

Extension Modules

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Substance Abuse Module (1)

Question to Consider for this Module: What are the details of the child'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 child's current substance use.

Questions to Consider	Ratings & Definitions
→ Is the child currently using substances? If so, how frequently?	0 Child is currently abstinent and has maintained abstinence for at least six months.
→ Is there evidence of physical dependence on substances?	1 Child is currently abstinent but only in the past 30 days or child has been abstinent for more than 30 days but is living in an environment that makes substance use difficult.
	2 Child actively uses alcohol or drugs but not daily.
	3 Child uses alcohol and/or drugs on a daily basis.

DURATION OF USE - This item identifies the length of time that the child has been using drugs or alcohol.

Questions to Consider	Ratings & Definitions
→ How long as the child been using drugs and/or alcohol?	0 Child has begun use in the past year.
	1 Child 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.
	2 Child has been using alcohol or drugs for at least one year (but less than five years), but not daily.
	3 Child has been using alcohol or drugs daily for more than the past year or intermittently for at least five years.

STAGE OF RECOVERY - This item identifies where the child is in his/her recovery process.

Questions to Consider	Ratings & Definitions
→ In relation to stopping substance use, at what stage of change is the child?	0 Child is in maintenance stage of recovery. Child is abstinent and able to recognize and avoid risk factors for future alcohol or drug use.
	1 Child is actively trying to use treatment to remain abstinent.
	2 Child is in contemplation phase, recognizing a problem but not willing to take steps for recovery.
	3 Child is in denial regarding the existence of any substance use problem.

Supplemental information: Motivational interviewing describes the Stages of Change as a continuum –

- 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 child's social group has on his/her substance use.

Questions to Consider	Ratings & Definitions
→ What role do the child's peers play in their alcohol and drug use?	<p>0 Child's primary peer social network does not engage in alcohol or drug use.</p> <p>1 Child has peers in his/her primary peer social network who do not engage in alcohol or drug use but has some peers who do.</p> <p>2 Child predominantly has peers who engage in alcohol or drug use but child is not a member of a gang.</p> <p>3 Child is a member of a peer group that consistently engages in alcohol or drug use.</p>

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

Questions to Consider	Ratings & Definitions
→ Does the parent(s) use substances? If so, does their use impact the child's use??	<p>0 There is no evidence that child's parents have ever engaged in substance abuse.</p> <p>1 One of child's parents has history of substance abuse but not in the past year.</p> <p>2 One or both of child's parents have been intoxicated with alcohol or drugs in the presence of the child.</p> <p>3 One or both of child's parents use alcohol or drugs with the child.</p>

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

Questions to Consider	Ratings & Definitions
→ Are there factors in the child's community that impacts the child's alcohol and drug use?	<p>0 No evidence that the child's environment stimulates or exposes the child to any alcohol or drug use.</p> <p>1 Mild problems in the child's environment that might expose the child to alcohol or drug use.</p> <p>2 Moderate problems in the child's environment that clearly expose the child to alcohol or drug use.</p> <p>3 Severe problems in the child's environment that stimulate the child to engage in alcohol or drug.</p>

Trauma Module (2)

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

Traumatic Stress Symptoms

AFFECTIVE/PHYSICAL DYSREGULATION - This item rates the child'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
→ Does the child have reactions that seem larger or smaller than appropriate to the situation?	0 Child has no problems with affective or physical regulation.
→ Does the child have extreme or unchecked reactions to situations?	1 Child has mild to moderate problems with affect or physical regulation.
	2 Child has severe problems with affect or physical regulation but is able to control affect at times. Problems with regulation interfere with child's functioning in some life domains.
	3 Child unable to regulate affect.

INTRUSIONS - This item rates the frequency with which the child 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
→ Does the child think about the traumatic event when s/he does not want to?	0 There is no evidence that the child experiences intrusive thoughts of trauma.
→ Do reminders of the traumatic event bother the child?	1 Child experiences some intrusive thoughts of trauma but it does not affect his/her functioning.
	2 Child experiences intrusive thoughts that interfere in his/her ability to function in some life domains.
	3 Child experiences repeated and severe intrusive thoughts of trauma.

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

Questions to Consider	Ratings & Definitions
→ Is the trauma reaction of the child based on a grief/loss experience?	0 There is no evidence that the child is experiencing traumatic grief or separation from the loss of significant caregivers. Either the child has not experienced a traumatic loss (e.g., death of a loved one) or the child has adjusted well to separation.
→ How much does the child's reaction to the loss impact his/her functioning?	1 Child 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.
	2 Child 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.
	3 Child is experiencing significant traumatic grief reactions. Child 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.

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 child to feel as though s/he is suddenly immersed in their traumatic experience once again?
- Does the child have nightmares related to the traumatic experience?
- Are flashbacks part of the child's experience?

