

RESOURCES FOR ASSESSING ATTACHMENT, TRAUMA and BRAIN BASED ASPECTS OF PROBLEMS OF CONDUCT

Table of Resources Developed by Allison Sampson, PhD

FOCUS AREA	MEASURE/ASSESSMENT	PURPOSE	RESOURCE
Adverse Childhood Experiences	ACE measure	Kaiser Permanente's Department of Preventative Medicine in San Diego in collaboration with the US Centers of Disease Control and Prevention (CDC)	http://www.cdc.gov/ace/pyramid.htm
		Looks at how ACE factors are a major public health risk factor for many medical and mental health conditions	
		Free Questionnaires	
		ACE Measure	http://www.acestudy.org/files/AR-V1N4.pdf
		ACE website (under construction)	http://www.acestudy.org/
Trauma	TSI (Trauma Symptom Inventory) TSC (Trauma Symptom Checklist)	Need to assess trauma and symptoms to best address them	http://www.johnbriere.com/psych_tes ts.htm
	UCLA PTSD Reaction Index for DSM-IV	The UCLA PTSD Index for DSM-IV (UPID) (Pynoos, et al., 1998) is a revision of the Child PTSD Reaction Index: CPTS-RI. It is a 48-item semi-structured interview that assesses a child's exposure to 26 types of traumatic events and assesses DSM-IV PTSD diagnostic criteria. It includes 19 items to assess the 17 symptoms of PTSD as well as 2 associated symptoms (guilt and fear of event's recurring).	http://nctsn.org/products/administration-and-scoring-ucla-ptsd-reaction-index-dsm-iv
	TESI-C (Trauma Events Screening Inventory-	The TESI-C is a 15-item clinician-administered interview that assesses a child's experience of a variety of potential	http://www.ptsd.va.gov/professional/pages/assessments/tesi.asp

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	Children)	traumatic events including current and previous injuries, hospitalizations, domestic violence, community violence, disasters, accidents, physical abuse, and sexual abuse. Additional questions assess PTSD Criterion A and other additional information about the specifics of the event(s).	
	CAPS (Clinical Administered PTSD Scale)	<p>The CAPS is the gold standard in PTSD assessment. The CAPS is a 30-item structured interview that corresponds to the DSM-IV criteria for PTSD. The CAPS can be used to make a current (past month) or lifetime diagnosis of PTSD or to assesses symptoms over the past week.</p> <p>In addition to assessing the 17 PTSD symptoms, questions target the impact of symptoms on social and occupational functioning, improvement in symptoms since a previous CAPS administration, overall response validity, overall PTSD severity, and frequency and intensity of five associated symptoms (guilt over acts, survivor guilt, gaps in awareness, depersonalization, and derealization).</p>	http://www.ptsd.va.gov/professional/pages/assessments/caps.asp
	More Trauma Assessment Tools	<p>Exposure Instruments</p> <p>Traumatic Events Screening Inventory for Children – Brief Form (TESI TESI-C-Brief)</p> <p>Ages 4-18 with a version designed to be more focused on younger children</p>	http://www.ptsd.va.gov/professional/pages/assessments/tesi.asp
		<p>Violence Exposure Scale for Children Children-Revised (VEX VEX-R)</p> <p>(ages 4-10)</p>	http://www.nctsnet.org/content/violence-exposure-scale-children-revised-vex-r

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		Impact Instruments PTSD Checklist (PCL) (over age of 15)	http://www.ptsd.va.gov/professional/pages/assessments/ptsd-checklist.asp http://www.mirecc.va.gov/docs/visn6/3_PTSD_CheckList_and_Scoring.pdf
		PROPS and CROPS Grades 3 through 8 (age groups)	http://www.childtrauma.com/ax.html
Trauma Resiliency	Post Traumatic Growth Inventory (PTGI)	More and more we are learning to measure strengths and resiliency factors and learning to bolster these factors in our clients, this measure can be used to assess positive attributes that clients and caregivers have through the experience of a trauma	http://cust-cf.apa.org/ptgi/
Anxiety/Avoidance in Relationship	Adults: ECR-R	Supports “measuring” or assessing the types of attachment styles adults and possibly adolescents have using a four categorical model: Secure; Preoccupied; Dismissing; and Fearful	http://www.psych.uiuc.edu/~rcfraley/measures/ecrr.htm
		Actual ECR-R measure	http://www.psych.uiuc.edu/~rcfraley/measures/ecrritems.htm
		Information about scoring ECR-R measure	http://www.psych.uiuc.edu/~rcfraley/measures/measures.html

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	Adults: AAI	<p>The Adult Attachment Interview was developed to assess attachment styles in adults. During the AAI, the participant is asked to provide five adjectives that describe each parent and an example of an episode that illustrates each adjective. Interviewers inquire about the following:</p> <ul style="list-style-type: none"> ■ How caregivers responded to them when s/he was upset; ■ Whether caregiver threatened her/him; ■ Whether s/he felt rejected; ■ Explanation for caregivers behavior; ■ Affect of these childhood experiences on her/his adult personality <p>(George, Kaplan, & Main, 1984)</p>	<p>http://www.patcrittenden.com/include/adult_attachment_interview.htm</p> <p>Information on the AAI and training in administering it</p> <hr/> <p>http://www.patcrittenden.com/include/courses.htm</p> <p>Measures across the LifeSpan for attachment including the AAI</p>
	Adult Attachment Projective Picture System	<p>A measure that takes less intensive training and was designed to assess the same adult attachment patterns as the AAI</p> <ul style="list-style-type: none"> - 8 pictures - Agency of Self - Connectedness - Synchrony - Attachment Defensive processes 	<p>http://attachmentprojective.com/background/</p>

