

Extension Modules

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School Module (1)

Question to Consider for this Module: *How well is the individual functioning at school? What are his/her strengths and areas of need? Please rate the highest level from the past 30 days*

Educational Attributes

ACADEMIC PERSISTENCE - This rating should be based broadly on the individual's overall efforts to persist, regardless of outcome.

Questions to Consider

- Does the individual keep trying when presented with difficult academic tasks?
- Does the individual ask for help with difficult academic tasks?

Ratings & Definitions

- 0** This level indicates individuals with academic persistence. For example, an individual who takes on assignments and asks for assistance when needed would be rated here.
- 1** This level indicates an individual who is developing appropriate academic persistence. A student who tries but needs to learn when to ask for assistance would be rated here.
- 2** This level indicates an individual whose academic persistence is inconsistent. This person initially attempts tasks but gives up and does not complete assignments.
- 3** This level indicates an individual whose academic persistence is inadequate. This person does not take on assignments or has refused assistance.

SCHOOL ACHIEVEMENT - This item rates the Individual's grades or level of academic achievement.

Questions to Consider

- How is the individual doing academically in school?
- Is s/he having difficulty with any subjects?
- Is s/he at risk of failing any classes? Of being left back?
- Has the teacher or other school personnel spoke to parents about Individual's performance?

Ratings & Definitions

- 0** No evidence of issues in school achievement and/or individual is doing well in school.
- 1** Individual is doing adequately in school although some problems with achievement exist.
- 2** Individual is having moderate problems with school achievement. S/he may be failing some subjects.
- 3** Individual is having severe achievement problems. S/he has failed most subjects, or is more than one year behind same age peers in school achievement.

TARDINESS - This item describes the individual's promptness to school and to classes.

Questions to Consider

- How often is the individual late to class or school?

Ratings & Definitions

- 0** No evidence of tardiness. Person is usually on time for school and classes.
- 1** Individual has occasional problems with tardiness. For example, s/he may fail to arrive at school on time once or twice per month.
- 2** Individual is having problems with tardiness. S/he may be late to school weekly or late to a class on a regular basis.
- 3** Individual is tardy for school or classes on a regular basis.

CLASS AVOIDANCE - This item describes the individual's avoidance of classes, or cutting of classes.

Questions to Consider

- Does the individual skip classes and how frequently?
- Is it one particular class or multiple classes?

Ratings & Definitions

- 0** Individual regularly attends all classes.
- 1** Individual may occasionally fail to attend a particular class.
- 2** Individual may regularly avoid one class or occasionally fail to attend several classes.
- 3** Individual has a pattern of failing to attend more than one class each week.

SCHOOL ATTENDANCE - This item rates issues of attendance.

Questions to Consider

- How often does the individual miss school?
- Do absences interfere with his/her learning?

Ratings & Definitions

- 0** Individual attends school regularly.
- 1** Individual has some problems attending school but generally goes to school. May miss up to one day per week on average, or may have had moderate to severe problem during the past six months, but has been attending school regularly during the past month.
- 2** Individual is having problems with school attendance. S/he is missing at least two days each week on average.
- 3** Individual is generally absent from school.

CLASSROOM BEHAVIOR - This item describes the individual's disruptive behavior while in class.

Questions to Consider

- Does the individual participate in class?
- Is the individual frequently disruptive to the class?
- What does the individual do to disrupt the class?

Ratings & Definitions

- 0** Individual participates appropriately in classes and is not disruptive.
- 1** Individual does not participate in classes but is not disruptive.
- 2** Individual is occasionally disruptive in classes.
- 3** Individual's behavior regularly disrupts classes.

NON-CLASSROOM BEHAVIOR - This item describes the individual's behavior in school, outside the classroom setting. The person may be either the initiator or the responder.

Questions to Consider

- How does the individual behave during unstructured time?
- Are transitions difficult?

Ratings & Definitions

- 0** Individual gets through non-classroom tasks (i.e. lunch, study hall, passing through hallways) without incidents.
- 1** Individual gets through non-classroom tasks (i.e. lunch, study hall, and passing through hallways) with occasional minor incidents, such as an argument.
- 2** Individual has minor incidents weekly during non-classroom tasks (i.e. lunch, study hall, passing through hallways).
- 3** Individual has major incidents, such as physical fights, during non-classroom tasks (i.e. lunch, study hall, passing through hallways).

SCHOOL DISCIPLINE - This item rates the overall behavior problems of the individual.

Questions to Consider

- Does the individual get in trouble at school?
- What sanctions does s/he receive?
- Is s/he frequently suspended?

Ratings & Definitions

- 0** No evidence of behavior problems at school. No discipline referrals have occurred this school year.
- 1** Mild problems with school behavior. A single office referral for discipline might be rated here.
- 2** Individual is having moderate behavioral difficulties at school. S/he is disruptive and may receive sanctions including a suspension or multiple detentions.
- 3** Individual is having severe problems with behavior in school. S/he is frequently or severely disruptive. School placement may be in jeopardy due to behavior.

Student Needs

SELF-MANAGEMENT - This item refers to the student's ability to manage his/her emotions and behaviors at a developmentally appropriate level.

Questions to Consider

- How well can the Individual regulate his/her emotions at school?
- Does s/he become angry easily? Is s/he able to control his/her anger?
- Is the person frequently overwhelmed by emotions?

Ratings & Definitions

- 0** The individual is able to manage emotions and behavior at a level consistent with age and developmental level.
- 1** The individual can usually manage emotions and behaviors. Student occasionally requires external support.
- 2** The individual has moderate problems managing emotions and behaviors. Student does not maintain control when upset but may respond to external support.
- 3** The individual is having severe problems managing emotions and behaviors. S/he does not respond to external support.

DECISION-MAKING SKILLS - This item refers to the individual's ability to demonstrate decision-making skills and responsible behaviors in school.

Questions to Consider

- Does the individual demonstrate age appropriate decision-making skills?
- How do decisions interfere with school?

Ratings & Definitions

- 0** The individual makes decisions that are at a level consistent with age and developmental level. Student manages well in school and activities.
- 1** The individual usually makes decisions that are at a level consistent with age and developmental level. Student may have occasional difficulties managing in school or activities.
- 2** The individual does not usually make decisions that are at a level consistent with age and developmental level. Student regularly has difficulty managing in school or activities but responds to guidance.
- 3** The individual makes decisions that are below a level consistent with age and developmental level. Student is unable to manage in school or activities and does not appear to respond to guidance.

ABILITY TO PAY ATTENTION - Problems with attention and staying on task would be rated here.

Questions to Consider

- Is the individual able to stay on task and pay attention in class?
- What supports does the individual need to maintain focus?

Ratings & Definitions

- 0** This rating is used to indicate an individual who is able to pay attention and stay on task at a level consistent with age and developmental level.

 - 1** This rating is used to indicate an individual with evidence of mild problems with attention. S/he may occasionally have difficulty staying on task for an age appropriate time period.

 - 2** This rating is used to indicate an individual with evidence of moderate problems with attention. S/he frequently has difficulty staying on task for an age appropriate time period.

 - 3** This rating is used to indicate an individual with evidence of major problems with attention. S/he is unable to stay on task for an age appropriate time period.
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BULLYING - This item describes behavior that involves intimidation (either verbal or physical, or both) of peers and youth; threatening others with harm if they do not comply with the individuals' demands is rated here. Only a bully is rated on this item; a victim of bullying is not rated here.

Questions to Consider

- Have there been any reports that the individual has picked on, made fun of, harassed or intimidated another person?
- Are there concerns that the individual might bully other individuals?
- Does the individual hang around with other people who bully?

Ratings & Definitions

- 0** No evidence that the individual has ever engaged in bullying at school or in the community.

 - 1** There is a history or suspicion of bullying, or individual has engaged in bullying behavior or associated with groups that have bullied other individuals.
Individual has bullied other individuals in school or in the community.

 - 2** Individual has either bullied the other individuals individually or led a group that bullied other individuals.

 - 3** Individual has repeatedly utilized threats or actual violence when bullying others in school and/or in the community.
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BULLIED BY OTHERS - This rating describes the degree to which an individual has been bullied or victimized by others.

Questions to Consider

- Has the individual been picked on, made fun of, intimidated or harassed by another individual or group of individuals?
- How often do incidents of bullying take place?
- How do these incidents impact the individual?

Ratings & Definitions

- 0** There is no evidence that individual has been bullied by others.

 - 1** Individual has been bullied occasionally in the past but has coped adequately.
Individual has been bullied in the past and has had difficulty coping. The bullying has negatively impacted individual's school or work performance. For example, the individual may avoid certain places or activities that s/he would otherwise enjoy.

