

child and family training

IPSCAN – BUCHAREST 2015

Undertaking Assessments using Evidence
Based Tools –

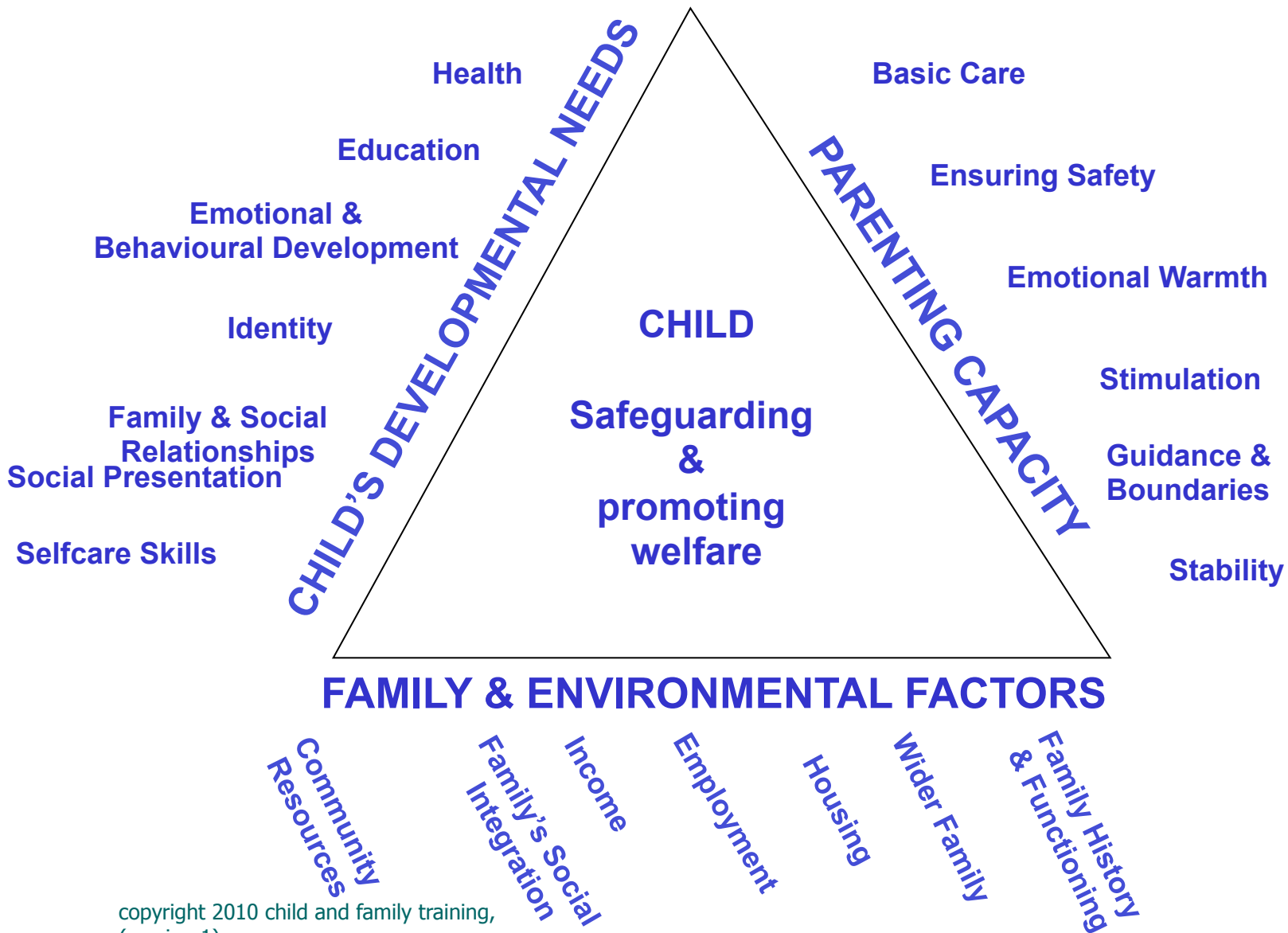
*The Family Pack of Questionnaires and Scales
and The HOME Inventory*

