Assessment

Assessment and Diagnosis 1

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Assessment</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>STATE - Behavior is function of environment; function of underlying causes; Stable</td>
<td>TRAIT - Behavior is a function of underlying causes; Stable</td>
</tr>
<tr>
<td>Concept</td>
<td>Variable</td>
<td></td>
</tr>
<tr>
<td>Interpretation of Test/Observation</td>
<td>Responses are a SAMPLE of a larger set of actual behaviors of interest</td>
<td>Responses are a representation (SIGN, SYMPTOM) of some underlying trait</td>
</tr>
<tr>
<td>Test Items/Situations</td>
<td>WIDE RANGE of content; many different situations sampled</td>
<td>Content often ambiguous; LIMITED situation sampling</td>
</tr>
</tbody>
</table>

Functions of Assessment

- Description
- Selection of Problem and Treatment
- Evaluation

Functions of Assessment: Description

Individual Responses May Be
- Motor
- Physiological/Emotional
- Cognitive/Verbal

Methods of Individual Assessment

- Self-Report Measures
- Direct Observational Measures
- Physiological Measures
Methods of Individual Assessment: Self-Report Measures

Primarily used to collect verbal-cognitive data

Three general self-report methods are:

- Interviews
- Surveys, Inventories, Questionnaires
- Self-Monitoring

Methods of Individual Assessment: Direct Observational Measures

Primarily used to collect overt motor data

Methods include:

- Behavior logs
- Video Tapes

Methods of Individual Assessment: Physiological Measures

Primarily used to collect physiological data

Events measured include:

- Heart Rate
- Blood Pressure
- EEG Status

The Evaluation Funnel

The Evaluation Funnel diagram shows a funnel with "EVALUATION FUNNEL" at the top, leading to "Targets For Intervention" at the bottom. "Broad Observations" is written at the top of the funnel.

Components of a Properly Specified Problem

- Definition
- Goal
- Measurement Plan

Defining a Problem

Basic Definition Form

"[problem name] occurs when [description of behavior] occurs."

Components of a Good Definition

- Observability
- Clarity
- Increasing
**Guidelines for Prioritizing Problems** (Gambrill)

- Ethical acceptability
- Acceptability of problem to client
- Accessibility
- Danger of the situation
- Specificity of problem
- Benefit-risk Ratio
- Goal Attainability
- Interference value of the current situation
- Likelihood of early visible progress
- Prerequisite problem
- Annoyance value of the current situation
- Probable cost of intervention
- Magnitude of problem
- Maintenance of gains

**Goals and Objectives**

- **Goal** - the desired change in a problem
- **Objective** - a sort of intermediate goal that must be met in order to reach the final goal.

**Objective/Goal Statement Format**

- **WHO:** Usually the client;
- **WILL DO WHAT:** This is the target behavior;
- **TO WHAT EXTENT:** This is the criterion level for the target behavior;
- **UNDER WHAT CIRCUMSTANCES/SITUATIONS:** This describes when and where the target behavior is to be carried out.

**Example Objectives/Goals**

- Over the next week, whenever Elwood’s mom does something he doesn’t like, Elwood will consider the idea that her motivation could be concern rather than malice.
- Annette will reside in a house or an apartment with indoor plumbing within a week.
- Jake will take out the garbage when asked by his mother. He will begin the task within 10 seconds of being asked and complete it within four minutes of being asked.

**Measurement Plan**

- **Countability**
- **Verifying Sources**

**Example: Problem Definition**

Appropriate class attendance occurs when an individual arrives on time for a class period at school and remains in the class until dismissed by the teacher.
Example: Measurement Plan

Each day Jake will pick up an attendance card from the school receptionist. He will present this card to each of his teachers (including home room) at the end of the class period. The teacher will note on the card whether Jake arrived in class on time and stayed throughout the class. An excused absence as defined by the school board will be counted as if he attended. Jake will provide an excused absence form whenever he has an excused absence.

Self-Anchored Scales

- Prepare the Client
- Select the Number of Points for the Scale
- Use Equal Intervals
- Use One Dimension
- Anchor the Scale Points

Goal Attainment Scaling

<table>
<thead>
<tr>
<th>SCALE ATTAINMENT LEVEL</th>
<th>SCALE 1: Interpersonal relationships, as judged by client.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most unfavorable outcome thought likely.</td>
<td>Has acquaintances, but no friends (friend = someone with whom client has pleasant, non-business interactions) and no close friends (close = friend with whom client can talk about serious, intimate topics).</td>
</tr>
<tr>
<td>&lt; expected success.</td>
<td>One person who is a friend, but not a close friend.</td>
</tr>
<tr>
<td>Expected level of success.</td>
<td>Two or more persons who are friends, but not close friends.</td>
</tr>
<tr>
<td>&gt; expected success.</td>
<td>One close friend and one other friend (not close).</td>
</tr>
<tr>
<td>Most favorable outcome thought likely</td>
<td>More than one close friend plus one or more other friends.</td>
</tr>
</tbody>
</table>

The Rapid Assessment Instrument (RAI)

- Quick Administration: < 5 minutes
- Quick Scoring
- Quick Interpretation

Preferred Psychometrics
- High Coefficient Alpha
- Lower Retest Reliability