 - 3** Individual is currently being bullied at school and is having difficulty coping. The bullying is directly impacting individual's attendance, school or work performance. For example, the student may no longer come to school regularly or skip certain classes to avoid being bullied.
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Student Life Domain Needs

PARENTING RESPONSIBILITIES - This item rates the behavior of the individual related to his/her parental role with younger individual, adults or another. In addition, the individual may need to take care of him or herself due to lack of a functioning caretaker.

Questions to Consider

- Is the individual in any roles where s/he cares for someone else – parent, grandparent, younger sibling, or his/her own child?
- How well can the individual fill that role?
- Do parenting responsibilities impact the individual's school performance?

Ratings & Definitions

- 0** No evidence of individual needing to function in a parental role.
Individual has parenting responsibilities but copes well. Individual may be having to serve a parental role with younger person or dependent adult in the family but the role does not cause noticeable problems in school functioning. If no caretaker is available, individual takes care of his or her minimal needs.
- 1** Individual has some limitations due to parenting responsibilities. S/he may be pregnant or serving a parental role. S/he may have to take care of an adult in the family or take major responsibility for him or herself but may benefit in limited ways from other supports such as grandparents or daycare. Serving in this role limits the individual's ability to function in school but does not completely prevent it.
- 2** Individual has major parenting responsibilities. S/he may lack external supports. These responsibilities interfere with school participation. School placement or advancement is in jeopardy.
- 3**

GANG INVOLVEMENT - This item involves only the individual's (not the families') involvement with gangs. Here 'gang' needs to be interpreted according to local usage and may include an individual's involvement with a group of people who regularly engages in negative activities but does not formally call itself a 'gang.'

Questions to Consider

- Who is in the individual's non-family support group?
- What activities does the individual engage in with his/her friend group?
- Does the individual live in a neighborhood where gangs are prevalent?

Ratings & Definitions

- 0** Individual has no known gang affiliations.
- 1** Individual has a history of gang affiliations or hangs with current gang members but this does not appear to impact school performance.
Individual has current gang affiliations that impact school performance. For example, s/he may get into arguments with persons from other gangs or refuse to work with them. S/he may be attempting to gain attention from or admission to a gang by acting out in educational settings.
- 2** Individual has current gang affiliation and it plays a major role in his life. S/he is at risk of not completing school due to gang activities.
- 3**

Student Strengths

CLUBS/ATHLETICS - This item describes an individual's participation in school clubs or athletics.

Questions to Consider

- Is the individual involved with clubs or sports teams?

Ratings & Definitions

- 0** Individual takes on a leadership role in clubs and/or athletics.
- 1** Individual actively participates in clubs and/or athletics.
- 2** Individual is a member of a club or athletic activities.
- 3** Individual is not engaged in clubs or athletic activities.

LEADERSHIP - Leadership refers to the individual's ability to accept responsibility, organize peers and inspire others. The person may demonstrate leadership potential even though s/he does not always use such skills in a positive way.

Questions to Consider

- What leadership quality does the individual exhibit?
- Does the individual take on leadership roles at school?

Ratings & Definitions

NA Not Applicable.

0 This level indicates an individual with significant leadership strengths. An individual who is regularly recognized by adults or is acknowledged as a positive leader by peers.

1 This level indicates an individual with a notable leadership talent. For example, an individual who is elected team captain or class representative. This may also include an individual who is recognized as a leader by his or her peers, even though the student does not always use such leadership skills to reach a positive outcome.

2 This level indicates an individual who accepts or expresses some interest in leadership roles (e.g. runs for student council) even if those roles have not developed to date.

3 This level indicates an individual who does not express interest in leadership roles.

PEER RELATIONSHIPS - This item describes an individual's relationship with other students.

Questions to Consider

- How does the individual relate to his/her peers?

Ratings & Definitions

0 Individual is sought out by many other students.

1 Individual does well with other students or has some close friends.

2 Individual does adequately with other students or has few friends.

3 Individual tends to be a loner.

RELATIONSHIPS WITH TEACHERS - This item describes an individual's relationships with teachers.

Questions to Consider

- How does the individual relate to teachers?
- Does the individual have a strong connection with one or more teachers?
- Does the individual have regular conflict with teachers?

Ratings & Definitions

0 Individual has good relations with teachers.

1 Individual has occasional difficulties relating with at least one teacher. Individual may have difficulties during one class period (e.g. math, gym).

2 Individual has difficult relations with teachers that notably interfere with his/her education.

3 Individual has very difficult relations with all teachers or all the time with his/her teachers. Relations with teachers currently prevents individual from learning.

Developmental Needs Module (2)

Question to Consider for this Module: *At what developmental level is the individual functioning?*

Please rate the highest level from the past 30 days

COGNITIVE - This item identifies the individual's intellectual or cognitive capacity.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Has the individual been tested for or diagnosed with a learning disability? → Does the individual have an intellectual disability or delay? 	<p>Ratings & Definitions</p> <p>0 Individual's intellectual functioning appears to be in normal range. There is no reason to believe that the individual has any problems with intellectual functioning.</p> <p>1 Individual has low IQ (70 to 85) or has identified learning challenges.</p> <p>2 Individual has mild mental retardation. IQ is between 55 and 70.</p> <p>3 Individual has moderate to profound mental retardation. IQ is less than 55.</p>
DEVELOPMENTAL - This item rates the level of developmental delay/disorders that are present.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Is the individual progressing developmentally in a way similar to peers of the same age? → Has the individual been diagnosed with a developmental disorder? 	<p>Ratings & Definitions</p> <p>0 Individual's development appears within normal range. There is no reason to believe that the individual has any developmental problems.</p> <p>1 Evidence of a mild developmental delay is apparent.</p> <p>2 Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay is apparent.</p> <p>3 Severe developmental disorder is evident.</p>
COMMUNICATION - This item identifies the individual's capacity for expressive and receptive communication.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Is the individual able to understand others' communications? → Is the individual able to communicate to others? 	<p>Ratings & Definitions</p> <p>0 Individual's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the individual has any problems communicating.</p> <p>1 Individual has receptive communication skills, but limited expressive communication skills.</p> <p>2 Individual has both limited receptive and expressive communication skills.</p> <p>3 Individual is unable to communicate.</p>
SELF-CARE/DAILY LIVING SKILLS - This item rates the individual's ability to participate in self-care activities, including eating, bathing, dressing and toileting.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → What supports and assistance does the individual need to complete daily living skills? 	<p>Ratings & Definitions</p> <p>0 Individual's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the individual has any problems performing daily living skills.</p> <p>1 Individual requires verbal prompting on self-care tasks or daily living skills.</p> <p>2 Individual requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting).</p> <p>3 Individual requires attendant care on more than one of the self-care tasks—eating, bathing, dressing, and toileting.</p>

Vocational and Career Needs Module (3)

Question to Consider for this Module: How is the individual functioning at work? **Please rate the highest level from the past 30 days.** If the individual is unemployed, rate items for the last employment experience.

CAREER ASPIRATIONS	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Does the individual have goals for his/her job or career development? → Is the individual able to identify a job or career path and does s/he have resources needed to get there? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Individual has clear and feasible career plans. 1 Individual has career plans but significant barriers may exist to achieving these plans. 2 Individual wants to work but does not have a clear idea regarding jobs or careers. 3 Individual has no career plans or aspirations.
JOB TIME	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Does the individual work and how many hours? What is his/her work schedule? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Individual works at least full-time. 1 Individual works more than 20 hours per week but not full-time. 2 Individual works less than 20 hours per week. 3 Individual is not working.
JOB ATTENDANCE	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Has the individual experienced communication or disciplinary action for work attendance issues? → Is the individual meeting expectations for attendance? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Individual goes to work consistently as scheduled. 1 Individual has occasional problems going to work. S/he may sometimes call in sick when not ill. 2 Individual has difficulty consistently going to work. 3 Individual has severe job attendance problems that threaten termination or have resulted in recent firing.
JOB PERFORMANCE	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → What feedback has the individual received regarding his/her job performance? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Individual is a productive employee. 1 Individual is generally a productive employee but some performance issues exist. 2 Individual is having problems performing adequately on the job. 3 Individual has severe performance problems that threaten termination or have resulted in recent firing.

JOB RELATIONS

Questions to Consider

- Are individual's relationships at the job setting a source of distress or source strength for him/her?

