

Client Assessment

Date 11/14/2022

Client Abril Miranda

Background Information

Overview

The assessment report should include the following sections: Background and referral information, a description of the assessment instrument, participation and effort, interaction style, interfering behaviors, summaries of parent and teacher reports, summaries of direct child interaction, and recommendations for goals and interventions. A guideline for the interpretation and content of each section is specified below.

The child assessment consists of a structured, interactive, activity-based evaluation of several aspects of social development, including affective understanding and perspective-taking, social motivation, ability to initiate interactions and respond to social bids, social reciprocity, and interpersonal problem-solving. Parental report of social behaviors is obtained through an interview as well as written questionnaires. Teacher information of social behaviors is obtained through written questionnaires.

Relevant Family History

Has any family member experienced any psychiatric problems?

Yes or No

If yes, please detail:

Medical History Summary

- Are you experiencing any health concerns?
- How would you rate your health? (please circle one)

Unsatisfactory

Satisfactory

Good

Excellent

- Do you have sleep problems? (Describe)

Yes or No

If yes, how many times a week?

- Do have appetite difficulties or eating habit problems?

Yes or No

If yes, select the one that describes the best:

Eating less Eating more Binging Restricting

- Do you drink alcohol?

Yes or No

If yes, how many units a week?

- Do you use recreational drugs?

Yes or No

If yes, what type and how often?

Please give details of any allergies and the current medication you have been prescribed for either mental health and/or physical health reasons.

Please include the name, dosage, and what it is prescribed for.

Name and address of your GP

Do you:

- Smoke cigarettes/tobacco?

Yes or No

If yes, how many cigarettes do you smoke a day?

- Smoke cannabis?

Yes or No

If yes, how much cannabis do you smoke each day? (e.g. number of joints, ounces of cannabis)

Education

What type of school did you attend?

Have you ever received a Statement of Special Educational Needs (SEN) or had an Educational Health Care Plan (EHCP) during your education?

- Education School type Please tick:
- Mainstream state school Mainstream private school School for children with behavioural and/or emotional difficulties
- Specialist school for children with autism
- School for children with severe learning disabilities

- School for children with moderate learning disabilities
- School for children with physical disabilities and/or sensory impairments
- Language unit within a school
- Other (please specify):

Referral Information

X was referred for a social skills assessment in order to identify areas of strength and weakness and to obtain recommendations for treatment planning.

Strength and Weaknesses

Summary

Describe the child's overall relative strengths and weaknesses based on the direct child interaction and the parent and teacher reports. Use this section to indicate the areas that will need direct intervention. Integrate the parent and teacher questionnaires with direct child observation. Indicate the similarities and differences in the child's observed and reported behavior across settings and speculate why they might occur. For example, are there specific supports in place that allow a child to function more appropriately in one setting over another? Does the child interact better with adults than peers?

INITIATING INTERACTIONS	PARENT REPORT	TEACHER REPORT
Spontaneously greeting familiar people	Strength	Weakness
Inviting others to play with him	Weakness	Weakness
Joining a group of children who are already playing	Weakness	N/A
Asking others in a direct manner for something he wants	Strength	Strength
Asking others for help when he needs it	Strength	Strength
Starting conversations with others	Strength	Weakness
Getting the attention of others before talking to them	Weakness	Weakness
Offering to assist others when they need help	Strength	Weakness
Offering comfort to others when they are upset or hurt	Strength	N/A
Apologizing in a sincere way for hurting someone, without being reminded	Strength	N/A
Complimenting or congratulating someone	Strength	Strength

EMOTION UNDERSTANDING AND PERSPECTIVE TAKING SKILLS	PARENT REPORT	TEACHER REPORT
Understanding what other people's facial expressions mean	Weakness	Strength
Understanding what other people's "body language" means	Weakness	Strength
Using a wide range of facial expressions	Strength	Strength
Using a wide range of gestures or "body language" to communicate	Strength	Strength
Understanding that others may have thoughts and feelings different from his/her own	Weakness	Weakness
Understanding another person's perspective or point of view	Weakness	Weakness
Understanding what makes other people feel happy, sad, angry, or afraid	Strength	Weakness
Understanding what makes other people feel surprised or embarrassed	Weakness	Weakness

Preferences

Summarize the child's choices indicated during the "things I like" activity. Also characterize whether the child generally preferred to participate in activities alone, with friends, or with family.

Maladaptive Behaviors

Summary

The following is a list of behaviors that could be problematic for X. Checks indicate a current area of concern.

Assessments Conducted

Summary

- Week1
- week 2

Data Collected

Summary

X came to the assessment with the examiner willingly and seemed to give his best effort during the session. He actively participated in all the tasks. X had no difficulties separating from his parents, but frequently asked when he would see them next. He actively participated in all the tasks, but was often distracted by other items in the testing room. When X was redirected to the activities presented, he willingly complied and responded to the examiner's prompts and questions.

Behavior Plan

Summary

Based on the summary of the child's strengths and weaknesses, choose appropriate objectives and goals from the list provided to develop an intervention plan.

1) Social behaviors to be targeted in a social intervention plan:

OBJECTIVE #1: AFFECTIVE UNDERSTANDING/PERSPECTIVE TAKING:

Specific goals:

- Understanding what other people's facial expressions mean.
- Understanding what other people's "body language" means.
- Using conventional facial expressions to express his/her feelings (for example, raised eyebrows to express surprise; a scowl to express anger).

Using gestures or "body language" to communicate (for example, use an "OK" hand sign; cross arms when angry).

- Understanding that other people can have thoughts and feelings that are different from his/her own.
- Understanding other people's perspectives (i.e., putting him/herself "in another person's shoes")
- Understanding what makes other people feel basic emotions such as happiness, sadness, or fear.
- Understanding what makes other people feel complex emotions such as surprise, guilt, or embarrassment.

Agreement

AGREED XXXXX

Caregiver

Name:

Parenthood:

Signature:

Risk Assessment / Crisis Intervention

Summary

XXXXXXXXXX

Discharge Criteria

Summary

XXXXXXXXXX

Summary and Recommendations

Summary

The following is a summary of X's social skills performance as observed during the assessment and reported by his parents and teachers.

Strengths:

Generally, X is doing well understanding and expressing basic feelings and responding to the initiations of others. He used a wide range of facial expressions and gestures to communicate. X imitates requesting things he needs and to ask for help. He offers comfort to others who are hurt or upset, apologizes sincerely, and compliments or congratulates others. X mostly uses an appropriate tone of voice, smiles to be friendly, and respects others' personal space.

Weaknesses:

Overall, X has difficulty understanding the perspectives of others and maintaining social interactions. He demonstrates emerging skills in the areas of initiating social interactions and understanding or using nonverbal behaviors appropriately. Specifically, X has difficulty understanding what makes others feel simple and complex emotions and understanding that others may have different thoughts or opinions from his own. He has problems staying on topic and keeping a conversation going. X appears to be better able to engage in social interactions and conversations with adults than same-age peers because adults will typically engage him more on his topic of interest and ask questions rather than relying on him to spontaneously offer information. This observation may explain why X is more willing to initiate interactions with adults but tends to withdraw from interactions with peers.