Ratings & Definitions

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

HYPERRAROUSAL - These symptoms include difficulty falling or staying asleep, irritability or outbursts of anger, difficulty concentrating, hypervigilance and/or exaggerated startle response. Child 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 child always on edge?
- Can the child fall/stay asleep?
- Is the child easily startled?

Ratings & Definitions

- 0** This rating is given to a child with no evidence of hyperarousal symptoms.
- 1** This rating is given to a child who exhibits mild hyperarousal that does not significantly interfere with his or her day-to-day functioning. Child may also occasionally manifest physical symptoms such as stomachaches and headaches.
- 2** This rating is given to a child with moderate symptoms of hyperarousal. The child 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. Child may also commonly manifest physical symptoms such as stomachaches and headaches.
- 3** This rating is given to a child 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 child 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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child make specific and concerted attempts to avoid sights, sounds, smells, etc. that are related to their trauma experience?	<p>0 This rating is given to a child with no evidence of avoidance symptoms.</p> <p>1 This rating is given to a child who exhibits some avoidance. This child may exhibit one primary avoidant symptom, including efforts to avoid thoughts, feelings or conversations associated with the trauma.</p> <p>2 This rating is given to a child with moderate symptoms of avoidance. In addition to avoiding thoughts or feelings associated with the trauma, the child may also avoid activities, places, or people that arouse recollections of the trauma.</p> <p>3 This rating is given to a child who exhibits significant or multiple avoidant symptoms. This child may avoid thoughts and feelings as well as situations and people associated with the trauma and are unable to recall important aspects of the trauma.</p>

NUMMING - 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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child seem to experience a normal range of emotions?→ Does the child have a normal range of affect?	<p>0 This rating is given to a child with no evidence of numbing responses.</p> <p>1 This rating is given to a child who exhibits some problems with numbing. This child may have a restricted range of affect or be unable to express or experience certain emotions (e.g., anger or sadness).</p> <p>2 This rating is given to a child with moderately severe numbing responses. This child 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.</p> <p>3 This rating is given to a child with significant numbing responses or multiple symptoms of numbing. This child may have a markedly diminished interest or participation in significant activities and a sense of a foreshortened future.</p>

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

Ratings & Definitions

- 0** This rating is given to a child with no evidence of dissociation.
- This rating is given to a child with minor dissociative problems, including some emotional numbing, avoidance or detachment, and some difficulty with forgetfulness, daydreaming, spacing or blanking out.
- 1** This rating is given to a child 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."
- 2** This rating is given to a child with severe dissociative disturbance. This can include significant memory difficulties associated with trauma that also impede day to day functioning. Child 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). Child shows rapid changes in personality or evidence of distinct personalities. Child 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 child begin receiving treatment?

Ratings & Definitions

- 0** Trauma was recognized and treatment started within one month of initial experience.
- 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 (2a)

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

Questions to Consider

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

Ratings & Definitions

- 0** Perpetrator was a stranger at the time of the abuse.
- Perpetrator was known to the child at the time of event but only as an acquaintance.
- 2** Perpetrator had a close relationship with the child 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 child received from family after disclosing the sexual abuse.**Questions to Consider**

- Was the family supportive of the child 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 child coming forward with the description of his/her abuse experience.
Most significant family members are aware of the abuse and supportive of the child 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 child for coming forward with the description of his/her experience.
3 Significant lack of support from close family members of the child for coming forward with the description of his/her abuse experience. Significant relationship (e.g. parent, care-giving grandparent) is threatened.

School Module (3)

Question to Consider for this Module: How well is the child 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 child's overall efforts to persist, regardless of outcome.

Questions to Consider	Ratings & Definitions
→ Does the child keep trying when presented with difficult academic tasks?	This level indicates child's academic persistence. For example, a child who takes on assignments and asks for assistance when needed would be rated here.
→ Does the child ask for help with difficult academic tasks?	This level indicates a child who is developing appropriate academic persistence. A student who tries but needs to learn when to ask for assistance would be rated here.
	This level indicates a child whose academic persistence is inconsistent. This person initially attempts tasks but gives up and does not complete assignments.
	This level indicates a child whose academic persistence is inadequate. This person does not take on assignments or has refused assistance.

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

Questions to Consider	Ratings & Definitions
→ How is the child doing academically in school?	No evidence of issues in school achievement and/or child is doing well in school.
→ Is s/he having difficulty with any subjects?	Child is doing adequately in school although some problems with achievement exist.
→ Is s/he at risk of failing any classes? Of being left back?	Child is having moderate problems with school achievement. S/he may be failing some subjects.
→ Has the teacher or other school personnel spoke to parents about Child's performance?	Child 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 child's promptness to school and to classes.

Questions to Consider	Ratings & Definitions
→ How often is the child late to class or school?	No evidence of tardiness. Person is usually on time for school and classes.
	Child has occasional problems with tardiness. For example, s/he may fail to arrive at school on time once or twice per month.
	Child is having problems with tardiness. S/he may be late to school weekly or late to a class on a regular basis.
	Child is tardy for school or classes on a regular basis.