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www.childandfamilytraining.org.uk

Assessment Framework

A conceptual map of relevant data (information) to be collected



WORKING WITH THE ASSESSMENT FRAMEWORK

- ❑ The Assessment Framework provides a map for assessing the needs of children
- ❑ The Child's Developmental Needs Domain of the Assessment triangle maps ***Strengths and Impairment*** in Development
- ❑ The Parenting Capacity Domain is concerned with ***Attributability***.
- ❑ Where there is no observable or measurable impairment, the Parenting Capacity and Family and Environmental Factors Domains are relevant to the ***Likelihood*** of Impairment.

Note that the nature of any impairments is also relevant to attributability e.g. Autism is genetic, Cerebral Palsy is congenital in most instances.

Using evidence-based assessment tools

The goals are to:

- Develop an understanding of the nature and level of a child's functioning**
- Gain an understanding of factors affecting the child and their needs**
- Develop partnerships**
- Prepare for intervention if necessary**

Using evidence-based assessment tools

- ❑ Good assessments use multiple sources of information. An assessment should not rely on one source of information.

- ❑ Therefore judgements must be based on an integration of data from:
 - ❑ **varied methods of assessment**
 - ❑ **different assessors**
 - ❑ **different occasions**
 - ❑ **different locations**
 - ❑ **varied (groups of) respondents**

The Process

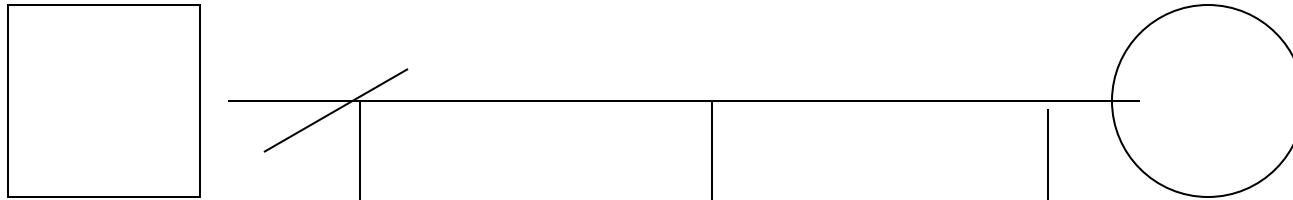
- ❑ Consider the referral and aims of the assessment
- ❑ Gather information from available sources including assessment tools
- ❑ Categorise information and organise it using the *Assessment Framework*
- ❑ Analyse the processes influencing the child's health and development
- ❑ Predict the likely outlook for the child
- ❑ Plan interventions
- ❑ Identify Outcomes and Measures that would indicate whether interventions are successful

Bentovim, A. Cox, A, Bingley Miller, L. and Pizzey, S. (2009)

The Nieland Family Structure

Lewis Nieland
43 years

Grace Nieland
55 years



Lucas
12
years

Ella
10
years

Amber
10
years

The Referrals

Referrals from Ella and Amber's School and GP:

- Ella who has Down's Syndrome is becoming distressed, aggressive and oppositional in lessons**
- Grace has to be called into school more often to help calm Ella down**
- Grace showing signs of depression and complaining of having no help**

Meeting The Family

- ❑ Watch DVD clip of the social worker meeting Grace and the children.
- ❑ The social worker is using a HOME Inventory tool to gather information about the day in the life of the children.
- ❑ Take full notes of what you see and hear

