

## **Two day course: Dual training in use of the ChA-PAS and the Mini PAS-ADD**

For a detailed description of the PAS-ADD assessments see [www.pas-add.com](http://www.pas-add.com)

The PAS-ADD tools have become widely used assessments for mental health problems in people with intellectual disability (ID). Four assessments, with distinctly different purposes, have been developed over the past 20 years, a period that has seen a huge growth in mental health service development and research directed towards the mental health of children and adults with ID.

The Mini PAS- ADD was designed to be usable by a wide range of professionals, not just clinicians. It has become widely used around the world and is being translated into a growing number of languages. Subsequently, the Child and Adolescent Psychiatric Assessment Schedule (ChA-PAS) was developed in response to an increasing recognition of the need to improve mental health services to younger members of the ID population as well.

The ChA-PAS is designed to improve the quality of reports from informants, but in the hands of a skilled clinician it may also include responses from the child/adolescent, where appropriate. The ChA-PAS was extended beyond the Mini PAS-ADD to include sections on ADHD and Conduct Disorder.

As well as people with ID, both the assessments are **equally valid for members of the general population**,

***This course will give dual qualification on use of the Mini PAS-ADD and the ChA-PAS***

The assessments cover the following disorders:

- anxiety disorder
- depressive episode
- manic episode
- obsessive compulsive disorder
- psychosis
- autism spectrum (screening only).
- attention deficit hyperactivity disorder (ChA-PAS only)
- conduct disorder (ChA-PAS only)

The Mini PAS-ADD and the ChA-PAS were designed to aid the process of skilled diagnosis and formulation, not to supplant it. Scores are summarised in a way that will help this process, and include guidance on thresholds for diagnosis and on the specific requirements of ICD-10.

## **Background to the training**

In the general population, child and adult mental health services have largely developed as separate entities, reflecting the very different ecologies of the two populations. Adults have achieved the majority of developmental milestones that they will attain, and typically have a wide range of potential indicators of their mental state. It is from this perspective that the symptom constellations embodied in ICD 10 and DSM IV have been derived. In comparison, children are in the process of developing cognitively and emotionally, and their worlds are strongly influenced by their families. Adolescents are additionally having to deal with the huge emotional issues involved in the transition from childhood to adulthood. Overall, the potential conflicts that can occur in interaction with the family and wider society lead to a much stronger emphasis on behavioural problems than in the adult population. Problems such as depression are sometimes more difficult to see because they do not always present the same way as in adults. In addition, there is the danger of confusing pathological phenomena such as delusions with normal experiences of childhood, such as vivid fantasies.

Both the ChA-PAS and the Mini PAS-ADD have been developed to elicit the best possible symptom information from key informants, and training focuses primarily on the two main aspects of the process: symptom coding and interviewing. This course uses mainly the training materials for the ChA-PAS because their development started from the position that most child mental health cases are complex rather than straightforward, and users of both assessments will benefit from working on these complex cases. There will be a strong emphasis on complex differential diagnoses, and on the use of expert clinical interpretation of the information when making a case formulation.

The following is an approximate timetable of the syllabus to be followed:

### **Day 1**

- Introduction:
  - Fundamental issues relating to the assessment of mental health problems in people with ID, both children and adults, that have shaped the development of the whole PAS-ADD system.
  - Frameworks for assessment and intervention: Psychiatric, behavioural and others.
- Case identification in people with ID: children in comparison to adults
- Introduction to the PAS-ADD Checklist to aid the process of case detection
- Ecological issues in case formulation
- ICD 10 and DSM IV: Their application to people with and without ID
- Introduction to the ChA-PAS and the Mini PAS-ADD
  - Overall structure of interviews and handbooks
  - The rating system
  - The clinical glossaries
- Symptom coding. The main part of day 1 focuses on the development of accurate symptom coding through use of the clinical glossary. Participants will be given practice in coding through the use of

specially constructed case vignettes, on which they will work in small groups under the guidance of the workshop presenter.

Most of these exercises will be complex, involving various differential diagnoses that frequently cause problems. On day 1 these exercises will include:

Depression and anxiety

Bipolar disorder and attention deficit hyperactivity disorder (ADHD)

Introduction to the Autism spectrum screen (this may be deferred until day 2)

As we discuss these exercises we will also look at differences between adult and child manifestations of the problems, and how these differences might affect our interpretation of the findings

## **Day 2**

- Use of the semi-structured clinical interview, including:
  - Eliciting the temporal development and expression of the disorder
  - Deciding on the rating periods
  - Choosing the symptom areas to be covered
  - Use of the semi-structured questions
- Using the clinical glossary to code further symptom constellations:
  - Autism and obsessive compulsive disorder
  - Conduct disorder
  - Psychosis
- Complex case presentation involving the use of two informants

Overall, the aim is to enable the participants to use information from a Mini PAS-ADD or ChA-PAS assessment to enhance the quality of case formulation.

### **Steve Moss**

Steve Moss has worked for 30 years in disability research, initially in the fields of children with visual impairment and children's motor development, and subsequently in the areas of intellectual disability and mental health assessment. His work on development of the PAS-ADD system (Psychiatric Assessment Schedules for Adults with Developmental Disabilities) is particularly well known, and these assessments are now used in many countries throughout the world. He worked for 20 years at the Hester Adrian Research Centre, Manchester University, and later at the Institute of Psychiatry, King's College London, where he continues to have an honorary post.