

How to Navigate the CANS Training Website



THE PRAED FOUNDATION
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Special Note



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

If you are experiencing any difficulties:



- Add the following addresses to your whitelist:
 - .CANSTraining.com
 - .TCOMTraining.com
 - .LearnerNation.com
 - [*@learnernation.com](#)
 - [*@mailjet.com](#)
 - [*@impactly.com](#)
 - IP Mask: 178.33.221*
- Ensure you are using one of the following:
 - FireFox
 - Google Chrome
 - Safari
 - Internet Explorer version 11 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.TCOMTRAINING.COM?**

What Will You See at: www.TCOMTraining.com



Praed Foundation Collaborative Training Website



Please Login

Remember Me

[Forgot Password?](#)

Login

Create a New Account

Register

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

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If you do not have an account:



- Click “REGISTER”
- Enter the following:
 - Create a username
 - ✦ Must be a unique identifier
 - ✦ Can be letters or numbers
 - No special characters
 - Enter your first and last name
 - Enter your email address
 - Create a password
 - ✦ There are no specific password requirements
 - Repeat the password you created
 - Click “NEXT”

Praed Foundation Collaborative Training Website

[Go Back to Login Page](#)

Create a new account:

Username

First Name

Last Name

Email

Password

Repeat Password

[Next](#)

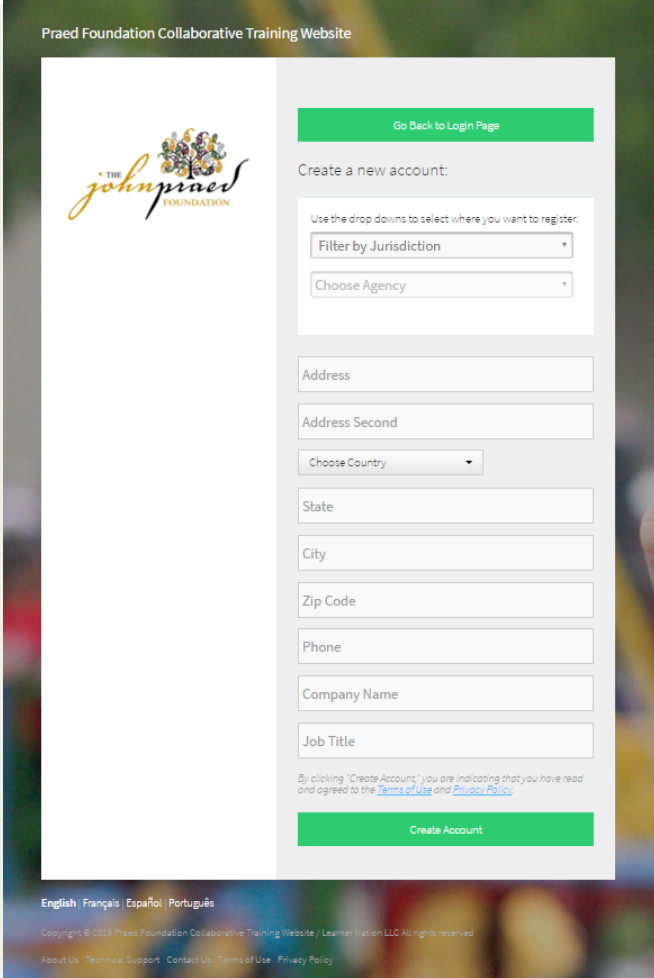
English | Français | Español | Português

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If you do not have an account:

- Enter the following:
 - Select your jurisdiction from the dropdown
 - ✦ Generally your state or province
 - Sometimes your agency name (very rare)
 - Select your agency from the dropdown
 - Enter your full address
 - Enter your phone number
 - Job title is optional
 - Click “CREATE ACCOUNT”

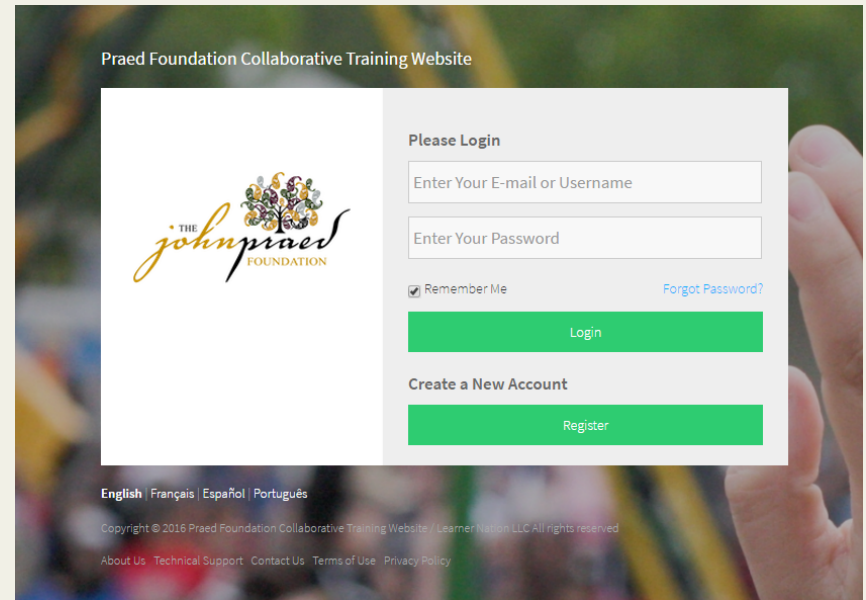


The screenshot shows the registration page for the Praed Foundation Collaborative Training Website. The page features the organization's logo on the left and a registration form on the right. The form includes a 'Go Back to Login Page' button, a 'Create a new account:' section with two dropdown menus for 'Filter by Jurisdiction' and 'Choose Agency', and several text input fields for 'Address', 'Address Second', 'Choose Country', 'State', 'City', 'Zip Code', 'Phone', 'Company Name', and 'Job Title'. A 'Create Account' button is at the bottom of the form. At the very bottom of the page, there are links for 'English | Français | Español | Português', copyright information, and a footer with links for 'About Us', 'Technical Support', 'Contact Us', 'Terms of Use', and 'Privacy Policy'.

