



Dynamic Solutions for change
Chrysalis Associates Limited
48 Wostenholm Road, Sheffield S7 1LL
Tel: 0114 2509455
Email: info@chrysalisassociates.org
www.chrysalisassociates.org

Comprehensive Trauma and Attachment Assessment

This in-depth, multi-disciplinary assessment comprises two assessment sessions, one with the parents alone, and one with the parents and child together. The following measures are utilised to assess the child's current behaviour, emotional wellbeing, and attachment with their current caregivers, as well as their caregivers' levels of stress.

Marschak Interaction Method (MIM)

The MIM is a structured observation technique designed to assess the quality and nature of child-carer interaction to identify how the child reacts to the carers attempts to:

- Structure the environment and set clear, appropriate expectations and limits.
- Engage the child in interaction whilst being attuned to the child's state and reactions.
- Respond in a nurturing way to the child's needs, including being able to soothe and calm the child when needed.
- Provide and respond to challenge in an appropriate way.

Weschler Abbreviated Scale of Intelligence (WASI-II)

The WASI-II provides a brief, reliable measure of a child's cognitive ability. It includes Vocabulary, Similarities, Matrix Reasoning and Block Design subtests, which allow comparisons between the child's Verbal Comprehension and Perceptual Reasoning abilities, as well as a comparison with other children of the same age in the population. This can provide guidance as to appropriate educational provision, and can help parents and education staff to have accurate expectations of the child's performance in educational settings, as well as guidance on how the child learns most easily.* NB for assessment conducted remotely only the Vocabulary, Similarities and Matrix Reasoning subtests will be included (the Block Design measure is not possible due to the equipment required)

Behaviour Rating Inventory of Executive Functioning (BRIEF)

Executive function describes a set of cognitive abilities that control and regulate other abilities and behaviours. We use the BRIEF to assess the child's executive functioning in the home and school environment. The BRIEF is useful in evaluating children with a wide spectrum of developmental and acquired neurological conditions. The BRIEF measures a child's ability to regulate their own behaviour, emotions and cognitions. Forms are completed by the child's parent(s) and teacher.

Achenbach Child Behaviour Checklist (CBCL)

The CBCL evaluates the behaviour and social competency of children and identifies difficulties in the following areas: Affective Problems, Attention Deficit/Hyperactivity Problems, Anxiety Problems, Oppositional Defiant Problems, Somatic Problems, Conduct Problems. Forms are completed by the child's parent and teacher, and by the child if appropriate.

Parent Stress Index (PSI)

The PSI is a questionnaire completed by a carer to identify their view of their child and the level of stress that parenting the child causes them. The assessment identifies clear areas of stress for a carer exploring the following domains: the carers' competence, isolation, attachment, health, role restriction and depression and the child's distractibility, hyperactivity, adaptability, demandingness, mood, and acceptability. It assesses whether the parent has a felt sense of attachment to the child and whether they experience them as rewarding and reinforcing to parent.



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Trauma Symptom Checklist for Young Children (TSCYC)

The TSCYC is a standardized, parent/carer report measure of trauma symptoms and evaluates acute and chronic post-traumatic symptoms and other psychological consequences of traumatic events in children.

Beck Youth Inventory (BYI-II)

The BYI-II is a questionnaire measure of the young person's own perception of their own symptoms of depression, anxiety, anger, disruptive behaviour and self-concept.

Adolescent/Adult Sensory Profile

This is a self completion questionnaire, although it can be completed by a parent or caregiver of the young person is not able to do this. The measure aims to identify sensory processing patterns and their effects on functional performance in everyday activities (e.g., self-care, family relationships, bonding, job satisfaction/performance, school performance). The completion of the Self-Questionnaire results in an increased awareness and understanding of an individual's sensory processing preferences, not only for that individual but also for the professional who administers the measure, team members, family members, and others who are close to the individual. The information gained from the Adolescent/Adult Sensory Profile will enable more informed intervention planning, taking into consideration the individual's sensory needs.