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	Children: IPPA	<p>The IPPA was developed in order to assess adolescents' perceptions of the positive and negative affective/cognitive dimension of relationships with their parents and close friends -- particularly how well these figures serve as sources of psychological security. The theoretical framework is attachment theory, originally formulated by Bowlby and recently expanded by others. Three broad dimensions are assessed: degree of mutual trust; quality of communication; and extent of anger and alienation. The development samples were 16 to 20 years of age; however the IPPA has been used successfully in several studies with adolescents as young as 12.</p>	<p>http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED241853&ERICExtSearch_SearchType_0=no&accno=ED241853</p> <p>Article on History of the IPPA</p> <p>http://www.google.com/search?q=Inventory+of+Parent+and+Peer+Attachment&rls=com.microsoft:en-us&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1</p> <p>Actual IPPA Measure</p>
Attachment Measures for younger Children	Story Stem Techniques	<p>Assessment Tool designed to tap into children's representations of attachment relationships</p> <ul style="list-style-type: none"> • Less threatening than asking children direct questions given their more natural tendency to process in stories (not as good at verbalizing own thoughts and feelings) • Stems/Scenarios presented provide opportunity to gather information on variety of different stressors (not just separation) • Good research in its utility and practiced in 10 countries 	Understanding Attachment and Attachment Disorders (2006) by Vivien Prior and Danya Glaser
	MacArthur Story Stem Battery (MSSB)	Assesses attachment representations and perceptions of parenting with children between 3 and 8	Revealing the Inner Worlds of Young Children: The Macarthur Story Stem Battery and Parent-Child Narratives Book by Robert N. Emde, Dennis P.

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		<ul style="list-style-type: none"> • Story stems are presented to children in an animated fashion • Specific neutral probes are used to encourage the child to engage • Usually takes about 40 minutes and is videotaped so that it can be coded • Battery has 14 stems which are connected to conflicts and emotional events occurring between caregiver and child 	<p>Wolf, David Oppenheim; Oxford University Press, 2003</p> <p>IBREHERTON@MACC.WISC.EDU</p>
Other Children Attachment Measures	Story Stem Assessment Profile (SSAP)	<p>Looks at attachment representations through story stem exercises (projective)</p> <p>Ages 4-8</p>	<p>http://tereza.tiddlyspace.com/bags/tereza_public/tiddlers/Story%20Stem%20Assessment%20Profile</p>
	Manchester Child Attachment Story Task (MCAST)	<p>Looks at attachment representations through story stem exercises (projective)</p> <p>MCAST is now computerized</p> <p>Ages 4-8</p>	<p>http://bsb-lab.org/site/wp-content/uploads/Barone_etal_2009_psycho-metric-properties_MCAST_ijbd.pdf</p> <p>http://www.scss.tcd.ie/conferences/TI/MH/12-Minnis.pdf</p>

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	Child Attachment Interview (CAI) – scores non-verbal and verbal communication	<p>The CAI completes assessment through a semi-structured interview (20-60 minutes).</p> <p>Ages 7-12</p> <ul style="list-style-type: none"> • Caution if using with a child who may be actively being abused/neglected by a caregiver 	http://www.ucl.ac.uk/psychoanalysis/research/cai.htm
	Parent-Child Interaction Assessment (PICA-II)	<p>Looks at interaction of child with parent, parent with child and dyad interactions. Attunement and empathy are two factors measured.</p> <p>Ages 3-5</p>	http://pages.uindy.edu/~rholigrocki/pica.htm
	Family Attachment Narrative Therapy (FANT)	<p>Developed by Joanne May through 40 years of experiential work with clients and families. Interventions focus on healing of caregiver narratives to nurture child and provide foundation for growth.</p> <p>Ages 3-21</p>	http://www.familyattachment.com/pages/narrative.html
Sensitivity (Caregiver)	Co-Construction	<p>Assessment of Child and Parent Interaction (video tape)</p> <ul style="list-style-type: none"> • Lasts 5 minutes • Involves caregiver and child building something with blocks • In 10 second segments, evaluate Parents Nonverbal, Parents Verbals, Global Parent rating, Child NonVerbals, Child Verbal, Global Child Rating, and Dyad Ratings (Coordination, Creativity, and Overall Interaction) 	<p>Steele, D'Agostine, &Blom (2005) Co Construction Manual</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1) Children's negative facial expressions are linked to parent's negative facial expressions, non-supportive touch, and parental looking behaviors 2) Children's attunement with caregiver linked to positive parental facial expression, verbal references to shared experiences (we and us), using

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			child's name, responding to child's questions, supportive touch (non-avoiding behaviors)
Avoidance	Commitment (Caregiver)	This is My Baby (TIMB) Assessment helps assess level of commitment foster care parent has to child via a point system	Oppenheim & Goldsmith (2007) Attachment Theory in Clinical Work with Children
Brain and Processing	QEEG	These EEG based "Brain Maps" can help determine what areas of brain need focus (slowing down or speeding up) and thereby can direct Neurofeedback techniques	http://www.eegspectrum.com/ http://aboutneurofeedback.com/
Auditory Processing Difficulties	SCAN:A SCAN:C	<ul style="list-style-type: none"> • Screen for auditory processing difficulties • Look at how information is received by brain and interpreted • Can appear to not be listening, actually need more time to process • Looping (information processing time) 	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8914-600 http://www.adhd.com.au/CAPD.htm
Visual Processing Difficulties	Bender Visual Motor Gestalt Test Rey Complex Figure Test	<ul style="list-style-type: none"> -Clarify difficulties clients making sense and interpreting information seen -Often clients lack an awareness in the immediate environment -Often clients have a decreased ability to react to facial expressions, which impacts social interactions 	http://www.ncld.org/ld-basics/related-issues/information-processing/visual-processing-disorders