

How to Navigate the CANS Training Website



**THE PRAED FOUNDATION
PREPARED BY: LAUREN SCHMIDT
LSCHMIDT@CHAPINHALL.ORG**

Special Note



**IF YOU EXPERIENCE ANY DIFFICULTIES
WITH THE SITE, PLEASE TRY THE
FOLLOWING BEFORE CONTACTING
CANSTRAINING.COM SUPPORT**

If you are experiencing any difficulties:



- Add the following addresses to your whitelist:
 - .CANSTraining.com
 - .LearnerNation.com
 - *@learnernation.com
 - *@mailjet.com
- Ensure you are using one of the following:
 - FireFox
 - Google Chrome
 - Safari
 - Internet Explorer version 8 or higher
- If you are using Internet Explorer, please ensure that Compatibility View is turned OFF

The Home Page



**WHAT WILL YOU SEE WHEN YOU GO TO
WWW.CANSTRAINING.COM?**

What Will You See at: www.CANSTTraining.com



Praed Foundation Collaborative Training Website
Welcome back! Please login



Username / Email

Password

Remember Me

Login

[Forgot Password?](#) [Register](#)

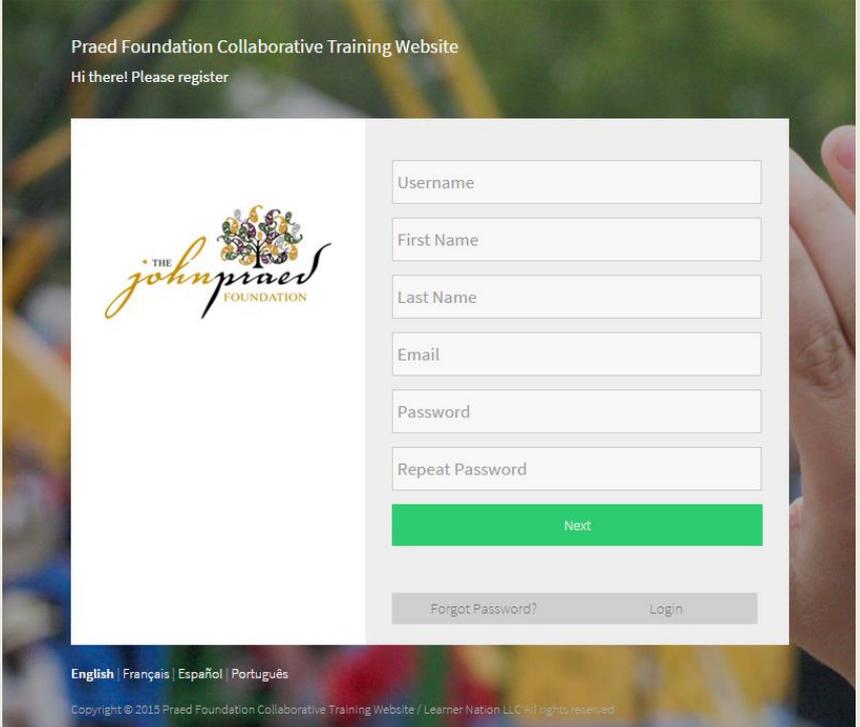
[English](#) | [Français](#) | [Español](#) | [Português](#)

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If you do not have an account:

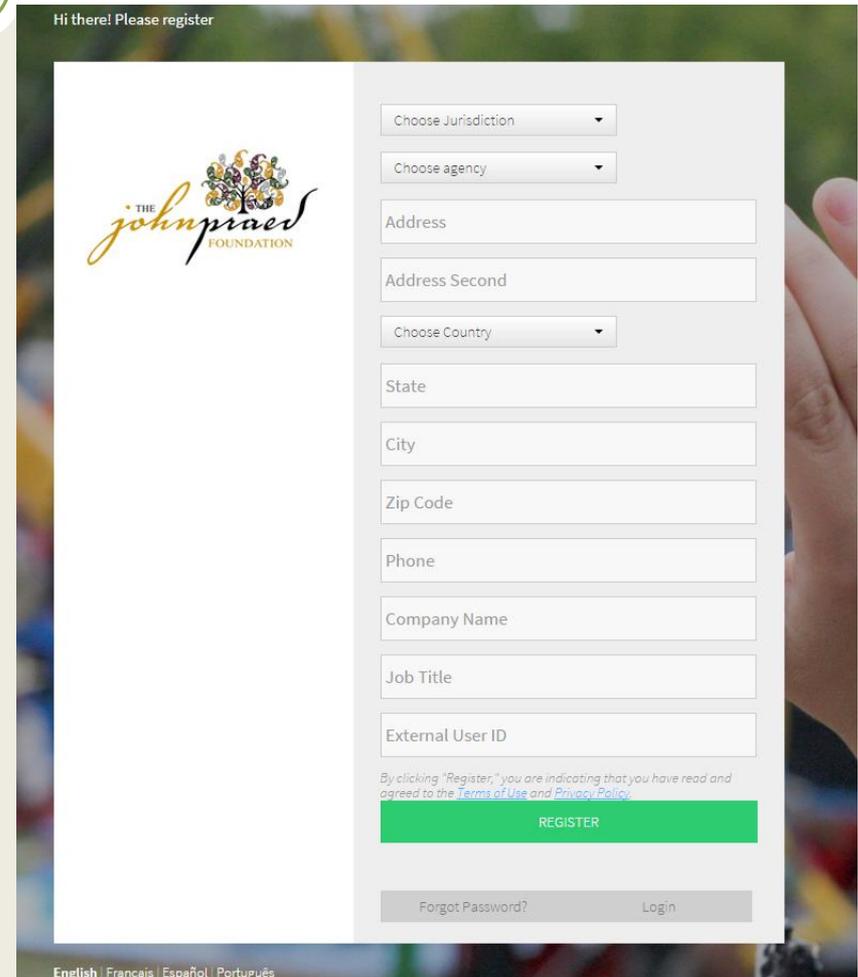
- Click “REGISTER”
- Enter the following:
 - Create a username
 - Enter your first and last name
 - Enter your email address
 - Create a password (no password requirements)
 - Repeat the password you created
 - Click “NEXT”



The screenshot shows the registration page for the Praed Foundation Collaborative Training Website. The page has a green header with the text "Praed Foundation Collaborative Training Website" and "Hi there! Please register". Below the header is a registration form with the following fields: Username, First Name, Last Name, Email, Password, and Repeat Password. A green "Next" button is located below the Repeat Password field. At the bottom of the form, there are links for "Forgot Password?" and "Login". The Praed Foundation logo is displayed on the left side of the form. The footer of the page includes the text "English | Français | Español | Português" and "Copyright © 2015 Praed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved."

If you do not have an account:

- Enter the following:
 - Select your jurisdiction from the dropdown (generally your state or province)
 - Select your agency from the dropdown
 - Enter your phone number
 - All of the other information is optional
 - Click “REGISTER”



Hi there! Please register



Choose Jurisdiction

Choose agency

Address

Address Second

Choose Country

State

City

Zip Code

Phone

Company Name

Job Title

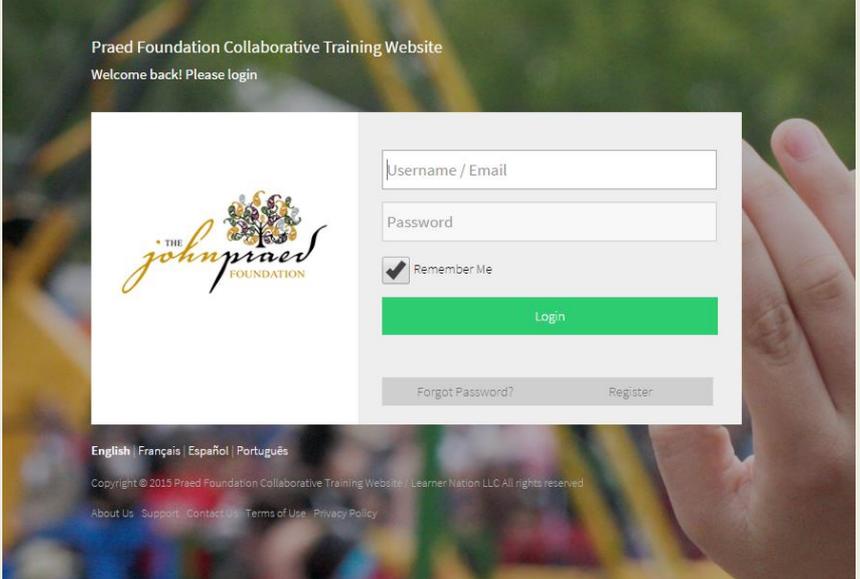
External User ID

By clicking "Register," you are indicating that you have read and agreed to the [Terms of Use](#) and [Privacy Policy](#).