If you already have an account:

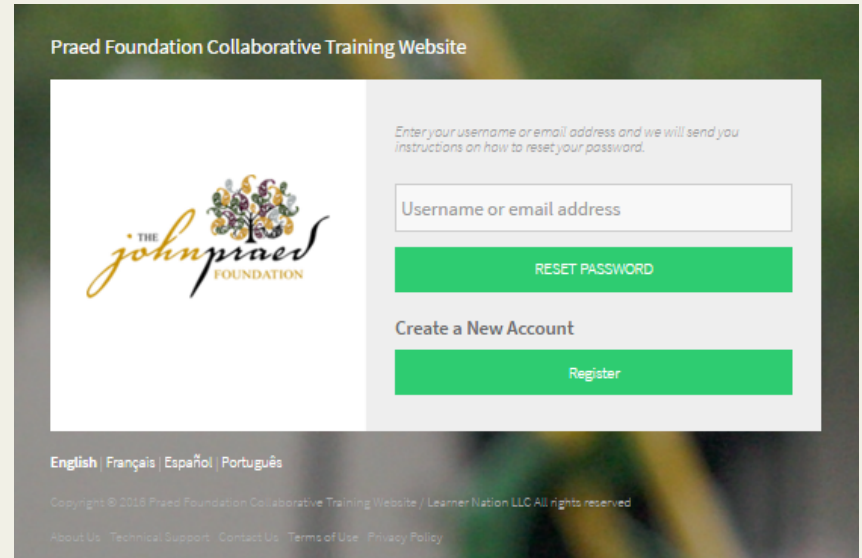


- Enter either the E-mail you used to register OR the Username you created during registration
- Enter the password you created during registration
- Click “LOGIN”



If you forget the password you created:

- Click on “FORGOT PASSWORD”
 - Enter the email address OR username that you used to create your account
 - An email will be sent to you from “The Praed Foundation Collaborative Training Website” containing a link that will allow you to reset your password
 - Please click on the link in the email within an hour of receiving it
 - ✦ The link expires after an hour and you will need to repeat the process again if you do not click on it and reset your password within an hour



The screenshot shows the 'Praed Foundation Collaborative Training Website' interface. On the left is the logo for 'THE john praed FOUNDATION'. On the right, there is a form with the following elements:

- Text: "Enter your username or email address and we will send you instructions on how to reset your password."
- Input field: "Username or email address"
- Green button: "RESET PASSWORD"
- Text: "Create a New Account"
- Green button: "Register"

At the bottom of the page, there are links for "English | Français | Español | Português", "Copyright © 2018 Praed Foundation Collaborative Training Website / Learner Nation LLC All rights reserved", and "About Us | Technical Support | Contact Us | Terms of Use | Privacy Policy".

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
 - ✦ *@impactly.com
 - ✦ IP Mask: 178.33.221.*
 - ✦ Please ensure you can receive emails from Europe as our servers are based in France
 - ✦ Please check junk and spam folders

Profile Page

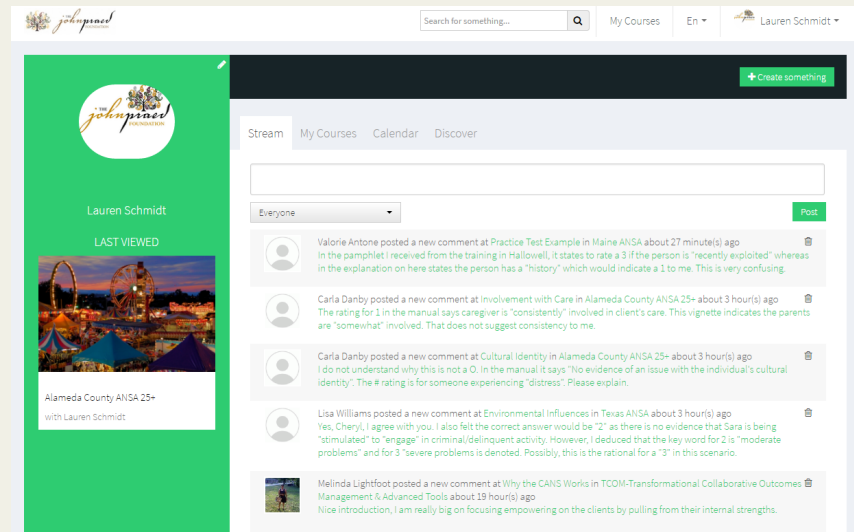


WHAT YOU WILL SEE WHEN YOU LOGIN

What you see when you login:

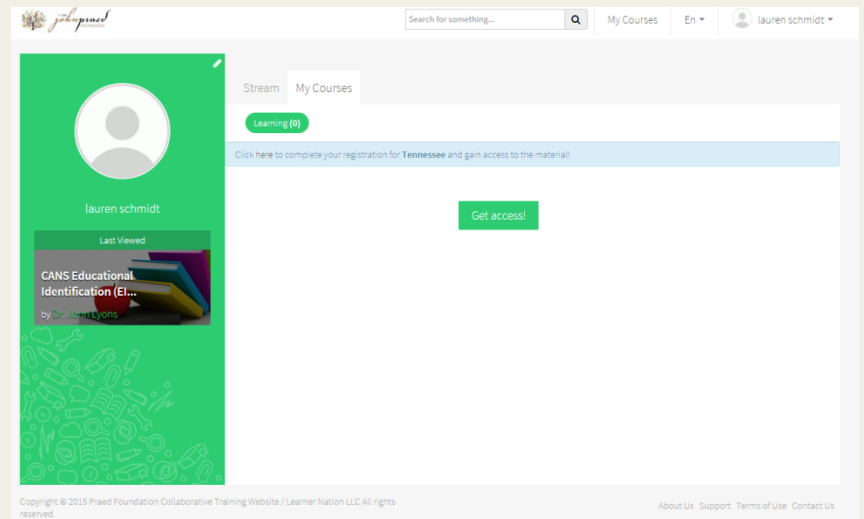


- “Stream” will display the following:
 - Any messages from the site
 - Any certifications that need to be renewed
 - If anyone has replied to a comment you posted on the site
 - If anyone has posted a comment on the same page as that you posted a comment on
- Click on “MY COURSES” to view the courses you have access to under your jurisdiction
- Click “CALENDAR” to view any upcoming live streaming trainings
- Click “DISCOVER” to view useful resources such as articles, our blog, conference information, etc.



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
 - Note: some jurisdictions are ‘open’ and do not require payment or a coupon code.
 - ✦ These jurisdictions will send you straight to your list of courses when you click on “my courses”



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



- The price for a one-year subscription to your jurisdiction appears in the blue box
 - This price includes ALL of the courses on your jurisdiction
- 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 price information:

