

## **COMPETENCY STANDARD 2: Clinical Assessment**

### **OVERVIEW**

Clinical Assessment is an examination into a person's mental health conducted by a professional who is trained and credentialed within his/her own discipline with the purpose of arriving at a mental health diagnosis or arriving at a formulation of a person's problems. The expected outcome of a clinical assessment is to recommend relevant treatment, intervention, and supports consistent with the findings of the examination.

### **AREAS OF KNOWLEDGE AND SKILL**

The following areas of knowledge and skill have been identified as benchmarks for satisfying Competency Standard 2: Clinical Assessment.

Benchmark 2A: Recognizing the challenges of making an accurate assessment in individuals with co-occurring intellectual disability and mental illness.

Benchmark 2B: Knowledge of tools/instruments and strategies for making an accurate assessment in individuals with co-occurring intellectual disability and mental illness

Benchmark 2C: Understanding of the uses of assessment.

Benchmark 2D: Cultural awareness in assessment

### **BENCHMARK 2A: Recognizing the Challenges of Making an Accurate Assessment**

#### *Benchmark 2A Performance Indicators*

In the area of Challenges of Making an Accurate Assessment, the qualified clinician:

- Recognizes the special challenges in clinical assessment of individuals with intellectual disability and understands that limited communication and information processing problems will affect individuals' ability to self-report.
- Utilizes appropriate strategies to assess an individual who has limited verbal ability or who is non-verbal.
- Demonstrates an ability to include information from observation, direct assessment of the individual, and collateral sources of information into his/her assessment protocols.
- Demonstrates an appreciation of cultural factors impacting upon the assessment process.
- Demonstrates an appreciation of the multi-disciplinary nature of comprehensive clinical assessment.

## **BENCHMARK 2B: Knowledge of Tools/Instruments and Strategies**

### *Benchmark 2B Performance Indicators*

In the area of Tools/Instruments and Strategies, the qualified clinician:

- Demonstrates a working knowledge of the *DM-ID -2*.
- Demonstrates knowledge of specific tools/instruments and strategies that have been used in examination of individuals with intellectual disability.
- Understands the limitations in using tools/instruments and strategies that are used for the general population and have not included individuals with intellectual disability within the normative sample.
- Can identify an instrument or strategy to identify children (or adults) as being on the spectrum and is aware of the tools that are used for early identification of spectrum disorders.
- Can identify at least one test used to assess emotional functioning developed for individuals with intellectual disability and mental health needs.
- Can identify at least one adaptive behavior screening used to profile adaptive skills for our population of interest.
- Can identify at least one tool/instrument/strategy used to identify cognitive decline in individuals with intellectual disabilities suspected as having dementia.

## **BENCHMARK 2C: Understanding the Uses of Assessment**

### *Benchmark 2C Performance Indicators*

In the area of Uses of Assessment, the qualified clinician:

- Understands how guardianship status is assessed in persons with intellectual disability and mental health needs.
- Can identify methods to adapt techniques based on the needs of the individual being assessed.
- Can identify other special instances in which clinical assessment of individuals with intellectual disability might be requested, including:
  - Forensic assessment
  - Eligibility for entitlements
  - Competency
  - Treatment recommendations
  - Recommendations for level of support

## **BENCHMARK 2D: Cultural Considerations in Assessment**

According to the DSM-5, intellectual and developmental disability (IDD) occurs in all races and cultures. Cultural sensitivity and knowledge are needed during assessment. The individual's ethnic, cultural and linguistic background, available experiences, and adaptive functioning within his or her community and cultural settings must be taken into account. (*APA-DSM-5, 2013*)

### *Benchmark 2D Performance Indicator*

The qualified clinician demonstrates the consideration of cultural factors for case conceptualization, the delivery of diagnoses, and subsequent recommendations following clinical assessment and evaluation.

#### References:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
- Fletcher R.J; Barnhill, J; & Cooper, S. (2016). *Diagnostic manual-intellectual disability: DM-ID2 A textbook of diagnosis of mental disorders in persons with intellectual disability*. Kingston, NY: NADD Press.
- Finlay, W.M.L, & Lyons, E. (2001). Methodological issues in interviewing and using self-report questionnaires with people with mental retardation. *Psychological Assessment*, 13(3), 319-335.
- Simeonson, R.J., & Rosenthal, S.L. (Eds.) (2001). *Psychological and developmental assessment of children with disabilities and chronic conditions*. New York: Guilford Press.