



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.

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.

Vineland Adaptive Behaviour Scales (Second Edition)

The Vineland Adaptive Behaviour Scales measure a child's actual use of adaptive behaviours in the four domains of Communication, Daily Living Skills, Socialization and Motor Skills. They also provide a measure of Internalizing and Externalizing Maladaptive Behaviours which may interfere with a child's adaptive behaviour.



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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.

Bag of Feelings

The Bag of Feelings is a creative approach to assessing children's own understanding of and ability to communicate around their current emotional state. It also gives a window into what their current feelings may be. The child is asked to imagine a bag which has all their current feelings in, and then draw and/or talk about the bag and its contents.

Magic Wand Task

The Magic Wand is a creative, solution-focused way of engaging the child in thinking about what their goals for therapy would be, and what changes to their world might make things feel better for them.

Sensory Processing Measure

The Sensory Profile can be used to evaluate children's sensory processing patterns at home, school, and in the community. It features a series of questionnaires to evaluate a child's unique sensory processing patterns from a position of strengths, providing deeper insight to help customise the next steps of therapeutic intervention. The forms are completed by caregivers and teachers, who are in the strongest position to observe the child's response to sensory interactions that occur throughout the day.