English | Français | Español | Português

If you already have an account:

- Click on “LOGIN” and enter the username and password you created



Praed Foundation Collaborative Training Website
Welcome back! Please login



Username / Email

Password

Remember Me

Login

Forgot Password? Register

English | Français | Español | Português

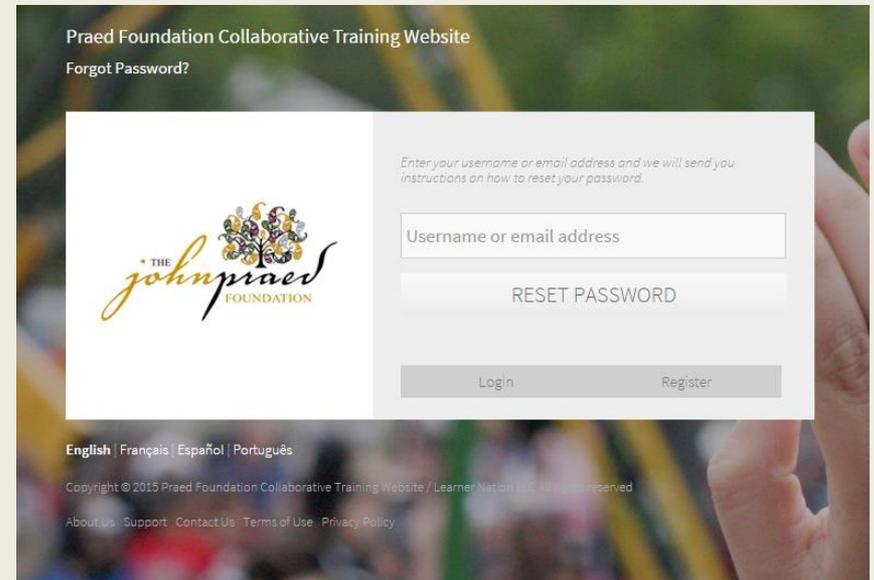
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If you forget the password you created:



- Click on “FORGOT PASSWORD”
 - Enter the email address that you used to create your account
 - An email will be sent to you from “LearnerNation” containing a link that will allow you to reset your password



If you do not receive the password reset email:



- This means there is a filter stopping the password reset email from coming through
 - Please contact your IT department and ask them to add to your whitelist:
 - ✦ *@learnernation.com
 - ✦ *@mailjet.com

Profile Page

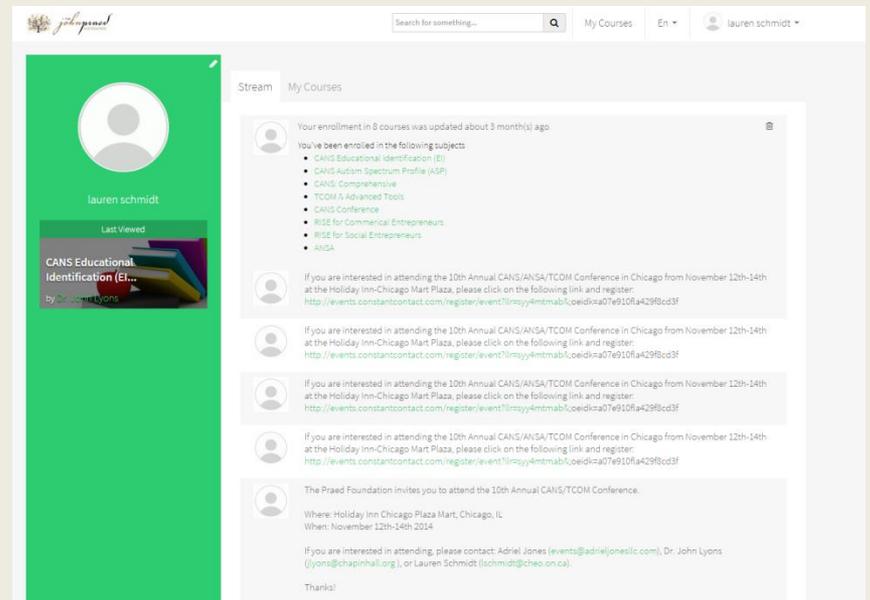


WHAT YOU WILL SEE WHEN YOU LOGIN

What you see when you login:

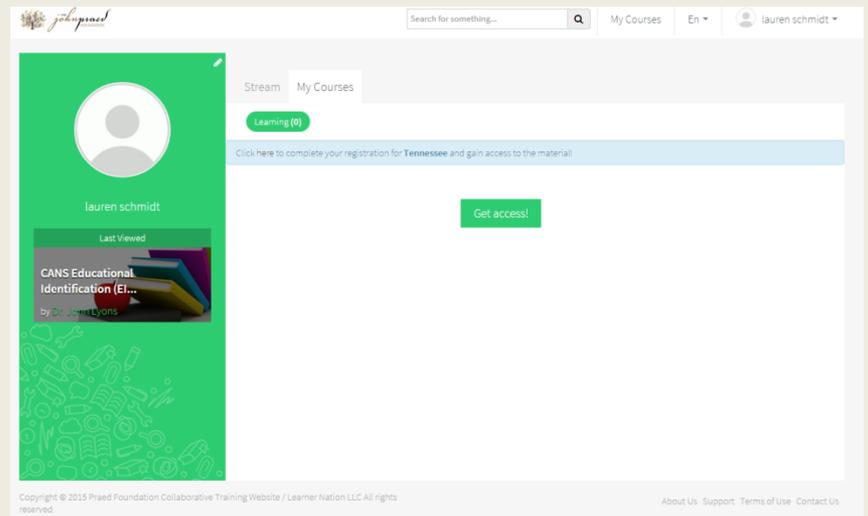


- “Stream” will display the following:
 - Any messages from the site
 - Any certifications that need to be renewed
 - If anyone has replied to a comment you posted on the site
- Click on “MY COURSES” to view the courses you have access to under your jurisdiction



What will you see when you login for the first time OR when your subscription has expired:

- You need to enter a coupon code OR credit card number in order to get a one-year subscription to the materials
- Click on:
 - “GET ACCESS” if this is your first time on the site
 - “RENEW SUBSCRIPTION” if you are renewing your subscription from the previous year



What you will see when you get/renew your subscription:



- The price a one-year subscription to your jurisdiction appears in the blue box
- Enter your name and address
- Click “NEXT”

The screenshot shows a web form titled "Purchase a Jurisdiction" for the state of Tennessee. The form includes the following fields:

- Name: lauren schmidt
- Street Address 1: [Empty]
- Street Address 2 (optional): [Empty]
- City: [Empty]
- State / Province / Region: [Empty]
- Zip Code: [Empty]
- Country: Choose Country (dropdown menu)

On the right side of the form, there is a blue box displaying the pricing information:

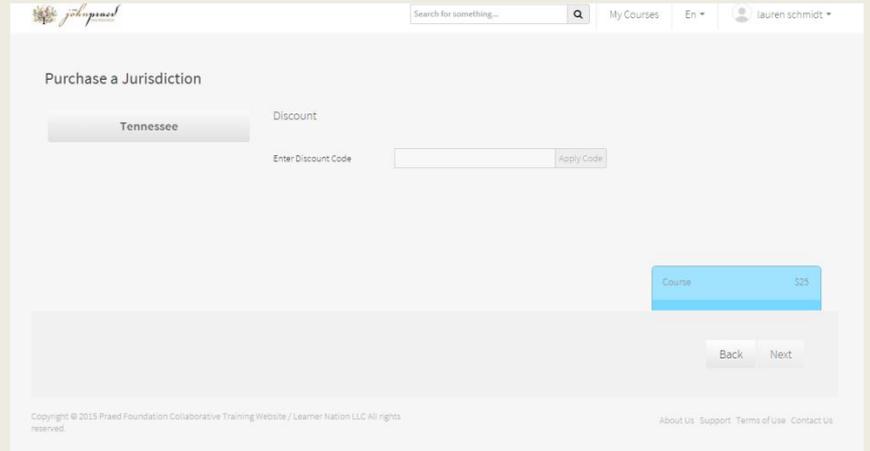
- Course: \$25
- Total: \$25

At the bottom right of the form, there are two buttons: "Cancel" and "Next".

At the bottom of the page, there is a copyright notice: "Copyright © 2015 Praed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved." and a footer with links: "About Us | Support | Terms of Use | Contact Us".

Entering your coupon code:

- If your agency provided you with a coupon code (to bypass the subscription fee), please enter it into the box
 - Please ensure that there are no spaces added to the end of the code when copying and pasting it
- Click “APPLY CODE”
- If you do not have a coupon code, click “NEXT”



The screenshot shows a web interface for purchasing a jurisdiction. At the top, there is a search bar with the text "Search for something...", a "My Courses" link, and a user profile for "lauren schmidt". Below this, the main heading is "Purchase a Jurisdiction". Underneath, there is a button labeled "Tennessee". To the right of this button is a "Discount" section containing an input field labeled "Enter Discount Code" and an "Apply Code" button. Below the input field, there is a blue button labeled "Course" with the price "\$25" next to it. At the bottom of the form, there are "Back" and "Next" buttons. The footer contains copyright information: "Copyright © 2015 Praed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved." and links for "About Us", "Support", "Terms of Use", and "Contact Us".

