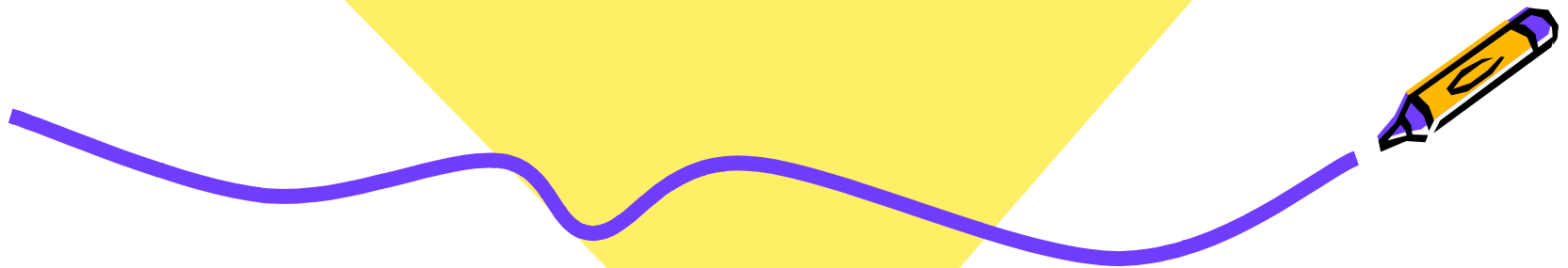


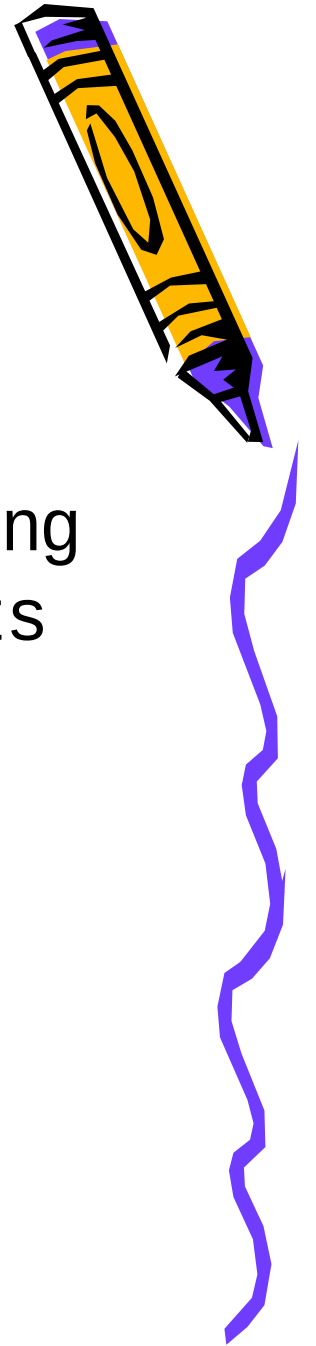


Indicator #8: Do you conduct screening and follow-up assessments to assist in the identification and appropriate diagnosis of mental health problems?



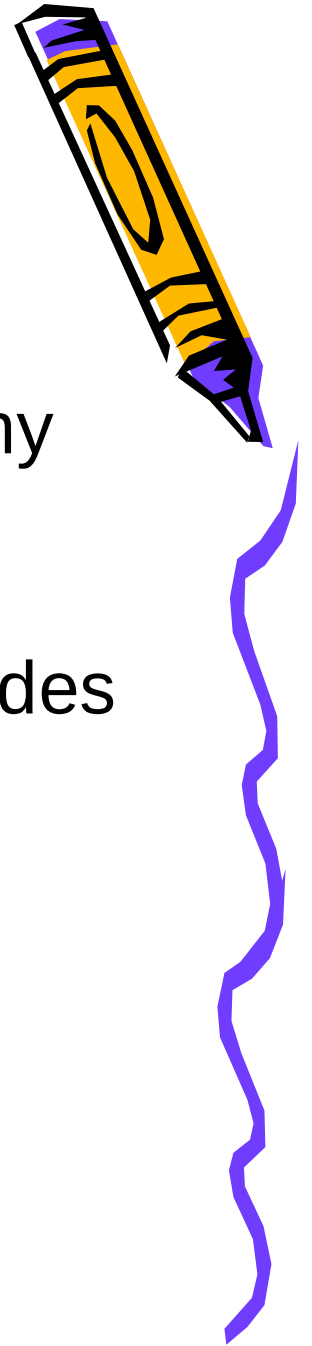
Background

- An accurate assessment will drive treatment in the right direction, ensuring the most positive outcomes for students and their families.
- Often families or teachers will make inaccurate attributions for the child or adolescent's problem, which can send treatment in the wrong direction