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

Questions to Consider

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

Ratings & Definitions

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

SCHOOL ATTENDANCE - This items rates issues of attendance.

Questions to Consider

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

Ratings & Definitions

- 0** Child attends school regularly.
- 1** Child 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** Child is having problems with school attendance. S/he is missing at least two days each week on average.
- 3** Child is generally absent from school.

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

Questions to Consider

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

Ratings & Definitions

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

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

Questions to Consider

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

Ratings & Definitions

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

Questions to Consider

- Does the child 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** Child is having moderate behavioral difficulties at school. S/he is disruptive and may receive sanctions including a suspension or multiple detentions.
- 3** Child 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 Child 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 child is able to manage emotions and behavior at a level consistent with age and developmental level.
- 1** The child can usually manage emotions and behaviors. Student occasionally requires external support.
- 2** The child has moderate problems managing emotions and behaviors. Student does not maintain control when upset but may respond to external support.
- 3** The child is having severe problems managing emotions and behaviors. S/he does not respond to external support.

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

Questions to Consider

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

Ratings & Definitions

- 0** The child makes decisions that are at a level consistent with age and developmental level. Student manages well in school and activities.
- 1** The child 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 child 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 child 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	Ratings & Definitions
→ Is the child able to stay on task and pay attention in class?	0 This rating is used to indicate a child who is able to pay attention and stay on task at a level consistent with age and developmental level.
→ What supports does the child need to maintain focus?	1 This rating is used to indicate a child 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 a child 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 a child with evidence of major problems with attention. S/he is unable to stay on task for an age appropriate time period.

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 child's demands is rated here. Only a bully is rated on this item; a victim of bullying is not rated here.

Questions to Consider	Ratings & Definitions
→ Have there been any reports that the child has picked on, made fun of, harassed or intimidated another person?	0 No evidence that the child has ever engaged in bullying at school or in the community.
→ Are there concerns that the child might bully other children?	1 There is a history or suspicion of bullying, or child has engaged in bullying behavior or associated with groups that have bullied other children.
→ Does the child hang around with other people who bully?	2 Child has bullied other children in school or in the community. Child has either bullied the other children, or led a group that bullied other children.
	3 Child has repeatedly utilized threats or actual violence when bullying others in school and/or in the community.

BULLIED BY OTHERS - This rating describes the degree to which a child has been bullied or victimized by others.

Questions to Consider	Ratings & Definitions
→ Has the child been picked on, made fun of, intimidated or harassed by another child or group of children?	0 There is no evidence that child has been bullied by others.
→ How often do incidents of bullying take place?	1 Child has been bullied occasionally in the past but has coped adequately.
→ How do these incidents impact the child?	2 Child has been bullied in the past and has had difficulty coping. Child's school performance has been negatively impacted by the bullying. For example, the child may avoid certain places or activities that s/he would otherwise enjoy.
	3 Child is currently being bullied at school and is having difficulty coping. Child's schoolwork, performance or attendance is being directly impacted by the bullying. For example, the student may no longer come to school regularly or skip certain classes to avoid being bullied.

Student Life Domain Needs

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Is the child or youth in any roles where s/he cares for someone else – parent, grandparent, younger sibling, or their own child?→ How well can s/he fill that role?→ Do parenting responsibilities impact the child's/youth/s school performance?	<p>0 No evidence of child needing to function in a parental role.</p> <p>Child has parenting responsibilities but copes well. Child may be serving in 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, child takes care of his or her minimal needs.</p> <p>1 Child 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 child's ability to function in school but does not completely prevent it.</p> <p>2 Child has major parenting responsibilities. S/he may lack external supports. These responsibilities interfere with school participation. School placement or advancement is in jeopardy.</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Who is in the child's non-family support group?→ What activities does the child engage in with his/her friend group?→ Does the child live in a neighborhood where gangs are prevalent?	<p>0 Child has no known gang affiliations.</p> <p>Child has a history of gang affiliations or hangs with current gang members but this does not appear to impact school performance.</p> <p>1 Child 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.</p> <p>2 Child 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.</p>

Student Strengths

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Is the child involved with clubs or sports teams?	<p>0 Child takes on a leadership role in clubs and/or athletics.</p> <p>1 Child actively participates in clubs and/or athletics.</p> <p>2 Child is a member of a club or athletic activities.</p> <p>3 Child is not engaged in clubs or athletic activities.</p>

LEADERSHIP - Leadership refers to the child'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	Ratings & Definitions
<ul style="list-style-type: none">→ What leadership quality does the child exhibit?→ Does the child take on leadership roles at school?	<p>NA Not Applicable.</p> <p>0 This level indicates a child with significant leadership strengths. A child who is regularly recognized by adults or is acknowledged as a positive leader by peers.</p> <p>This level indicates a child with a notable leadership talent. For example, a child who is elected team captain or class representative. This may also include a child 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.</p> <p>2 This level indicates a child who accepts or expresses some interest in leadership roles (e.g. runs for student council) even if those roles have not developed to date.</p> <p>3 This level indicates a child who does not express interest in leadership roles.</p>

