow learner <input type="checkbox"/> 035 Schoolwork is commensurate with ability and youth has a learning impairment due to maternal alcohol or drug use 						

Example screen from web-hosted software

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CAFAS/PECFAS Scoring Items

- Items are behavioral descriptions.
- Items are organized within domains of functioning (subscales).
- Within each subscale, items are organized within levels of impairment.



Rating Procedure

- For each scale, rater reads through the items until description of the youth (during the rating period) is found.
- Always start at SEVERE level.
- Rater can go to the next subscale once an item has been identified (and level of impairment determined).

Rating: Time Period and Frequency

- Most severe level of dysfunction occurring at any time during the time period being assessed.
- Time period: Typically last month or three months (User group determines).
- Frequency: Entry (intake), every 3 months, discharge, post-discharge.
- At intake, if the youth was delayed getting to your agency for services, you may need to rate back to the time when the youth was exhibiting behavior for which he/she was referred

Source of Information

- Based on information usually collected as part of the typical services.
- Raters' interviewing "clinical skills" are critical to obtain the information needed to rate the CAFAS.
- Obtain information from various informants (youth, parents, teachers, etc).
- Obtain any previous evaluations/reports from school, such as attendance, grades, discipline incidents

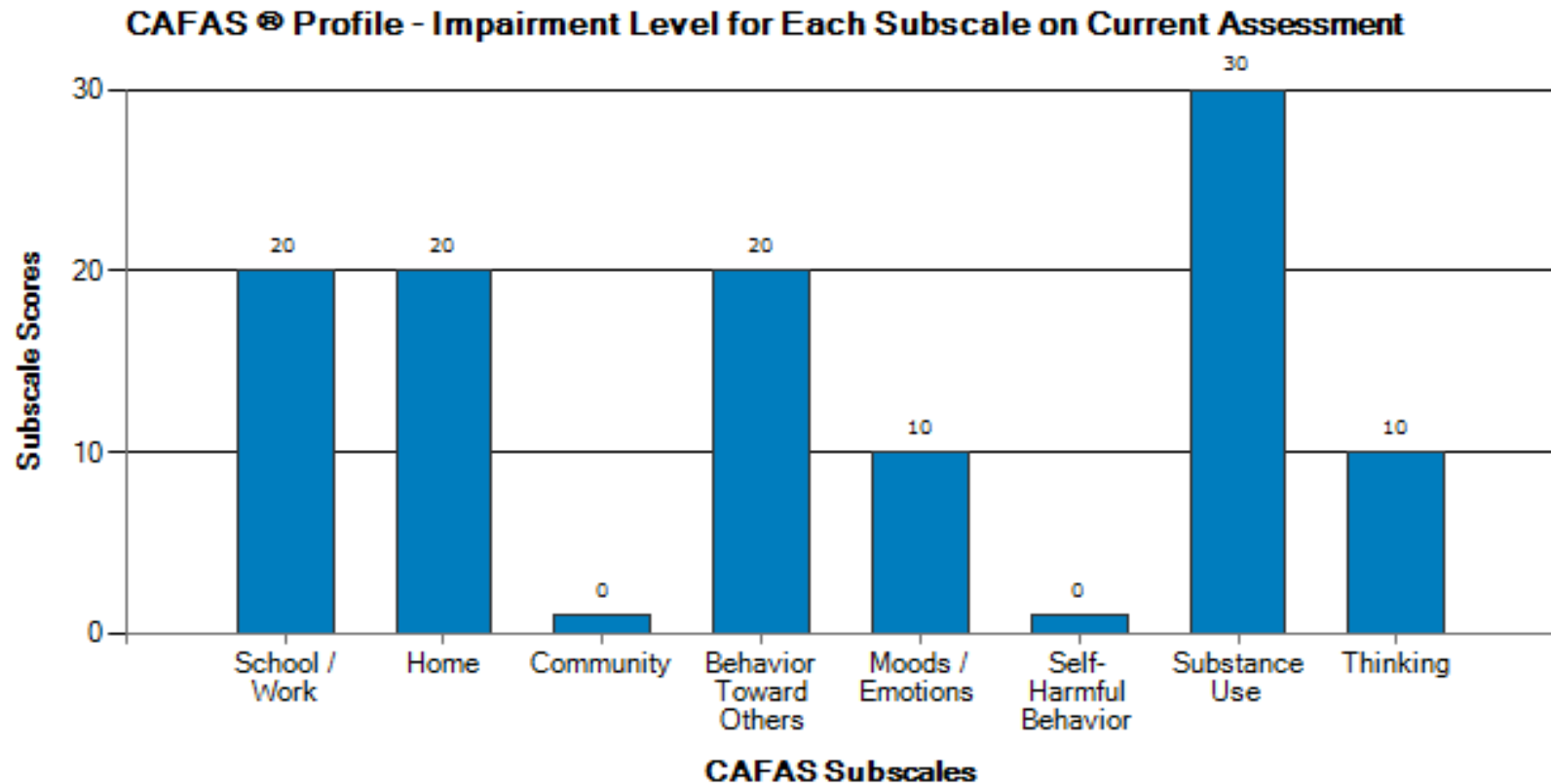
Basis for Judgment

- Use a literal approach in judging behavior criteria. Attend to the limited and specific meaning of each item.
- Do not infer that a problem exists on the basis of another problem, the underlying dynamics, or the youth's apparent diagnosis.
- Base your rating on what you have observed or what has been reported by the youth or other informants.
- Rate the youth's functioning independent of previous diagnoses, prognosis, or presumed nature of the disorder.

Quantitative Scores

- Subscales scores
 - Range: 0 to 30
- Total score = Sum of 8 subscales Range: 0 to 240
- Higher score = Higher impairment
- Various outcome indicators to determine progress

CAFAS[®] Profile



NS = No Score

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Tracking Client Outcomes Over Time