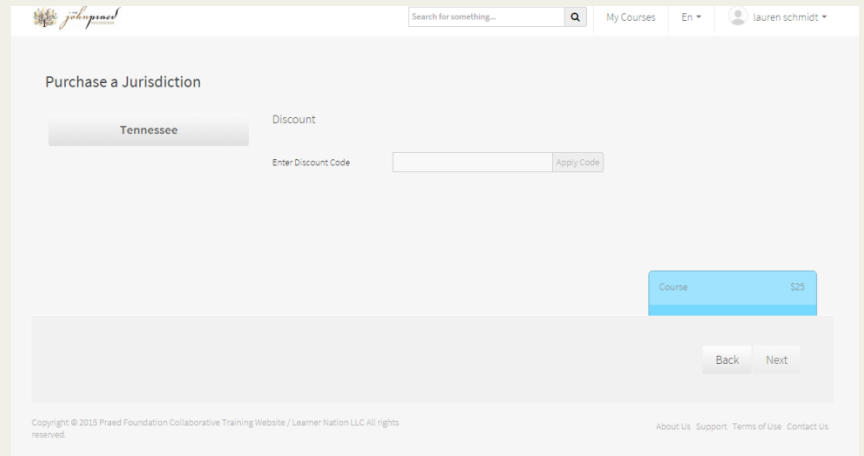
- Course: \$25
- Total: \$25

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 link to "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 blank spaces added to the end of the code when copying and pasting it
- Click “APPLY CODE”
 - Very important step-if you do not click this, it will bring you to the credit card page
 - Button looks “grayed out”, but if you click on it, it works.
- 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 and user information. The main section is titled "Purchase a Jurisdiction" and features a "Tennessee" button. Below this, there is a "Discount" section with an "Enter Discount Code" input field and an "Apply Code" button. To the right, there is a "Course \$25" button. At the bottom of the page, there are "Back" and "Next" buttons. The footer contains copyright information 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”

A screenshot of a web application interface. At the top, there is a search bar with the text "Search for something...", a user profile icon for "lauren schmidt", and navigation links for "My Courses" and "En". The main content area is titled "Purchase a Jurisdiction" and features a "Tennessee" button. Below this, there is a "Discount" section with an "Enter Discount Code" field containing "TE1371045408F4865" and an "Apply Code" button. A blue box on the right side of the page displays the following information: "Course: 525" and "Discount: 'TE1371045...' -525". At the bottom of the page, there are "Back" and "Complete Transaction" 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".

Entering your credit card information:

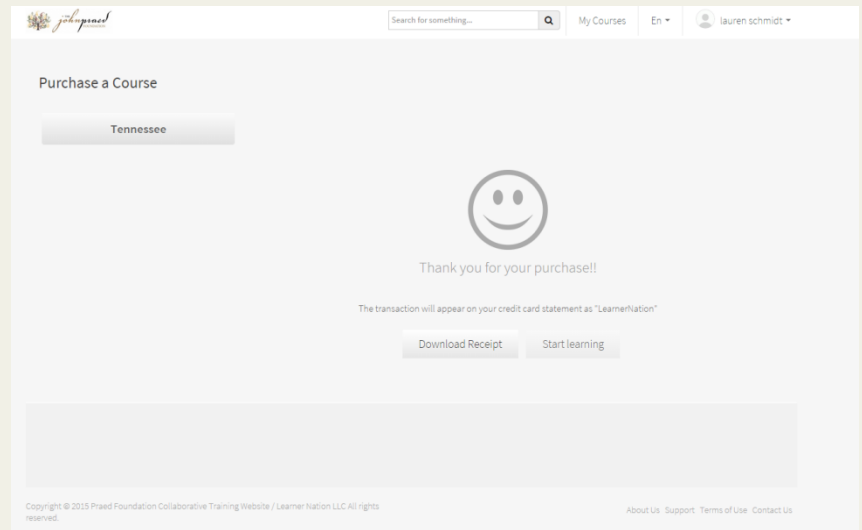
- If you do not have a coupon code from your agency:
 - Enter your credit card information
 - Click “COMPLETE CHECKOUT”
 - Please notice that we do not store your credit card information on our site for security purposes

The screenshot displays the checkout process 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" dropdown menus), and "CVC". A summary table on the right shows "Course" for \$25 and "Total" for \$25. At the bottom, there are "Back" and "Complete Checkout" buttons. The footer contains copyright information: "Copyright © 2015 Præd 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:

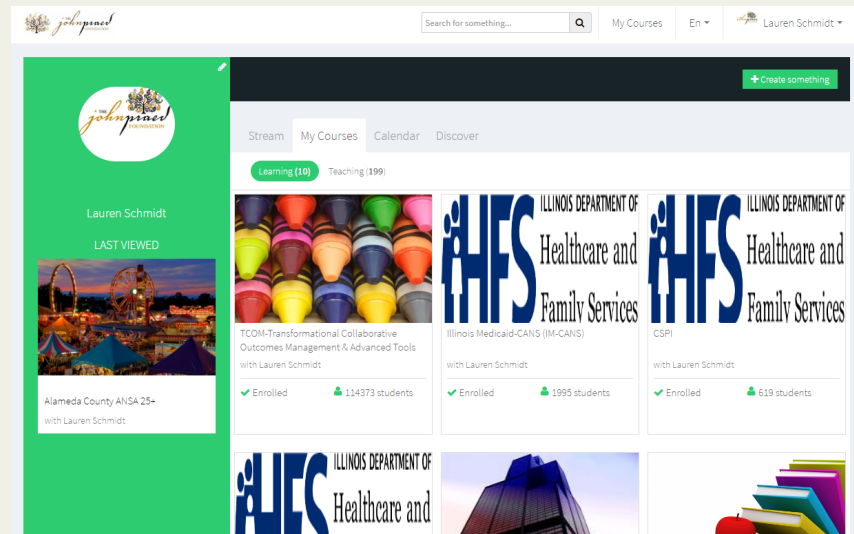


- After clicking “COMPLETE TRANSACTION”, you will be brought to this page
- You can download your receipt if you need
- Click “START LEARNING” to get started



Once you “START LEARNING” you will see:

- 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-everyone will NOT see the same thing
 - ✦ Please always choose a course from the “my courses” page, do not click on the course in “last viewed” as that course may not be available and will produce an error message causing confusion



The screenshot shows a user interface for a learning management system. At the top, there is a search bar and a user profile for 'Lauren Schmidt'. Below this, a navigation bar includes 'Stream', 'My Courses', 'Calendar', and 'Discover'. A 'Create something' button is visible in the top right. The main content area is divided into sections. On the left, a green sidebar shows the user's profile and a 'LAST VIEWED' section with a course titled 'Alameda County ANSA 25+'. The main area displays a grid of courses. The first course is 'TCOM-Transformational Collaborative Outcomes Management & Advanced Tools' with 114,973 students. The second is 'Illinois Medicaid-CANS (IM-CANS)' with 1,995 students. The third is 'CSPI' with 619 students. All courses are marked as 'Enrolled'. The bottom of the page features a banner for the 'ILLINOIS DEPARTMENT OF Healthcare and Family Services'.