PEER RELATIONSHIPS - This item describes a child's relationship with other students.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ How does the child relate to his/her peers?	<p>0 Child is sought out by many other students.</p> <p>1 Child does well with other students or has some close friends.</p> <p>2 Child does adequately with other students or has few friends.</p> <p>3 Child tends to be a loner.</p>

RELATIONSHIPS WITH TEACHERS - This item describes a child's relationships with teachers.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ How does the child relate to teachers?→ Does the child have a strong connection with one or more teachers?→ Does the child have regular conflict with teachers?	<p>0 Child has good relations with teachers.</p> <p>1 Child has occasional difficulties relating with at least one teacher. Child may have difficulties during one class period (e.g. math, gym).</p> <p>2 Child has difficult relations with teachers that notably interfere with his/her education.</p> <p>3 Child has very difficult relations with all teachers or all the time with their only teacher. Relations with teachers currently prevents child from learning.</p>

Developmental Needs Module (4)

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

Please rate the highest level from the past 30 days.

COGNITIVE - This item identifies the child's intellectual or cognitive capacity.

Questions to Consider	Ratings & Definitions
→ Has the child been tested for or diagnosed with a learning disability?	0 Child's intellectual functioning appears to be in normal range. There is no reason to believe that the child has any problems with intellectual functioning.
→ Does the child have an intellectual disability or delay?	1 Child has low IQ (70 to 85) or has identified learning challenges.
	2 Child has mild Intellectual Developmental Disorder. IQ is between 55 and 70.
	3 Child has moderate to profound Intellectual Developmental Disorder. IQ is less than 55.

DEVELOPMENTAL - This item rates the level of developmental delay/disorders that are present.

Questions to Consider	Ratings & Definitions
→ Is the child progressing developmentally in a way similar to peers of the same age?	0 Child's development appears within normal range. There is no reason to believe that the child has any developmental problems.
→ Has the child been diagnosed with a developmental disorder?	1 Evidence of a mild developmental delay is apparent.
	2 Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay is apparent.
	3 Severe developmental disorder is evident.

COMMUNICATION - This item identifies the child's capacity for expressive and receptive communication.

Questions to Consider	Ratings & Definitions
→ Is the child able to understand others' communications?	0 Child's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the child has any problems communicating.
→ Is the child able to communicate to others?	1 Child has receptive communication skills, but limited expressive communication skills.
	2 Child has both limited receptive and expressive communication skills.
	3 Child is unable to communicate.

SELF-CARE/DAILY LIVING SKILLS - This item rates the child's ability to participate in self-care activities, including eating, bathing, dressing and toileting.

Questions to Consider	Ratings & Definitions
→ What supports and assistance does the child need to complete daily living skills?	Child's self-care and daily living skills appear developmentally appropriate. 0 There is no reason to believe that the child has any problems performing daily living skills.
	1 Child requires verbal prompting on self-care tasks or daily living skills.
	2 Child requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting).
	3 Child requires attendant care on more than one of the self-care tasks—eating, bathing, dressing, and toileting.

Suicide Risk Module (5)

Question to Consider for this Module: What are the issues that increase the child'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 a child engages in. Please rate the highest level experienced.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Has the child ever attempted suicide?→ If so, how did s/he make that attempt? Was it a method that is typically lethal?	<ul style="list-style-type: none">0 No lifetime history of suicidal ideation or attempt.1 Lifetime history of significant suicidal ideation but no potentially lethal attempts.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 child has recently thought about hurting him/herself.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Has the child ever considered suicide as an option?→ If so, when do these thoughts happen and what is the content?	<ul style="list-style-type: none">0 No evidence.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 child has of harming him/herself.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Has the child ever intended to commit suicide?→ If so, how recently?→ If so, what stopped them from following through on their intent?	<ul style="list-style-type: none">0 No evidence.1 History, but no recent intent to commit suicide.2 Recent intention to commit suicide.3 Current intention.

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Does their suicidal ideation include details of planning?→ If so, how realistic is that plan?→ If so, how lethal is that plan?	<ul style="list-style-type: none">0 No evidence of a concrete plan.1 A vague notion of a plan, but the plan is not realistic.2 Child has a plan to commit suicide that is feasible.3 Child 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	Ratings & Definitions
<ul style="list-style-type: none"> → Is the Child using substances? → If so, do these substances typically result in impaired judgment and/or impulsive behavior? 	<p>0 This rating is for a child who has no notable substance use history or difficulties at the present time.</p> <p>This rating is for a child 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.</p> <p>2 This rating is for a child 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.</p> <p>3 This rating is for a child 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 child. Immediate and/or intensive interventions are indicated.</p>