After you click “APPLY CODE”:



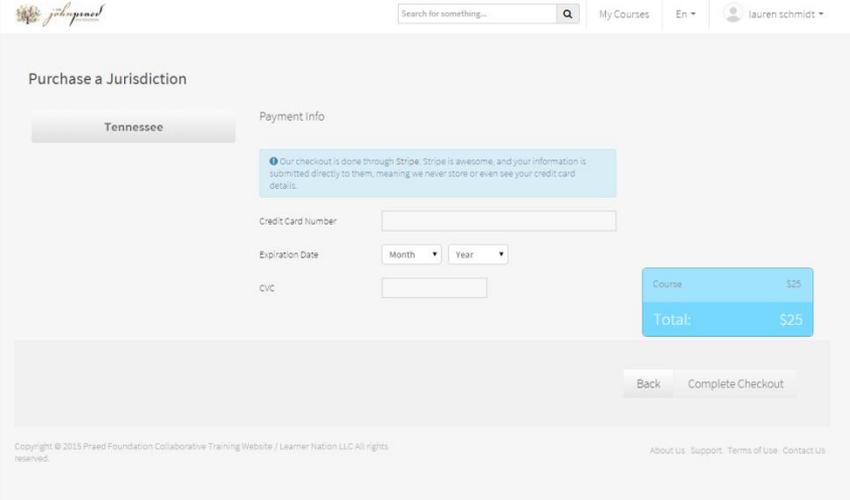
- The blue box will show you that the discount has been applied
- Click on “COMPLETE TRANSACTION”

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Entering your credit card information:

- Enter your credit card information
- Click “COMPLETE CHECKOUT”
- Please notice that we do not store your credit card information on our site for security purposes

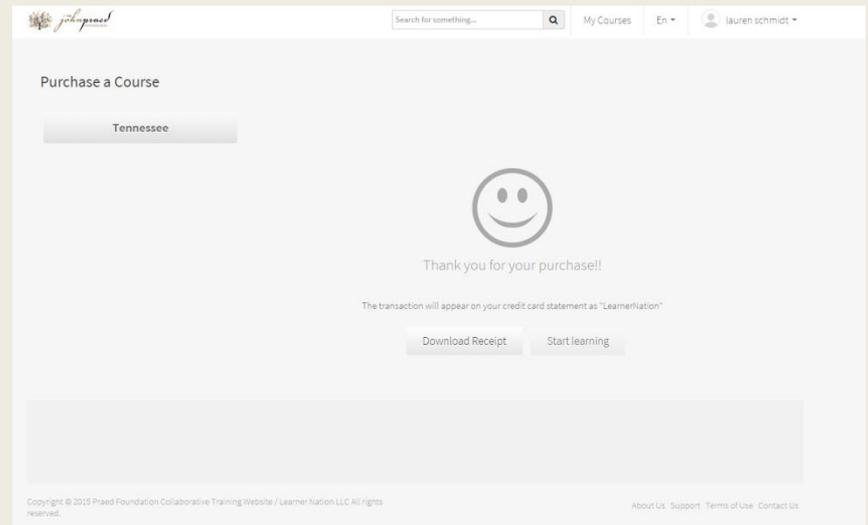


The screenshot shows a web interface for purchasing a jurisdiction in Tennessee. The page title is "Purchase a Jurisdiction" and the selected jurisdiction is "Tennessee". The "Payment Info" section includes a notification: "Our checkout is done through Stripe. Stripe is awesome, and your information is submitted directly to them, meaning we never store or even see your credit card details." Below this, there are input fields for "Credit Card Number", "Expiration Date" (with "Month" and "Year" dropdowns), and "CVC". A summary table shows "Course" for \$25 and a "Total" of \$25. At the bottom, there are "Back" and "Complete Checkout" buttons. The footer contains copyright information: "Copyright © 2015 Praxed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved." and links for "About Us", "Support", "Terms of Use", and "Contact Us".

After you have purchased your jurisdiction subscription:

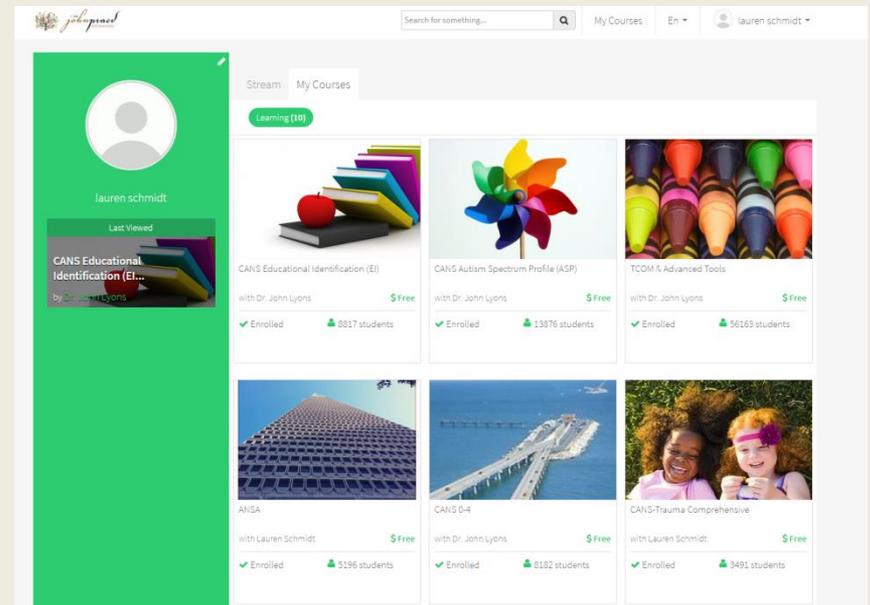


- After clicking “COMPLETE TRANSACTION”, you will be brought to this page
- You can download your receipt if you need
- Click “START LEARNING” to get started



Once you “START LEARNING” you will see:

- When you login for the next year, you will click on “MY COURSES” and be brought to this page
- You will click on the course you would like to train in
 - Please note the selection of courses varies depending on your jurisdiction



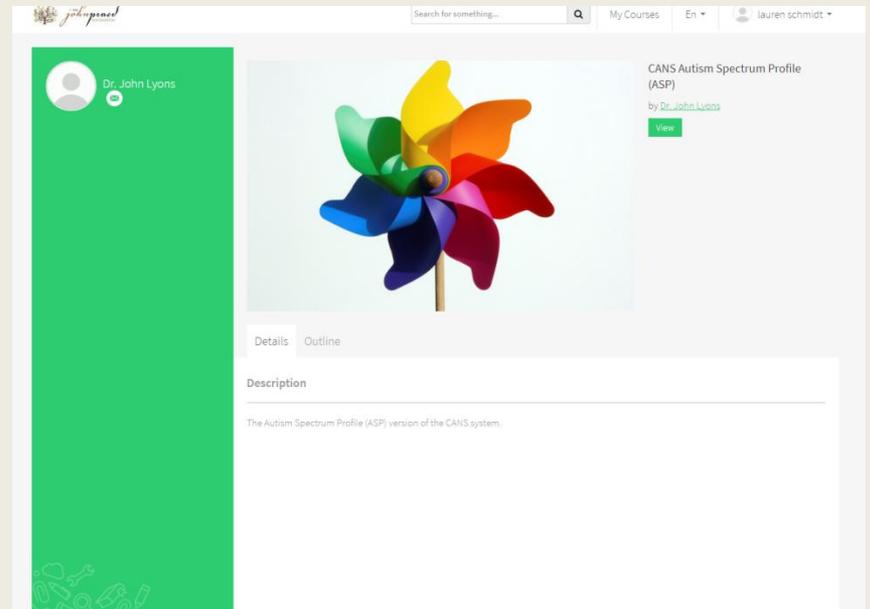
Training



**WHAT HAPPENS WHEN YOU SELECT A
COURSE TO TRAIN IN**

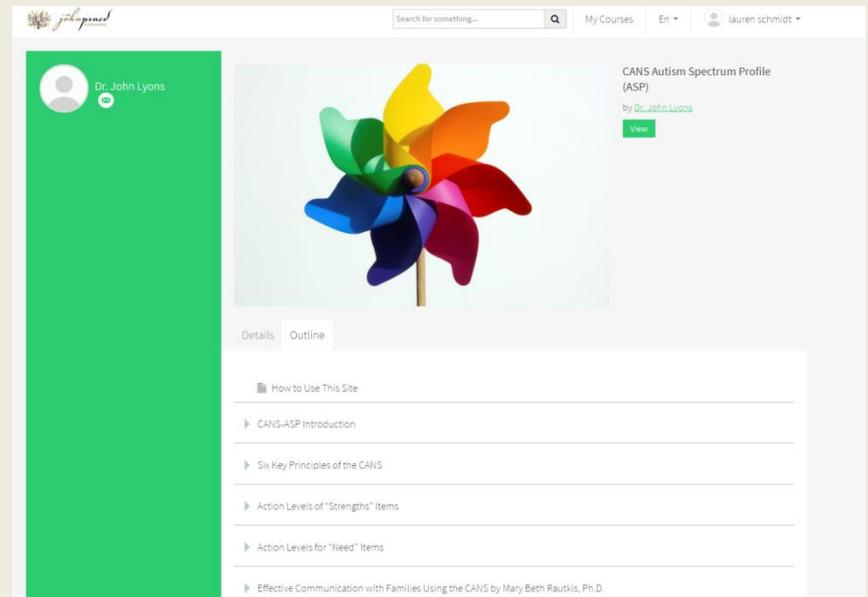
What you see when you click on a course:

- When you click on a course, you will be brought to this page
- Click on “OUTLINE” to see list of domains covered in training
- Click on “VIEW” to start training
- You may also click on the mail icon to email the instructor of the course



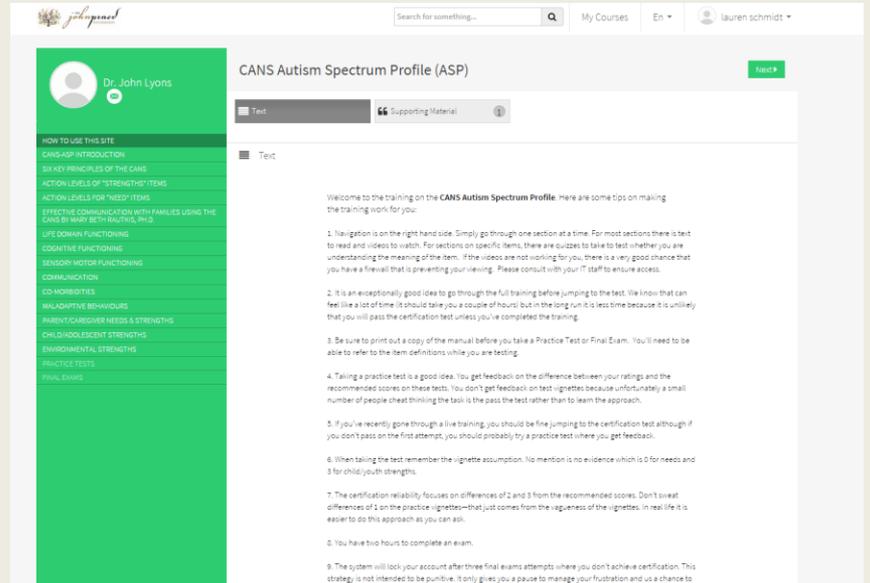
What you see when you click on “OUTLINE”:

- You can select any domain or item to skip ahead to that domain or item
 - Most people use this feature when their training was interrupted and they would like to pick up where they left off



When you click on “VIEW”:

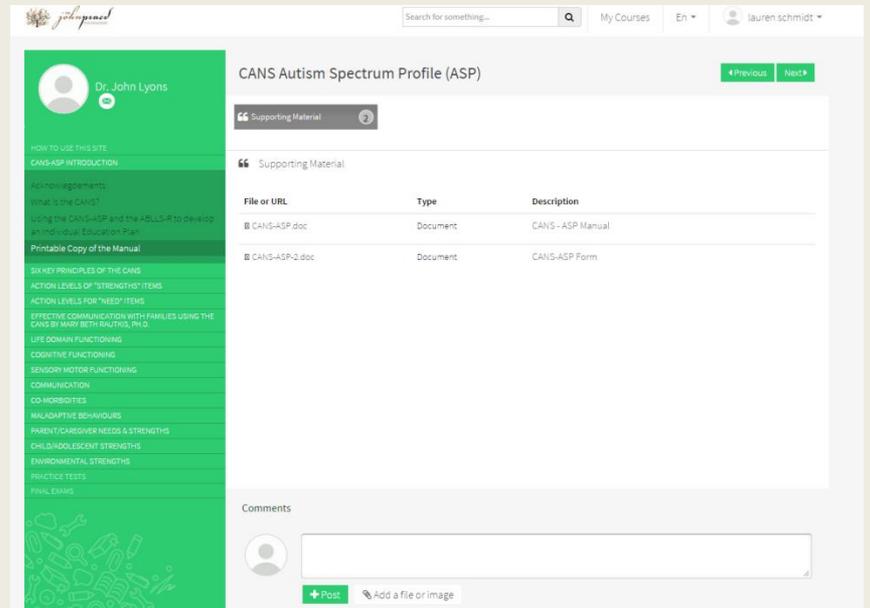
- Please take the time to read the: “How to Use This Site” page as it contains important information about training
- You can click “NEXT” to go through the training in order OR select the specific section in the menu on the left to skip ahead



The screenshot shows the user interface for the CANS Autism Spectrum Profile (ASP) training. At the top, there is a search bar and user information for "lauren schmidt". The main header displays "CANS Autism Spectrum Profile (ASP)" with a "Next" button. Below the header, there is a navigation menu on the left with a green background, listing various sections such as "HOW TO USE THIS SITE", "CANS-ASP INTRODUCTION", "SIX KEY PRINCIPLES OF THE CANS", "ACTION LEVELS OF 'STRENGTHS' ITEMS", "ACTION LEVELS FOR 'NEEDS' ITEMS", "EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH BENTON, Ph.D.", "LIFE DOMAIN FUNCTIONING", "COGNITIVE FUNCTIONING", "SENSORY MOTOR FUNCTIONING", "COMMUNICATION", "CD-MORBIDITIES", "MALADAPTIVE BEHAVIOURS", "PARENT/CAREGIVER NEEDS & STRENGTHS", "CHILD/ADOLESCENT STRENGTHS", "ENVIRONMENTAL STRENGTHS", "PRACTICE TESTS", and "FINAL EXAMS". The main content area on the right shows a "Text" section with a welcome message and a list of tips for making the most of the training. The tips include: 1. Navigation is on the right hand side. Simply go through one section at a time. For most sections there is text to read and videos to watch. For sections on specific items, there are quizzes to take to test whether you are understanding the meaning of the item. If the videos are not working for you, there is a very good chance that you have a firewall that is preventing your viewing. Please consult with your IT staff to ensure access. 2. It is an exceptionally good idea to go through the full training before jumping to the test. We know that can feel like a lot of time (it should take you a couple of hours) but in the long run it is less time because it is unlikely that you will pass the certification test unless you've completed the training. 3. Be sure to print out a copy of the manual before you take a Practice Test or Final Exam. You'll need to be able to refer to the item definitions while you are testing. 4. Taking a practice test is a good idea. You get feedback on the difference between your ratings and the recommended scores on these tests. You don't get feedback on test vignettes because unfortunately a small number of people cheat thinking the task is to pass the test rather than to learn the approach. 5. If you've recently gone through a live training, you should be fine jumping to the certification test although if you don't pass on the first attempt, you should probably try a practice test where you get feedback. 6. When taking the test remember the vignette assumption. No mention is no evidence which is 0 for needs and 3 for child/young strengths. 7. The certification reliability focuses on differences of 2 and 3 from the recommended scores. Don't sweat differences of 1 on the practice vignettes—that just comes from the vagueness of the vignettes. In real life it is easier to do this approach as you can see. 8. You have two hours to complete an exam. 9. The system will lock your account after three final exams attempts where you don't achieve certification. This strategy is not intended to be punitive. It only gives you a pause to manage your frustration and us a chance to

What happens when you click on “INTRODUCTION”:

- The introduction chapter in the menu on the left contains introductory materials such as:
 - Acknowledgements
 - Introduction to the CANS
 - Printable materials
- The screen on the right shows what you will see if you click on “printable materials”
 - Click on the document name to download the materials
 - Many people like to print out the materials to have a hard copy during the final exam



The screenshot shows a course page for 'CANS Autism Spectrum Profile (ASP)'. On the left is a green sidebar menu with a user profile for 'Dr. John Lyons'. The menu items include: 'HOW TO USE THIS SITE', 'CANS-ASP INTRODUCTION', 'ACKNOWLEDGEMENTS', 'WHAT IS THE CANS?', 'Using the CANS-ASP and the HDSLR to develop a Therapeutic Education Plan', 'Printable Copy of the Manual', 'SIX KEY PRINCIPLES OF THE CANS', 'ACTION LEVELS FOR "STRENGTHS" ITEMS', 'ACTION LEVELS FOR "NEEDS" ITEMS', 'EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BEHAVIOR IDENTIFICATION TOOL', 'LIFE DOMAIN FUNCTIONING', 'COGNITIVE FUNCTIONING', 'SENSORY MOTOR FUNCTIONING', 'COMMUNICATION', 'CO-MORBIDITIES', 'MALADAPTIVE BEHAVIOURS', 'PARENT/CAREGIVER NEEDS & STRENGTHS', 'CHILD/ADOLESCENT STRENGTHS', 'ENVIRONMENTAL STRENGTHS', 'PRACTICE TESTS', and 'FINAL EXAMS'. The main content area is titled 'CANS Autism Spectrum Profile (ASP)' and features a 'Supporting Material' section with a table of documents:

| File or URL | Type | Description |
|----------------|----------|-------------------|
| CANS-ASP.doc | Document | CANS - ASP Manual |
| CANS-ASP-2.doc | Document | CANS-ASP Form |

Below the table is a 'Comments' section with a text input field and a '+ Post' button. At the bottom right, there is a link to 'Add a file or image'.

