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The SASSI does not require a professional to administer and features objective scoring and decision rules. It consists of the following versions: SASSI-4: identifies probability of substance abuse among adults aged 18 or older. SASSI-A2: identifies the probability of substance abuse among adolescents aged 12 to 18 years.

SASSI-4 Substance Abuse Subtle Screening Inventory 4 Ed

It is with great pride that we announce the release of our latest adolescent research manuscript. This article is based on one key aspect of the Substance Abuse Subtle Screening Inventory (SASSI) Institute's forthcoming third iteration of the Adolescent Substance Abuse Subtle Screening Inventory (SASSI-A3).

Substance Use Screening Inventory | The SASSI Institute

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Mental disorders such as attention-deficit hyperactivity disorder (ADHD), depression, and autism have devastating consequences on the lives of children and adolescents. Early assessment of their mental health problems is essential for preventative measures and intervention. This timely, authoritative guide will be of interest to everyone involved i

Substance Abuse Assessment andDiagnosis includes practical nuts and bolts direction on how to facilitate a thorough, multi-tiered substance abuse assessment.

This introductory text provides a broad overview of basic issues in psychological and educational assessment and includes coverage of the pertinent tests needed by professional counselors to conduct thorough and effective assessments. Chapter topics on basic concepts; ethical, legal, and diversity issues; reliability; validity, and test construction help familiarize students with the essentials of testing. Students learn how and when to use the correct assessment tools with diverse clients and settings through guidance on basic procedures such as test selection, and examples and applications relevant to a range of practices and clientele. In addition, the author and other contributors focus on the importance of counselor identity and the essentials of this complex field. The text is aligned with the assessment curriculum standards required by the Council for Accreditation of Counseling and Related Educational Programs. Full chapters discuss the finer points that professional counselors need to understand when engaging in all forms of assessment. Current American Counseling Association ethical standards and positions statements from the ACA and other professional organizations appear throughout the text.

The latest edition of this perennial bestseller instructs and updates students and clinicians on the basic principles of psychological assessment and measurement, recent changes in assessment procedures, and the most widely used tests in counseling practice today. Dr. Danica Hays guides counselors in the appropriate selection, interpretation, and communication of assessment results. This edition covers more than 100 assessment instruments used to evaluate substance abuse and other mental health disorders, intelligence, academic aptitude and achievement, career and life planning, personal interests and values, assessment of personality, and interpersonal relationships. In addition, a new chapter on future trends in assessment discusses the changing cultural landscape, globalization, and technology. Perfect for introductory classes, this text provides students and instructors with practical tools such as bolded key terminology; chapter pretests, summaries, and review questions; self-development and reflection activities; class and field activities; diverse client case examples; practitioner perspectives illustrating assessment in action; and resources for further reading. PowerPoint slides, a test bank, a sample syllabus, and chapter outlines to facilitate teaching are available to instructors by request to ACA. *Requests for digital versions from the ACA can be found on wiley.com. *To request print copies, please visit the ACA website here. *Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org

In *Counseling Addicted Families*, Gerald A. Juhnke and William Bryce Hagedorn recognize that even those treatment providers who understand the importance of the familial context of addiction are often stymied by the variety of family treatment theories and their often imperfect fit for cases of addiction. In this book, Juhnke and Hagedorn provide a truly integrated model for assessment and treatment. Based upon the authors' combined twenty-three years of experience in clinical and treatment supervision, the Integrated Family Addictions Model consists of six progressive treatment tiers which organize the relevant family treatment theories into a graduated and coherent sequence, beginning with the briefest and least costly forms of therapy.

In the book "Mental Illnesses - Understanding, Prediction and Control" attention is devoted to the many background factors that are present in understanding public attitudes, immigration, stigma, and competencies surrounding mental illness. Various etiological and pathogenic factors, starting with adhesion molecules at one level and ending with abuse and maltreatment in childhood and youth at another level that are related to mental illness, include personality disorders that sit between mental health and illness. If we really understand the nature of mental illness then we should be able to not only predict but perhaps even to control it irrespective of the type of mental illness in question but also the degree of severity of the illness in order to allow us to predict their long-term outcome and begin to reduce its influence and costs to society. How can we integrate theory, research evidence, and specific ways to deal with mental illness? An attempt will be made in the last conclusive chapter of this volume.

In this completely revised and updated classic, Professors Roberts and Springer, along with 51 justice-oriented and forensic experts, have set the standard of care for mental health treatment and the delivery of social services to crime victims, juvenile and adult offenders, and their families. The second edition of *Social Work in Juvenile and Criminal Justice Settings* was published almost ten years ago in 1997, and was also translated to Chinese. Now Dr. Roberts, Dr. Springer, and their team of 51 prominent chapter authors have done such a thorough job of updating and finding new authors, that the end result is a comprehensive new book. In this third edition, 16 of the 31 chapters are new and specially written for this book. A growing number of mental health professionals are recognizing the need to examine current evidence-based program developments, assessment, and treatment practices with crime victims and offenders. This book focuses on the multiple roles and practices of justice social workers, also known as forensic social workers and crisis counselors. Many professional social workers, counselors and field placement students work in corrections and probation, forensic mental health, addictions treatment, juvenile justice, victim assistance, and police social work settings. In the words of Dean Barbara W. White (former President, Council on Social Work Education, and NASW) in her laudatory Foreword to this edition: "This groundbreaking book provides the necessary blueprints and guidelines for best practices with crime victims as well as juvenile and adult offenders in institutional, community-based, diversion, and aftercare programs. . . . This is the first all-inclusive, authoritative, exceptionally well-written volume on social policies and social work practices in both juvenile justice and criminal justice settings. . . . This book is a landmark achievement." An increasing number of offenders and victims have been found to be

□ This new edition gives students valuable practice in reading and evaluating research. All major methods of research are illustrated, including qualitative research, content/document analysis, survey research, observational research, experimental research, and program evaluation. □ The articles deal with contemporary topics that will hold your students' attention. □ The lines in each article are sequentially numbered. This allows easy reference to specific parts of the articles during classroom discussions. □ Factual Questions at the end of each article encourage students to read for methodological and substantive points. □ The Answer Key provides answers to the Factual Questions. The line numbers where the answers can be found are included, making the key easy to use. □ The Questions for Discussion at the end of each article address broad issues of research design and overall research quality. □ Ideal for homework assignments followed by classroom discussions at the next class meeting.