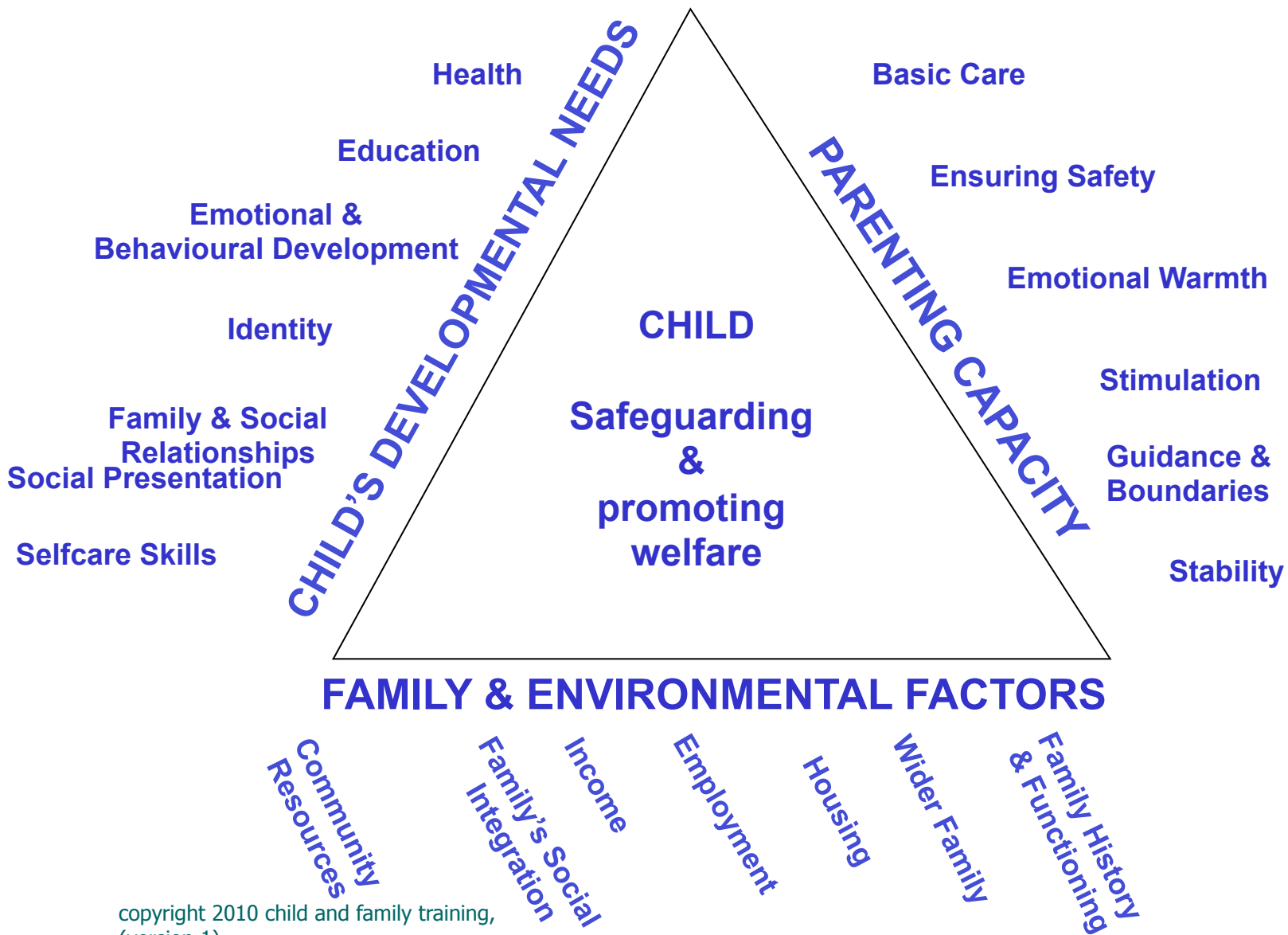
Adolescent Wellbeing Scale

(Self-rating Scale for Depression in Young People. Birleson, 1980)

- Watch a video of Adolescent Wellbeing Scale being used with Amber Nieland aged 10 years
- Take full notes of what you observe and what is reported

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Adolescent Wellbeing Scale

(Self-rating Scale for Depression in Young People. Birleson, 1980)