Training

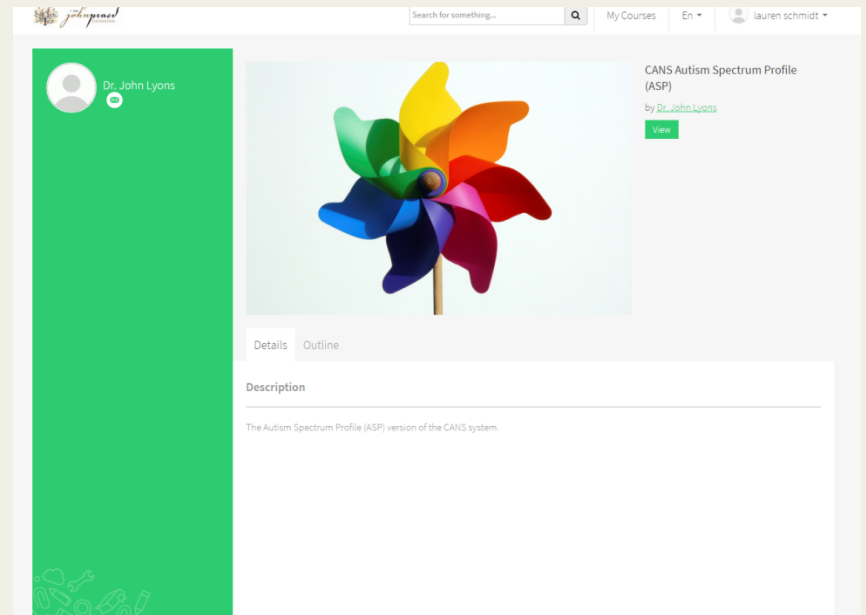


**WHAT HAPPENS WHEN YOU SELECT A
COURSE TO TRAIN IN**

What you see when you click on a course:

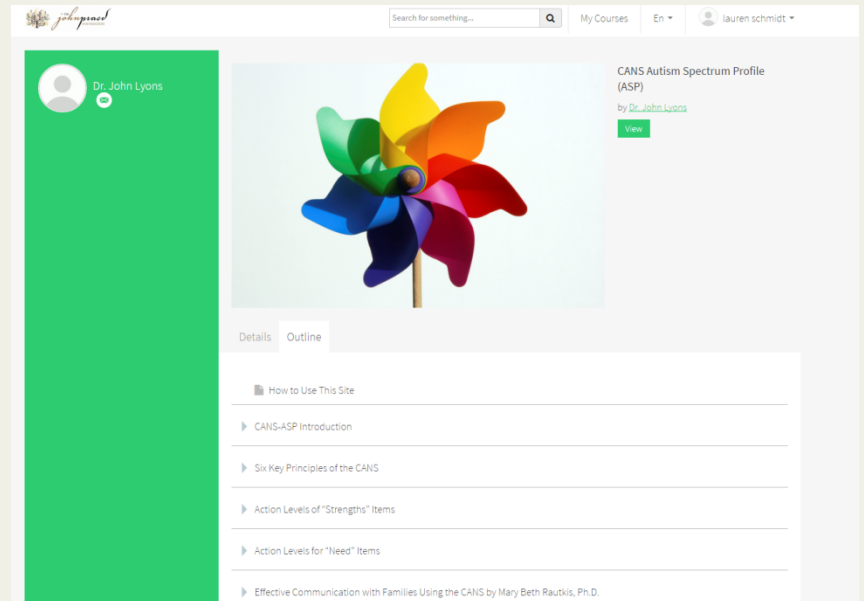


- When you click on a course, you will be brought to this page
- Click on “OUTLINE” to see list of topics covered in training
 - Middle of the page
- Click on “VIEW” to start training
 - The green button
- You may also click on the mail icon to email the instructor of the course
 - Top left hand side



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



The screenshot shows a course page for 'CANS Autism Spectrum Profile (ASP)' by Dr. John Lyons. The page features a search bar, navigation links for 'My Courses' and 'En', and a user profile for 'lauren schmidt'. The main content area includes a profile picture for Dr. John Lyons, a colorful pinwheel graphic, and a 'View' button. Below the graphic, there are tabs for 'Details' and 'Outline'. The 'Outline' tab is active, displaying a list of topics with expandable arrows:

- How to Use This Site
- ▶ CANS-ASP Introduction
- ▶ Six Key Principles of the CANS
- ▶ Action Levels of "Strengths" Items
- ▶ Action Levels for "Need" Items
- ▶ Effective Communication with Families Using the CANS by Mary Beth Rautkis, Ph.D.

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, recertification, and policies
- You can click “NEXT” to go through the training
 - Green button in the top right hand corner
 - Please note the “course progress” bar at the top to the page.
 - ✦ This shows you what percentage of the course you have trained in
 - Notice that each section in the menu on the left has a “lock” icon next to it
 - ✦ You have to go through ALL training materials in order to get to the final exam.
 - ✦ Once you do a portion of training, the “lock” becomes a square with a check mark indicating you have completed it
 - If you return at a later date, you can pick up at where you left off
 - Those who have already certified can skip ahead to the final exam

The screenshot shows the user interface for the CANS Developmental Profile & Autism Spectrum Profile training. At the top, there is a search bar and user information for 'lauren.schmidt'. The course title is 'CANS Developmental Profile & Autism Spectrum Profile' with a 'Next' button. Below the title is a 'Course progress: 0%' bar. A table of contents menu is on the left, listing various sections with lock icons. The main content area shows a 'Text' section titled 'Supporting Material' with a 'Next' button in the top right corner. The text content includes a welcome message and three numbered tips for navigating the training.

How to Use This Site

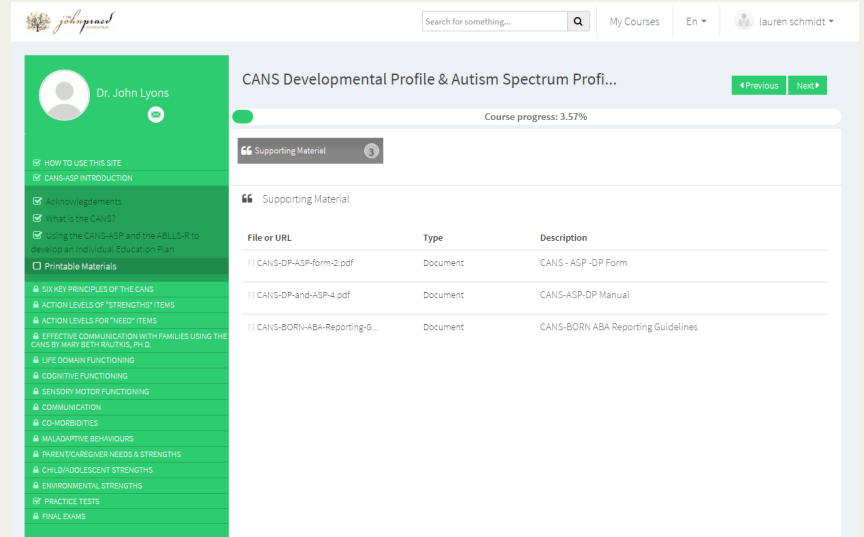
- CANS-ASP INTRODUCTION
- SIX KEY PRINCIPLES OF THE CANS
- ACTION LEVELS OF "STRENGTHS" ITEMS
- ACTION LEVELS FOR "NEED" ITEMS
- EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH BAUTYKIS, PH.D.
- LIFE DOMAIN FUNCTIONING
- COGNITIVE FUNCTIONING
- SENSORY MOTOR FUNCTIONING
- COMMUNICATION
- CO-MORBIDITIES
- MALADAPTIVE BEHAVIOURS
- PARENT/CAREGIVER NEEDS & STRENGTHS
- CHILD/ADOLESCENT STRENGTHS
- ENVIRONMENTAL STRENGTHS
- PRACTICE TESTS
- FINAL EXAMS

Welcome to the training on the **CANS Developmental Profile & Autism Spectrum Profile**. Here are some tips on making the training work for you:

1. The table of contents is on the left hand side. Use the "Next" button located in the top right corner of the course to navigate 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 understand 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 required to go through the full training before taking 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.