Ratings & Definitions

- 0** Individual gets along well with superiors and co-workers.
- 1** Individual is experiencing some problems with relationships at work.
- 2** Individual's is having problems with his/her relationships with superiors and/or co-workers. Difficulties are causing functioning problems at work.
- 3** Individual is having severe relationship problems with superiors and/or co-workers. Relationship issues threaten employment or have resulted in recent firing.
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JOB SKILLS

Questions to Consider

- Does individual require additional job skills to maintain current employment?

Ratings & Definitions

- 0** Individual has significant job skills consistent with career aspirations.
- 1** Individual has basic job skills but s/he may not match career aspirations.
- 2** Individual has limited job skills.
- 3** Individual has no job skills.
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Substance Abuse Module (4)

Question to Consider for this Module: *What are the details of the individual's substance abuse? Please rate the highest level from the past 30 days.*

SEVERITY OF USE - This item rates the frequency and severity of the individual's current substance use.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Is the individual currently using substances? If so, how frequently? → Is there evidence of physical dependence on substances? 	<p>Ratings & Definitions</p> <p>0 Individual is currently abstinent and has maintained abstinence for at least six months.</p> <hr/> <p>1 Individual is currently abstinent but only in the past 30 days or individual has been abstinent for more than 30 days but is living in an environment that makes substance use difficult.</p> <hr/> <p>2 Individual actively uses alcohol or drugs but not daily.</p> <hr/> <p>3 Individual uses alcohol and/or drugs on a daily basis.</p>
DURATION OF USE - This item identifies the length of time that the individual has been using drugs or alcohol.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How long as the individual been using drugs and/or alcohol? 	<p>Ratings & Definitions</p> <p>0 Individual has begun use in the past year.</p> <hr/> <p>1 Individual has been using alcohol or drugs for at least one year but has had periods of at least 30 days where s/he did not have any use.</p> <hr/> <p>2 Individual has been using alcohol or drugs for at least one year (but less than five years), but not daily.</p> <hr/> <p>3 Individual has been using alcohol or drugs daily for more than the past year or intermittently for at least five years.</p>
STAGE OF RECOVERY - This item identifies where the individual is in his/her recovery process.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → In relation to stopping substance use, at what stage of change is the individual? 	<p>Ratings & Definitions</p> <p>0 Individual is in maintenance stage of recovery. Individual is abstinent and able to recognize and avoid risk factors for future alcohol or drug use.</p> <hr/> <p>1 Individual is actively trying to use treatment to remain abstinent.</p> <hr/> <p>2 Individual is in contemplation phase, recognizing a problem but not willing to take steps for recovery.</p> <hr/> <p>3 Individual is in denial regarding the existence of any substance use problem.</p>
<p>Supplemental information: Motivational interviewing describes the Stages of Change as a continuum –</p> <ul style="list-style-type: none"> • Pre-contemplation: Not currently considering change • Contemplation: Ambivalent about change • Preparation: Some experience with change/trying to change • Action: Practicing change • Maintenance: Continued commitment to sustaining new behavior • Relapse: Resumption of old behaviors 	

PEER INFLUENCES - This item identifies the impact that the individual's social group has on his/her substance use.

Questions to Consider

- What role do the individual's peers play in his/her alcohol and drug use?

Ratings & Definitions

- 0** Individual's primary peer social network does not engage in alcohol or drug use.
- 1** Individual has peers in his/her primary peer social network who do not engage in alcohol or drug use but has some peers who do.
- 2** Individual predominantly has peers who engage in alcohol or drug use but individual is not a member of a gang.
- 3** Individual is a member of a peer group that consistently engages in alcohol or drug use.

PARENTAL INFLUENCES - This item rates the parent's/caregiver's use of drugs or alcohol with or in the presence of the individual.

Questions to Consider

- Does the parent(s) use substances? If so, does the parent's use impact the individual's use??

Ratings & Definitions

- 0** There is no evidence that individual's parents have ever engaged in substance abuse.
- 1** One of individual's parents has history of substance abuse but not in the past year.
- 2** One or both of individual's parents have been intoxicated with alcohol or drugs in the presence of the individual.
- 3** One or both of individual's parents use alcohol or drugs with the individual.

ENVIRONMENTAL INFLUENCES - This item rates the impact of the individual's community environment on his/her alcohol and drug use.

Questions to Consider

- Are there factors in the individual's community that impacts the individual's alcohol and drug use?

Ratings & Definitions

- 0** No evidence that the individual's environment stimulates or exposes the individual to any alcohol or drug use.
- 1** Mild problems in the individual's environment that might expose the individual to alcohol or drug use.
- 2** Moderate problems in the individual's environment that clearly expose the individual to alcohol or drug use.
- 3** Severe problems in the individual's environment that stimulate the individual to engage in alcohol or drug.

RECOVERY SUPPORT IN COMMUNITY – This describes the individual’s participation in recovery programs such as AA, NA, or other types of recovery groups or activities that are community based.

Questions to Consider

- Does individual attend Young Peoples AA or NA or similar meetings? Does individual participate in sober living housing community or spend time in sober spaces?
- Does individual have sponsor or recovery coach?

Ratings & Definitions

- 0** No problems with maintaining social connectivity through recovery support groups or activities. Individual attends recovery support groups and meetings regularly.
- 1** Mild problems with maintaining social connectivity through recovery support groups or activities. Individual may attend meetings irregularly.
- 2** Moderate problems with maintaining social connectivity through recovery support groups or activities. Individual has attended recovery support groups in the past but is no longer attending meetings.
- 3** Severe problems with maintaining social connectivity through recovery support groups or activities. Individual has never participated in recovery support groups or activities.

Trauma Module (5)

Question to Consider for this Module: *How is the individual responding to traumatic events? Please rate the highest level from the past 30 days.*

Traumatic Stress Symptoms

AFFECTIVE/PHYSICAL DYSREGULATION - This item rates the individual's ability to respond to the demands of experience with a range of emotions in a way that is socially appropriate, flexible enough to allow for spontaneous reaction and able to delay reaction as necessary. Consider both facial affect and physical movement here.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Does the individual have reactions that seem larger or smaller than appropriate to the situation? → Does the individual have extreme or unchecked reactions to situations? 	<p>0 Individual has no problems with affective or physical regulation.</p> <hr/> <p>1 Individual has mild to moderate problems with affect or physical regulation.</p> <hr/> <p>Individual has severe problems with affect or physical regulation but is able to control affect at times. Problems with regulation interfere with individual's functioning in some life domains.</p> <hr/> <p>2 Individual has severe problems with affect or physical regulation but is able to control affect at times. Problems with regulation interfere with individual's functioning in some life domains.</p> <hr/> <p>3 Individual unable to regulate affect.</p>

INTRUSIONS - This item rates the frequency with which the individual experiences thoughts of his/her trauma that s/he cannot control and how much/how little these thoughts impact his/her ability to function.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Does the individual think about the traumatic event when s/he does not want to? → Do reminders of the traumatic event bother the individual? 	<p>0 There is no evidence that the individual experiences intrusive thoughts of trauma.</p> <hr/> <p>1 Individual experiences some intrusive thoughts of trauma but it does not affect his/her functioning.</p> <hr/> <p>2 Individual experiences intrusive thoughts that interfere in his/her ability to function in some life domains.</p> <hr/> <p>3 Individual experiences repeated and severe intrusive thoughts of trauma.</p>

TRAUMATIC GRIEF - This rating describes the level of traumatic grief the individual is experiencing due to death or loss /separation from significant caregivers, siblings, or other significant figures.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Is the trauma reaction of the individual based on a grief/loss experience? → How much does the individual's reaction to the loss impact his/her functioning? 	<p>0 There is no evidence that the individual is experiencing traumatic grief or separation from the loss of significant caregivers. Either the individual has not experienced a traumatic loss (e.g., death of a loved one) or the individual has adjusted well to separation.</p> <hr/> <p>1 Individual is experiencing a mild level of traumatic grief due to death or loss/separation from a significant person in a manner that is expected and/or appropriate given the recent nature of loss or separation.</p> <hr/> <p>2 Individual is experiencing a moderate level of traumatic grief or difficulties with separation in a manner that impairs functioning in some but not all areas. This could include withdrawal or isolation from others or other problems with day-to-day functioning.</p> <hr/> <p>3 Individual is experiencing significant traumatic grief reactions. Individual exhibits impaired functioning across several areas (e.g. interpersonal relationships, school) for a significant period of time following the loss or separation. Symptoms require immediate or intensive intervention.</p>

REEXPERIENCING - These symptoms consist of intrusive memories or reminders of traumatic events, including nightmares, flashbacks, intense reliving of the events, and repetitive play with themes of specific traumatic experiences. These symptoms are part of the DSM criteria for PTSD.

