

Clinical and Functional Well-Being Assessments

To improve the appropriate use of psychotropic medications among children and youth in foster care, child welfare case workers and providers need access to tools that support decision making, service planning, and outcomes monitoring. The Center for Health Care Strategies (CHCS) developed this matrix of clinical and functional well-being assessments for states participating in [Improving the Use of Psychotropic Medication among Children and Youth in Foster Care: A Quality Improvement Collaborative](#). This resource provides links to and descriptions of existing clinical and functional assessments that evaluate a child’s health and well-being.

Target Population	Assessment	Description
All ages	Family Assessment Form (FAF)	Aids in family assessment, service plan development, and progress tracking. It examines a child’s physical, social, and financial environment; caregiver history, characteristics, and child-rearing skills; a child’s developmental and behavioral status; and family interpersonal interactions.
All ages	North Carolina Family Assessment Scale	Assesses family functioning in the domains of environment, parental capabilities, family interactions, family safety, and child well-being.
All ages	Vineland Adaptive Behavioral Scale, Second Edition (Vineland-II)	Helps diagnose and evaluate children’s special needs. The focus of this particular test is the measurement of the adaptive behaviors, including the ability to cope with environmental changes, to learn new everyday skills, and to demonstrate independence.
Young children (1 month to 5.5 years)	Ages and Stages Questionnaire, Third Edition (ASQ-3)	Assesses a child’s strengths and weaknesses, educates parents on developmental milestones, and incorporates a parent’s knowledge about their child. This assessment screens communication, gross motor, fine motor, problem solving, and person-social skills.
Young children (12 to 35 months)	Brief Infant Toddler Social Emotional Assessment (BITSEA)	Identifies social/emotional delays in four domains: (1) externalizing (activity/impulsivity, aggression/defiance, peer aggression); (2) internalizing (depression/withdrawal, general anxiety, separation distress, inhibition to novelty); (3) dysregulation (sleep, negative emotionality, eating, sensory sensitivity); and (4) competence (compliance, attention, imitation/play, mastery motivation, empathy, pro-social peer relations).
Young children (1.5 to 5 years)	Child Behavior Checklist for Ages 1.5-5 (CBCL/1.5-5)	Includes 99 items that describe specific kinds of behavioral, emotional, and social problems that characterize preschool children, as well as open-ended items for describing additional problems. Items are scored on syndrome scales designated as emotionally reactive, anxious/depressed, somatic complaints, withdrawn, attention problems, aggressive behavior, and sleep problems. Items are also scored on scales based on the Diagnostic and Statistical Manual of Mental Disorders, designated as: (1) affective problems; (2) anxiety problems; (3) pervasive developmental problems; (4) attention deficit/hyperactivity problems; and (5) oppositional defiant problems. Open-ended items request information about illnesses and disabilities, the respondent’s primary concerns about the child, and the child’s greatest strengths.
Young children (birth to 5 years)	Developmental Assessment of Young Children-2 (DAYC-2)	Identifies children from birth through five years with possible delays in cognition, communication, social-emotional development, physical development, and adaptive behavior, who may benefit from early intervention.