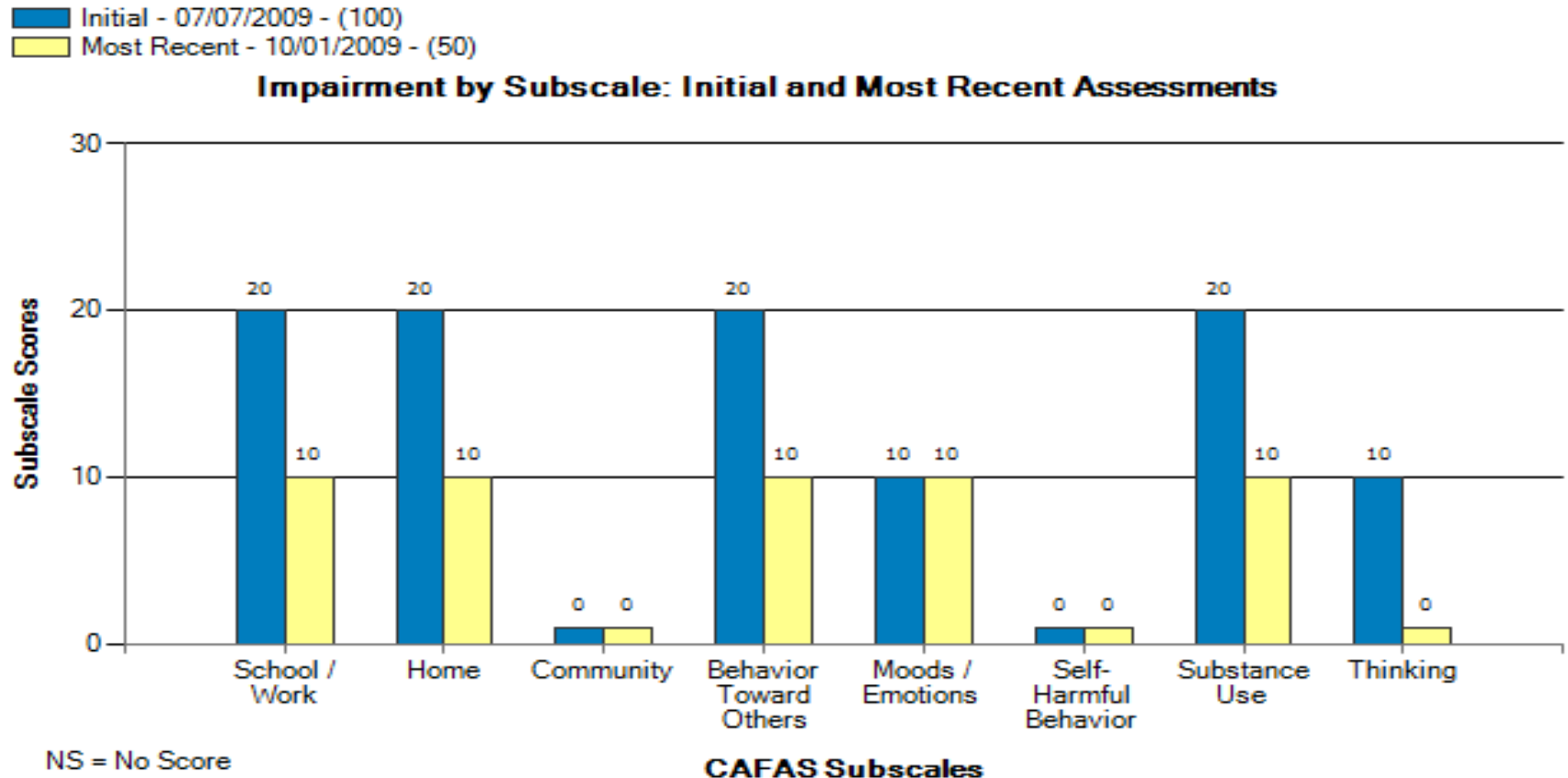
The Case of Faith Foster

Looking at outcomes over time

Using the CAFAS with families to assess progress (e.g. every 3 months).

