


Greetings

3.30 - 3.45:	Arrival of SNO
3.45 - 4.00:	Professional Interview Part 1
4.00 - 4.15:	Practice Usage of Genogram
4.15 - 4.30:	Professional Interview Part 2
4.30 - 4.45:	Briefing on Interview
	Questionnaire Tool
4.45 - 5.00:	Q & A
5.00 - 5.15:	Strengths & Difficulties
	Questionnaire
5.15 - 5.30:	Q & A



Professional Interview

Part 1

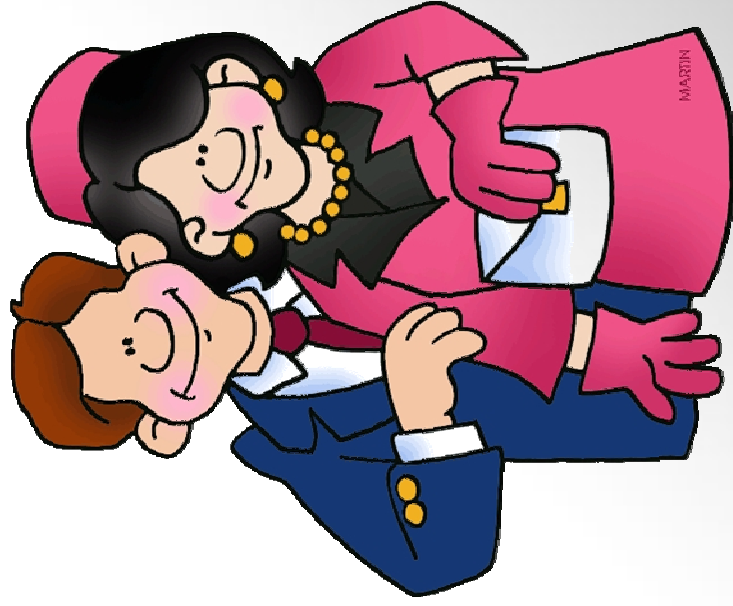
Target Audience: Parents

Objectives: Information

Documentation: Note-taking

Interview Structure

- Initiation
- Student/ Caregiver to tell you about the present problem
- Reflection
- Summing up



History Taking

History should gather in the standard order:

1. Who is this student?

- Student's personal particulars: name, age, D.O.B, sex
- Pre- morbid personality
- Family History
- Personal History include maternal, childhood, schooling, social history

2. What is the problem?

- Who initiate the referral
- Reason for referral
- Presenting Problem
- Why did this problem occur? Any other problem?
- What does the parents and school personnel want?

Who is this student?

- 1) Student's personal particulars: name, age, D.O.B, sex
- 2)
 - Pre- morbid personality
 - Personality before the onset of problem
 - Assessed mainly from the description of the referred student by his/her parents, teachers and friends

(e.g. extrovert, introvert, friendly, hostile, slow to warm up)