What happens when you click on “SIX KEY PRINCIPLES”

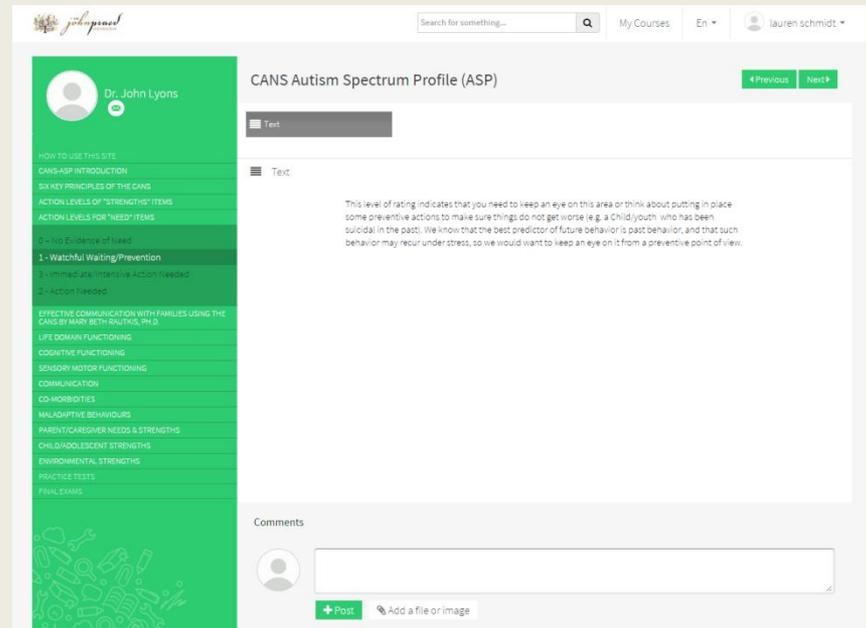


- This chapter provides details about the Six Key Principles
- Each Principle contains written principle and a video explaining the principle
- Please click on “VIDEO” to watch the video of Dr. John Lyons

The screenshot shows the CANS Autism Spectrum Profile (ASP) website. The page is titled "CANS Autism Spectrum Profile (ASP)" and features a navigation menu with "Text" and "Video" options. The main content area displays "Principle 1 of the CANS:" followed by a paragraph: "Items were selected because they are each relevant to service/treatment planning. An item exists because it might lead you down a different pathway in terms of planning actions." Below the content is a "Comments" section with a text input field and a "Post" button. The left sidebar contains a list of navigation links including "How to Use This Site", "CANS-ASP INTRODUCTION", "SIX KEY PRINCIPLES OF THE CANS", "Principle 1", "Principle 2", "Principle 3", "Principle 4", "Principle 5", "Principle 6", "Recap & Conclusion", "ACTION LEVELS OF 'STRENGTH' ITEMS", "ACTION LEVELS FOR 'NEED' ITEMS", "EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH WALTERS, PH.D.", "LIFE DOMAIN FUNCTIONING", "COGNITIVE FUNCTIONING", "SENSORY/MOTOR FUNCTIONING", "COMMUNICATION", "COMORBIDITIES", "MALADAPTIVE BEHAVIOURS", "PARENT/CAREGIVER NEEDS & STRENGTHS", "CHILD/ADOLESCENT STRENGTHS", "ENVIRONMENTAL STRENGTHS", "PRACTICE TESTS", and "Thank you!".

What happens when you click on “ACTION LEVELS”

- This chapter contains the general action level descriptions
- Please keep these descriptions, along with the item-specific descriptions (explored next) in mind when completing the final exam



The screenshot displays the Johns Hopkins University website interface. The top navigation bar includes the university logo, a search bar, and user information for 'lauren schmidt'. The main content area is titled 'CANS Autism Spectrum Profile (ASP)' and includes a 'Previous' and 'Next' button. A green sidebar on the left contains a navigation menu with the following items: 'HOW TO USE THIS SITE', 'CANS-ASP INTRODUCTION', 'SIX KEY PRINCIPLES OF THE CANS', 'ACTION LEVELS OF "STRENGTH" ITEMS', 'ACTION LEVELS FOR "NEED" ITEMS', '1 - To Do: Sense of Need', '1 - Watchful Waiting/Prevention', '2 - Moderate/Intensive Action/Needs', '2 - Action/Needs', 'EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH HUNTJIS, PH.D.', 'LIFE DOMAIN FUNCTIONING', 'COGNITIVE FUNCTIONING', 'SENSORY MOTOR FUNCTIONING', 'COMMUNICATION', 'CO-MORBIDITIES', 'MALADAPTIVE BEHAVIORS', 'PARENT/CAREGIVER NEEDS & STRENGTHS', 'CHILD/ADOLESCENT STRENGTHS', 'ENVIRONMENTAL STRENGTHS', 'PRACTICE TESTS', and 'FINAL EXAMS'. The main content area features a text box with the following text: 'This level of rating indicates that you need to keep an eye on this area or think about putting in place some preventive actions to make sure things do not get worse (e.g. a Child/youth who has been suicidal in the past). We know that the best predictor of future behavior is past behavior, and that such behavior may recur under stress, so we would want to keep an eye on it from a preventive point of view.' Below the text box is a comments section with a text input field, a 'Post' button, and an 'Add a file or image' option.

What each item looks like in training:

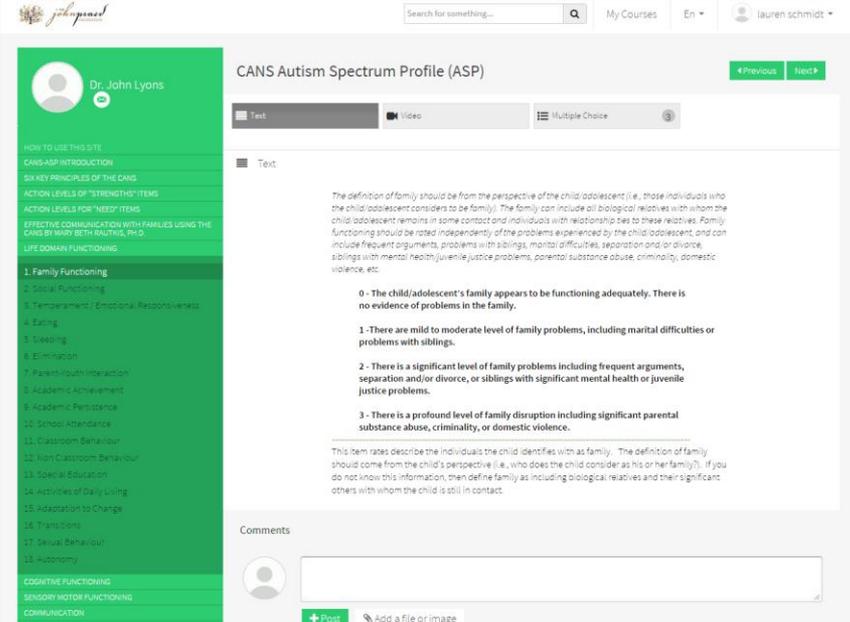


- This is what each item looks like
- Each item in training contains: Text, a video, and three multiple choice quizzes
- At the bottom of every page, you can post a comment if you have a question, suggestion, or compliment

The screenshot shows a web interface for the CANS Autism Spectrum Profile (ASP). The top navigation bar includes a search bar, "My Courses", "En", and a user profile for "lauren schmidt". The main content area is titled "CANS Autism Spectrum Profile (ASP)" and includes a "Text" tab and a "Multiple Choice" tab. The "Text" tab is active, displaying a paragraph of text about family definition and a list of three multiple choice options. The sidebar on the left contains a navigation menu with categories like "HOW TO USE THIS SITE", "CANS ASP INTRODUCTION", "SHARED PRINCIPLES OF THE CANS", "ACTION LEVELS OF 'STRENGTHS' ITEMS", "ACTION LEVELS FOR 'NEED' ITEMS", "EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH MAULNIS, Ph.D.", "LIFE DOMAIN FUNCTIONING", "1. Family Functioning", "2. Social Functioning", "3. Temperament, Emotional Responsiveness", "4. Eating", "5. Sleeping", "6. Elimination", "7. Parent-Youth Interaction", "8. Academic Achievement", "9. Academic Performance", "10. School Attendance", "11. Classroom Behaviour", "12. Non-Classroom Behaviour", "13. Special Education", "14. Activities of Daily Living", "15. Adaptation to Change", "16. Transitions", "17. Deviant Behaviour", "18. Autonomy", "COGNITIVE FUNCTIONING", "SENSORY MOTOR FUNCTIONING", "COMMUNICATION", and "COMORBIDITIES". The bottom of the page features a "Comments" section with a text input field, a "Post" button, and an "Add a file or image" option.

What is on the TEXT portion of the item:

- The TEXT portion of the item contains:
 - The action level definition
 - ✦ This will describe how to rate the item in detail
 - ✦ When rating items, please take the items specific action level definition along with the general action level definitions into account



The screenshot displays the CANS Autism Spectrum Profile (ASP) interface. On the left, a green sidebar lists various functional domains: Family Functioning, Social Functioning, Temperament, Emotional Responsiveness, Eating, Sleeping, Elimination, Parent-Youth Interaction, Academic Achievement, Academic Performance, School Attendance, Classroom Behaviour, Non-Classroom Behaviour, Special Education, Activities of Daily Living, Adaptation to Change, Transitions, Deviant Behaviour, and Autonomy. The main content area is titled 'CANS Autism Spectrum Profile (ASP)' and shows a 'Text' item selected. The text content includes a definition of family from the child's perspective and three action levels for rating family functioning. At the bottom, there is a 'Comments' section with a text input field and a '+ Post' button.