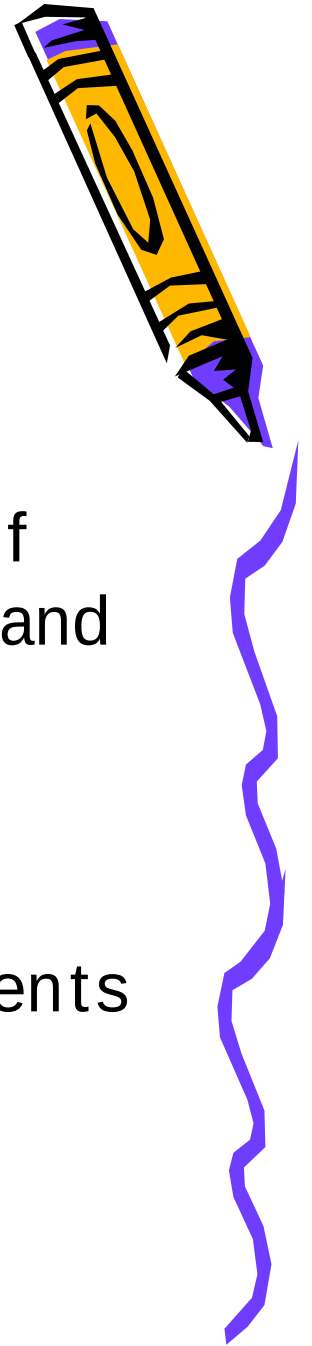
Background

- Often, the student him/herself will deny problems or not bring them up unless specifically asked.
- A thorough diagnostic assessment includes both multiple methods of gathering information and multiple informants



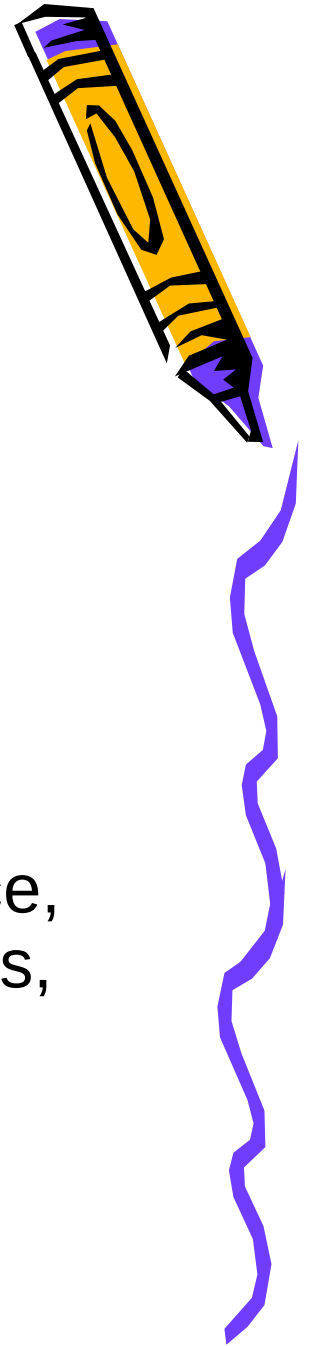
Background

- Multiple methods:
 - Clinical interview that covers all areas of functioning, child and family strengths, and all possible problem domains
 - Clinician's observations of student and student/family relations
 - Checklists or other formalized assessments



