



The Significance of Multi-Procedures for Assessing and Treating Children

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Abstract

Psychological assessment has been defined as the systematic uses of a variety of special techniques in order of better understand a given individual or group. As behavioral instruments with children, the specification of target behaviors has been widened to include evaluation of cognitions, affects and behavior as well as large-scale social systems that impact upon the child and his/her family in social context. The finding of this review article is that, the multi-instruments for assessing child's behavior/personality leads to effective intervention and promotion of healthy personality.

Keywords: Multi-Procedures; Children; Mental health

Introduction

The few recent decades has witnessed extensive study of childhood, assessment and treatment. There are multimethod approaches in which a range of specific procedures are used in order to understand, explore, control, and predict a given child. The client's responses/behavior will fall into one of the following content area: cognitive, emotive/affect, motor, physiological. Cognitive responses refer to private events that are not publicity verifiable (thought, beliefs, appraisal, perceptions...,) emotive responses refer to emotional state (anger, sadness, guilt, fear...,) motor responses refer to muscular activities that are observable to the naked eye, and physiological responses to activities of the striated and smooth muscles [1,2]. Good and precisely behavioral assessment of child leads to accurate and good intervention. Numerous instruments have been developed for the assessment of each type of responses. There are several and specific

assessment strategies used with children, such as behavioral interviewing, behavioral checklist, self-report instrument, self-monitoring procedures, direct observation, peer sociometric forms, intellectual and academic achievement tests [3].

All assessment instruments are employed with particular purpose in mind. Behavioral assessment has many different purposes, and the aim is to select the instrument/s that best meet the particular purposes. The therapist is in the midst to select the most appropriate instrument that lead to affective intervention. On the other hand, the child's behavior/personality is very complicated and is affected by many/multi-factors that leads therapist to use many/multi procedures of measurements and treatments [4]. Advances in child psychotherapy research will not derive from a single line of work. Progress can be greatly accelerated if a diversified strategy of research were adopted. More specifically, child assessment and psychotherapy research might make gains at a

more detectable rate if there were [5]. More research and model testing on the nature of child dysfunctions. Improved conceptualization of treatment or interrelate treatment procedure to what is known about the dysfunction that is being treated.

- i. Broader based assessment that evaluated child functioning in several different domains.
- ii. Stronger tests of treatment.
- iii. Tests of stronger or more intensive treatments.
- iv. Integration, assessment and evaluation of a wider range of child, parent, family influences that may moderate treatment outcome.
- v. Improved methodology, as reflected in better specification of child, therapists, and treatment characteristics.
- vi. Replication effects to help establish the reliability of findings for a given treatment.
- vii. Evaluating the enhancement of interventions.

For the patient issues, emphasis was placed on the need to evaluate alternative models of diagnosis, child, parent and family variables that moderate intervention outcome. For treatment issues, special, on the hand, significance was accorded the need to ensure the representativeness of treatment, to specify the procedures and their conceptual bases and to ensure treatment integrity.

The guidelines for Assessing Children Behavior and Personality should include the Following

- a. Assessment should bring about benefits for children.
- b. Assessments should be tailored to a specific purpose and should be reliable, valid, and fair for that purpose.
- c. Assessment policies should be designed recognizing that reliability and validity of assessments increase with children's age.
- d. Assessments should be age-appropriate in both content and the method of data collection.
- e. Assessments should be linguistically appropriate, recognizing that to some extent all assessments are measures of language.
- f. Parents should be valued.

Source of assessment information, as well as an audience for assessment results [6,7].

Relating to the above Issues of Assessment Issues, it is Significant to Recommend that

- i. Treatment strategies aimed at increasing integration and reducing dissociation can be

highly effective in treating some of the most seriously impaired child.

- ii. Young children are capable of understanding and actively building knowledge, and they are highly inclined to do so.
- iii. Development is dependent on and responsive to experience, allowing children to grow far more quickly in domains in which a rich experiential base and guided exposure to complex thinking are available than in those where they receive no such support.
- iv. Education care/psychotherapy in the early years is two sides of the same coin.
- v. Cognitive, social-emotional (mental health), and physical development are complementary, mutually supportive areas of growth all requiring active attention and multiple assessment instruments in the preschool years.
- vi. Young children who are living in circumstances that place them at greater risk of school failure including poverty, low level of maternal education, maternal depression, and other factors that can limit their access to opportunities and resources that enhance learning and development are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs [2,3].

Summary

In sum, the method available for assessing children's behavior and personality can be divided into two groups, direct and indirect instruments. The indirect instruments contain the behavioral rating scale, behavioral interview, and self-report methods. The unstructured behavioral interview is the most commonly used, but its validity and reliability are difficult to evaluate. Many structured interviews for children have recently been devised and found to possess acceptable psychometric characteristics. On the other hand, the direct instrument for assessing children, which include naturalistic observation, observation in clinical settings, role-play tests for assertive behavior, are better suited to reveal the situational variables that govern a child's behavior. Number of coding systems designed for the direct observation of children has been described by clinical psychologist and researchers relating to the issues of classification of childhood psychopathology.

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