Search for something... My Courses En lauren schmidt

Dr. John Lyons

CANS Autism Spectrum Profile (ASP) [Previous](#) [Next](#)

Text

Text

The definition of family should be from the perspective of the child/adolescent (i.e., those individuals who the child/adolescent considers to be family). The family can include all biological relatives with whom the child/adolescent remains in some contact and individuals with relationship ties to these relatives. Family functioning should be rated independently of the problems experienced by the child/adolescent, and can include frequent arguments, problems with siblings, marital difficulties, separation and/or divorce, siblings with mental health/juvenile justice problems, parental substance abuse, criminality, domestic violence, etc.

0 - The child/adolescent's family appears to be functioning adequately. There is no evidence of problems in the family.

1 - There are mild to moderate level of family problems, including marital difficulties or problems with siblings.

2 - There is a significant level of family problems including frequent arguments, separation and/or divorce, or siblings with significant mental health or juvenile justice problems.

3 - There is a profound level of family disruption including significant parental substance abuse, criminality, or domestic violence.

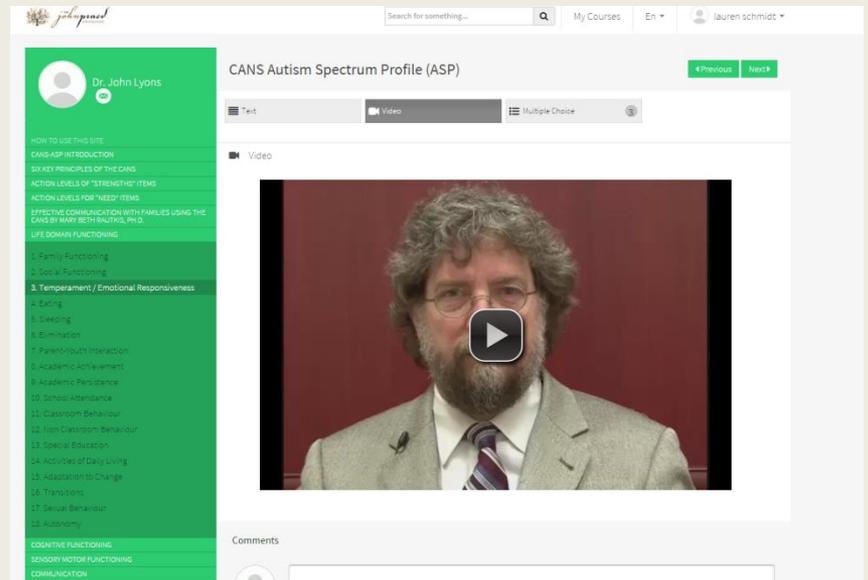
This item rates describe the individuals the child identifies with as family. The definition of family should come from the child's perspective (i.e., who does the child consider as his or her family?). If you do not know this information, then define the family as including biological relatives and their significant others with whom the child is still in contact.

Comments

+ Post Add a file or image

What is on the VIDEO portion of the item:

- Click on the play arrow to watch the video of Dr. John Lyons explaining the item



The screenshot shows a video player interface for a course titled "CANS Autism Spectrum Profile (ASP)". The video is titled "Video" and features a play button. The video content shows Dr. John Lyons, a man with a beard and glasses, wearing a suit and tie, speaking. The interface includes a search bar, a user profile (lauren schmidt), and a list of course topics on the left. The topics listed are:

- HOW TO USE THIS SITE
- CANS-ASP INTRODUCTION
- SIX KEY PRINCIPLES OF THE CANS
- ACTION LEVELS OF "STRENGTH" ITEMS
- ACTION LEVELS FOR "NEED" ITEMS
- EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS (BY MARK BERTH BAUTISTA, PH.D.)
- LIFE DOMAIN FUNCTIONING:
 1. Family Functioning
 2. Social Functioning
 3. Temperament/Emotional Responsiveness
 4. Eating
 5. Sleeping
 6. Elimination
 7. Parent-Youth Interaction
 8. Academic Achievement
 9. Academic Persistence
 10. School Attendance
 11. Classroom Behaviour
 12. Non-Classroom Behaviour
 13. Special Education
 14. Activities of Daily Living
 15. Adaptation to Change
 16. Transitions
 17. Sexual Behaviour
 18. Autonomy
- COGNITIVE FUNCTIONING
- SENSORY MOTOR FUNCTIONING
- COMMUNICATION

What is on the MULTIPLE CHOICE portion of the item:



- There are three quizzes for each item
- This will test your knowledge for the individual item to see if you are ready to move onto the next item

The screenshot displays a user interface for a quiz titled "CANS Autism Spectrum Profile (ASP)". The user is identified as "Dr. John Lyons". The interface includes a search bar, navigation links for "My Courses" and "En", and a user profile for "lauren schmidt". The quiz content is presented in a "Multiple Choice" format. The question text reads: "4-year-old Kingston has some problems being calmed when he gets upset. Occasionally, he will have crying episodes that seem to last longer than the average child his age". Below the question, there are four radio button options labeled 0, 1, 2, and 3. Option 1 is selected, indicated by a green checkmark. An "Explanation" box below the options states: "The recommended rating is 1". At the bottom of the interface, there is a "Comments" section with a text input field, a "Post" button, and an "Add a file or image" option.

What you see when you click on PRACTICE TEST:



- Once you have gone through all of the training, you can test your knowledge by doing a few practice tests
- This page will display the most recent score you received on each test
- Click on the test you'd like to take to begin

Search for something... My Courses En lauren schmidt

CANS Autism Spectrum Profile (ASP)

When you are ready, click on one of the buttons in the table below

| Name | Start | Results |
|-----------------------|-------------------------------------|--------------------------|
| Practice Test: Abena | Start Practice Test | No results for this test |
| Practice Test: A'jun | Start Practice Test | No results for this test |
| Practice Test: Emilio | Start Practice Test | No results for this test |
| Practice Test: Sam | Start Practice Test | No results for this test |
| Practice Test: Sasha | Start Practice Test | No results for this test |

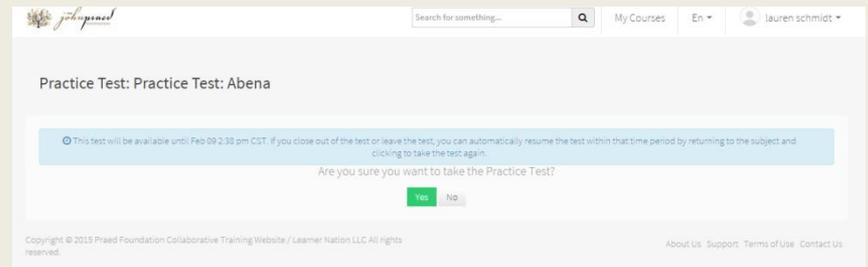
Comments

[Post](#) [Add a file or image](#)

What happens once you click on a practice test:



- You have 2 hours of continuous testing time to complete the test
 - You will be given a warning of when you must complete the test by, if you are ready, you may click YES to confirm



What you will see when you confirm that you are taking a test:

- Please note on this page:
 - At the top: timer and section completion
 - On the left: vignette assumption and vignette (read BOTH carefully)
 - On the right: Action level definitions and items to rate
 - ✦ Please ensure each item is rated before clicking “NEXT” to move onto the next section of the test

Practice Test: Practice Test: Abena 01:59:55 (Hide) Section #1 of 9

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means 'no evidence'. This is the standard quality evidence if it isn't documented it does not exist assumption. What that means, then if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'. So, no mention of an suicidality would result in a rating of '3' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests.

Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child Youth Strength and then you look for evidence to adjust your scores accordingly/using the action levels. Caregiver ratings use the listed action levels for the vignettes.

Ordinarily certain items would have an N/A option (for example Job Functioning for an underage child, or Foster Caregiver for a child not in foster care). For the purposes of this test please rate such items as '0' for needs and '3' for strengths.

Good luck!

Practice Test Vignette:

"Abena"

Abena is a 5 year old girl diagnosed with severe autism. She lives in a two-bedroom apartment with her mom, dad, and 3 siblings. Her family moved from Ghana 10 years ago, and English is their second language. Two of Abena's uncles also reside in Canada. Abena's uncles visit the family on a regular basis.

Abena's father has a job at the local post office, and her mother is currently unemployed. The family has one working vehicle. Abena's family is having a difficult time accessing supports and services in their geographic region. Although they are interested in learning practical strategies to help their daughter and have attended several parent workshops and support groups, language, childcare and finances are barriers that often interfere with their ability to access these services. The family reports significant frustration about these challenges.

Abena is non-verbal, and communicates her wants and needs by grabbing, touching and/or pulling an adult towards the item she desires. Her IQ was assessed as 30. Abena currently attends a communication integration program on Tuesdays and Thursdays at her local primary school, where the focus of the program is teaching communication skills to children with developmental disabilities. The program uses the core principles of Applied Behavioural Analysis (ABA). Although she tries hard in school activities her teachers report that she is behind in her expected learning progress.