What happens when you click on “INTRODUCTION”:

- The introduction chapter in the menu on the left contains introductory materials such as:
 - Acknowledgements
 - Introductory chapter
 - 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 Developmental Profile & Autism Spectrum Profi...'. The user is Dr. John Lyons. The course progress is 3.57%. The sidebar menu is expanded to 'Printable Materials'. The main content area shows a table of supporting materials.

| File or URL | Type | Description |
|---------------------------------|----------|------------------------------------|
| 1) CANS-OP-ASP-form-2.pdf | Document | CANS - ASP - DP Form |
| 1) CANS-OP-and-ASP4.pdf | Document | CANS-ASP-DP Manual |
| 1) CANS-BORN-ABA-Reporting-G... | Document | CANS-BORN ABA Reporting Guidelines |

What happens when you click on “SIX KEY PRINCIPLES”



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

The screenshot shows a course interface for 'CANS Developmental Profile & Autism Spectrum Profi...'. The user is logged in as 'lauren schmidt'. The course progress is 4.46%. The navigation menu on the left includes sections like 'HOW TO USE THIS SITE', 'CANS-ASP INTRODUCTION', 'SIX KEY PRINCIPLES OF THE CANS', and 'Principle 1' through 'Principle 6'. The 'Principle 1' section is expanded, showing a list of items including 'Principle 1', 'Principle 2', 'Principle 3', 'Principle 4', 'Principle 5', 'Principle 6', and 'Need & Conclusion'. The main content area shows a video player with a 'Text' tab selected. The video content displays the text: 'Principle 1 of the CANS: 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.'

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 shows a web application interface for the CANS Developmental Profile & Autism Spectrum Profiling. At the top, there is a search bar and user information for 'lauren schmidt'. The main content area is titled 'CANS Developmental Profile & Autism Spectrum Profiling' and shows a course progress of 15.18%. A sidebar on the left lists various sections, with 'ACTION LEVELS FOR "NEEDS" ITEMS' selected. The main content area displays a text box with a description of a rating level: '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/adolescent 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.'

The Domains

- The training then moves onto each domain of the tool.
 - Click on the domain to expand it and see each individual item

The screenshot shows the Johns Hopkins University logo at the top left. A search bar and user profile (lauren schmidt) are at the top right. The main content area is titled "CANS Developmental Profile & Autism Spectrum Profiling" with a progress bar at 24.11%. A left sidebar lists navigation items, with "1. Family Functioning" selected. The main content area displays a text-based question with a definition of family and three multiple-choice options.

Johns Hopkins Search for something... My Courses En lauren schmidt

Dr. John Lyons

CANS Developmental Profile & Autism Spectrum Profiling Previous Next

Course progress: 24.11%

Text Video Multiple Choice

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.

What each item looks like in training:

- This is what most items look like
 - Some domains are scored “yes/no” instead of the traditional action levels. These domains may not have a video or multiple choice quizzes
- Most items in training contains: Text, a video, and three multiple choice quizzes
 - Click on each of these buttons to view them
- At the bottom of every page, you can post a comment if you have a question, suggestion, or compliment

The screenshot shows a web-based training interface. At the top, there is a search bar and user information for 'lauren schmidt'. The main content area is titled 'CANS Developmental Profile & Autism Spectrum Profi...'. Below the title, there is a progress bar indicating 'Course progress: 24.11%'. A navigation bar contains buttons for 'Text', 'Video', and 'Multiple Choice'. The main content area displays a text-based item with a definition of family and three multiple-choice options. On the left side, there is a sidebar menu with a user profile for 'Dr. John Lyons' and a list of course topics including 'HOW TO USE THIS SITE', 'CANS-ASP INTRODUCTION', 'SIX KEY PRINCIPLES OF THE CANS', 'ACTION LEVELS OF "STRENGTHS" ITEMS', 'ACTION LEVELS FOR "NEED" ITEMS', 'EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS BY MARY BETH SAUTCH, PH.D.', 'LIFE DOMAIN FUNCTIONING', '1. Family Functioning', '2. Social Functioning', '3. Temperament / Emotional Responsiveness', '4. Eating', '5. Sleeping', '6. Elimination', '7. Parents/Child/Adolescent Interaction', '8. Academic Achievement', '9. Academic Engagement', '10. School Attendance', '11. Classroom Behaviour', '12. Non-Classroom Behaviour', '13. Educational Fit', and '14. Activities of Daily Living'.

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 item's specific action level definition along with the general action level definitions into account

The screenshot shows the Johns Hopkins University CANS Developmental Profile & Autism Spectrum Profile (CANS-ASP) interface. The user is Dr. John Lyons. The course progress is 24.11%. The interface includes a search bar, a navigation menu, and a main content area. The navigation menu lists various sections, including 'HOW TO USE THIS SITE', 'CANS-ASP INTRODUCTION', 'SIX KEY PRINCIPLES OF THE CANS', 'ACTION LEVELS OF "STRENGTHS" ITEMS', 'ACTION LEVELS FOR "NEED" ITEMS', 'EFFECTIVE COMMUNICATION WITH FAMILIES USING THE CANS', 'LIFE DOMAIN FUNCTIONING', and 'Family Functioning'. The 'Family Functioning' section is expanded, showing sub-sections: 1. Social Functioning, 2. Temperament / Emotional Responsiveness, 3. Eating, 4. Sleeping, 5. Elimination, 6. Parent-Child/Adolescent Interaction, 7. Academic Achievement, 8. Academic Engagement, 9. School Attendance, 10. Classroom Behaviour, 11. Non-Classroom Behaviour, 12. Educational Fit, and 13. Activities of Daily Living. The main content area displays a 'Text' item with the following 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.

