

**Youth with Unmet Complex Care Needs - Assessment Chart**

Disrupted Development	Invisible Problems	Visible Problems	Examples of Assessment Needed	Professional Best Equipped to Conduct Assessment	Treatment Support	Corresponding CANS Score Child Behavioral/Emotional Needs	IEP
Prenatal Substance, Maternal Stress, Neglect, Abuse	Smaller brain due to neuronal pruning, alterations in structure and functionality	Disorganized, dysregulated, reactive, unable to be soothed, aggressive, impulsive, intellectual disability; insecure, avoidant, dismissive, disorganized relationship style with adults/peers; learning difficulties; self-harm; substance use	The Comprehensive Assessment Battery for Children; CABC- Working Memory Neurocognitive Tests/ fMRI QEEG Neurofeedback (Brain Mapping) Assessment of attachment style	Educational or Neuropsychologist/Neurologist SSP/ILS Practitioner Neurofeedback practitioner Mental health/behavioral health practitioner	Neurofeedback; Integrative Listening Systems/ Safe & Sound Protocol Mentalization (Treatment & Parenting) Repetitive, rhythmic, playful, relational	1-3	Why?
Visual Processing	Occipital lobe: May not be able to use the eyes together, can't track, misses details/cues, figure/ground problems, trouble locating figures in space, visual-motor deficits	Hard to focus/concentrate, reading difficulties, gives up easily, frustrated easily, avoids learning/school, lies about homework, dysregulates in response to expectations, can't coordinate or use vision to engage in physical activity; awkward, externalizes or internalizes blame for social problems	Visual Perceptual Testing, i.e. visual discrimination, form constancy, figure-ground, spatial relations, visual closure, sequencing, memory	Developmental Optometrist/ Ophthalmologist	Neurofeedback Integrative Listening Systems Parent Coaching Re: Strategies	1-3	↓
Auditory Processing	Temporal lobe; auditory cortex: Difficulty with receiving, organizing, and making sense of sound; figure-ground discrimination problems, auditory memory and sequencing problems	Distracted, hard to focus/inattentive, difficulty with directions, frustrated, academic struggles, angry/frustrated, labile mood; 'forgetful;' may lie about task completion; externalizes or internalizes blame for social problems	Auditory Processing Disorder Assessment SCAN 3 Tests for APD	Audiologist	Neurofeedback Integrative Listening Systems Parent Coaching Re: Strategies Repetitive, rhythmic, playful, relational	1-3	
Sensory Integration	Integrative brain functions cannot integrate touch, sight, sound, movement, body position, smell, taste, internal sensation.	Over/under arousal states, reactive, sensitivities to touch, frequent dysregulation, frustration, tired easily, distracted, focus and concentration problems; self-harming; learning and academic performance problems.	SCREENINGS: The Sensory Profile; Sensory Processing Three Dimensions  ASSESSMENTS: Sensory Integration & Praxis Test	Occupational Therapist	Occupational Therapy Neurofeedback Integrative Listening Systems Parent Coaching Re: Strategies	1-3	
Executive Functions	Prefrontal cortex/orbitofrontal gyrus: weak, diffuse, underdeveloped vs focal, dense, and robust.	Impulsive, reactive, labile mood; aggressive, stuck in I want/don't want; behavioral, learning, and school problems; minimal to no conscience, poor judgment, externalizes or internalizes blame for social problems; self-harm; substance use; low motivation; lazy; disorganized; attentional problems.	BRIEF: The Behavior Rating Scale of Executive Functions  *Not necessarily screened or assessed as an individual function but all of the above screenings/ assessments together can provide clinical picture	Educational Psychologist Neuropsychologist Licensed Mental Health Practitioner	Neurofeedback Integrative Listening Systems (Mentalization Treatment & Parenting) Repetitive, rhythmic, playful, relational Parent Coaching Re: Strategies	1-3	
Hypo/Hyper-arousal chronic fear states	Dysfunctional autonomic nervous system; reliance on sympathetic dominance (fight/flight) or parasympathetic dominance (freeze/dissociation); weak vagal brake.	Primitive, aggressive, reactive, overreactive, angry, fear-based; dissociative; shuts down, cannot be soothed easily; self-harm/harms others; learning and academic performance problems	Mental Status assessment Psychosocial assessment of trauma hx	Licensed Mental Health/ Behavioral Health Practitioner	Safe & Sound Protocol Integrative Listening Systems Neurofeedback Mentalization (Treatment & Parenting) Rhythmic, predictable, playful, relational	1-3	