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	Ratings & Definitions
<ul style="list-style-type: none"> → Is child concerned about possible depression or chronic low mood and irritability? → Has s/he withdrawn from normal activities? → Does the child seem lonely or not interested in others? 	<p>0 No evidence of problems with depression.</p> <p>1 History, suspicion, or mild depression associated with a recent negative life event with minimal impact on life domain functioning.</p> <p>2 Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered with the child's ability to function in at least one life domain.</p> <p>3 Clear evidence of depression that is disabling for the child in multiple life domains.</p>

CONDUCT - This item rates symptoms that include antisocial behaviors like shoplifting, lying, vandalism, and cruelty to animals, assault. This dimension would include the symptoms of Conduct Disorder as specified in DSM.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Is the child seen as dishonest? → How does the child handle telling the truth/lies? → Has the child been part of any criminal behavior? → Has the child ever shown violent or threatening behavior towards others? → Has the child ever tortured animals or set fires? 	<p>0 This rating indicates a child with no evidence of behavior disorder.</p> <p>This rating indicates a child with a mild level of conduct problems. The child may have some difficulties in school and home behavior. Problems are recognizable but not notably deviant for age, sex, and community. This might include occasional truancy, repeated severe lying, or petty theft from family.</p> <p>2 This rating indicates a child with a moderate level of conduct disorder. This could include episodes of planned aggressive or other anti-social behavior. A child rated at this level should meet the criteria for a diagnosis of Conduct Disorder.</p> <p>3 This rating indicates a child with a severe Conduct Disorder. This could include frequent episodes of unprovoked, planned aggressive or other anti-social behavior.</p>

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 child.

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 child'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 child in some other location?

Ratings & Definitions

- 0** No evidence that the child 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 child 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 child has immediate access to lethal means. **Child/child should not be allowed to re-enter said environment until means has been removed. SAFETY PLAN MUST BE CREATED.**

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.

Questions to Consider	Ratings & Definitions
→ Was the child a victim of physical abuse?	0 There is no evidence of a history of physical abuse.
	1 Child has experienced corporal punishment.
	2 Child has experienced physical abuse on one or more occasions from care giver or parent.
	3 Child has experienced extreme physical abuse that has resulted in physical injuries that required medical care.

HISTORY OF VIOLENCE – This item is used to rate the child's history of violence towards others and cruelty to animals.

Questions to Consider	Ratings & Definitions
→ Have the child gotten into physical altercations with others?	0 No evidence of any history of violent behavior by the child.
→ Has the child ever exhibited behavior that is cruel to animals?	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).
	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.
	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.

WITNESS TO COMMUNITY VIOLENCE - This item rates the severity and frequency of incidents of violence the child has witnessed in his/her community.

Questions to Consider	Ratings & Definitions
→ Does the child live in a neighborhood with frequent violence?	0 There is no evidence that child has witnessed violence in the community.
	1 Child has witnessed fighting or other forms of violence in the community.
	2 Child has witnessed the significant injury of others in his/her community).
	3 Child has witnessed the death of another person in his/her community.

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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child seem very suspicious?→ Is there any evidence of paranoid thinking/beliefs?→ Is the child very guarded?	<ul style="list-style-type: none">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	Ratings & Definitions
<ul style="list-style-type: none">→ 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?	<ul style="list-style-type: none">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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child report having violent thoughts?→ Does s/he verbalize their violent thoughts either specifically or by using violence themes?	<ul style="list-style-type: none">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	Ratings & Definitions
<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?	<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	Ratings & Definitions
<ul style="list-style-type: none">→ How does the child react to consequences given for violent or aggressive behavior?	<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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child want to change their behaviors?→ Is the child committed to such change?	<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	Ratings & Definitions
→ Is the child an active participant in treatment?	0 Child fully involved in his/her own treatment. Family supports treatment as well.
→ Is the family involved in and supportive of treatment?	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.
→ Do the child and/or family believe that treatment will help with the identified issues?	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.

Sexually Aggressive Behavior Module (7)

Question to Consider for this Module: What is the nature of the child'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 child and the victim of their aggression.

Questions to Consider	Ratings & Definitions
→ How does the child know the other child involved?	0 No evidence of victimizing others. All parties in sexual activity appear to be consenting. No power differential.
→ Is there a power differential between the parties?	1 Although parties appear to be consenting, there is a significant power differential between parties in the sexual activity with this child or adolescent being in the position of authority.
→ Did the sexual aggression include physical harm to another person?	2 Child is clearly victimizing at least one other child with sexually abusive behavior.
	3 Child is severely victimizing at least one other child with sexually abusive behavior. This may include physical harm that results from either the sexual behavior or physical force associated with sexual behavior.

PHYSICAL FORCE/THREAT – This item rates the level of physical force involved in the sexual aggression.