<p>Young children (1.5 to 5 years)</p>	<p>Achenbach System of Empirically Based Assessment - Preschool</p>	<p>Assesses adaptive and maladaptive functioning. Obtains parents', daycare providers' and teachers' ratings of 99 problem items plus descriptions of problems, disabilities, what concerns parents or respondent most about the child, and the best things about the child.</p>
<p>Young children (2 to 6 years)</p>	<p>Early Screening Profiles</p>	<p>Uses multiple domains, settings, and sources to measure cognitive, language, motor, self-help, and social development. It also surveys the child's articulation, home environment, health history, and test behavior. The result is an ecologically valid assessment that provides a wealth of practical information to help make accurate screening decisions and plan intervention strategies for children and their families.</p>
<p>Young children (1 month to 3.5 years)</p>	<p>Bayley Scales of Infant and Toddler Development</p>	<p>Assesses developmental delays in the very young.</p>
<p>Young children (15 months to 6 years)</p>	<p>The Child Development Inventory (CDI)</p>	<p>Designed as a developmental screening instrument for children ages 15 months to six years. It consists of 300 items that capture development in the following domains: social, self help, gross motor, fine motor, expressive language, language comprehension, letters, and numbers. The CDI also includes a general development scale comprised of age-discriminating items from each of the other scales. The parent responds to the series of items about the child's development with "yes" or "no."</p>
<p>Young children and adolescents (5 to 19 years)</p>	<p>Child and Adolescent Functional Assessment Scale (CAFAS)</p>	<p>Designed to assess day-to-day functioning and track changes in functioning over time. The CAFAS assesses functioning across eight critical subscales (school, home, community, behavior towards others, moods, self-harm, substance abuse, thinking) as well as two scales to assess caregiver functioning (material needs, social support).</p>
<p>Young children and adolescents (6 to 18 years)</p>	<p>Child and Adolescent Service Intensity Instrument (CASII)</p>	<p>Designed to determine the appropriate level of care for a child or adolescent. It links a clinical assessment with standardized levels of care and matches both by quantifying the clinical severity and service needs. This assessment can be used for any child or adolescent regardless of their setting and diagnosis or the system with which the child is involved (mental health, child welfare, etc.).</p>
<p>Young children and adolescents (2 to 21 years)</p>	<p>Behavior Assessment System for Children, Second Edition (BASC-2)</p>	<p>Includes the Teacher Rating Scales, Parent Rating Scales, Self-Report of Personality, Student Observation System, and Structured Developmental History. The tools provide information on the behaviors and emotions of children and adolescents.</p>
<p>Young children and adolescents (0 to 5 years; up to 17 years)</p>	<p>Child and Adolescent Needs and Strengths – Mental Health (CANS-MH)</p>	<p>Comprehensive assessment of psychological and social factors for use in treatment planning. Domains include general symptomology, risk behaviors, developmental functioning, personal/interpersonal functioning, and family functioning.</p>

<p>Young children and adolescents (6 to 18 years)</p>	<p>Child Behavior Checklist for Ages 6-18 (CBCL/6-18)</p>	<p>Collects feedback from parents, other close relatives, and/or guardians regarding children's competencies and behavioral/emotional problems. Parents (or caregivers) provide information for 20 competence items covering the child's activities, social relations, and school performance. The CBCL/6-18 has 118 items that describe specific behavioral and emotional problems, plus two open-ended items for reporting additional problems.</p>
<p>Young children and adolescents (2 to 16 years)</p>	<p>Eyberg Child Behavior Inventory (ECBI)</p>	<p>Includes an Intensity Scale, which measures the frequency of child behavior problems and a Problem Scale, which reflects parents' tolerance of the behaviors and the distress caused. It is intended to assess both the type of behavior problems and the degree to which parents find them problematic.</p>
<p>Young children and adolescents (5 to 18 years)</p>	<p>Ohio Youth Problems, Functioning, and Satisfaction Scales (Ohio Scales)</p>	<p>Measures outcomes for youth ages 5 to 18 who receive mental health services. The Short Forms of the Ohio Scales consist of five domains: (1) the 20-item Functioning Scale; (2) the four-item Hopefulness Scale; (3) the four-item Satisfaction Scale; (4) the 20-item Problem Severity Scale; and (5) the Restrictiveness of Living Scale for agency workers.</p>
<p>Young children and adolescents (4 to 16 years)</p>	<p>Pediatric Symptom Checklist (PSC)</p>	<p>Used by pediatricians and other health professionals to improve the recognition and treatment of psychosocial problems in children.</p>

*The above information from the American Academy of Child and Adolescent Psychology, ASQ, Functional Assessment Systems, Massachusetts General Hospital, Pearson Assessments, the Ohio Department of Mental Health, and The California Evidenced-Based Clearinghouse for Child Welfare is provided in good faith and is designed to help readers identify the clinical and functional well-being assessment that best meets their needs. It is being provided as an information source and as such should only be treated as a reference guide. **The Center for Health Care Strategies does not endorse or encourage the purchase of any referenced assessments.***

About the Center for Health Care Strategies

The Center for Health Care Strategies (CHCS) is a nonprofit health policy resource center dedicated to improving health care access and quality for low-income Americans. In collaboration with state and federal agencies, health plans, providers, and consumer groups, CHCS pursues innovative and cost-effective strategies to better serve Medicaid beneficiaries.

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