

Early identification of children needing mental health Intervention using ABLE

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Presentation Goals

- Discuss the socio-emotional needs in Early Childhood
- Describe ABLE and its development
- Illustrate use of ABLE for early identification of behavioral and socio-emotional concerns.

Why Screen?

- Insights from Developmental Psychopathology- modest continuity
- Behavioral and emotional problems interfere with learning and social development
- Early intervention can make a difference

Observations of Early Childhood Program Staff

- Some children come into programs presenting with problem that make their adjustment to Pre-k difficult

Commonly reported Concerns

- Opposition- following directions; sticking with the program
- Aggression and impulsivity-
- Attention deficits
- Not being able to get along with other children
- Shyness and excessive dependence

Early Dilemma for Staff

- Figuring out if the problem is transient or stable;
- Concern about letting problems go too long
- If Stable, can it be corrected
- Deciding when to seek professional help and
- where to get help from

Idea behind the Screening

- Universal screening as an aid to planning
- Give staff a heads-up about possible problems in a class
- Utilize observations from parents
- Use teacher concerns as a basis; supplement with DSM IV
- Gauge the severity

Early steps and mis-steps

- Parent Interviews- conceptions of childhood
- Entry in Head Start in Detroit
- Protocol length and coverage
- Starting off with Excessive negativity

Multi-State Study of the Family and Social environments of Pre-K children

- >500 families in 5 states
- Parental Interview
- Reports of child problems and competence
- Observation of parent child interaction- child negativity and positive affect

ABLE

- Structure: A 2 tiered rating system
- Purpose: early identification of school adjustment problems
- Target: children in pre-k (3-5)
- Informants: Parents/ Teachers

ABLE – Tier 1- Constructs

- Attention
- Behavior
- Language
- Emotions

ABLE- Tier I- Items (10)

- Persistent Misbehavior
- Aggression
- Bad Temper
- Very Fearful
- Very Sad
- Poor Language- expressive and receptive
- Impulsive
- Fragile Feelings, easily hurt

Able Tier 1- Determining Severity

- Duration
- Impairment
- Pervasiveness
- Comparative Standard
- Generalizability of Concern
- Unresponsive to Intervention
- Exacerbation of Problem
- Need Professional Help

Able Level II-

40 Item Parent /Staff rated

- Attention/hyperactivity,
- aggression
- opposition,
- language
- emotional regulation (fear sadness)

Prevalence of Parental concerns

<u>Parental Concerns</u>	Parental Concern Prevalence in the entire Sample	Parental Concern Proportion of Serious Problems
Disobedience	8.0 %	20.0%
Attention	6.0%	9.5%
Speech and Language	5.6%	17.9%
Aggression	4.7 %	10.5%
Bad Temper	4.1 %	23.0%
Fearfulness	4.1%	10.5%
Sadness	2.4%	7.4%
Acceptance by other children	.9%	0.8%

Items with highest ratings

	Moderate Problem	Serious Problem
CONSTANTLY MOVING	18.2	12.4
IMPATIENT AND INTERRUPTS	20.2	9.5
OVERLY ACTIVE	14.1	7.5
UNABLE TO WAIT FOR WHAT THEY WAN	16.7	7.5
ARGUES TOO MUCH	20.1	6.1
HAS A BAD TEMPE	11.4	6.1
MISBEHAVES AFTER WARNING	12.9	6.1
CLINGS TO ADULT	10.4	5.6
UPSET WITH IMPERFECTION	10.7	5.3
NEEDS TOO MUCH ATTENTION FROM ADULTS	9.0	5.3
STUBBORN	12.8	5.1
MOVES FROM ONE ACTIVITY TO ANOTHER	10.9	5.1
YELLS AT OTHER CHILDREN	8.0	5.1
DIFFICULTY CONCENTRATING	8.5	4.6
HAS NIGHTMARES	7.3	4.6
CRIES TOO MUCH	8.7	4.4

Prevalence of Severity Dimensions

<u>Severity Indicators</u>	Prevalence in the entire Sample (N=536)	Proportion of Serious Problems (N=99)
Long Duration	17.0%	92%
Peer Comparison Negative	8.2%	44%
Functional Impairment	6.2%	33%
Pervasive Occurrence	6.0%	32%
Requiring Professional Help	3.4%	18%
Referred for Professional Help	4.9%	26%
High Severity Index (>2)	7.8%	42%

Factor Analytically derived scales

	N	Minimum	Maximum	Mean	Std. Deviation
Self Regulation of Attention Factor	412	1.0	4.9	1.666	.6568
Self- Regulation of Behavior Factor	412	1.0	4.4	1.730	.6466
Language Factor	413	1.0	3.7	1.329	.4671
Self Regulation of Emotions Factor	412	1.0	4.0	1.351	.4802
Aggression Factor	412	1.0	4.6	1.415	.5516

		SEVINDX	Self Regulation of Attention Factor	Language Factor	Self- Regulation of Behavior Factor	Self Regulation of Emotions Factor	Aggression Factor
Euro- American	Mean	.563	1.605	1.262	1.759	1.371	1.357
	N	158	158	158	158	158	158
	Std. Dev.	1.1861	.5937	.3970	.6470	.4796	.4207
African- American	Mean	.755	1.886	1.461	1.804	1.342	1.533
	N	102	102	102	102	102	102
	Std. Dev	1.6853	.7566	.5491	.6905	.5522	.6536
Latino	Mean	.508	1.596	1.321	1.664	1.332	1.388
	N	130	130	130	130	130	130
	Std. Devn	1.0583	.6318	.4865	.6237	.3918	.5656
Asian / Indian	Mean	.100	1.346	1.333	1.323	1.278	1.178
	N	10	9	10	9	9	9

Application

- How is the ABLE administered?
- How is it scored?
- How is it interpreted?
- How can it be used to help the Staff help the child?

Discussion

- How can this tool be used
- Where can it be used

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