Questions to Consider

- Do sights, verbal cues, smells, sounds, etc. trigger the individual to feel as though they are suddenly immersed in his/her traumatic experience once again?
- Does the individual have nightmares related to the traumatic experience?
- Are flashbacks part of the individual's experience?

Ratings & Definitions

- 0** This rating is given to an individual with no evidence of intrusive symptoms.
- 1** This rating is given to an individual with some problems with intrusions, including occasional nightmares about traumatic events.
This rating is given to an individual with moderate difficulties with intrusive symptoms. This individual may have recurrent frightening dreams with or without recognizable content or recurrent distressing thoughts, images, perceptions or memories of traumatic events. This individual may exhibit trauma-specific reenactments through repetitive play with themes of trauma or intense physiological reactions to exposure to traumatic cues.
- 2** This rating is given to an individual with severe intrusive symptoms. This individual may exhibit trauma-specific reenactments that include sexually or physically traumatizing other individual or sexual play with adults. This individual may also exhibit persistent flashbacks, illusions or hallucinations that make it difficult for the individual to function.
- 3**

HYPERAROUSAL - These symptoms include difficulty falling or staying asleep, irritability or outbursts of anger, difficulty concentrating, hypervigilance and/or exaggerated startle response. Individual may also commonly manifest physical symptoms such as stomachaches and headaches. These symptoms are part of the DSM criteria for PTSD.

Questions to Consider

- Is the individual always on edge?
- Can the individual fall/stay asleep?
- Is the individual easily startled?

Ratings & Definitions

- 0** This rating is given to an individual with no evidence of hyperarousal symptoms.
- 1** This rating is given to an individual who exhibits mild hyperarousal that does not significantly interfere with his or her day-to-day functioning. Individual may also occasionally manifest physical symptoms such as stomachaches and headaches.
- 2** This rating is given to an individual with moderate symptoms of hyperarousal. The individual may exhibit one significant symptom or a combination of two or more of the following symptoms: difficulty falling or staying asleep, irritability or outbursts of anger, difficulty concentrating, hypervigilance and/or exaggerated startle response. Individual may also commonly manifest physical symptoms such as stomachaches and headaches.
- 3** This rating is given to an individual who exhibits multiple and or severe hyperarousal symptoms including but not limited to difficulty falling or staying asleep, irritability or outbursts of anger, difficulty concentrating, hypervigilance and/or exaggerated startle response. The intensity or frequency of these symptoms are distressing for the individual and lead to frequent problems with day-to-day functioning.

AVOIDANCE - These symptoms include efforts to avoid stimuli associated with traumatic experiences. These symptoms are part of the DSM criteria for PTSD.

Questions to Consider

- Does the individual make specific and concerted attempts to avoid sights, sounds, smells, etc. that are related to his/her trauma experience?

Ratings & Definitions

- 0** This rating is given to an individual with no evidence of avoidance symptoms.
This rating is given to an individual who exhibits some avoidance. This individual may exhibit one primary avoidant symptom, including efforts to avoid thoughts, feelings or conversations associated with the trauma.
- 1** This rating is given to an individual with moderate symptoms of avoidance. In addition to avoiding thoughts or feelings associated with the trauma, the individual may also avoid activities, places, or people that arouse recollections of the trauma.
- 2** This rating is given to an individual who exhibits significant or multiple avoidant symptoms. This individual may avoid thoughts and feelings as well as situations and a person associated with the trauma and is unable to recall important aspects of the trauma.
- 3**

NUMBING - These symptoms include numbing responses that are part of the DSM criteria for PTSD. These responses were not present before the trauma.

Questions to Consider

- Does the individual seem to experience a normal range of emotions?
- Does the individual have a normal range of affect?

Ratings & Definitions

- 0** This rating is given to an individual with no evidence of numbing responses.
This rating is given to an individual who exhibits some problems with numbing.
- 1** This individual may have a restricted range of affect or be unable to express or experience certain emotions (e.g., anger or sadness).
- 2** This rating is given to an individual with moderately severe numbing responses. This individual may have a blunted or flat emotional state or have difficulty experiencing intense emotions or feel consistently detached or estranged from others following the traumatic experience.
- 3** This rating is given to an individual with significant numbing responses or multiple symptoms of numbing. This individual may have a markedly diminished interest or participation in significant activities and a sense of a foreshortened future.

DISSOCIATION - Symptoms included in this dimension are daydreaming, spacing or blanking out, forgetfulness, fragmentation, detachment, and rapid changes in personality often associated with traumatic experiences. This dimension may be used to rate dissociative disorders (e.g., Dissociative Disorder NOS, Dissociative Identity Disorder) but can also exist when other diagnoses are primary (e.g., PTSD, depression).

Questions to Consider

- Does the individual seem to lose touch with the present moment sometimes?
- Is the individual frequently forgetful or caught daydreaming?

Ratings & Definitions

- 0** This rating is given to an individual with no evidence of dissociation.

- 1** This rating is given to an individual with minor dissociative problems, including some emotional numbing, avoidance or detachment, and some difficulty with forgetfulness, daydreaming, spacing or blanking out.

- 2** This rating is given to an individual with a moderate level of dissociation. This can include amnesia for traumatic experiences or inconsistent memory for trauma (e.g., remembers in one context but not another), more persistent or perplexing difficulties with forgetfulness (e.g., loses things easily, forgets basic information), frequent daydreaming or trance-like behavior, depersonalization and/or derealization. This rating would be used for someone who meets criteria for Dissociative Disorder Not Otherwise Specified or another diagnosis that is specified “with dissociative features.”

- 3** This rating is given to an individual with severe dissociative disturbance. This can include significant memory difficulties associated with trauma that also impede day to day functioning. Individual is frequently forgetful or confused about things s/he should know about (e.g., no memory for activities or whereabouts of previous day or hours). Individual shows rapid changes in personality or evidence of distinct personalities. Individual who meets criteria for Dissociative Identity Disorder or a more severe level of Dissociative Disorder NOS would be rated here.

TIME BEFORE TREATMENT - This item identifies the amount of time that passed between the trauma and the beginning of treatment.

Questions to Consider

- How long after the trauma occurred did the individual begin receiving treatment?

Ratings & Definitions

- 0** Trauma was recognized and treatment started within one month of initial experience.

- 1** Trauma was recognized and treatment started within one to six months of initial experience.

- 2** Trauma was recognized and treatment started within six months to one year of the initial experience.

- 3** Trauma was not recognized nor treated for more than one year after the initial experience.

Sexual Abuse Sub-Module (5a)

EMOTIONAL CLOSENESS OF PERPETRATOR - This item defines the relationship between the individual and the perpetrator of sexual abuse.

Questions to Consider

- Did the individual know the perpetrator?
- Was the perpetrator a family member?

Ratings & Definitions

- 0** Perpetrator was a stranger at the time of the abuse.

- 1** Perpetrator was known to the individual at the time of event but only as an acquaintance.

- 2** Perpetrator had a close relationship with the individual at the time of the event but was not an immediate family member.

- 3** Perpetrator was an immediate family member (e.g. parent, sibling).

FREQUENCY OF ABUSE - This item identifies the frequency of sexual abuse.

Questions to Consider

→ How often did the abuse occur?

Ratings & Definitions

- 0 Abuse occurred only one time.
- 1 Abuse occurred two times.
- 2 Abuse occurred two to ten times.
- 3 Abuse occurred more than ten times.

DURATION - This item identifies the length of time during which the abuse occurred.

Questions to Consider

→ For how long did the abuse occur?

Ratings & Definitions

- 0 Abuse occurred only one time.
- 1 Abuse occurred within a six month time period.
- 2 Abuse occurred within a six-month to one year time period.
- 3 Abuse occurred over a period of longer than one year.

PHYSICAL FORCE - This item rates the severity of physical force or violence used during episodes of abuse.

Questions to Consider

→ Was there physical violence or the threat of physical violence used during the abuse?

Ratings & Definitions

- 0 No physical force or threat of force occurred during the abuse episode(s).
- 1 Sexual abuse was associated with threat of violence but no physical force.
- 2 Physical force was used during the sexual abuse.
- 3 Significant physical force/violence was used during the sexual abuse. Physical injuries occurred as a result of the force.

REACTIONS TO DISCLOSURE - This item rates the level of support the individual received from family after disclosing the sexual abuse.

Questions to Consider

→ Was the family supportive of the individual during the disclosure process?
→ Is the family aware of the abuse?