Child/Adolescent Domains Needs

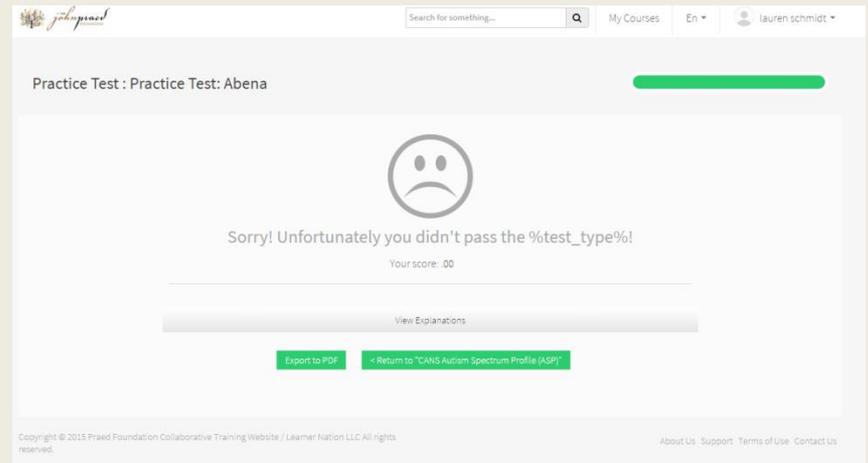
0. No evidence of problem - No need for action
1. History - Watchful waiting & prevention
2. Moderate need - action required
3. Severe problem/need - immediate/intensive action required

| | 0 | 1 | 2 | 3 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Family Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Social Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Temperament/Emotional Responsiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Eating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Sleeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Elimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Parent/Child/Adolescent Interaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Academic Achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Academic Persistence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. School Attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Classroom Behaviour | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What you see once you have completed a practice test:



- You have a few options on this page:
 - You can export the test to PDF
 - You can click on “VIEW EXPLANATIONS” to see the recommended scores versus what your scored for feedback (recommended)
 - You can return to the training course



If you click on VIEW EXPLANATIONS:



- You can click “SHOW” to see the specific ratings
- Ratings off by:
 - 1 mark appear in blue
 - 2 or 3 marks appear in red
 - ✦ These are the ones that will affect your reliability
 - Correct ratings appear in green

Abena has difficulty with change, and frequently displays aggressive behaviours (e.g., kicking, screaming, hitting) when she is required to switch from a preferred activity (e.g., recess) to a less preferred activity (e.g., sitting to eat lunch). This is a frequent issue for Abena and a huge concern at school, as Abena's tantrum behaviours impede her learning and disrupt her classmates. She is often defiant of adults.

Abena requires full assistance to dress herself and eat with a spoon. She generally remains dry on a toileting schedule that takes her to a washroom, assisted, every 2 hours.

| Action Item | Corresponding Section | Status | Explanation | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|-----------------------|-----------------------|----------------------------------|---|---|--------------------|-----------------------|-----------------------|-----------------------|----------------------------------|---|--|--|---|---|---|---|--------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| Family Functioning | Child/Adolescent Domains Needs | Correct | Q Show | | | | | | | | | | | | | | | | | | | | |
| Social Functioning | Child/Adolescent Domains Needs | Missed 3 points | Q Show | | | | | | | | | | | | | | | | | | | | |
| Correct Answer: | | Your Answer: | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"><thead><tr><th></th><th>0</th><th>1</th><th>2</th><th>3</th></tr></thead><tbody><tr><td>Social Functioning</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></tbody></table> | | | 0 | 1 | 2 | 3 | Social Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <table border="1"><thead><tr><th></th><th>0</th><th>1</th><th>2</th><th>3</th></tr></thead><tbody><tr><td>Social Functioning</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></tbody></table> | | | 0 | 1 | 2 | 3 | Social Functioning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 0 | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | |
| Social Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | | | | | | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | |
| Social Functioning | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | |
| Temperament/Emotional Responsiveness | Child/Adolescent Domains Needs | Missed 3 points | Q Show | | | | | | | | | | | | | | | | | | | | |
| Eating | Child/Adolescent Domains Needs | Correct | Q Show | | | | | | | | | | | | | | | | | | | | |
| Sleeping | Child/Adolescent Domains Needs | Correct | Q Show | | | | | | | | | | | | | | | | | | | | |
| Elimination | Child/Adolescent Domains Needs | Correct | Q Show | | | | | | | | | | | | | | | | | | | | |
| Parent Child/Adolescent Interaction | Child/Adolescent Domains Needs | Missed 3 points | Q Show | | | | | | | | | | | | | | | | | | | | |

When you click on “FINAL EXAM”



- When you are ready to become certified, please click on “FINAL EXAM” on the menu on the left hand side
- Things to know:
 - This page will show you the last 5 test (practice and final) that you have taken so you can judge if you are ready to proceed

The screenshot displays the CANS Autism Spectrum Profile (ASP) interface. At the top, there is a search bar and user navigation options. The main content area features a green sidebar with a menu of topics, including 'FINAL EXAM' at the bottom. The main panel shows a 'Start Final Exam' button and a table of test results.

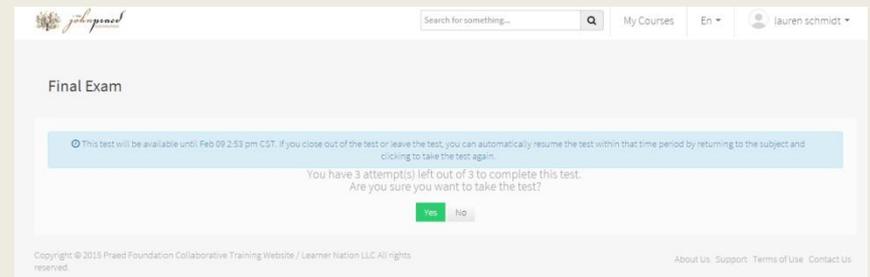
| Date | Score | Time |
|----------|-------|----------|
| 02/09/15 | 00 | 00:06:00 |

Below the table, there is a 'Comments' section with a text input field and a '+ Post' button.

What you will see once you click START FINAL EXAM:



- This is the confirmation page (like the practice tests) for the final exam
- Each jurisdiction gives you a certain number of attempts to pass, this page will let you know how many attempts you have left
- If you are unsuccessful on all of your attempts, you will get a notification of what your next steps are
 - For most jurisdictions, it is to wait 24 hours for feedback from the site and then you may try again



What you will see when you take a final exam:

- The final exam page is the same as the practice test page
- Here is a refresher of what you will see

The screenshot shows a web-based practice test interface. At the top, there is a search bar and user information for 'lauren schmidt'. The main header displays 'Practice Test: Practice Test: Abena' with a timer at '01:59:55' and 'Section #1 of 9'. A 'Next Section' button is visible on the right.

Vignette Assumption

When completing the vignettes, there is a vignette assumption. That is, when reading assume that a full assessment has been done and no mention means no evidence. This is the standard quality evidence if it isn't documented it does not exist assumption. What that means, then if there is no mention of a need, the rating should be a '0'. If there is no mention of a strength, then the rating should be a '3'. So, no mention of an suicidality would result in a rating of '3' on Suicide Risk. No mention of any talents or interests would result in a rating of '3' on Talents/Interests.

Another way to think about it is that you start the assessment with all 0 ratings on the Needs and all 3 ratings on the Child Youth Strength and then you look for evidence to adjust your scores accordingly/using the action levels. Caregiver ratings use the listed action levels for the vignettes.

Ordinarily certain items would have an N/A option (for example Job Functioning for an underage child, or Foster Caregiver for a child not in foster care). For the purposes of this test please rate such items as '0' for needs and '3' for strengths.

Good luck!

Practice Test Vignette:

"Abena"

Abena is a 5 year old girl diagnosed with severe autism. She lives in a two-bedroom apartment with her mom, dad, and 3 siblings. Her family moved from Ghana 10 years ago, and English is their second language. Two of Abena's uncles also reside in Canada. Abena's uncles visit the family on a regular basis.

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Child/Adolescent Domains Needs

0. No evidence of problem - No need for action
1. History - Watchful waiting & prevention
2. Moderate need - action required
3. Severe problem/need - immediate/intensive action required

| | 0 | 1 | 2 | 3 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Family Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Social Functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Temperament/Emotional Responsiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Eating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Sleeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Elimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Parent/Child/Adolescent Interaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Academic Achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Academic Persistence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. School Attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Classroom Behaviour | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

You have passed! You are now certified:

- When you obtain sufficient reliability to obtain certification, this is what you will see
- You can print your certificate by clicking “**DOWNLOAD CERTIFICATE**”

Final Exam



You've passed the test! Time to Celebrate!