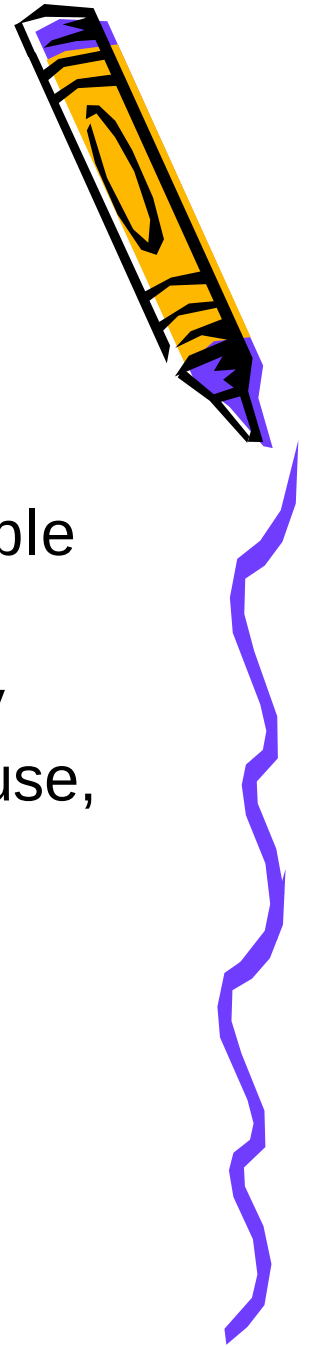
Background

- Multiple informants:
 - Student
 - Parents, caregivers, others in the home
 - Teachers
 - Previous or outside therapists
 - Other agencies involved (Juvenile justice, Department of Child Protective Services, etc.)



Menu of Suggested Activities

- 1) Review your intake interview forms
 - a) Do you assess every student across multiple domains (home, school, peers)?
 - b) Do you assess every student across every symptom domain (anxiety, depression, abuse, trauma, ADHD, learning/developmental problems, conduct problems, substance abuse, medical problems) and area of strengths?



Menu of Suggested Activities

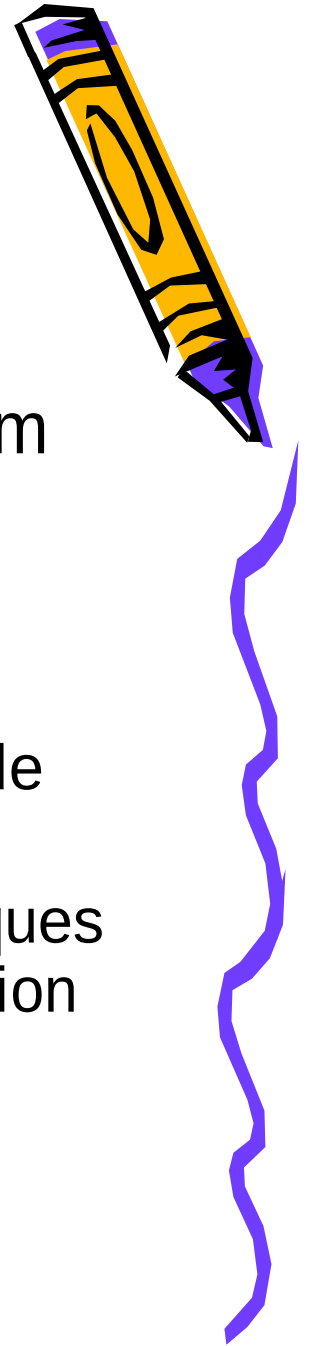
2) If your diagnostic/intake interview form is not complete, how can you supplement it?

- a) Is there a process to change it in your system if all clinicians are expected to use the same forms?
- b) Do you need to remind yourself not to skip items?