Ratings & Definitions

- 0 All significant family members are aware of the abuse and supportive of the individual coming forward with the description of his/her abuse experience. Most significant family members are aware of the abuse and supportive of the individual for coming forward.
- 1 One or two family members may be less supportive. Parent may be experiencing anxiety/depression/guilt regarding abuse.
- 2 Significant split among family members in terms of their support of the individual for coming forward with the description of his/her experience.
- 3 Significant lack of support from close family members of the individual for coming forward with the description of his/her abuse experience. Significant relationship (e.g. parent, care-giving grandparent) is threatened.

Suicide Risk Module (6)

Question to Consider for this Module: *What are the issues that increase the individual's risk of suicide? Please rate the highest level from the past 30 days.*

Note: *It is critical to probe these areas using direct and specific questions to ensure a thorough risk assessment has been completed. If you have concerns about your ability to ask these types of questions directly, please consult with your supervisor for coaching.*

HISTORY OF ATTEMPTS - This rating refers to suicidal ideation or/and behaviors that an individual engages in. Please rate the highest level experienced.

Questions to Consider	Ratings & Definitions
→ Has the individual ever attempted suicide?	0 No lifetime history of suicidal ideation or attempt.
→ If so, how did the individual make that attempt?	1 Lifetime history of significant suicidal ideation but no potentially lethal attempts.
→ Was it a method that is typically lethal?	2 Lifetime history of a potentially lethal suicide attempt.
	3 Lifetime history of multiple potentially lethal suicide attempts.

SUICIDE IDEATION - This item rates whether the individual has recently thought about hurting him/herself.

Questions to Consider	Ratings & Definitions
→ Has the individual ever considered suicide as an option?	0 No evidence.
→ If so, when do these thoughts happen and what is the content?	1 History but no recent ideation.
	2 Recent ideation, but not in past 24 hours.
	3 Current ideation OR command hallucinations that involve self-harm.

SUICIDE INTENT - This item rates the level of intent the individual has of harming him/herself.

Questions to Consider	Ratings & Definitions
→ Has the individual ever intended to commit suicide?	0 No evidence.
→ If so, how recently?	1 History, but no recent intent to commit suicide.
→ If so, what stopped him/her from following through with the intent?	2 Recent intention to commit suicide.
	3 Current intention.

SUICIDE PLANNING - This item rates whether the individual has recently had a plan to commit suicide.

Questions to Consider	Ratings & Definitions
→ Does his/her suicidal ideation include details of planning?	0 No evidence of a concrete plan.
→ If so, how realistic is that plan?	1 A vague notion of a plan, but the plan is not realistic.
→ If so, how lethal is that plan?	2 Individual has a plan to commit suicide that is feasible.
	3 Individual has a plan that is immediately accessible and feasible.

SUBSTANCE USE - These symptoms include use of alcohol and illegal drugs, the misuse of prescription medications and the inhalation of any substance for recreational purposes. This rating is consistent with DSM Substance-related Disorders. This item includes the use of tobacco or caffeine.

Questions to Consider

- Is the Individual using substances?
- If so, do these substances typically result in impaired judgment and/or impulsive behavior?

Ratings & Definitions

- 0** This rating is for an individual who has no notable substance use history or difficulties at the present time.
This rating is for an individual with **mild** substance use problems that might occasionally present problems of living for the person (intoxication, loss of money, reduced work/school performance, parental concern). This rating is also used to reflect a significant history of substance use problems without evidence of current problems related to use.
- 1** This rating is for an individual with a **moderate** substance use problem that consistently interferes with the ability to function optimally, but does not completely preclude functioning in an unstructured setting.
- 2** This rating is for an individual with a **severe** substance use problem that represents complications to functional issues that may result in danger to self, public safety issues, or the need for detoxification of the individual. Immediate and/or intensive interventions are indicated.
- 3**

DEPRESSION - This item rates displayed symptoms of a change in emotional state and can include sadness, irritability and diminished interest in previously enjoyed activities.

Questions to Consider

- Is individual concerned about possible depression or chronic low mood and irritability?
- Has s/he withdrawn from normal activities?
- Does the individual seem lonely or not interested in others?

Ratings & Definitions

- 0** No evidence of problems with depression.
- 1** History, suspicion, or mild depression associated with a recent negative life event with minimal impact on life domain functioning.
Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered with the individual's ability to function in at least one life domain.
- 2** Clear evidence of depression that is disabling for the individual in multiple life domains.
- 3**

ANTISOCIAL BEHAVIOR (Noncompliance with Society's Rules) - These symptoms include anti-social behaviors like shoplifting, lying, vandalism, cruelty to animals, and assault.

Questions to Consider

- Has the individual ever gotten in trouble for stealing?
- Has anyone told you that the individual has been part of any criminal behavior (e.g. vandalism, robbery) with or without police involvement?
- Has the individual shown violent or threatening behavior towards others (including animals)?

Ratings & Definitions

- 0** This rating indicates an individual with no evidence of antisocial disorder.
This rating indicates an individual with a mild level of conduct problems. Some difficulties in school/work and home behavior. Problems are recognizable but not notably deviant. This might include occasional lying or petty theft from family.
- 1** This rating indicates an individual with a moderate level of conduct disorder. This could include episodes of planned aggression or other antisocial behavior.
- 2** This rating indicates an individual with a severe Antisocial Personality Disorder. This could include frequent episodes of unprovoked, planned aggression or other antisocial behavior.
- 3**

CAREGIVER MENTAL HEALTH - This item refers to any serious mental health issues (not including substance abuse) among caregivers that might limit their capacity for parenting/caregiving to individual.

Questions to Consider

- Do caregivers have any mental health needs that make parenting difficult?
- Does anyone else in the family have serious mental health needs that the caregiver is taking care of?

Ratings & Definitions

- 0** No evidence of caregiver mental health difficulties.
- 1** There is a history or suspicion of mental health difficulties, and/or caregiver is in recovery from mental health difficulties.
- 2** Caregiver has some mental health difficulties that interfere with his or her capacity to parent.
- 3** Caregiver has mental health difficulties that make it impossible for him/her to parent at this time.

ACCESSIBLE FIREARM/MEDICATION - This item refers to the individual's ability to access potentially lethal objects / substances.

Questions to Consider

- Are there guns, firearms or lethal medication kept in the home or accessible to the individual in some other location?

Ratings & Definitions

- 0** No evidence that the individual has access to firearms, lethal medication, or similarly lethal device/substance.
- 1** Some evidence that a lethal weapon /substance is accessible with substantial effort. Examples include a gun in a locked cabinet to which the individual cannot access the key, or a vague plan to obtain potentially lethal substances.
- 2** Evidence that a lethal means is available with modest effort (i.e. deception, some planning). **SAFETY PLAN MUST BE CREATED.**
- 3** Evidence that the individual has immediate access to lethal means. **Individual/individual should not be allowed to re-enter said environment until means has been removed. SAFETY PLAN MUST BE CREATED.**

Dangerousness/Violence Module (7)

Question to Consider for this Module: What are the issues that increase the individual's risk of violence towards others? *Please rate the highest level from the past 30 days.*

Historical Risk Factors (Rate over the lifetime of the Individual)

HISTORY OF PHYSICAL ABUSE - This item refers to the individual's history as a victim of physical abuse.	
<p>Questions to Consider</p> <p>→ Was the individual a victim of physical abuse?</p>	<p>Ratings & Definitions</p> <p>0 There is no evidence of a history of physical abuse.</p> <p>1 Individual has experienced corporal punishment.</p> <p>2 Individual has experienced physical abuse on one or more occasions from care giver or parent.</p> <p>3 Individual has experienced extreme physical abuse that has resulted in physical injuries that required medical care.</p>
HISTORY OF VIOLENCE – This item is used to rate the individual's history of violence towards others and cruelty to animals.	
<p>Questions to Consider</p> <p>→ Have the individual gotten into physical altercations with individuals?</p> <p>→ Has the individual ever exhibited behavior that is cruel to animals?</p>	<p>Ratings & Definitions</p> <p>0 No evidence of any history of violent behavior by the individual.</p> <p>1 Individual has engaged in mild forms of violent behavior including vandalism, minor destruction of property, physical fights in which no one was injured (e.g. shoving, wrestling).</p> <p>2 Individual has engaged in moderate forms of violent behavior including fights in which participants were injured. Cruelty to animals would be rated here unless it resulted in significant injury or death of the animal.</p> <p>3 Individual has initiated unprovoked violent behaviors on other people that resulted in injuries to these people. Cruelty to animals that resulted in significant injury or death to the animal would be rated here.</p>
WITNESS TO COMMUNITY VIOLENCE - This item rates the severity and frequency of incidents of violence the individual has witnessed in his/her community.	
<p>Questions to Consider</p> <p>→ Does the individual live in a neighborhood with frequent violence?</p>	<p>Ratings & Definitions</p> <p>0 There is no evidence that individual has witnessed violence in the community.</p> <p>1 Individual has witnessed fighting or other forms of violence in the community.</p> <p>2 Individual has witnessed the significant injury of others in his/her community).</p> <p>3 Individual has witnessed the death of another person in his/her community.</p>

WITNESS TO FAMILY VIOLENCE -This item rates the severity and frequency of violence within the individual’s home or family.