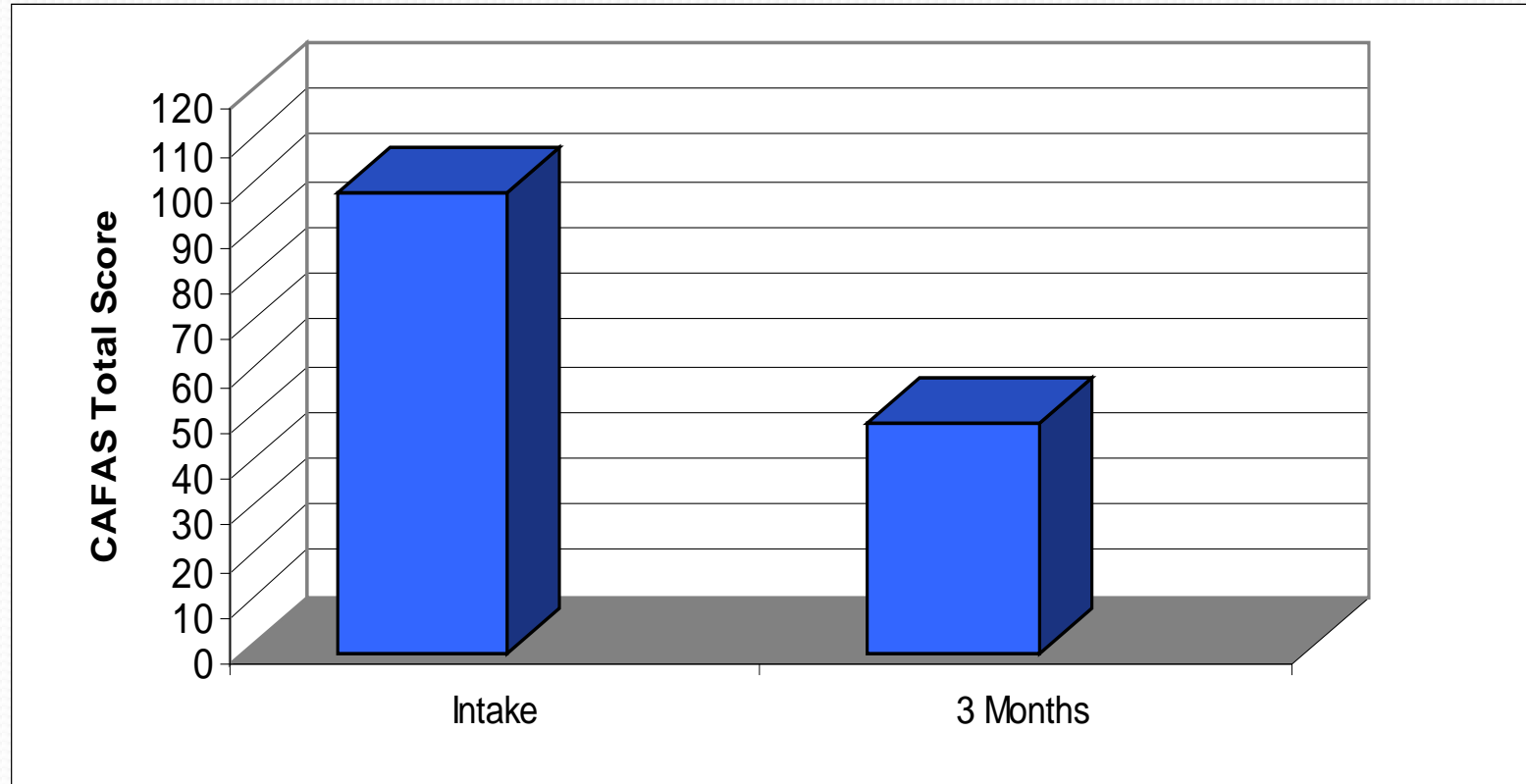
Tracking Progress During Treatment

CAFAS[®] Subscale Scores



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Tracking Progress During Treatment – CAFAS[®] Total Score





Preview of Outcome Indicators

- Total Score
- Profile – Looking Across Subscale Scores
- # Severe Impairments (& which scales)
- Pervasive Behavioral Impairment
 - Severe or Moderate: School, Home, & Behavior Toward Others
- CAFAS Tiers – quick classification based on profile – Most salient problems

Cultural Competence Issues

- Try not to impose your own value judgments that may be heavily influenced by your age, sex, social class, or cultural background.
 - EX: You should not rate a youth as more impaired just because she is an unwed mother.
- Rate behaviors appearing in the CAFAS, even if they are more common in some cultural contexts (e.g. aggression).
- To add context and balance to understanding the youth, you can make comments under Exception or in the summary on the CAFAS assessment report (e.g. aggressive only when worried about the mother's welfare). Be sure to rate strengths.
- However, still rate the behavior! We want to intervene on the youth's behalf.

CAFAS[®] SUBSCALES



School/Work



Moods/Emotions



Home



**Self-Harmful
Behavior**



Community



Substance Use



**Behavior
Toward
Others**



Thinking

SCHOOL/WORK Role Performance

Grades

Attendance



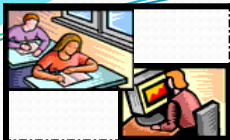
Behavior

Work 24



Expectations – School/Work

Grades	Grade average is "C" or above average, or Performs up to abilities
Attendance	Attends school regularly
Behavior	Not disruptive to group process!! Behaves in a way that does not interfere with their own or with others' ability to learn or work Can meet expectations without undue supervision by others
Work	Adheres to work schedules Follows instructions & orders Satisfactorily carries out assigned duties



Grades

Item

30

Failing most of classes (E or F)