- The questionnaire was originally validated for children aged between 7- 16.
- It involves 18 questions each relating to different aspects of a child or adolescent's life, and how they feel about these.
- A total score of 13 or more indicates the likelihood of a depressive disorder
- Amber scored 19

ADULT WELLBEING SCALE

(Irritability, Depression, Anxiety - IDA Scale. Snaith et al, 1978)

- ❑ The scale looks at how an adult is feeling in terms of:
 - ❑ **Depression,**
 - ❑ **Anxiety**
 - ❑ **Outward directed irritability**
 - ❑ **Inward directed irritability.**

- ❑ The questions are framed in a 'person' fashion (i.e. I feel, my appetite is...).

- ❑ The scale allows the adult to respond from four possible answers.

Scoring the Adult Wellbeing Scale

	Grace's scores
Depression	10 – above borderline
Anxiety	8 - borderline
Outward Directed Irritability	9 – above borderline
Inward Directed Irritability	7 – above borderline

THE RECENT LIFE EVENTS QUESTIONNAIRE

(This scale was taken from Brugha et al (1985))

- It focuses on recent life event (i.e. those occurring the the last 12 months) but could be used over a longer time-scale.
- Respondents are asked to identify which of the events still affects them.
- It is intended to assist in the compilation of a social history.
- Shown to reveal new information in known cases

The Interview Approach

Aim here is to obtain the person's experiences, actions and feelings by

- Getting detailed descriptions**
- Asking how does the event still affects them**
- Focusing on what actually happened and how that makes the person feel and behave.**
- Exploring how the person thinks it affects the children**