Download Certificate

< Back to test history

Tips for taking the exam:



- It is a good idea to print off the manual before taking the exam so that you can follow along during the exam
- If you find it difficult to read the text of the test, please copy and paste it into a word file and adjust the font to best suit you. You can then print the word file so that you can highlight and circle important information on the vignette while taking the exam

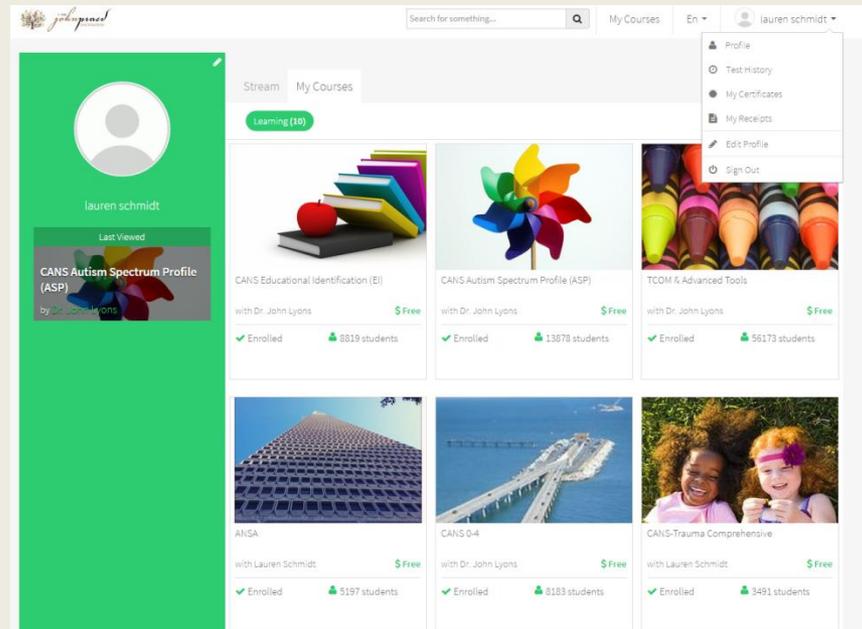
Other Features of the Site



**WHAT OTHER THINGS CAN YOU DO ON THE
SITE?**

What happens when you click on your name:

- Click on your name in the top right hand corner and you can:
 - View your test history
 - Edit your profile
 - View your certificates
 - View your receipts
 - Sign out



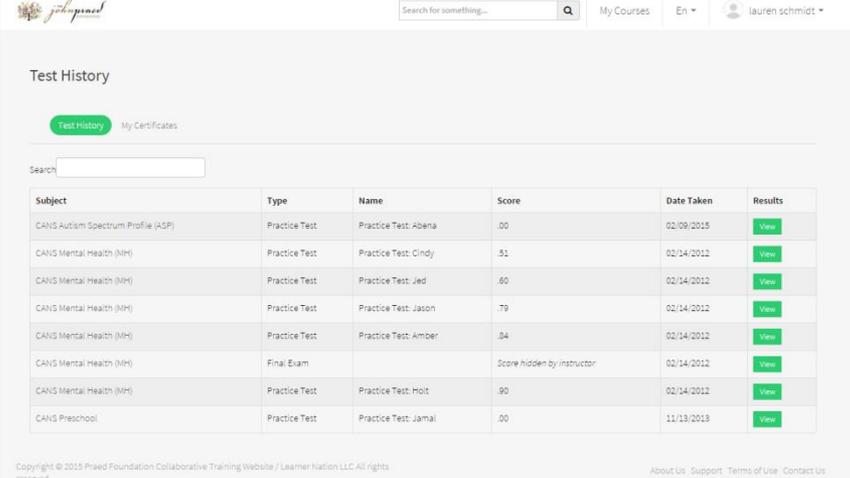
The screenshot shows a user profile page for 'lauren schmidt'. The profile card on the left includes a placeholder for a profile picture, the name 'lauren schmidt', and a 'Last Viewed' section showing 'CANS Autism Spectrum Profile (ASP)' by Dr. John Lyons. The main content area displays a grid of courses under the 'My Courses' tab. The courses listed are:

- CANS Educational Identification (EI)**: with Dr. John Lyons, \$ Free, Enrolled, 8819 students.
- CANS Autism Spectrum Profile (ASP)**: with Dr. John Lyons, \$ Free, Enrolled, 13878 students.
- TCOM & Advanced Tools**: with Dr. John Lyons, \$ Free, Enrolled, 56173 students.
- ANSA**: with Lauren Schmidt, \$ Free, Enrolled, 5197 students.
- CANS 0-4**: with Dr. John Lyons, \$ Free, Enrolled, 8183 students.
- CANS-Trauma Comprehensive**: with Lauren Schmidt, \$ Free, Enrolled, 3491 students.

The top navigation bar includes a search bar, 'My Courses', and the user's name 'lauren schmidt'. A dropdown menu is open, showing options: Profile, Test History, My Certificates, My Receipts, Edit Profile, and Sign Out.

What happens when you click on TEST HISTORY:

- View all your test scores (practice and final)
- You can also print off your certificate by clicking MY CERTIFICATES



The screenshot displays the 'Test History' page of a learning management system. At the top, there is a search bar and navigation links for 'My Courses', 'En', and a user profile for 'lauren schmidt'. Below the search bar, there are two tabs: 'Test History' (selected) and 'My Certificates'. A search input field is located below the tabs. The main content is a table with the following columns: Subject, Type, Name, Score, Date Taken, and Results. Each row represents a test attempt, and a 'View' button is provided for each result.

| Subject | Type | Name | Score | Date Taken | Results |
|------------------------------------|---------------|----------------------|----------------------------|------------|----------------------|
| CAHS Autism Spectrum Profile (ASP) | Practice Test | Practice Test: Abena | .00 | 02/09/2015 | View |
| CAHS Mental Health (MH) | Practice Test | Practice Test: Cindy | .51 | 02/14/2012 | View |
| CAHS Mental Health (MH) | Practice Test | Practice Test: Jed | .60 | 02/14/2012 | View |
| CAHS Mental Health (MH) | Practice Test | Practice Test: Jason | .79 | 02/14/2012 | View |
| CAHS Mental Health (MH) | Practice Test | Practice Test: Amber | .04 | 02/14/2012 | View |
| CAHS Mental Health (MH) | Final Exam | | Score hidden by instructor | 02/14/2012 | View |
| CAHS Mental Health (MH) | Practice Test | Practice Test: Holt | .90 | 02/14/2012 | View |
| CAHS Preschool | Practice Test | Practice Test: Jamal | .00 | 11/13/2013 | View |

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What happens when you click on MY CERTIFICATES:



- Clicking on MY CERTIFICATES jumps ahead to the My Certificates page in your test history

Search for something... My Courses En lauren schmidt

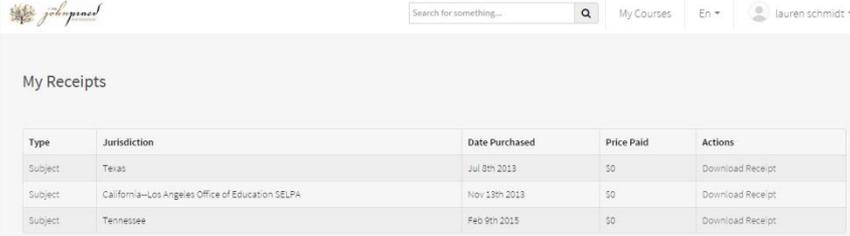
My Certificates

Test History **My Certificates**

| Subject | Date Taken | Actions |
|--------------------------|------------|--------------------------|
| CANS Mental Health (IHM) | 02/14/2012 | Download |

What happens when you click on MY RECEIPTS

- You will see a list of receipts for the jurisdictions you have purchased subscriptions to



The screenshot shows a user interface for a platform. At the top, there is a search bar with the placeholder text "Search for something...", a "My Courses" link, and a user profile icon labeled "lauren.schmidt". Below this is a section titled "My Receipts" containing a table with the following data:

| Type | Jurisdiction | Date Purchased | Price Paid | Actions |
|---------|---|----------------|------------|------------------|
| Subject | Texas | Jul 8th 2013 | \$0 | Download Receipt |
| Subject | California--Los Angeles Office of Education SELPA | Nov 19th 2013 | \$0 | Download Receipt |
| Subject | Tennessee | Feb 9th 2015 | \$0 | Download Receipt |

What happens when you click on EDIT PROFILE:



- This is where you will:
 - Update email information (if your email changes)
 - Change your jurisdiction if you change jurisdictions
 - Add a photo of yourself if you would like

John Paul

Search for something... Q My Courses En lauren.schmidt

Edit Profile

| User Information | Address Information |
|--|---|
| First Name <input type="text" value="lauren"/> | Address <input type="text" value="1202-25 woodridge crescent"/> |
| Last Name <input type="text" value="schmidt"/> | Address Second <input type="text"/> |
| Email <input type="text" value="lschm049@uottawa.ca"/> | City <input type="text" value="Nepean"/> |
| Headline <input type="text"/> | State <input type="text" value="on"/> |
| Short Bio <input type="text"/> | Zip <input type="text"/> |
| Facebook URL <input type="text"/> | Country <input type="text" value="Canada"/> |
| Twitter URL <input type="text"/> | Phone <input type="text" value="613-293-6601"/> |
| Website URL <input type="text"/> | |
| Company Name <input type="text"/> | |
| Job Title <input type="text"/> | |
| Jurisdiction <input type="text" value="Tennessee"/> | |
| Agency <input type="text" value="Life Care Centers"/> | |
| Upload a profile image <input type="button" value="Browse"/> | |

FAQ



WHAT QUESTIONS DO WE GET OFTEN?

Q&A



- What is passing reliability on an exam?
 - Regular user: .70
 - Trainer: .80
- I have reset my password multiple times and it does not work, help!
 - You will need to contact your IT department and ask them to “Clear my cache” and then reset your password again.

Closing Notes



**IF YOU HAVE ANY QUESTIONS, PLEASE
CONTACT: SUPPORT@CANSTRAINING.COM**