9

20

Average of "D" or lower
Failing at least half of classes

19

20

10

Not working up to ability (and caregivers or others
are concerned)

26

Do not rate if poor academic performance
is *solely* due to:

Intellectual disability or other serious,
documented learning problems

Sensory deficits. EX: hearing problems

Physical disability/impairment

Items on the No Impairment level allow you to
document these challenges



Attendance

Item

30

Refuses to attend (even if for "good" reason)

1

Asked to leave during rating period

1

Is expelled

2

Chronic truancy with consequences. EX:
detention, make-up class, loss of course credit,
failing courses or tests, note to parents

6

Chronic absences with consequences

7

Dropped out & no job or vocational training

10

20

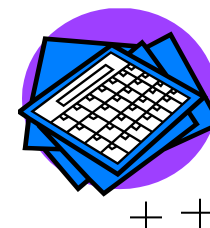
Truant

14

10% = once every 2 weeks

Or, for several consecutive days

Absent (10% or several days)



15

10

N/A



Behavior Problems

Item

30

Ejected from community school - "not wanted in the building" because of behavior in rating period

2

Multiple suspensions that may lead to expulsion due to behavior in rating period

2

Judged to be threat due to **aggressive potential** based on actions or statements

3

Monitoring or supervision needed

3

Harmed or made serious threat to harm

4

Unable to meet minimum requirements

5

Still disruptive, even though in specialized program/class

8





Behavior Problems

Item

20

Persistent or repeated disruption of group functioning

12,13

Known to school authority figure due to chronicity

12,13

Known to authority figure due to severity of problems (e.g., principal, disciplinarian)

12,13

Special program/classroom implemented, needed or recommended. EX: Referral for BD placement; for evaluation by teacher because of repeated disruptive behavior

17





Behavior Problems

Item

10

Can be managed by classroom teacher

Teacher brings attention to problems.