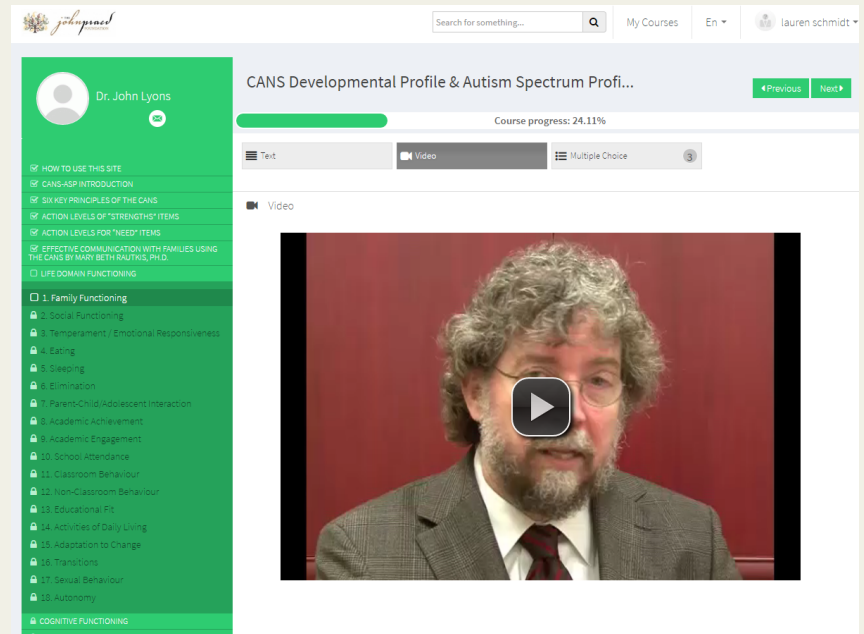
1. There are mild to moderate level of family problems, including marital difficulties or problems with siblings.

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.

What is on the VIDEO portion of the item:

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



The screenshot displays a course interface for 'CANS Developmental Profile & Autism Spectrum Profi...'. The user is 'lauren schmidt' and the course progress is 24.11%. The interface includes a search bar, navigation buttons for 'Text', 'Video', and 'Multiple Choice', and a list of course topics. The 'Video' section is active, showing a video player with a play button over a video of Dr. John Lyons.

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

Dr. John Lyons

CANS Developmental Profile & Autism Spectrum Profi... | Previous | Next

Course progress: 24.11%

Text | Video | Multiple Choice

Video

1. Family Functioning

2. Social Functioning

3. Temperament / Emotional Responsiveness

4. Eating

5. Sleeping

6. Elimination

7. Parent-Child/Adolescent Interaction

8. Academic Achievement

9. Academic Engagement

10. School Attendance

11. Classroom Behaviour

12. Non-Classroom Behaviour

13. Educational Fit

14. Activities of Daily Living

15. Adaptation to Change

16. Transitions

17. Sexual Behaviour

18. Autonomy

COGNITIVE FUNCTIONING

What is on the MULTIPLE CHOICE portion of the item:



- There are three multiple choice 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
 - You will see a green check mark if you selected the correct choice
 - You will see a red X if you select the incorrect choice

The screenshot displays a user interface for a course titled "CANS Developmental Profile & Autism Spectrum Profi...". The user is identified as "Dr. John Lyons" and the course progress is at 24.11%. The interface includes a search bar, navigation buttons for "Previous" and "Next", and a progress indicator. The main content area shows a multiple choice question: "13-year-old Allan has some problems getting along with his two other brothers." The options are 0, 1, 2, and 3. Option 1 is selected, indicated by a green checkmark. An "Explanation" box below the question states: "The recommended rating is 1". A sidebar on the left lists various topics, including "Family Functioning", "Social Functioning", "Temperament / Emotional Responsiveness", "Feeding", "Sleeping", "Elimination", "Parent-Child/Adolescent Interaction", "Academic Achievement", "Academic Engagement", "School Attendance", "Classroom Behaviour", "Non-Classroom Behaviour", "Educational Fit", "Activities of Daily Living", "Adaptation to Change", "Transitions", "Sexual Behaviour", and "Autonomy".

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 button that says “Start Practice Test”

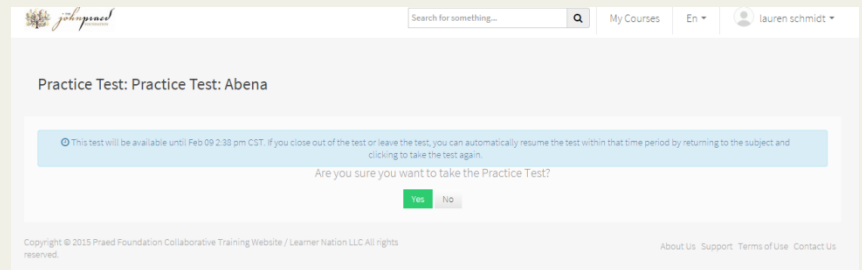
The screenshot shows a user interface for 'johannes'. At the top, there is a search bar and user information for 'lauren schmidt'. The main content area is titled 'CANS Developmental Profile & Autism Spectrum Profi...' and shows a progress bar at 98.33%. Below this, a table lists practice tests with columns for Name, Start, and Results. Each row has a 'Start Practice Test' button and a 'Show results' button. The results column shows 'No results for this test' for all entries.

| Name | Start | Results |
|-----------------------|-------------------------------------|------------------------------|
| Practice Test: Abena | Start Practice Test | Show results |
| Practice Test: Ajun | 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 |

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, and if you are ready, you may click YES to confirm. If you are not ready, please click NO.



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 assurance 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 needs 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

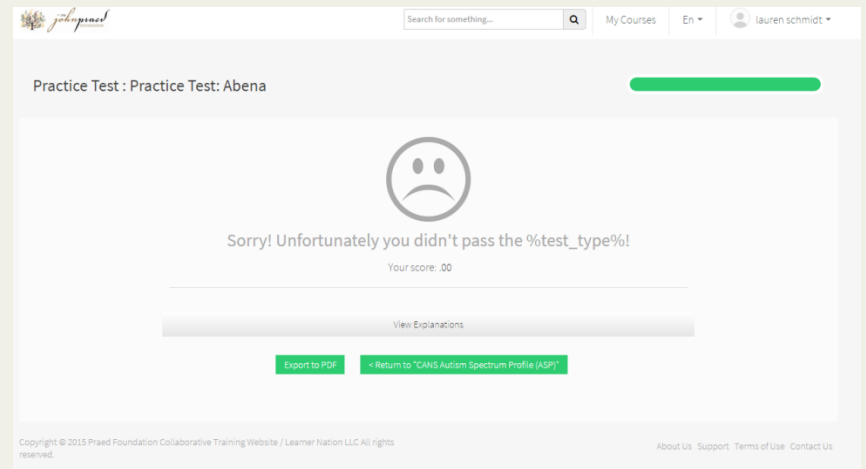
0. No evidence of problem - No need for action
1. History - Watchful waiting & prevention
2. Moderate need - action required
3. Severe problem/need - immediate/intensive action required

| | 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 compare the recommended scores to your scores (**HIGHLY 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