Questions to Consider

- Is there frequent fighting in the individual’s family?
- Does the fighting ever become physical?

Ratings & Definitions

- 0** There is no evidence that individual has witnessed family violence.
- 1** Individual has witnessed one episode of family violence or suspicion of exposure to family violence.
- 2** Individual has witnessed repeated episodes of family violence but no significant injuries (i.e. requiring emergency medical attention) have been witnessed.
- 3** Individual has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result of the violence.

Emotional/Behavioral Risks
(Rate the highest level from the Past 30 days)

FRUSTRATION MANAGEMENT – This item rates how well the individual is able to tolerate and manage frustration.

Questions to Consider

- Does the individual get angry or frustrated easily?
- When the individual gets frustrated, what are his/her behaviors and reactions?

Ratings & Definitions

- 0** Individual appears to be able to manage frustration well. No evidence of problems of frustration management.
- 1** Individual has some mild problems with frustration. S/he may anger easily when frustrated; however, s/he is able to calm self down following an angry outburst.
- 2** Individual has problems managing frustration. His/her anger when frustrated is causing functioning problems in school, at home, or with peers.
- 3** Individual becomes explosive and dangerous to others when frustrated. S/he demonstrates little self-control in these situations and others must intervene to restore control.

HOSTILITY – This item rates the perception of others regarding the individual’s level of anger and hostility.

Questions to Consider

- Does the individual frequently appear angry and hostile?
- Does the individual seem hostile frequently or in inappropriate environments/situations?

Ratings & Definitions

- 0** Individual appears to not experience or express hostility except in situations where most people would become hostile.
- 1** Individual appears hostile but does not express it. Others experience individual as being angry.
- 2** Individual expresses hostility regularly.
- 3** Individual is almost always hostile either in expression or appearance. Others may experience individual as ‘full of rage’ or ‘seething.’

PARANOID THINKING - This item rates the existence/level of paranoid thinking experienced by the individual.

Questions to Consider

- Does the individual seem very suspicious?
- Is there any evidence of paranoid thinking/beliefs?
- Is the individual very guarded?

Ratings & Definitions

- 0** Individual does not appear to engage in any paranoid thinking.
- 1** Individual is suspicious of others but is able to test out these suspicions and adjust his/her thinking appropriately.
- 2** Individual believes that others are 'out to get' him/her. Individual has trouble accepting that these beliefs may not be accurate. Individual at times is suspicious and guarded but at other times can be open and friendly.
- 3** Individual believes that others plan to cause them harm. Individual is nearly always suspicious and guarded.

SECONDARY GAINS FROM ANGER - This item is used to rate the presence of anger to obtain additional benefits.

Questions to Consider

- What happens after the individual gets angry? Does s/he get anything in return?
- Does the individual typically get what s/he wants from expressing anger?

Ratings & Definitions

- 0** Individual either does not engage in angry behavior or, when s/he does become angry, does not appear to derive any benefits from this behavior.
- 1** Individual unintentionally has benefited from angry behavior; however, there is no evidence that individual intentionally uses angry behavior to achieve desired outcomes.
- 2** Individual sometimes uses angry behavior to achieve desired outcomes with parents, caregivers, teachers, or peers.
- 3** Individual routinely uses angry behavior to achieve desired outcomes with parents, caregivers, teachers or peers. Others in individual's life appear intimidated.

VIOLENT THINKING – This item rates the level of violence and aggression in the individual's thinking.

Questions to Consider

- Does the individual report having violent thoughts?
- Does s/he verbalize any violent thoughts either specifically or by using violence themes?

Ratings & Definitions

- 0** There is no evidence that individual engages in violent thinking.
- 1** Individual has some occasional or minor thoughts about violence.
- 2** Individual has violent ideation. Language is often characterized as having violent themes and problem solving often refers to violent outcomes.
- 3** Individual has specific homicidal ideation or appears obsessed with thoughts about violence. For example, an individual who spontaneously and frequently draws only violent images may be rated here.

Resiliency Factors

(Rate the highest level from the past 30 days)

AWARE OF VIOLENCE POTENTIAL – This item rates the individual’s insight into his/her risk of violence.

Questions to Consider

- Is the individual aware of the risks and his/her potential to be violent?
- Is the individual concerned about these risks?
- Can the individual predict when/where/for what reason s/he will get angry and/or possibly become violent?

Ratings & Definitions

- 0** Individual is completely aware of his/her level of risk of violence. Individual knows and understands risk factors. Individual accepts responsibility for past and future behaviors. Individual is able to anticipate future challenging circumstances. An individual with no violence potential would be rated here.
- 1** Individual is generally aware of his/her potential for violence. Individual is knowledgeable about his/her risk factors and is generally able to take responsibility. Individual may be unable to anticipate future circumstances that may challenge him/her.
- 2** Individual has some awareness of his/her potential for violence. Individual may have tendency to blame others but is able to accept some responsibility for his/her actions.
- 3** Individual has no awareness of his/her potential for violence. Individual may deny past violent acts or explain them in terms of justice or as deserved by the victim.

RESPONSE TO CONSEQUENCES – This item rates the individual’s reaction when s/he gets consequences for violence or aggression.

Questions to Consider

- How does the individual react to consequences given for violent or aggressive behavior?

Ratings & Definitions

- 0** Individual is clearly and predictably responsive to identified consequences. Individual is regularly able to anticipate consequences and adjust behavior.
- 1** Individual is generally responsive to identified consequences; however, not all appropriate consequences have been identified or s/he may sometimes fail to anticipate consequences.
- 2** Individual responds to consequences on some occasions but sometimes does not appear to care about consequences for his/her violent behavior.
- 3** Individual is unresponsive to consequences for his/her violent behavior.

COMMITMENT TO SELF CONTROL – This item rates the individual’s willingness and commitment to controlling aggressive and/or violent behaviors.

Questions to Consider

- Does the individual want to change his/her behaviors?
- Is the individual committed to such change?

Ratings & Definitions

- 0** Individual fully committed to controlling his/her violent behavior.
- 1** Individual is generally committed to control his/her violent behavior; however, individual may continue to struggle with control in some challenging circumstances.
- 2** Individual ambivalent about controlling his/her violent behavior.
- 3** Individual not interested in controlling his/her violent behavior at this time.

TREATMENT INVOLVEMENT – This item rates how involved the individual and family are in treatment.

Questions to Consider

- Is the individual an active participant in treatment?
- Is the family involved in and supportive of treatment?
- Do the individual and/or family believe that treatment will help with the identified issues?

Ratings & Definitions

- 0** Individual fully involved in his/her own treatment. Family supports treatment as well.

 - 1** Individual or family involved in treatment but not both. Individual may be somewhat involved in treatment, while family members are active or individual may be very involved in treatment while family members are unsupportive.

 - 2** Individual and family are ambivalent about treatment involvement. Individual and/or family may be skeptical about treatment effectiveness or suspicious about clinician intentions.

 - 3** Individual and family are uninterested in treatment involvement. An individual with treatment needs who is not currently in treatment would be rated here.
-

Sexually Aggressive Behavior Module (8)

Question to Consider for this Module: *What is the nature of the individual's sexually aggressive behavior? Please rate the highest level from the past 30 days.*

RELATIONSHIP – This item rates the nature of the relationship between the individual and the victim of his/her aggression.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How does the individual know the other individual involved? → Is there a power differential between the parties? → Did the sexual aggression include physical harm to another person? 	<p>Ratings & Definitions</p> <p>0 No evidence of victimizing others. All parties in sexual activity appear to be consenting. No power differential.</p> <hr/> <p>1 Although parties appear to be consenting, there is a significant power differential between parties in the sexual activity with this individual or adolescent being in the position of authority.</p> <hr/> <p>2 Individual is clearly victimizing at least one other individual with sexually abusive behavior.</p> <hr/> <p>3 Individual is severely victimizing at least one other individual with sexually abusive behavior. This may include physical harm that results from either the sexual behavior or physical force associated with sexual behavior.</p>
PHYSICAL FORCE/THREAT – This item rates the level of physical force involved in the sexual aggression.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Did the sex act include physical force or the threat of force? If so, how intense was that force? → Was the victim physically harmed or at risk of serious harm? 	<p>Ratings & Definitions</p> <p>0 No evidence of the use of any physical force, or threat of force in either the commission of the sex act or in attempting to hide it.</p> <hr/> <p>1 Evidence of the use of the threat of force in an attempt to discourage the victim from reporting the sex act.</p> <hr/> <p>2 Evidence of the use of mild to moderate force in the sex act. There is some physical harm or risk of physical harm.</p> <hr/> <p>3 Evidence of severe physical force in the commission of the sex act. Victim harmed or at risk for physical harm from the use of force.</p>
PLANNING – This item rates the level of planning involved in the sexual aggression.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Did the individual plan the aggressive act(s)? → Was the aggression predatory in nature or opportunistic? 	<p>Ratings & Definitions</p> <p>0 No evidence of any planning. Sexual activity appears entirely opportunistic.</p> <hr/> <p>1 Some evidence of efforts to get into situations where likelihood of opportunities for sexual activity is enhanced.</p> <hr/> <p>2 Evidence of some planning of sex act.</p> <hr/> <p>3 Considerable evidence of predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.</p>

AGE DIFFERENTIAL – This item rates the age difference between the individual and his/her victim.