Questions to Consider	Ratings & Definitions
→ Did the sex act include physical force or the threat of force? If so, how intense was that force?	0 No evidence of the use of any physical force or threat of force in either the commission of the sex act nor in attempting to hide it.
→ Was the victim physically harmed or at risk of serious harm?	1 Evidence of the use of the threat of force in an attempt to discourage the victim from reporting the sex act.
	2 Evidence of the use of mild to moderate force in the sex act. There is some physical harm or risk of physical harm.
	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.

PLANNING – This item rates the level of planning involved in the sexual aggression.

Questions to Consider	Ratings & Definitions
→ Did the child plan the aggressive act(s)?	0 No evidence of any planning. Sexual activity appears entirely opportunistic.
→ Was the aggression predatory in nature or opportunistic?	1 Some evidence of efforts to get into situations where likelihood of opportunities for sexual activity is enhanced.
	2 Evidence of some planning of sex act.
	3 Considerable evidence of predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.

AGE DIFFERENTIAL – This item rates the age difference between the child and their victim.

Questions to Consider

- How does the age of the child 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 child'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 child responded to the accusation and the remorse felt by the child.

Questions to Consider

- Is the child sorry for their behavior?
- Does s/he admit to the sex acts?

Ratings & Definitions

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

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

Questions to Consider

- How long has the child 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 a child 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 a child who has been sexually abusive during the past two years OR child who has become sexually abusive in the past three months despite the absence of any clear stressors.
- 2** This level indicates a child 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 a child 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 child.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ How many incidents have been identified and /or investigated?→ How many victims have been identified?	<ul style="list-style-type: none">0 Child has only one incident of sexually abusive behavior that has been identified and/or investigated.1 Child has two or three incidents of sexually abusive behavior that have been identified and/or investigated.2 Child has four to ten incidents of sexually abusive behavior that have been identified and/or investigated with more than one victim.3 Child has more than ten incidents of sexually abusive behavior with more than one victim.

SEVERITY OF SEXUAL ABUSE – This item rates the significance and severity of the child's own sexual abuse history.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Has the child been sexually abused, either known or suspected?→ If so, what was the type and intensity of abuse s/he endured?→ If so, who was their abuser?	<ul style="list-style-type: none">0 No history of any form of sexual abuse.1 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.2 This level is to indicate a moderate level of sexual abuse. This may involve a child who has been fondled on an ongoing basis or sexually penetrated (anal or genital) once by someone not in a caregiver capacity.3 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 child.

PRIOR TREATMENT – This item rates the child's experience in and the effectiveness of prior treatment.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Does this child have any history of treatment for sexual aggression?→ If so, what type of treatment and what was the effectiveness of each treatment?	<ul style="list-style-type: none">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.

Runaway Module (8)

Question to Consider for this Module: What are the issues and risks related to the child's runaway behaviors? Please rate the highest level from the past 30 days unless otherwise indicated.

FREQUENCY OF RUNNING – This item rates how often the child runs away.

Questions to Consider	Ratings & Definitions
→ How often does the child run?	0 Child has only run once in past year. 1 Child has run on multiple occasions in past year. 2 Child runs run often but not always. 3 Child runs at every opportunity.

CONSISTENCY OF DESTINATION – This item rates the consistency of the location to which the Child runs away.

Questions to Consider	Ratings & Definitions
→ Where does the child go when s/he runs away?	0 Child always runs to the same location. 1 Child generally runs to the same location or neighborhood. 2 Child runs to the same community but the specific locations change. 3 Child runs to no planned destination.

SAFETY OF DESTINATION – This item rates the safety of the locations to which the child runs away.

Questions to Consider	Ratings & Definitions
→ Is the location generally safe? → Are the child's basic needs met in this location? → Is the child likely to be victimized or exploited while on the run?	0 Child runs to a safe environment that meets his/hers basic needs (e.g. food, shelter). 1 Child runs to generally safe environments; however, s/he might be somewhat unstable or variable. 2 Child runs to generally unsafe environments that cannot meet his/her basic needs. 3 Child runs to very unsafe environments where the likelihood that s/he will be victimized is high.

INVOLVEMENT IN ILLEGAL ACTS – This item rates the child's illegal activities while on the run.

Questions to Consider	Ratings & Definitions
→ Does the child engage in illegal/delinquent activities while s/he is on the run? → If so, are these serious delinquent behaviors?	0 Child does not engage in illegal activities while on the run beyond those involved with the running itself. 1 Child engages in status offenses beyond those involved with the running itself while on run (e.g. curfew violations, underage drinking). 2 Child engages in delinquent activities while on run. 3 Child engages in dangerous delinquent activities while on run (e.g. prostitution).

LIKELIHOOD OF RETURN ON OWN – This item rates the way in which the child returns from runaway.

Questions to Consider

- Does the child come back on his/her own?
- Does the child actively hide from those looking for him/her?

Ratings & Definitions

- 0** Child will return from run on his/her own without prompting.
- 1** Child will return from run when found but not without being found.
- 2** Child will make him/her difficult to find and/or might passively resist return once found.
- 3** Child makes repeated and concerted efforts to hide so as to not be found and/or resists return.

