

Dangerousness/Violence Module (6)

Question to Consider for this Module: What are the issues that increase the child’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 child)

HISTORY OF PHYSICAL ABUSE - This item refers to the child’s history as a victim of physical abuse.	
<p>Questions to Consider</p> <p>→ Was the child 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 Child has experienced corporal punishment.</p> <p>2 Child has experienced physical abuse on one or more occasions from care giver or parent.</p> <p>3 Child 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 child’s history of violence towards others and cruelty to animals.	
<p>Questions to Consider</p> <p>→ Have the child gotten into physical altercations with others?</p> <p>→ Has the child 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 child.</p> <p>1 Child 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 Child 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 Child 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 child has witnessed in his/her community.	
<p>Questions to Consider</p> <p>→ Does the child live in a neighborhood with frequent violence?</p>	<p>Ratings & Definitions</p> <p>0 There is no evidence that child has witnessed violence in the community.</p> <p>1 Child has witnessed fighting or other forms of violence in the community.</p> <p>2 Child has witnessed the significant injury of others in his/her community).</p> <p>3 Child 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 child’s home or family.

Questions to Consider

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

Ratings & Definitions

- 0** There is no evidence that child has witnessed family violence.
- 1** Child has witnessed one episode of family violence or suspicion of exposure to family violence.
- 2** Child has witnessed repeated episodes of family violence but no significant injuries (i.e. requiring emergency medical attention) have been witnessed.
- 3** Child 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 child is able to tolerate and manage frustration.

Questions to Consider

- Does the child get angry or frustrated easily?
- When the child gets frustrated, what are their behaviors and reactions?

Ratings & Definitions

- 0** Child appears to be able to manage frustration well. No evidence of problems of frustration management.
- 1** Child 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** Child has problems managing frustration. His/her anger when frustrated is causing functioning problems in school, at home, or with peers.
- 3** Child 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 child’s level of anger and hostility.

Questions to Consider

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

Ratings & Definitions

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

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

Questions to Consider

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

Ratings & Definitions

- 0** Child does not appear to engage in any paranoid thinking.
- 1** Child is suspicious of others but is able to test out these suspicions and adjust their thinking appropriately.
- 2** Child believes that others are 'out to get' him/her. Child has trouble accepting that these beliefs may not be accurate. Child at times is suspicious and guarded but at other times can be open and friendly.
- 3** Child believes that others plan to cause them harm. Child 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 child gets angry? Does s/he get anything in return?
- Does the child typically get what s/he wants from expressing anger?

Ratings & Definitions

- 0** Child 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** Child unintentionally has benefited from angry behavior; however, there is no evidence that child intentionally uses angry behavior to achieve desired outcomes.
- 2** Child sometimes uses angry behavior to achieve desired outcomes with parents, caregivers, teachers, or peers.
- 3** Child routinely uses angry behavior to achieve desired outcomes with parents, caregivers, teachers or peers. Others in child's life appear intimidated.

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

Questions to Consider

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

Ratings & Definitions

- 0** There is no evidence that child engages in violent thinking.
- 1** Child has some occasional or minor thoughts about violence.
- 2** Child has violent ideation. Language is often characterized as having violent themes and problem solving often refers to violent outcomes.
- 3** Child has specific homicidal ideation or appears obsessed with thoughts about violence. For example, a child 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 child’s insight into their risk of violence.	
Questions to Consider <ul style="list-style-type: none">→ Is the child aware of the risks and their potential to be violent?→ Is the child concerned about these risks?→ Can the child predict when/where/for what reason s/he will get angry and/or possibly become violent?	Ratings & Definitions <p>0 Child is completely aware of his/her level of risk of violence. Child knows and understands risk factors. Child accepts responsibility for past and future behaviors. Child is able to anticipate future challenging circumstances. A child with no violence potential would be rated here.</p> <p>1 Child is generally aware of his/her potential for violence. Child is knowledgeable about his/her risk factors and is generally able to take responsibility. Child may be unable to anticipate future circumstances that may challenge him/her.</p> <p>2 Child has some awareness of his/her potential for violence. Child may have tendency to blame others but is able to accept some responsibility for his/her actions.</p> <p>3 Child has no awareness of his/her potential for violence. Child may deny past violent acts or explain them in terms of justice or as deserved by the victim.</p>
RESPONSE TO CONSEQUENCES – This item rates the child’s reaction when she/he gets consequences for violence or aggression.	
Questions to Consider <ul style="list-style-type: none">→ How does the child react to consequences given for violent or aggressive behavior?	Ratings & Definitions <p>0 Child is clearly and predictably responsive to identified consequences. Child is regularly able to anticipate consequences and adjust behavior.</p> <p>1 Child is generally responsive to identified consequences; however, not all appropriate consequences have been identified or s/he may sometimes fail to anticipate consequences.</p> <p>2 Child responds to consequences on some occasions but sometimes does not appear to care about consequences for his/her violent behavior.</p> <p>3 Child is unresponsive to consequences for his/her violent behavior.</p>
COMMITMENT TO SELF CONTROL – This item rates the child’s willingness and commitment to controlling aggressive and/or violent behaviors.	
Questions to Consider <ul style="list-style-type: none">→ Does the child want to change their behaviors?→ Is the child committed to such change?	Ratings & Definitions <p>0 Child fully committed to controlling his/her violent behavior.</p> <p>1 Child is generally committed to control his/her violent behavior; however, child may continue to struggle with control in some challenging circumstances.</p> <p>2 Child ambivalent about controlling his/her violent behavior.</p> <p>3 Child not interested in controlling his/her violent behavior at this time.</p>

TREATMENT INVOLVEMENT – This item rates how involved the child and family is in treatment.

Questions to Consider

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

Ratings & Definitions

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

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

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

 - 3** Child and family are uninterested in treatment involvement. A child with treatment needs who is not currently in treatment would be rated here.
-