EX: by verbal reprimands, negative consequences (i.e., staying in during recess).

22,23

Teacher structures to prevent problems.

EX: youth's desk next to the teacher

23,23

Occasionally disobeys rules & more than other youths

24

Problems present but not disruptive

25



Work

Item

30

Asked to leave job

1

Does not show up at job

2

Harmed or made threat at work

4

Holds no job or not looking for a job, if not in school/vocational training

10

20

At work, missed days or tardy, gets reprimand

16

18

Receives reprimand or warning for unsatisfactory performance/behavior

10

Work productivity less than ability

26

PECFAS Subscales



School/Daycare



Moods/Emotions



Home



**Self-Harmful
Behavior**



Community



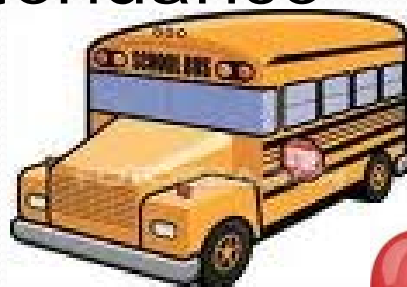
**Thinking/
Communication**



**Behavior Toward
Others**

Preschool/Daycare Role Performance

Learning
Attendance



Behavior

Preamble – School/Daycare

Rate the child's behavior in:

- School
- Preschool
- Daycare
- Childcare (babysitter)
- On school bus

	Learning	Item
30	Learning at least 1 year behind due to poor attention or high activity (despite special accommodations)	7
	Learning at least 1 year behind and is <u>not</u> known to be due to an established learning problem (e.g., intellectual disability)	8
20	Achievement below average due to poor attention or high activity and special accommodations needed or implemented	14
	Achievement below average and is <u>not</u> due to an established learning problem	15
10	Attention problems or high activity levels are present but manageable	20
	Fails to listen, follow instructions or routines, or do activities/tasks (and achievement is not below average)	21

Learning

Item

30

20

10

Do not rate if poor academic performance is *solely* due to:

Intellectual Disability or other serious, documented learning problems

Sensory deficits. EX: hearing problems

Physical disability/impairment

Items on the No Impairment level allow you to document these challenges

	Attendance	Item
30	Asked to leave preschool or daycare during rating period due to behavior	1
	Refuses to attend (when attendance is desired by caregiver)	2
	Excessive absences	2
20	Frequently misses 10% = once every 2 weeks OR for several consecutive days	12
10	N/A	

Problematic Behavior

Item

30

Asked to leave school/daycare program due to behavior in school/daycare occurring during the rating period.

1

Child viewed as potentially harmful to others because of child's actions or statements.

3

Harmed or made threat to hurt a teacher/peer/staff.

4

Unable to meet even minimum requirements for behavior in group settings in school/daycare.

5

Disruptive behavior (including poor attention or high activity level) persists despite special accommodations at school/daycare (e.g., special program, classroom or school).

6



Problematic Behavior

Item

20

Persistent or repeated disruption of group activities

10,11

Known to supervisory staff due to chronicity of problems

Known to supervisory staff due to severity of problems

10,11

Special accommodations are needed due to behavior

problems related to poor attention or high activity level

10,11

13



Problematic Behavior

Item

10

Can be managed by classroom teacher/ daycare staff

17,18

Teacher/staff brings attention to problems.

EX: by verbal reminder, negative consequences (i.e., time-out)

Teacher/staff structures to prevent problems. EX: child's seat is placed near staff

17,18

Occasionally disobeys rules (more than other children) with no harm to property or people

19

Attention or high activity problems present but not disruptive

20