

RISK ASSESSMENT VIOLENT JUVENILE BEHAVIOR WORKSHEET ADMINISTRATION

General

The risk assessment worksheet is to be administered as an interview after a student has made a threat of violence. Do not give the worksheet to the student to fill out. Many items require additional contacts with a parent, teacher, counselor or administrator to be able to complete the assessment. Review the student's discipline record if there is one.

Begin the interview with explaining why you were asked to talk with the student and that some information will help get to know him or her better. Identify the feelings that you assume were present at the time of the threat; "You must have been very angry when you said-----," and what you see currently, "I imagine you are worried about what is going to happen now."

The student may be aware of consequences that could result from the threat and not be cooperative, remain silent or deny any intention of harm. If the student denies any intention of harm, respond with a positive statement such as, "I'm glad to hear that," or "good", and continue the assessment. The best information may be obtained by asking the student to tell you what is going on and what led up to the incident. Listen and reflect what you hear. Refrain from accusing the student of lying or not telling the truth. Do point out inconsistencies or contradictions and ask for clarification without being accusatory.

Items

The following suggestions may be followed if you need more information to complete the assessment after the student has told his or her story or as an encouragement to continue the story.

1. **Plan** "You have threatened to-----, How would you do it? What did you have in mind? What are you planning to do? When would you do it? What would you use to do it? Who do you know that has a gun? Have you ever seen it? Do you know how to use it?"
2. **Aggressive Behavior** "When you get angry what do you do? Do people treat you fairly? Have you ever set a fire to things or a building?"
3. **Discipline Record** "Have you ever been suspended or expelled? Have your parents ever been called to school because of your behavior?"
4. **Previous Threats** "Have you ever threatened to harm anyone before?"
5. **Exposure to Violence** "Have you ever seen anyone killed or seriously hurt?"
6. **Victim of Abuse** "Has anyone ever intentionally hurt you?"
7. **Cruelty to Animals** "Do you have a pet, or have you ever had a pet? Have you ever intentionally hurt an animal?"

8. **Victim of Harassment** "Has anyone ever teased or harassed you?"

9. **Gang Affiliation** "What gang are you a member of? Would you like to be a part of one? Do you see the gang as a source of protection?"

10. **Family Support** "Who in your family are you close to now? Who were you close to when you were little?"

11. **Empathy** "Is there anyone you feel sorry for? Do you ever wish you hadn't done something?"

12. **Relationship Skills** "Do you see yourself as having a lot of friends? Do you wish you had more? How would your friends describe you? Do you think others respect you?"

13. **Preoccupation with Violence** "What kinds of movies or TV programs do you like to watch? Do you like to make up stories about violence or do you talk to your friends about stories much?"

14. **Drugs** "How much do you use drugs or drink alcohol each week?"

SCORING

- Use the worksheet as a checklist.
- Add up the checks in the "lower" category, the "medium" category, and the "higher" category
- Indicate the total number of checks at the bottom of each column
- Multiply the "lower" category by 1, the "medium" category by 2, and the "higher" category by 3.
- Add these three weighted scores.
- Divide the total weighted scores by 3. This number is the final score.
- If the final score is below 7 the risk is lower. If the final score is between 7 and 13 the risk is medium. If the final score is above 13 the risk is higher.

Note: If all four sections of the plan (item #1) are checked high, the final risk for violent behavior is automatically assessed as high.

Source: Ryan-Arredondo, K., Remouf, K., Egyed, E., Doxey, M., Dobbins, M., Sanchez, S., & Rakowitz, B. (2001). Threat of violence in schools: The dallas independent school district's response. *Psychology in the Schools*, 38, 185-196.

RISK ASSESSMENT WORKSHEET FOR VIOLENT JUVENILE BEHAVIOR

(To be used when a child verbally or non-verbally threatens violence)

Student Name: _____ I.D.# _____ Date: _____

Instructions: Use a check list and average for final assessment. Each item carries the same weight.

	Risk Present, But Lower	Medium	Higher
1. Plan*			
A. Details	__vague	__some specifics	__well thought out, knows when, where, how, and who
B. Access to weapons	__unavailable, difficult to obtain	__available, but will have to obtain	__have in hand, close by, easy access
C. Time	__no specific time or in future	__within a few hours	__immediately
D. Viability of plan	__plan unrealistic, unlikely to be implemented	__some details of plan are plausible	__plan realistic
2. Aggressive behavior	__when angry does not hurt or threaten to hurt others or property	__displays little anger control, considered aggressive, has explosive outbursts, believes has been treated unfairly	__has set fires, has frequent explosive outbursts, believes in violence to solve problems
3. Discipline record	__no previous discipline record	__record of fighting, harassing, verbally abusive	__has a history of disciplinary problems, criminal offenses, has been removed or expelled
4. Academic performance	__no academic difficulties	__history of learning difficulties	__has been retained and/or receiving special education services
5. Exposure to violence	__exposed to violence only through movies, stories, computer software, video games	__has directly witnessed a violent argument or fight at home, in the neighborhood or school	__repeated exposure to violence at home, neighborhood or school
6. History of previous attempts	__no history of previous threats	__friends are aware of threats	__has been disciplined in past for terroristic threat
7. Victim of violence or abuse (verbal, sexual or physical)	__no evidence that child is a victim of violence or abuse	__perceives self as being taken advantage of or a victim but no evidence that abuse has occurred	__child has been a victim of violence or abuse, has been removed from home by Child Protective Services
8. Exhibits cruelty to animals	__no tendency to be cruel to animals	__discusses cruelty to animals with friends	__has tortured or mutilated animals

