

Case Scenario 4

Client: Little Alberta. Female (DOB: 4/24/08)

Assessment Date: 6/25/2013

Assessment Tools Used

Parental Clinical Interview/Observation

Parental Statements

Trauma Scales for Checklist for Young Children

Preschool Interviews

Collateral Preschool Reports (Preschool Report 2011 -2013)

Purpose of Referral: Trauma Assessment

The purpose of the assessment is to determine if Little Alberta (6 years old female) has experienced trauma-related symptoms due to an alleged car accident on 7/7/12; and to determine any current functional impairment associated with trauma-related symptoms due to her foster care placement. A child protective service (CPS) investigation was conducted due to concerns from Little Alberta's preschool of anxiousness, bizarre sexual behavior towards other children, and noncompliance in school activities. Due to observations by CPS, it was recommended that the foster parents (the Brady's) complete a service plan (parenting) to reduce Alberta's risk of harm to herself or others. According to CPS records, Mr. Brady (Alberta's foster father) was arrested for domestic violence in 2000.

Interviews & Collateral Review:

In a review of CPS written statements, both foster parents alleged a high degree of functional impairment since the car accident that affected Alberta's ability to complete tasks, comply with rules, work independently, and socialize with siblings and peers. The Brady's were licensed as foster parent by the state New Hampshire in the past 5 years with no reprimands or infractions by child licensing. They described their home as loving and warm; and with a strong religious foundation as Fundamental Christian ministers. The Brady's also believed in structure and respect in the home; and zero tolerance for poor discipline of children. Recently, the Brady's experienced a financial struggle with the home, making it difficult to sustain the home sitter for Alberta. They admitted that Alberta would sometimes stay up at night watching adult cable programs while the house sitter was not paying attention. They also reported Alberta being on punishment frequently for her misbehavior. An observation of Alberta's with her foster parents interaction indicated mild to moderate anxiousness, hyper-arousal, and poor concentration not associated with attention deficit disorder or oppositional defiant disorder. A review of preschool records was conducted for Fall 2011 to Fall 2013. The preschool reports indicated various teacher ratings on various educational areas including gross motor development, fine motor development, cognitive development, emotional development, social development, responsibility and self-help skills, and work habits.

During the school interviews, the preschool teacher reported prior to the foster care placement (preschool year 2011), that Alberta was characterized as an independent learner with normal intellectual and behavioral functioning; without a need for social affiliation or contact with others. However, after the foster care placement (Fall 2012), Alberta's functional impairment centered on her maladaptive social functioning and poor concentration; exhibiting a need for more reassurance from teachers and peer affiliation. The Preschool Teacher A also reported that Alberta in the Fall of 2012 was occasionally tapping or pointing to her head stating to "pray for her head" and that "I was in a car accident". There were no medical reports provided by the foster parents or teachers indicating any significant brain damage or neurological damage due to the car accident. There was also no psychiatric or psychological history or reported experiences of trauma-related events prior to foster care placement. It was therefore concluded that the descriptions of Alberta's preschool behavior since the foster care placement was psychogenic in nature more so a result of the Brady placement. The preschool teacher and director were also aware that Alberta's family was involved in a car accident prior to Fall 2012. The Preschool Director reported that she felt that the "entire family" was affected by the accident; and that Alberta's behavior was a consequence of her foster parents' responses to the accident. However, there were suggestive reports from the preschool teacher or director that Alberta's behaviors were consistent with child abuse or neglect. Overall, the Fall 2012 preschool report (after the car accident) indicated significant changes in Alberta's behavioral patterns that warranted documentation by her preschool teachers and to her parents. The overall descriptions of Alberta's observations after the car accident were concluded by the examiner as trauma-related. A follow-up investigative report indicated that the Brady's admitted to spanking Alberta for tantrums and talking back to them on occasion. Counseling and other behavioral interventions were recommended for Alberta. Based on Alberta's progress and the Brady's successful service plan completion, Alberta may be removed from their home.

Assessment Data:

An objective symptom assessment utilizing the Trauma Scales for Checklist for Young Children (TSCYC) was administered to Alberta's parents and preschool personnel as an assessment of trauma-related symptoms. The TSCYC is a standardized forensic protocol which meets the Daubert standard of evidence. A qualitative review of the TSCYC item response patterns was performed with Alberta's preschool teacher profiles. Preschool Teacher A TSCYC results indicated the following: (PTS-AV, T score = 65), (PTS-AR, T score = 75), (SC, T score = 45), (DIS, T score = 60), (ANX, T score = 72), (DEP, T score = 58), (ANG, T score = 66). The Preschool Director's TSCYC results indicated the following: (PTS-AV, T score = 61), (PTS-AR, T score = 72), (SC, T score = 50), (DIS, T score = 68), (ANX, T score = 80), (DEP, T score = 65), (ANG, T score = 70).

The CAPI converted T score results for Ms. Brady indicated the following: (Lie, T score = 55), (IC, T score = 65), (Distress, T score = 65), (Rigidity, T score = 61), Problems with child and self, T score = 68), (Problems with others = 60), and Abuse (Abuse, T score = 73). The CAPI converted T score results for Mr. Brady indicated the following: (Lie, T score = 55), (IC, T score = 70), (Distress, T score = 66), (Rigidity, T score = 64), Problems with child and self, T score = 72), (Problems with others = 61), and Abuse (Abuse, T score = 80).