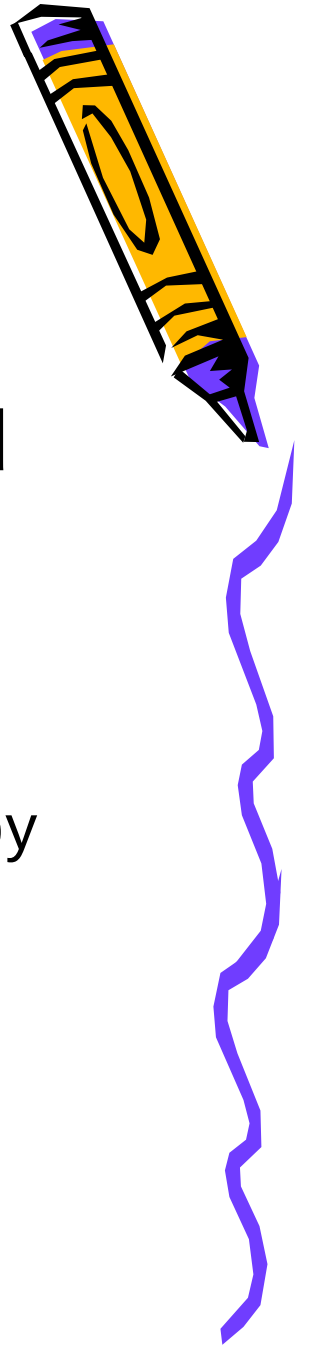
Menu of Suggested Activities

- 3) How can you best get information from multiple informants?
- a) Conduct classroom observations
 - b) Talk with the teacher
 - c) Get parental consent to speak with outside agencies and previous providers
 - d) Be sure to use family engagement techniques (Indicator 21) to get maximum collaboration with family members



Menu of Suggested Activities

- 4) Start routinely using, scoring and interpreting formalized assessments
 - a) You may want to choose one screening assessment for everyone, supplemented by specific assessments for problem areas



Screening assessment

Strengths and Difficulties Questionnaire (SDQ)

- 1) Parent, teacher and self report versions
- 2) Covers ages 3-17 years, 11 months
- 3) Short and easy to score
- 4) Free from

<http://www.sdqinfo.com/ba2.html>



Specific assessments - ADHD

Vanderbilt scales

- 1) Parent and teacher versions
- 2) Also screens ODD, Conduct Disorder, and Anxiety/Depression
- 3) Easy to score
- 4) Free from

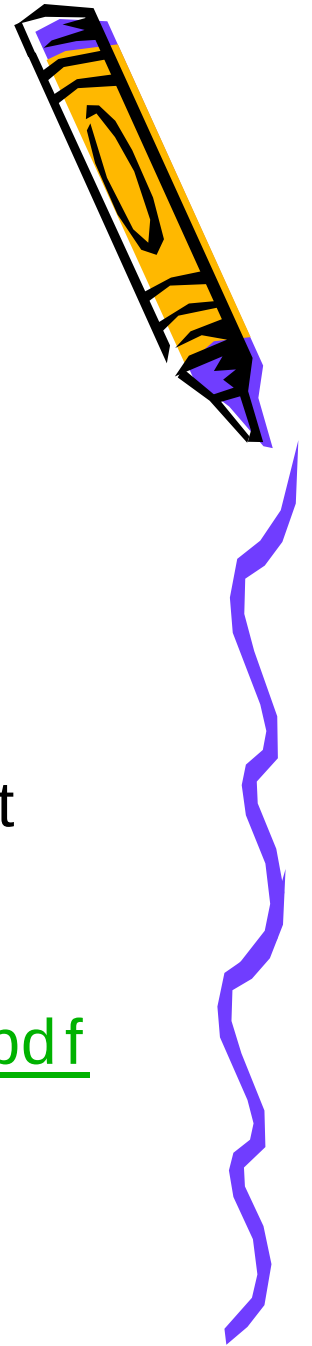
<http://www.nichq.org/resources/toolkit/>



Specific assessments – Disruptive Behavior Disorders

Parent/Teacher DBD scale

- 1) Parent and teacher versions
- 2) Assesses for ADHD, ODD, and Conduct Disorder all at the same time
- 3) Easy to score
- 4) Free from <http://128.205.76.10/DBD.pdf>



Specific assessments – Impairment Narrative Description of Child

- 1) Home and school versions
- 2) Great way to get detailed view of problem areas
- 3) Free from

<http://128.205.76.10/Impairment.pdf>



Specific assessments – Anxiety

Spence Children's Anxiety Scale

- 1) Self-report for children and adolescents and parent report versions
- 2) Free from

<http://www2.psy.uq.edu.au/~sues/scas/>



Background References

- McConaughy, Stephanie H. 2005. Clinical Interviews for Children and Adolescents: Assessment to Intervention. Guilford Press (www.guilford.com)
 - This book is part of the Practical Intervention in the Schools Series, edited by Kenneth W. Merrell
- Alvin E. House, 2002. The First Session with Children and Adolescents: Conducting a Comprehensive Mental Health Evaluation. Guilford Press (www.guilford.com)

