

Functional Assessment

CS

Goal: Complete a comprehensive functional assessment.

Objectives:

- a) Identify the functional assessment domains defined by statute.
- b) Demonstrate the ability to utilize the Child and Adolescent Service Intensity Instrument.

Functional Assessment

Statutory requirements

- Mental health symptoms and needs presented in the diagnostic assessment
- Use of drugs and alcohol
- Vocational and educational functioning
- Social functioning, including use of leisure time
- Interpersonal functioning
- Self-care and independent living
- Medical and dental health
- Financial needs
- Housing and transportation needs
- Current living conditions

Functional Assessment

CS

- Child and Adolescent Service Intensity Instrument (CASII)
- Early Childhood Service Intensity Instrument (ECSII)
- How measures are to be used (DHS Bulletin #09-53-02)

CASII

- I. Risk of Harm
- II. Functional Status
- III. Medical and Psychiatric Co-morbidity
- IV. Recovery Environment
 - A. Environmental stressors
 - B. Environmental support
- V. Resiliency and Treatment History
- VI. Acceptance and Engagement in Treatment
 - A. Child/adolescent acceptance and engagement
 - B. Parent/familial acceptance and engagement

ECSII

- I. Degree of safety
- II. Child-caregiver relationship(s)
- III. Caregiving environment
 - A. Strengths/protective factors
 - B. Stressors/vulnerabilities
- IV. Functional/Developmental Status
- V. Impact of the Child's Medical, Developmental, and Emotional/Behavioral Problems
- VI. Services Profile
 - A. Service Involvement
 - B. Service Fit
 - C. Service Effectiveness

Strengths and Difficulties Questionnaire

- Mental health screening tool (sensitive to presence of condition, not a means for diagnosis)
- Free and available in multiple languages www.sdqinfo.com
- Ages 4-17 (4-11 needs informant, 11-17 is self-report)
- Easy to administer, computerized scoring
- Yields Total Difficulties score predictive of diagnosable condition
- Includes subscale scores (inattention/impulsivity; conduct problems; peer and family conflict; emotional/mood dysregulation)
- Captures strengths (prosocial behavior)
- Useful as an outcome measure

CASII and SDQ Practice



- Intended as introduction to measures (full trainings provided by DHS)
 - Read case example (Mary)
 - Break into groups of 5-6
 - Complete CASII using multi-informant approach
 - Process
 - Debrief as large group

SDQ Practice



- Break into 3 groups
- One group completes SDQ as parent, one as teacher, and one as Mary (self-report)
- Debrief as large group

Limitations of Functional Assessment Tools



- Content gaps
- Lack of context
- Insufficient attention to strengths and wellness

Functional Assessment: Basic Needs

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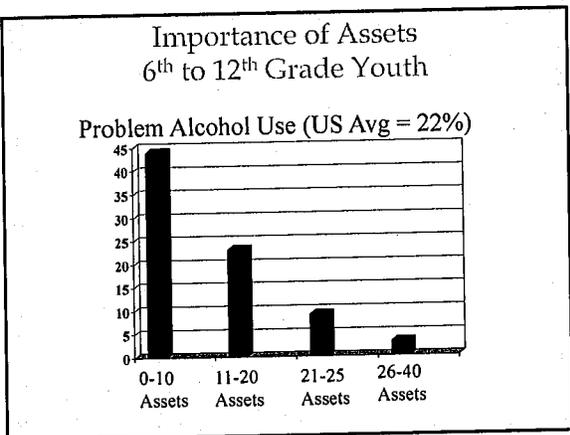
Maslow's hierarchy:

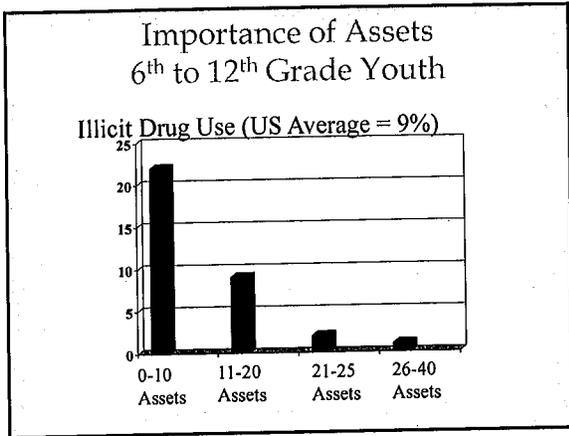
- "If you're hungry, you don't have other problems"
- House call analogy (environmental scan)
- "What happens when money gets low?"