INVOLVEMENT OF OTHERS – This item rates the involvement and encouragement of others in the child's runaway behavior.

Questions to Consider

- Are there others who help or encourage the child to run away?

Ratings & Definitions

- 0** Child runs by self with no involvement of others. Others may discourage behavior or encourage child to return from run.
- 1** Others enable child running by not discouraging child's behavior.
- 2** Others involved in running by providing helping child not be found.
- 3** Child actively is encouraged to run by others. Others actively cooperate to facilitate running behavior.

REALISTIC EXPECTATIONS – This item rates the child's expectations about the consequences and outcomes of the runaway behavior.

Questions to Consider

- Does the child expect positive outcomes/benefits from running away?
- Does the child seem realistic about running away?

Ratings & Definitions

- 0** Child has realistic expectations about the implications of his/her running behavior.
- 1** Child has reasonable expectations about the implications of his/her running behavior but may be hoping for a somewhat 'optimistic' outcome.
- 2** Child has unrealistic expectations about the implications of their running behavior.
- 3** Child has obviously false or delusional expectations about the implications of their running behavior.

PLANNING – This item rates the spontaneity of the runaway behavior.

Questions to Consider

- Is the child impulsively running away?
- Does the child have a plan and, if so, is that plan carefully thought out?

Ratings & Definitions

- 0** Running behavior is completely spontaneous and emotionally impulsive.
- 1** Running behavior is somewhat planned but not carefully.
- 2** Running behavior is planned.
- 3** Running behavior is carefully planned and orchestrated to maximize likelihood of not being found.

Juvenile Justice Module (9)

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

SERIOUSNESS - This item rates the seriousness of the youth's criminal offenses.

Questions to Consider

- What are the behaviors/actions that have made the youth involved in the juvenile justice system?

Ratings & Definitions

- 0** Youth has engaged only in status violations (e.g. curfew).
- 1** Youth has engaged in delinquent behavior.
- 2** Youth has engaged in criminal behavior.
- 3** Youth has engaged in delinquent criminal behavior that places other citizens at risk of significant physical harm.

HISTORY - This item rates the youth's history of delinquency. Please rate using time frames provided in the definitions.

Questions to Consider

- How many criminal/delinquent behaviors has the youth engaged in?
- Are there periods of time in which the youth did not engage in criminal behaviors?

Ratings & Definitions

- 0** Current criminal/delinquent behavior is the first known occurrence.
- 1** Youth has engaged in multiple criminal/delinquent acts in the past one year.
Youth has engaged in multiple criminal/delinquent acts for more than one year
- 2** but has had periods of at least 3 months where s/he did not engage in delinquent behavior.
- 3** Youth 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 youth's history of arrests in the juvenile justice sector.

Questions to Consider

- Has the youth been arrested? If so, how often? When?

Ratings & Definitions

- 0** Youth has no known arrests in past.
- 1** Youth has history of delinquency, but no arrests past 30 days.
- 2** Youth has 1 to 2 arrests in last 30 days.
- 3** Youth has more than 2 arrests in last 30 days.

PLANNING - This item rates the premeditation or spontaneity of the criminal acts.

Questions to Consider

- Does the youth engage in preplanned or spontaneous criminal acts?

Ratings & Definitions

- 0** No evidence of any planning. Delinquent behavior appears opportunistic or impulsive.
- 1** Evidence suggests that youth 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 youth puts the community's safety at risk.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Is the delinquency violent in nature? → Does the youth commit violent crimes against people or property? 	<p>0 Youth presents no risk to the community. S/he could be unsupervised in the community.</p> <p>1 Youth engages in behavior that represents a risk to community property.</p> <p>2 Youth engages in behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the youth's behavior.</p> <p>3 Youth engages in behavior that directly places community members in danger of significant physical harm.</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Is the youth compliant with the terms of their probation? → Is the youth attending appointments, school, etc.? → Is the youth actively or frequently violating probation? 	<p>0 Youth 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.</p> <p>1 Youth is in general compliance with responsibilities imposed by the court. (e.g. occasionally missed appointments).</p> <p>2 Youth is in partial noncompliance with standing court orders (e.g. youth is going to school but not attending court-order treatment).</p> <p>3 Youth is in serious and/or complete noncompliance with standing court orders (e.g. parole violations).</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Do the youth's friends also engage in criminal behavior? → Is the youth's peer group involved in criminal justice system or parole/probation? 	<p>0 Youth's primary peer social network does not engage in delinquent behavior.</p> <p>1 Youth has peers in his/her primary peer social network who do not engage in delinquent behavior but has some peers who do.</p> <p>2 Youth predominantly has peers who engage in delinquent behavior but youth is not a member of a gang whose membership encourages or requires illegal behavior as aspect of membership.</p> <p>3 Youth is a member of a gang whose membership encourages or requires illegal behavior as an aspect of gang membership.</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none"> → Do the youth's parents engage in criminal acts? → Is either of the youth's parents in jail? If so, do they have contact with the youth? 	<p>0 There is no evidence that youth's parents have ever engaged in criminal behavior.</p> <p>1 One of youth's parents has history of criminal behavior but youth has not been in contact with this parent for at least one year.</p> <p>2 One of youth's parents has history of criminal behavior and youth has been in contact with this parent in the past year.</p> <p>3 Both of youth's parents have history of criminal behavior.</p>