The screenshot shows a user interface for a quiz. At the top, there is a search bar and user information for 'lauren schmidt'. Below this is a text box containing a question about a student named Abena. The main part of the screenshot is a table with four columns: 'Action Item', 'Corresponding Section', 'Status', and 'Explanation'. The table lists various functional areas and their corresponding scores. A 'Correct Answer' and 'Your Answer' section are also visible, showing a grid of radio buttons for each item.

| 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”



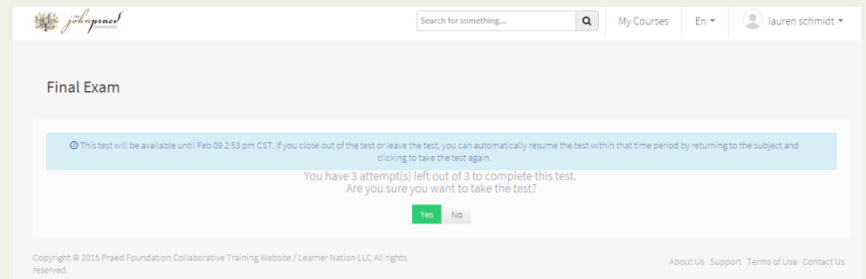
- When you are ready to become certified, please click on “FINAL EXAM” on the menu on the left hand side
- Things to know:
 - This page will show you the last 5 tests (practice and final) that you have taken so you can judge if you are ready to proceed

The screenshot displays the Johns Hopkins University website interface. At the top, there is a search bar and user information for 'lauren schmidt'. The main content area is titled 'CANS Developmental Profile & Autism Spectrum Profile' and includes a 'Start Final Exam' button. A green sidebar menu on the left lists various test categories, with 'FINAL EXAMS' highlighted at the bottom.

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
 - The title in the top right hand corner will say “final exam” instead of “practice test”.
- Here is a refresher of what you will see

The screenshot shows a web interface for a practice test. At the top, there is a search bar and user information for 'lauren schmidt'. The main heading is 'Practice Test: Practice Test: Abena' with a timer at '01:59:55' and 'Section #1 of 9'. A 'Next Section' button is visible. A 'Vignette Assumption' pop-up window is open, providing instructions on how to rate items. Below this, the 'Practice Test Vignette' for 'Abena' is displayed, detailing her background and challenges. To the right, the 'Child/Adolescent Domains Needs' section shows a table with 11 domains and their corresponding ratings.

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 assurance 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 needs 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.

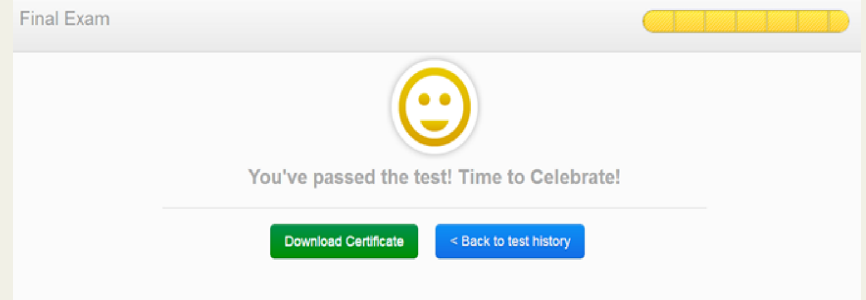
Child/Adolescent Domains Needs

| | 0 | 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**”



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
- It is a good idea to review your exam before submitting to make sure you have justified each of your answers with evidence from the vignette.

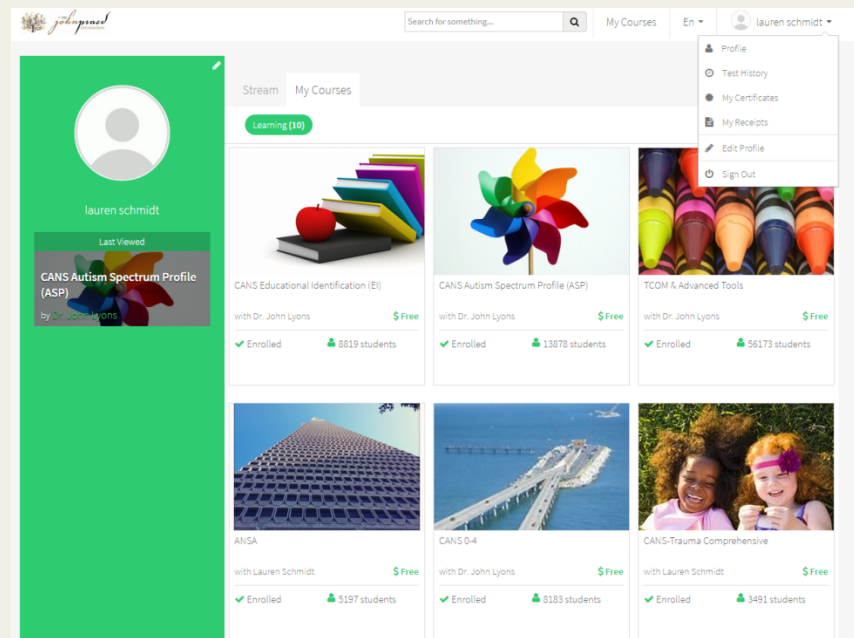
Other Features of the Site



**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 for 'CANS Autism Spectrum Profile (ASP)'. The main content area displays a grid of courses under the 'My Courses' tab. A dropdown menu is open in the top right corner, listing options: Profile, Test History, My Certificates, My Receipts, Edit Profile, and Sign Out. The course grid includes:

| Course Title | Instructor | Price | Status | Enrollment |
|--------------------------------------|---------------------|---------|----------|----------------|
| 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 |

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

Test History

Test History My Certificates

Search

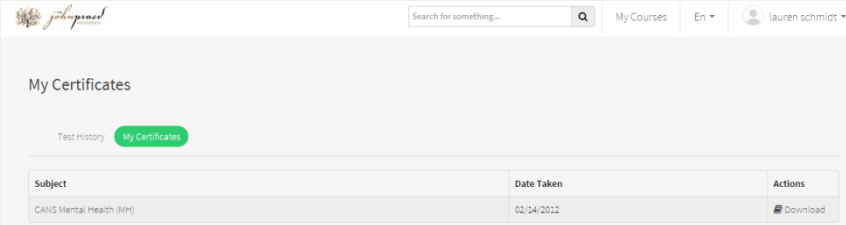
| Subject | Type | Name | Score | Date Taken | Results |
|------------------------------------|---------------|----------------------|----------------------------|------------|----------------------|
| CAHS Autism Spectrum Profile (ASP) | Practice Test | Practice Test: Abena | .00 | 02/09/2015 | View |
| 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