Questions to Consider

→ How does the age of the individual compare to the age of the victim(s)?

Ratings & Definitions

- 0 Ages of the perpetrator and victim and/or participants essentially equivalent (less than 3 years apart).
- 1 Age differential between perpetrator and victim and/or participants is 3 to 4 years.
- 2 Age differential between perpetrator and victim at least 5 years, but perpetrator less than 13 years old.
- 3 Age differential between perpetrator and victim at least 5 years and perpetrator 13 years old or older.

TYPE OF SEX ACT – This item rates the kind of the sex act involved in the aggression. Rate the most serious type of aggression present.

Questions to Consider

→ What was the exact sex act(s) involved in the individual's aggression?

Ratings & Definitions

- 0 Sex act(s) involve touching or fondling only.
- 1 Sex act(s) involve fondling plus possible penetration with fingers or oral sex.
- 2 Sex act(s) involve penetration into genitalia or anus with body part.
- 3 Sex act involves physically dangerous penetration due to differential size or use of an object.

RESPONSE TO ACCUSATION – This item rates how the individual responded to the accusation and the remorse felt by the individual.

Questions to Consider

→ Is the individual sorry for his/her behavior?
→ Does the individual admit to the sex acts?

Ratings & Definitions

- 0 Individual admits to behavior and expresses remorse and desire to not repeat.
- 1 Individual partially admits to behaviors and expresses some remorse.
- 2 Individual admits to behavior but does not express remorse.
- 3 Individual neither admits to behavior nor expresses remorse. Individual is in complete denial.

TEMPORAL CONSISTENCY – This item rates the length of time in which the individual has been abusive towards others.

Questions to Consider

→ How long as the individual been sexually abusing others?
→ Was there a clear stressor or trigger that preceded the abusive behavior?
→ Have there been long periods of time between aggressive/abusive acts?

Ratings & Definitions

- 0 This level indicates an individual who has never exhibited sexually abusive behavior or who has developed this behavior only in the past three months following a clear stressor.
- 1 This level indicates an individual who has been sexually abusive during the past two years OR individual who has become sexually abusive in the past three months despite the absence of any clear stressors.
- 2 This level indicates an individual who has been sexually abusive for an extended period of time (e.g. more than two years), but who has had significant symptom-free periods.
- 3 This level indicates an individual who has been sexually abusive for an extended period of time (e.g. more than two years) without significant symptom-free periods.

HISTORY OF SEXUALLY ABUSIVE BEHAVIOR – This item rates the quantity of sexually aggressive behaviors exhibited by the individual.

Questions to Consider

- How many incidents have been identified and /or investigated?
- How many victims have been identified?

Ratings & Definitions

- 0** Individual has only one incident of sexually abusive behavior that has been identified and/or investigated.
- 1** Individual has two or three incidents of sexually abusive behavior that have been identified and/or investigated.
- 2** Individual has four to ten incidents of sexually abusive behavior that have been identified and/or investigated with more than one victim.
- 3** Individual has more than ten incidents of sexually abusive behavior with more than one victim.

SEVERITY OF SEXUAL ABUSE – How significant and severe is the individual’s own sexual abuse history?

Questions to Consider

- Has the individual been sexually abused, either known or suspected?
- If so, what was the type and intensity of abuse s/he endured?
- If so, who was his/her abuser?

Ratings & Definitions

- 0** No history of any form of sexual abuse.
History of occasional fondling or being touched inappropriately, however, not occurring on a regular basis or by someone in a caregiver capacity or suspicion of history of sexual abuse without confirming evidence.
- 1** This level is to indicate a moderate level of sexual abuse. This may involve an individual who has been fondled on an ongoing basis or sexually penetrated (anal or genital) once by someone not in a caregiver capacity.
- 2** This level is to indicate a severe level of sexual abuse involving penetration on an ongoing basis by someone either in a caregiver capacity or in close emotional relation to the individual.
- 3**

PRIOR TREATMENT – This item rates the individual experience and the effectiveness of prior treatment.

Questions to Consider

- Does this individual have any history of treatment for sexual aggression?
- If so, what type of treatment and what was the effectiveness of each treatment?

Ratings & Definitions

- 0** No history of prior treatment or history of outpatient treatment with notable positive outcomes.
- 1** History of outpatient treatment that has had some degree of success.
- 2** History residential treatment where there has been successful completion of program.
- 3** History of residential or outpatient treatment condition with little or no success.

Criminal Behavior Module (9)

Question to Consider for this Module: *What is the nature of the individual's involvement in the justice system? Please rate the highest level from the past 30 days unless otherwise indicated.*

SERIOUSNESS - This item rates the seriousness of the individual's criminal offenses.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → What are the behaviors/actions that have made the individual involved in the criminal justice system? → Are the charges serious or violent felonies or misdemeanors? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 No evidence of criminal behavior. 1 Individual has engaged in delinquent behavior. 2 Individual has engaged in criminal behavior. 3 Individual has engaged in delinquent criminal behavior that places other citizens at risk of significant physical harm.
HISTORY - This item rates the individual's history of delinquency. Please rate using time frames provided in the definitions.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How many criminal/delinquent behaviors has the individual engaged in? → Are there periods of time in which the individual did not engage in criminal behaviors? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Current criminal/delinquent behavior is the first known occurrence. 1 Individual has engaged in multiple criminal/delinquent acts in the past one year. 2 Individual has engaged in multiple criminal/delinquent acts for more than one year but has had periods of at least 3 months where s/he did not engage in delinquent behavior. 3 Individual has engaged in multiple criminal/delinquent acts for more than one year without any period of at least 3 months where s/he did not engage in criminal/delinquent behavior.
ARRESTS - This item rates the individual's history of arrests in the criminal justice sector.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Does the individual engage in preplanned or spontaneous criminal acts? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 Individual has no known arrests in past. 1 Individual has history of delinquency, but no arrests past 30 days. 2 Individual has 1 to 2 arrests in last 30 days. 3 Individual has more than 2 arrests in last 30 days.
PLANNING - This item rates the premeditation or spontaneity of the criminal acts.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Does the individual engage in preplanned or spontaneous criminal acts? 	<p>Ratings & Definitions</p> <ul style="list-style-type: none"> 0 No evidence of any planning. Delinquent behavior appears opportunistic or impulsive. 1 Evidence suggests that individual places him/herself into situations where the likelihood of delinquent behavior is enhanced. 2 Evidence of some planning of delinquent behavior. 3 Considerable evidence of significant planning of delinquent behavior. Behavior is clearly premeditated.

COMMUNITY SAFETY - This item rates the level to which the criminal behavior of the individual puts the community's safety at risk.

Questions to Consider

- Is the delinquency violent in nature?
- Does the individual commit violent crimes against people or property?

Ratings & Definitions

- 0** Individual presents no risk to the community. S/he could be unsupervised in the community.
- 1** Individual engages in behavior that represents a risk to community property.
- 2** Individual engages in behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the individual's behavior.
- 3** Individual engages in behavior that directly places community members in danger of significant physical harm.

LEGAL COMPLIANCE - This item rates the individual's compliance with the rules of the court and probation.

Questions to Consider

- Is the individual compliant with the terms of his/her probation?
- Is the individual attending appointments, school, etc.?
- Is the individual actively or frequently violating probation?

Ratings & Definitions

- 0** Individual is fully compliant with all responsibilities imposed by the court (e.g. school attendance, treatment, restraining orders) or no court orders are currently in place.
- 1** Individual is in general compliance with responsibilities imposed by the court (e.g. occasionally missed appointments).
- 2** Individual is in partial noncompliance with standing court orders (e.g. individual is going to school but not attending court-order treatment).
- 3** Individual is in serious and/or complete noncompliance with standing court orders (e.g. parole violations).