9. Victim or perceived victim of discrimination or harassment	<u>no</u> history of discrimination or harassment	<u>has</u> a history of being teased	<u>documentation</u> of being harassed or discriminated against
10. Gang membership, member of antisocial group or cult	<u>no</u> history of affiliation or interest in becoming a member of a gang, antisocial group, or cult	<u>has</u> past affiliation or has interest in becoming a member of a gang, antisocial group, or cult	<u>is</u> currently an active gang member, or cult, sees gang as source of power and protection
11. Family support	<u>evidence</u> of caring and supportive family relationships	<u>history</u> of neglect	<u>no</u> evidence of early attachment to primary caretaker, little or no parental supervision
12. Empathy, sympathy, or remorse	<u>displays</u> normal capacity to feel for others	<u>some</u> indication the development of these feels are delayed or absent	<u>seems</u> unable to express or feel empathy, sympathy, or remorse
13. Interpersonal/relationship skills	<u>has</u> friends, respected among peers and teachers	<u>identified</u> as a bully, has poor interpersonal/relationship skills	<u>others</u> afraid of child, intensely withdrawn, takes advantage of others, is considered a loner
14. Preoccupation with weapons, death, and violent themes	<u>no</u> unusual history of thinking or talking about violence, does not enjoy reading about or watching violence	<u>prefers</u> and enjoys violence on TV or in movies, shows an interest in weapons, talks about violence	<u>preoccupation</u> with violence and death in writings, fantasy, drawings or conversation
15. Drugs or alcohol usage, impulsivity	<u>does not</u> use drugs or alcohol, is not considered impulsive	<u>some</u> experimentation with drugs or alcohol, 1 or 2 times a month	<u>heavy</u> use of drugs or alcohol, several times a week, has little impulse control

TOTAL CHECKS

LOWER

MEDIUM

HIGHER

Scoring for Risk Assessment Worksheet

1. Multiply total checks in the lower column by 1
Multiply total checks in the medium column by 2
Multiply total checks in the higher column by 3

3. Divide the total of the weighted scores by 3.

4. **Final risk assessment:** low—below 7
medium---7 through 13
high---above 13

2. Add these three weighted scores.

*5 If all items in #1 (plan) are marked high, the final assessment for violent behavior is automatically scored high.

CHECK FINAL ASSESSMENT: LOW _____ MEDIUM _____ HIGH _____

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VIOLENT JUVENILE BEHAVIOR REPORT FORM

1. Student's Name: _____ 2. ID# _____

3. Special Education or 504 Disability Yes _____ No _____

If yes: Please check: LD ___ ED ___ MR ___ OHI ___ Speech ___ Autism ___ TBI ___ Hearing/Visual ___
Deaf/Blind ___ Other _____

3. School _____ District _____ Grade _____ 5. DOB _____ Age _____

6. Date of Threat _____ 7. Sex _____ 8. Ethnicity _____

9. Guardian _____ Relationship _____

10. Describe Threat and Circumstances: _____

11. Risk Assessment: Low _____ Medium _____ High _____

12. Action Plan: _____

13. Comments: _____

14. Parent, as required, were notified on _____. Conference with parent(s) held on _____.
Person who notified parent: Name: _____ Title: _____

15. Parents, as required, scheduled interview with _____ of Psychological, Social,
and Diagnostic Services or _____ of Youth and Family Center or _____
of _____.

16. Principal Signature _____

17. A copy of the *Risk Assessment Worksheet for Violent Juvenile Behavior*, a copy of the *Violent Juvenile Behavior Report Form* and a copy of the *Verification of Services* should be placed in the counselor's files, student discipline file, and faxed to Psychological, Social, and Diagnostic Services (phone: _____ attn: _____).

Report completed by: _____ Date: _____

VERIFICATION OF SERVICES PROVIDED

_____ has received an interview by
(name of student)

_____ to determine service needs.
(name of agency or individual)

(print name)

(signature)

(title)

(date)

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