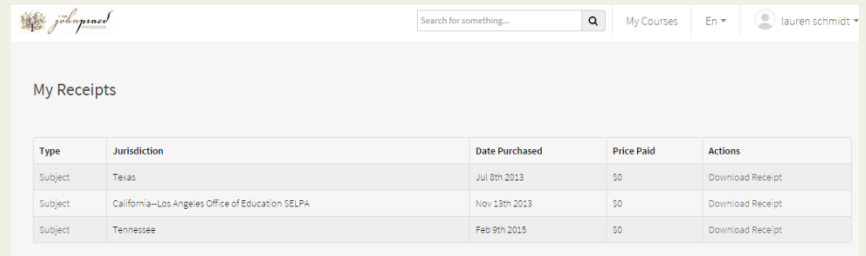


The screenshot shows a user interface for 'My Certificates'. At the top, there is a search bar with the text 'Search for something...', a 'My Courses' link, and a user profile for 'lauren schmidt'. Below the search bar, the title 'My Certificates' is displayed. Underneath, there are two tabs: 'Test History' and 'My Certificates', with 'My Certificates' being the active tab. A table below the tabs lists certificates with columns for 'Subject', 'Date Taken', and 'Actions'. The table contains one entry: 'CANS Mental Health (IHM)' with a 'Date Taken' of '02/14/2012' and a 'Download' button.

| 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
 - Those who used a coupon code (and not a credit card) will have a receipt for 0\$
 - If your jurisdiction was free, you will see no receipts



My Receipts

| Type | Jurisdiction | Date Purchased | Price Paid | Actions |
|---------|--|----------------|------------|------------------|
| Subject | Texas | Jul 8th 2013 | \$0 | Download Receipt |
| Subject | California—Los Angeles Office of Education SELPA | Nov 13th 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)
 - Edit your jurisdiction and agency
 - Edit your address
 - Add a photo of yourself if you would like

Search for something... 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@quottawa.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" value="Children's Centre Thunder Bay"/> | |
| Job Title: <input type="text"/> | |
| Upload a profile image: <input type="button" value="Browse"/> | |

Jurisdiction

Use the drop downs to select where you want to register:

| | |
|--|-------------------------------|
| Agency: <input type="text" value="Children's Centre Thunder Bay"/> | Ontario: <input type="text"/> |
|--|-------------------------------|

How to Update Your Jurisdiction & Agency:



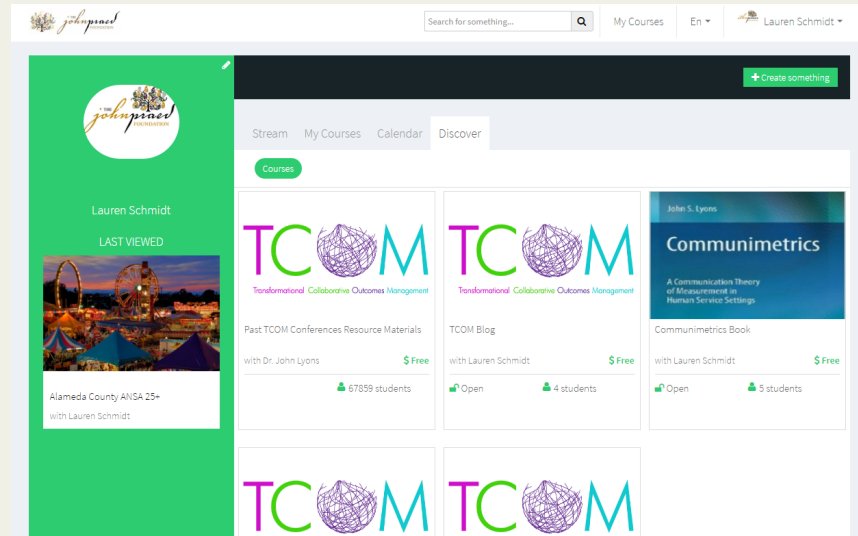
- Scroll down to the jurisdiction section, click on the drop box to the right of the 'agency' drop box
 - Select your JURISDICTION here
- Click on the longer drop box below the jurisdiction box
 - Select your AGENCY here
- Click SAVE
 - Green button in the bottom right hand corner

The screenshot shows a user profile page with the following details:

- User information:** First Name: lauren, Last Name: schmidt, Email: lschm049@uottawa.ca, Headline, Short Bio, Facebook URL, Twitter URL, Website URL, Company Name: Foothills Academy, Job Title, Upload a profile image (Browse).
- Address information:** Address: 1202-25 woodridge crescent, Address Second, City: Nepean, State: on, Zip, Country: Canada, Phone: 613-293-6601.
- Jurisdiction:** A dropdown menu is open, showing a list of states and provinces including Ontario, which is highlighted. The 'Agency' dropdown is set to 'Foothills Academy'.
- Security information:** Password field, Do not share my email address (No), and a partially visible 'Back to Email' link.

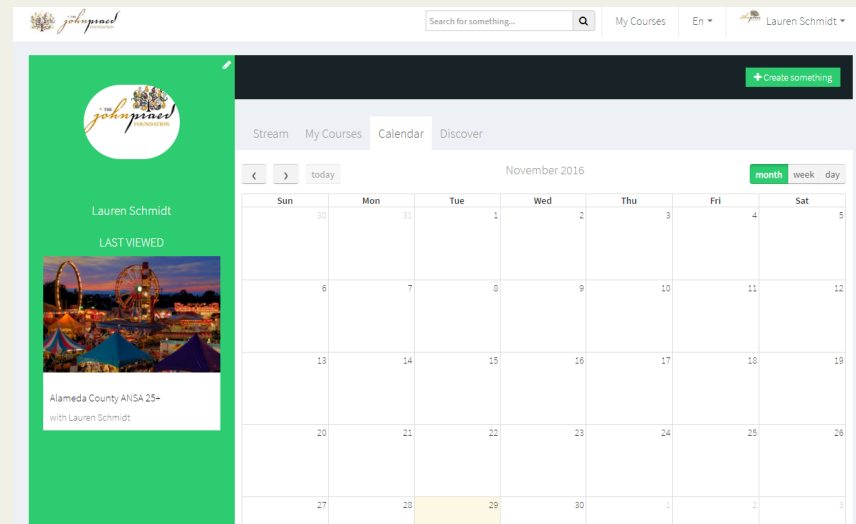
What Happens When you Click on “Discover”

- When you click on the “Discover” tab, you will be able to see all additional resources (non-course material). You will navigate these materials the same way you would a course under the “My Courses” tab. Additional resources include:
 - Dr. Lyon’s book
 - A link to our blog
 - Conference information and past presenter presentations
 - TCOM relevant articles library



What Happens When You Click on “Calendar”

- When you click on the “Calendar” tab, you will see all upcoming Live Streaming Trainings
 - Note: this is a new feature
 - ✦ We currently have nothing scheduled
 - ✦ COMING SOON**



FAQ



WHAT QUESTIONS DO WE GET OFTEN?

Q&A



- What is passing reliability on an exam?
 - Regular user: .70
 - Trainer: .80
- How often do I have to certify?
 - Annually
- 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@TCOMTRAINING.COM**