PEER CRIMINAL BEHAVIOR (INFLUENCES) – This item rates the level to which the individual's peers engage in criminal behavior.

Questions to Consider

- Does the individual's friends also engage in criminal behavior?
- Is the individual's peer group involved in criminal justice system or parole/probation?

Ratings & Definitions

- 0** Individual's primary peer social network does not engage in delinquent behavior.
- 1** Individual has peers in his/her primary peer social network who do not engage in delinquent behavior but has some peers who do.
- 2** Individual predominantly has peers who engage in delinquent behavior but individual is not a member of a gang whose membership encourages or requires illegal behavior as aspect of membership.
- 3** Individual is a member of a gang whose membership encourages or requires illegal behavior as an aspect of gang membership.

PARENTAL CRIMINAL BEHAVIOR (INFLUENCES) - This item rates the level to which the individual's parents are involved in criminal behavior.

Questions to Consider

- Do the individual's parents engage in criminal acts?
- Is either of the parents in jail? If so, do they have contact with the individual?

Ratings & Definitions

- 0** There is no evidence that individual's parents have ever engaged in criminal behavior.
- 1** One of individual's parents has history of criminal behavior but individual has not been in contact with this parent for at least one year.
- 2** One of individual's parents has history of criminal behavior and individual has been in contact with this parent in the past year.
- 3** Both of individual's parents have history of criminal behavior.

ENVIRONMENTAL INFLUENCES - This item rates the influence of community criminal behavior on the individual's delinquency.

Questions to Consider

- Does the individual live in a neighborhood/community with high levels of crime?
- Is the individual a frequent witness or victim of such crime?

Ratings & Definitions

- 0** No evidence that the individual's environment stimulates or exposes the individual to any criminal behavior.
- 1** Mild problems in the individual's environment that might expose the individual to criminal behavior.
- 2** Moderate problems in the individual's environment that clearly expose the individual to criminal behavior.
- 3** Severe problems in the individual's environment that stimulate the individual to engage in criminal behavior.

Fire Setting Module (10)

Question to Consider for this Module: What are the issues and risks related to the individual's fire setting behaviors? *Please rate the most recent fire setting incident, unless otherwise noted.*

SERIOUSNESS - This item rates the severity of the fires being set.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Has the fire setting caused damage to property or injury to people? → Where has the fire setting occurred? 	<p>Ratings & Definitions</p> <p>0 Individual has engaged in fire setting that resulted in only minor damage (e.g. camp fire in the back yard which scorched some lawn).</p> <hr/> <p>1 Individual has engaged in fire setting that resulted only in some property damage that required repair.</p> <hr/> <p>2 Individual has engaged in fire setting, which caused significant damage to property (e.g. burned down house).</p> <hr/> <p>3 Individual has engaged in fire setting that injured self or others.</p>
HISTORY - This item rates the frequency with which the individual has engaged in fire setting. Please rate using time frames provided in the definitions.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How often has the individual engaged in fire setting? → Has the individual had time periods in which s/he did not set fires? 	<p>Ratings & Definitions</p> <p>0 Only one known occurrence of fire setting behavior.</p> <hr/> <p>1 Individual has engaged in multiple acts of fire setting in the past year.</p> <hr/> <p>2 Individual has engaged in multiple acts of fire setting for more than one year but has had periods of at least 6 months where s/he did not engage in fire setting behavior.</p> <hr/> <p>3 Individual has engaged in multiple acts of fire setting for more than one year without any period of at least 3 months where s/he did not engage in fire setting behavior.</p>
ARRESTS - This item rates the individual's history of arrests in the juvenile justice sector.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Has the individual been arrested? If so, how often? When? 	<p>Ratings & Definitions</p> <p>0 Individual has no known arrests in past.</p> <hr/> <p>1 Individual has history of delinquency, but no arrests past 30 days.</p> <hr/> <p>2 Individual has 1 to 2 arrests in last 30 days.</p> <hr/> <p>3 Individual has more than 2 arrests in last 30 days.</p>
PLANNING - This item rates the premeditation level of the fire setting.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Is the individual's fire setting typically planned or impulsive? 	<p>Ratings & Definitions</p> <p>0 No evidence of any planning. Fire setting behavior appears opportunistic or impulsive.</p> <hr/> <p>1 Evidence suggests that individual places him/herself into situations where the likelihood of fire setting behavior is enhanced.</p> <hr/> <p>2 Evidence of some planning of fire setting behavior.</p> <hr/> <p>3 Considerable evidence of significant planning of fire setting behavior. Behavior is clearly premeditated.</p>

USE OF ACCELERANTS - This item rates the individual based on the accelerants used in the fire setting.

Questions to Consider

- Does the individual use gasoline, alcohol, etc. to increase the fire's intensity?
- Does the individual use paper, sticks or other physical items to increase the size of the fire?

Ratings & Definitions

- 0** No evidence of any use of accelerants (e.g., gasoline). Fire setting involved only starters such as matches or a lighter.
- 1** Evidence suggests that the fire setting involved some use of mild accelerants (e.g. sticks, paper) but no use of liquid accelerants.
- 2** Evidence that fire setting involved the use of a limited amount of liquid accelerants but that some care was taken to limit the size of the fire.
- 3** Considerable evidence of significant use of accelerants in an effort to secure a very large and dangerous fire.

INTENTION TO HARM - This item rates the individual's intention to harm others through fire setting.

Questions to Consider

- Does the individual consider safety when setting the fires?
- Is there an intention to scare, injure or kill others with the fire?

Ratings & Definitions

- 0** Individual did not intend to harm others with fire. S/he took efforts to maintain some safety.
- 1** Individual did not intend to harm others but took no efforts to maintain safety.
- 2** Individual intended to seek revenge or scare others but did not intend physical harm, only intimidation.
- 3** Individual intended to injure or kill others.

COMMUNITY SAFETY - This item rates the risk to the community due to the fire setting. Please rate highest level in the past 30 days.

Questions to Consider

- Does the fire setting pose a significant safety risk to the community at large?
- Are individuals at physical harm due to the fire setting?

Ratings & Definitions

- 0** Individual presents no risk to the community. S/he could be unsupervised in the community.
- 1** Individual engages in fire setting behavior that represents a risk to community property.
- 2** Individual engages in fire setting behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the individual's behavior.
- 3** Individual engages in fire setting behavior that intentionally places community members in danger of significant physical harm. Child attempts to use fires to hurt others.

RESPONSE TO ACCUSATION - This item rates the response and remorse of the individual when accused of setting a fire. Please rate highest level in the past 30 days.

Questions to Consider

- Is the individual sorry for setting fires?
- Does the individual admit to setting fires?

Ratings & Definitions

- 0** Individual admits to behavior and expresses remorse and desire to not repeat.
- 1** Individual partially admits to behaviors and expresses some remorse.
- 2** Individual admits to behavior but does not express remorse.
- 3** Individual neither admits to behavior nor expresses remorse. Individual is in complete denial.

REMORSE -This item is used to rate the level of remorse and responsibility felt by the individual. Please rate highest level in the past 30 days.

Questions to Consider

- Does the individual express remorse for any harm caused by fire setting or accept responsibility?

Ratings & Definitions

- 0** Individual accepts responsibility for behavior and is truly sorry for any damage/risk caused. Individual is able to apologize directly to effected people.
- 1** Individual accepts responsibility for behavior and appears to be sorry for any damage/risk caused. However, individual is unable or unwilling to apologize to effected people.
- 2** Individual accepts some responsibility for behavior but also blames others. May experience sorrow at being caught or receiving consequences. May express sorrow/remorse but only in an attempt to reduce consequences.
- 3** Individual accepts no responsibility and does not appear to experience any remorse.

LIKELIHOOD OF FUTURE FIRE SETTING - This item rates the chance that the individual will continue to set fires in the future. Please rate highest level in the past 30 days.

Questions to Consider

- Does the individual have control over fire setting behaviors?
- How much monitoring is required to ensure that no fires are set?

Ratings & Definitions

- 0** Individual is unlikely to set fires in the future. Child able and willing to exert self-control over fire setting.
- 1** Individual presents mild to moderate risk of fire setting in the future. Should be monitored but does not require ongoing treatment/intervention.
- 2** Individual remains at risk of fire setting if left unsupervised. Individual struggles with self-control.
- 3** Individual presents a real and present danger of fire setting in the immediate future. Individual unable or unwilling to exert self-control over fire setting behavior.