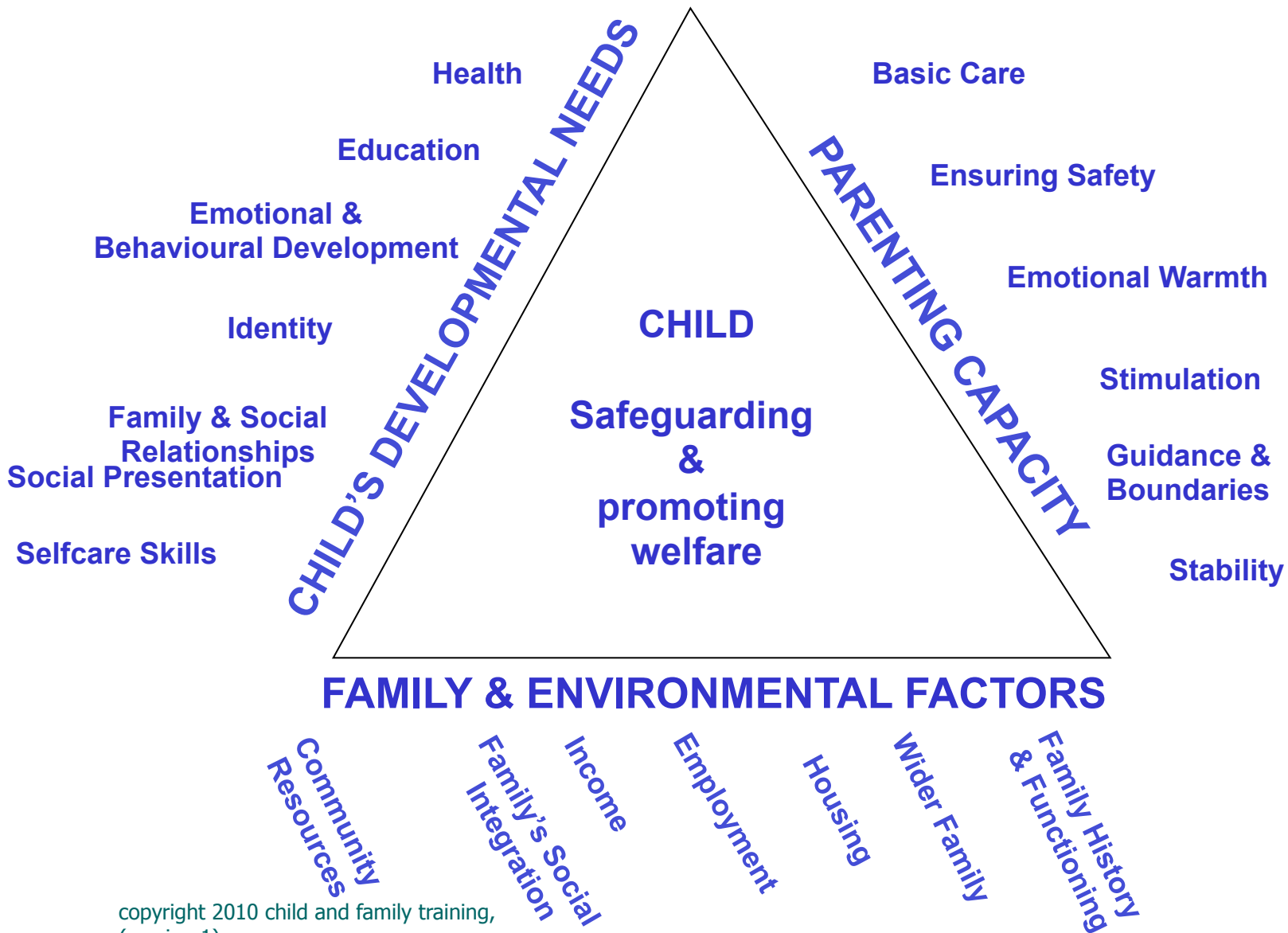
THE RECENT LIFE EVENTS QUESTIONNAIRE

(This scale was taken from Brugha et al (1985))

- Watch a video of the Recent Life Events Questionnaire being used with Grace Nieland
- Was this different to your style?
- Did you notice specific techniques/questions the social worker used?

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Planning interventions

- What are the **options** for interventions which might:
(a) help support strengths &/or (b) help meet the unmet needs?
- Towards which met/unmet need is each intervention **targeted**?
- What **resources** are available?
- Which of those available is the family most likely to **cooperate** with?
- Which intervention is likely to produce the most **immediate** benefit and which might **take time**?
- What should be the **sequence** of interventions and why?
- What is the **likelihood** of achieving **sufficient** change within the child's timeframe?

Bentovim, A. Cox, A, Bingley Miller, L. and Pizzey, S. (2009)

Outcomes

The key **outcome** is the child's developmental progress

The **aims** are to assess :

- **Whether** the child has progressed and in which dimensions
- **How** improvements or deteriorations have come about.

Bentovim, A. Cox, A, Bingley Miller, L. and Pizzey, S. (2009)

Measuring Change

To assess outcomes of Intervention need to measure change over time in:

- **The Child's Development**
- **Factors and Processes thought to influence the Child's Development**

Need baseline and follow-up measures

Bentovim, A. Cox, A, Bingley Miller, L. and Pizzey, S. (2009)

The Family Pack of Questionnaires and Scales

- Strengths and Difficulties Questionnaires
- Parenting Daily Hassles Scale
- Home Conditions Scale
- Adult Wellbeing Scale
- Adolescent Wellbeing Scale
- Recent Life Events Questionnaires
- Family Activity Scale
- Alcohol Scale

Pack available through C&FT website/completing enquiries form on stall

Using evidence-based assessment tools

Questionnaires and Scales have fixed wording and scoring thus :

- Scores provide guidance**
- Can only be relied on if the interviewer finds out the meaning of the responses**

The HOME Inventories

- ❑ There are four HOME inventories for children:
 - ❑ **0 - 3 years**
 - ❑ **3 - 6 years**
 - ❑ **6 - 10 years**
 - ❑ **10 – 14 years**

- ❑ There are two Child Care HOME inventories for children:
 - ❑ **0 - 3 years**
 - ❑ **3 - 6 years**

- ❑ There are twelve Disability Adapted HOME inventories for children:
 - ❑ **0 - 3 years**
 - ❑ **3 - 6 years**
 - ❑ **6 - 10 years**