Module 10: Assessment
Clinical Assessment of the School-Age Child/Adolescent
History of the Traumatic Exposure

Assess the traumatic event as an extreme stressor:

- Nature of the traumatic event?
- Intensity and duration of exposure?
- Actual threat to life or bodily integrity?
- Direct physical impact?
- Witness to the event?
- Interpersonal relatedness?
**Family History**

- Parents or family members exposed?
- Parental and family response to event?
  - Parents’ emotional and behavioral symptoms
  - Parents’ psychopathology
  - Parents’ reaction to the child’s distress
- Family mental health history?
  - Functionality of the family support system
Itemize the Inventory of Stressors

- Bereavement
- Separations from loved ones
- Loss of home/shelter
- Loss of school
- Loss of routinized activities
- Relationship to peer group
- Physical Injury
Child’s Developmental History

- Previous exposure to traumatic events
- Coping behaviors
- Psychosocial adjustment
- Psychological morbidity
- History of psychological treatments
- Medical history
- School and academic performance
Mental Status Examination of the Child

- Obtain child’s report of what happened
- Ask what was the most upsetting part of the experience for him/her
- Explore the child’s attributions:
  - Understanding of why it happened
  - Role in the event
  - Thoughts and feelings about how (s)he has responded
  - Understanding of how the traumatic event has affected emotional and behavior well-being
Mental Status Examination of the Child

- Complete a symptom inventory
- Assess for ASD and PTSD
- Assess self-efficacy, coping, and adaptive capacities
- Assess child’s capacities to seek and use help from adults
Mental Status Examination of the Child

Assess for psychiatric comorbidity

- Mood Disorder
- Anxiety Disorder
- Adjustment disorders
- Somatic illness
- Symptoms of hyperarousal
- Substance abuse
- Dissociative disorders
- Disruptive behaviors: ADHD, CD, ODD
Clinical Assessment of the Preschool Child
Clinical Assessment of the Preschool Child

- Limited ability to convey subjective experiences
- Limited cognitive and expressive language skills
- May exhibit a variation of PTSD symptomatology – e.g. reenactment of trauma
- Use age-sensitive assessment procedures and techniques
Psychological Measures Used for the Assessment of Posttraumatic Stress Symptomatology
### Semistructured Interviews to Assess Posttraumatic Stress Disorder (PTSD) in Children and Adolescents

<table>
<thead>
<tr>
<th>Measure (Source)</th>
<th>DSM Version Used</th>
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<tbody>
<tr>
<td>Schedule for Affective Disorders and Schizophrenia for School-Age Children-</td>
<td>DSM-IV</td>
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<tr>
<td>Present and Lifetime version, PTSD scale (Kaufman et al., 1997)</td>
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<tr>
<td>Diagnostic Interview for Children and Adolescents, PTSD (Famularo et al., 1996)</td>
<td>DSM-III-R</td>
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<td>Diagnostic Interview Schedule, PTSD (Garrison et al., 1995)</td>
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Semistructured Interviews to Assess Posttraumatic Stress Disorder (PTSD) in Children and Adolescents

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<td>Clinician-Administered PTSD Scale for Children and Adolescents, DSM-IV version (Nafer et al., 1996)</td>
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<tr>
<td>Childhood PTSD interview-Child Form (Fletcher, 1997a)</td>
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<td>Instrument</td>
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<tr>
<td>Posttraumatic Stress Disorder Research Inventory</td>
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<td>Pynoos PTSD Reaction Index</td>
<td>Child 7-13</td>
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<td>Pediatric Emotional Distress Scale</td>
<td>Child 3-12</td>
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<td>Story-Telling Through Art</td>
<td>Child 4-11</td>
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<td>Anticipatory Stress Index</td>
<td>Child 16-18</td>
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<td>Children’s PTSD Inventory</td>
<td>Child 12-18</td>
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<td>Parent PTSD Reaction Index</td>
<td>Child 7-15</td>
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<td>Clinician-Administered PTSD Scale - Child Adolescent Version</td>
<td>Child 8-18</td>
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<td>Child &lt; 12</td>
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<td>Child 11-13</td>
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Resources


highlights more than 350 of the measures designed for use with child and adult trauma populations.