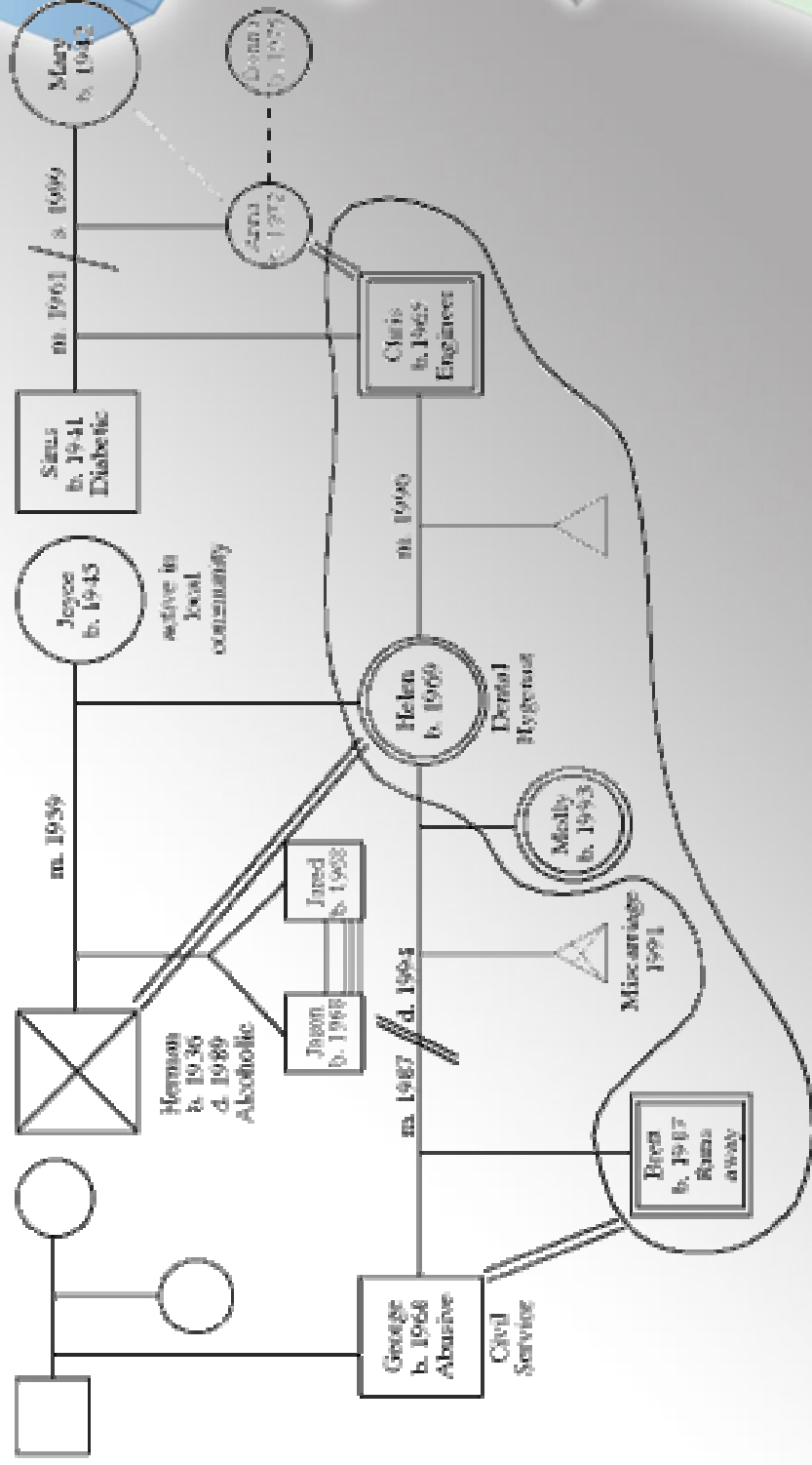


Family History

- Genogram should include status of parents' marriage, any previous marriages, step family, custody of the student
- Parents and siblings ages, education level, occupations and health.
- Any grandparents, domestic helper or ill person living with the student
- What is the living arrangement, financial state and parenting style
- Student recognizes with family members
- If immediate family member not alive, elicit cause and date of death. How did student react to the death?
- Presence of physical, psychiatric illness, substance abuse, epilepsy, suicide, alcoholism, gambling and debts in family member











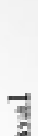











Genogram

Sample Genogram Family



Symbols of Representation

Genogram Symbols

Family Members		
 Male	 Female	 Central Person
 Pregnancy	 Abortion Miscarriage	 Deceased
 Foster/Adopted Child	 IP	 IA
 Fraternal Twins	 Identical Twins	
Unions		
 Married	 Divorced	 Unmarried Couple
 Multiple Marriages		
Relationships		
 Very close-fused	 People within shape are within same household	
 Close		
 Conflictual	 Fused & Conflictual	
 Distant	 Cut-off estranged	

Case Study



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Professional Interview

Part 2

Target Audience: Parents
Objectives: Information
Documentation: Note-taking

Personal History

(Obtained from the caregiver)

- Maternal history
- Childhood History
- Care giving



Schooling History

- Academic Performance in kindergarten, primary
- Any special help in school
- Relationships with school personnel and peers
- Classroom behavior
- CCAs
- Discipline problem
- School's strategies in managing student's problems
- Special Commendations

Social History


- What does the student do in his/ her spare time? Any interests and hobbies?
- Electronics: use of internet, video games, TV programmes, movies
- Home (Medical, Mental Health, Chemical Dependency, Criminal, Domestic Violence, Abuse or neglect)
- Normal Routine
- Close peers / relatives?

What is the problem?

- Who initiate the referral? (FT, parent, CMT, LSC)
- Reason for referral (FT, parent, CMT, LSC)
- History of presenting problem:

Why did this problem occur?

- Have there been any recent stressors in the student's life?
(divorce, death, migration, examination, change of school, recent illness)




What does the parent and school personnel want?

- Views and expectations

Recording Tool

- Interview Questionnaire Form





Strengths & Difficulties Questionnaire

- Introduction
- Scoring and Interpretations
- On-line Assistance
- Q & A

What is SDQ?

- A brief behavioral screening questionnaire for individuals aged 3 to 16 years old.
- Provision of a profile based on his/her strengths and difficulties

What is SDQ?

- 25 items on psychological attributes
- Divided into 5 scales:
 - Emotional symptoms
 - Conduct symptoms
 - Hyperactivity / Inattention
 - Peer Problems
 - *Pro social Behavior*

What is SDQ?

- Impact Supplement
- Levels of impairment
- Follow - up versions
- Additional questions for use to track intervention progress

What is SDQ?

- Parents (3-4 years old)
- Teachers (3-4 years old)
- Parents (4-16 years old)
- Teachers (4-16 years old)
- Self (11 -16 years old)

Sample of SDQ

P or T

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behaviour over the last six months of this school year.

Child's name Male/Female

Date of birth

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clings in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often argumentative with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can stop and think things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be spiteful to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees work through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Date

Uses of SDQ

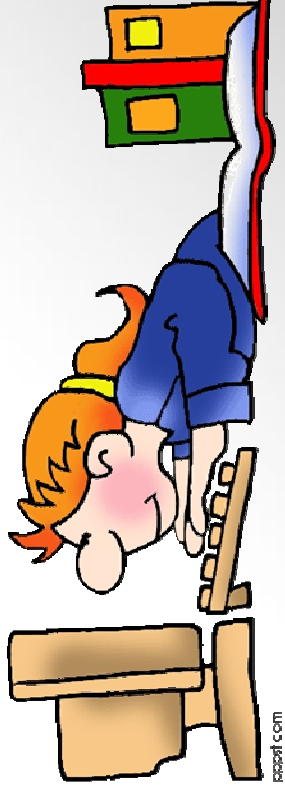
- Part of initial clinical assessment
- Evaluating outcome
- Screening

How to use SDQ?

- Respond by focusing on student's behavior over the last six months in this school year.
- Consider the context of what is appropriate for the age of the student you are rating
- Mindful of the effect of critical incidents/recent crises which may have impact on the judgment of the child.

On-line Assistance

- www.sdqinfo.com



www.sdqinfo.com

Thank You



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