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Does the youth live in a neighborhood/community with high levels of crime?→ Is the youth a frequent witness or victim of such crime?	<p>0 No evidence that the youth's environment stimulates or exposes the youth to any criminal behavior.</p> <p>1 Mild problems in the youth's environment that might expose the youth to criminal behavior.</p> <p>2 Moderate problems in the youth's environment that clearly expose the youth to criminal behavior.</p> <p>3 Severe problems in the youth's environment that stimulate the youth to engage in criminal behavior.</p>

Fire Setting Module (10)

Question to Consider for this Module: What are the issues and risks related to the child's/youth'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.

Questions to Consider	Ratings & Definitions
→ Has the fire setting caused damage to property or injury to people?	0 Child has engaged in fire setting that resulted in only minor damage (e.g. camp fire in the back yard which scorched some lawn).
→ Where has the fire setting occurred?	1 Child has engaged in fire setting that resulted only in some property damage that required repair.
	2 Child has engaged in fire setting that caused significant damage to property (e.g. burned down house).
	3 Child has engaged in fire setting that injured self or others.

HISTORY - This item rates the frequency with which the child has engaged in fire setting. Please rate using time frames provided in the definitions.

Questions to Consider	Ratings & Definitions
→ How often has the child engaged in fire setting?	0 Only one known occurrence of fire setting behavior.
→ Has the child had time periods in which s/he did not set fires?	1 Child has engaged in multiple acts of fire setting in the past year.
	Child has engaged in multiple acts of fire setting for more than one year but
	2 has had periods of at least 6 months where s/he did not engage in fire setting behavior.
	3 Child 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.

ARRESTS - This item rates the child's history of arrests in the juvenile justice sector.

Questions to Consider	Ratings & Definitions
→ Has the child been arrested? If so, how often? When?	0 Child has no known arrests in past.
	1 Child has history of delinquency, but no arrests past 30 days.
	2 Child has 1 to 2 arrests in last 30 days.
	3 Child has more than 2 arrests in last 30 days.

PLANNING - This item rates the premeditation level of the fire setting.

Questions to Consider	Ratings & Definitions
→ Is the child's fire setting typically planned or impulsive?	0 No evidence of any planning. Fire setting behavior appears opportunistic or impulsive.
	1 Evidence suggests that child places him/herself into situations where the likelihood of fire setting behavior is enhanced.
	2 Evidence of some planning of fire setting behavior.
	3 Considerable evidence of significant planning of fire setting behavior. Behavior is clearly premeditated.

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

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child use gasoline, alcohol, etc. to increase the fire's intensity?→ Does the child use paper, sticks or other physical items to increase the size of the fire?	<ul style="list-style-type: none">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 child's intention to harm others through fire setting.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Does the child consider safety when setting the fires?→ Is there an intention to scare, injure or kill others with the fire?	<ul style="list-style-type: none">0 Child did not intend to harm others with fire. S/he took efforts to maintain some safety.1 Child did not intend to harm others but took no efforts to maintain safety.2 Child intended to seek revenge or scare others but did not intend physical harm, only intimidation.3 Child 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	Ratings & Definitions
<ul style="list-style-type: none">→ Does the fire setting pose a significant safety risk to the community at large?	<ul style="list-style-type: none">0 Child presents no risk to the community. S/he could be unsupervised in the community.1 Child engages in fire setting behavior that represents a risk to community property.2 Child engages in fire setting behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the child's behavior.3 Child 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 child when accused of setting a fire. Please rate highest level in the past 30 days.

Questions to Consider	Ratings & Definitions
<ul style="list-style-type: none">→ Is the child sorry for setting fires?→ Does the child admit to setting fires?	<ul style="list-style-type: none">0 Child admits to behavior and expresses remorse and desire to not repeat.1 Child partially admits to behaviors and expresses some remorse.2 Child admits to behavior but does not express remorse.3 Child neither admits to behavior nor expresses remorse. Child is in complete denial.

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

Questions to Consider

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

Ratings & Definitions

- | | |
|----------|---|
| 0 | Child accepts responsibility for behavior and is truly sorry for any damage/risk caused. Child is able to apologize directly to effected people. |
| 1 | Child accepts responsibility for behavior and appears to be sorry for any damage/risk caused. However, child is unable or unwilling to apologize to effected people. |
| 2 | Child 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 | Child accepts no responsibility and does not appear to experience any remorse. |

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

Questions to Consider

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

Ratings & Definitions

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