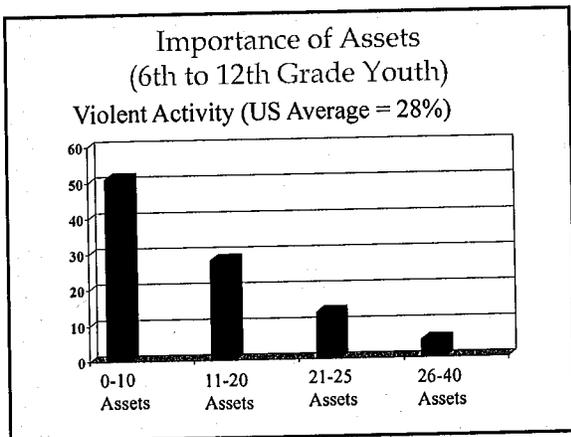


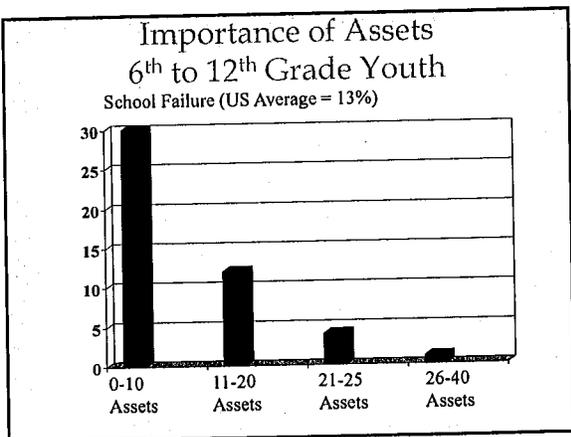
Functional Assessment: Strengths

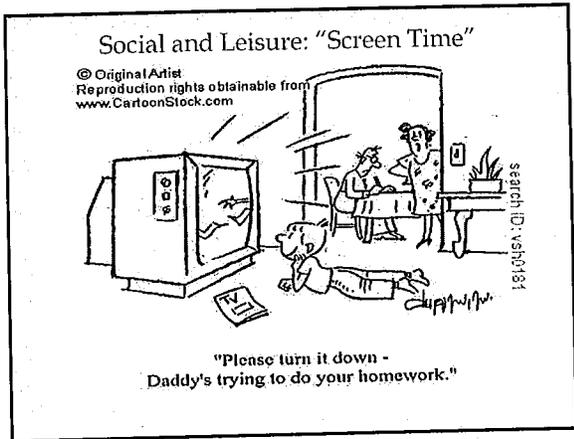
- Finding the "sparks" (the good, beautiful, and useful)
- Identifying exceptions
- Asking the "miracle question"
- 40 Developmental Assets Survey
www.search-institute.org











Functional Assessment: Social
and Leisure

03

- American children averaging 40 hours per week in front of a screen
- Screen time linked to attention problems, obesity, and aggression
- Kids and mobile electronic devices
- Effects of parents' use of technology

Functional Assessment: Family

03

- Genogram vs. relationship map
- Invisible family rules
 - Coalitions
 - Boundaries
 - Power hierarchies

Functional Assessment: Educational



- Obtain and review relevant records
- Narrative approach
- Assess barriers to attendance
- Extra-curricular involvement or interest
- Ensure parents have adequate information about special education

Functional Assessment: Educational

Bullying:

- Definition: When someone with more power unfairly hurts someone with less power over and over again. The impact of the mistreatment is often deeply felt and long lasting
- The problem: Approximately 160,000 children do not go to school each day due to fear of being bullied
- Types
 - physical
 - emotional
 - social
 - virtual

Functional Assessment: Educational

Warning Signs of Bullying:

- Avoidance of school, school-related
- Reluctance to walk to or from school
- Unexplainable drop in academic performance
- Physical complaints
- Changes in sleep patterns, nightmares

Functional Assessment: Educational

What to Do about Bullying:

- Take behavior/concerns seriously
- Be careful not to over- or under-react
- Listen, collect information (try to understand problem from child's perspective)
- Involve family and school in finding solutions

Functional Assessment: Mental Health

- Adolescent Self-Report (handout)
- Child Interview (handout)
- History of early childhood and mental health services (e.g., type of service, who provided it, outcome of the service)
- Request relevant records from previous service providers
- Grief and loss experiences (e.g., Has the child ever lost anyone or anything very important to him/her?)
- Traumatic experiences (Has child ever been hurt or harmed in any way?)
- Mini Mental Status Examination (handout)

Functional Assessment: Chemical Health



Alcohol and Marijuana Use by Twin Cities Students
(1992-2007)
