

Adult Needs and Strengths Assessment

JCFS ANSA Manual

An Information Integration Tool for Adults with Behavioral Health Challenges

Version 2.0



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A large number of individuals have collaborated in the development of the **ANSA**. The **ANSA** is an open domain tool for use in service delivery systems that address the mental health of adults and their families. The copyright is held by the Praed Foundation to ensure that it remains free to use. For more information on the **ANSA** tool contact:

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Along with the **ANSA**, versions for children and adolescents have been developed. These tools include the Child and Adolescent Needs and Strengths-Mental Health (**CANS-MH**), the Individual and Adolescents Needs and Strengths-Developmental Disability (**CANS-DD**), the Child and Adolescent Needs and Strengths-Juvenile Justice (**CANS-JJ**), and the Child and Adolescent Needs and Strengths-Sexual Development (**CANS-SD**). A comprehensive multisystem version of the CANS has also been developed. These information integration tools have been designed to support individual case planning and the planning and evaluation of service systems. For more information on any of the tools for children and adolescents contact:

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INTRODUCTION

The **ANSA** is a multiple purpose information integration tool that is designed to be the output of an assessment process. The purpose of the **ANSA** is to accurately represent the shared vision of the child serving system—child and families. As such, completion of the **ANSA** is accomplished in order to allow for the effective communication of this shared vision for use at all levels of the system. Since its primary purpose is communication, the **ANSA** is designed based on communication theory rather than the psychometric theories that have influenced most measurement development. There are six key principles of a communimetric measure that apply to understanding the **ANSA**.

Six Key Principles of the ANSA

1. Items were selected because they are each relevant to service/treatment planning. An item exists because it might lead you down a different pathway in terms of planning actions.
2. Each item uses a 4-level rating system. Those levels are designed to translate immediately into action levels. Different action levels exist for needs and strengths. For a description of these action levels please see below.
3. Rating should describe the individual, not the individual in services. If an intervention is present that is masking a need but must stay in place, this should be factored into the rating consideration and would result in a rating of an “actionable” need (i.e. “2” or “3”).
4. Culture and development should be considered prior to establishing the action levels. Cultural sensitivity involves considering whether cultural factors are influencing the expression of needs and strengths. Ratings should be completed considering the individual’s developmental and/or chronological age depending on the item. In other words, employment is not relevant for someone over retirement age but would be for an individual who is of an employment age.
5. The ratings are generally “agnostic as to etiology”. In other words this is a descriptive tool. It is about the “what” not the “why”. Only one item, Adjustment to Trauma and Self-Injurious Behavior, has any cause-effect judgments.
6. A 30-day window is used for ratings in order to make sure assessments stay “fresh” and relevant to the child or youth’s present circumstances. However, the action levels can be used to over-ride the 30-day rating period.

Action Levels for “Need” Items

0 – No Evidence of Need – This rating indicates that there is no reason to believe that a particular need exists. Based on current assessment information there is no reason to assume this is a need.

1 - Watchful Waiting/Prevention – This level of rating indicates that you need to keep an eye on this area or think about putting in place some preventive actions to make sure things do not get worse (e.g. an individual who has been suicidal in the past). We know that the best predictor of future behaviour is past behaviour, and that such behaviour may recur under stress, so we would want to keep an eye on it from a preventive point of view.

2 - Action Needed – This level of rating implies that something must be done to address the identified need. The need is sufficiently problematic, that it is interfering in the individual’s or family’s life in a notable way.

3 - Immediate/Intensive Action Needed – This level rating indicates a need that requires immediate or intensive effort to address. Dangerous or disabling levels of needs are rated with this level. An individual who is not working at all (despite being of employment age) or an acutely suicidal individual would be rated with a “3” on the relevant need.

Action Levels of “Strengths” Items

0 - Centerpiece Strength. This rating indicates a domain where strengths exist that can be used as a centerpiece for a strength-based plan. In other words, the strength-based plan can be organized around a specific strength in this area.

1 - Useful Strength. This rating indicates a domain where strengths exist and can be included in a strength-based plan but not as a centerpiece of the plan.

2 - Identified Strength. This rating indicates a domain where strengths have been identified but that they require significant strength building efforts before they can be effectively utilized in a strength-based plan.

3 - No Strength Identified. This rating indicates a domain in which efforts are needed in order to identify potential strengths for strength building efforts.

Remember that the item anchor descriptions are examples of circumstances which fit each rating (0, 1, 2, or 3). The descriptions are not inclusive. Sometimes the rater must consider the basic meaning of each level to determine the appropriate rating on a dimension (item) for an individual.

When the ANSA is administered, each of the dimensions is rated on its own 4-point scale after the initial intake interview, routine service contact, or following the review of a case file. Even though each dimension has a numerical ranking, **the ANSA assessment tool is designed to provide a profile of the needs and strengths of the individual and family.** It is a reliable aid to the service planning process and allows for the monitoring of outcomes.

The JCFS version of the ANSA includes five core domains, an optional Caregiver Strengths and Needs Domain, and 10 specialty domains.

Strengths (core)

- Family
- Social Connectedness
- Optimism
- Educational Environment
- Job History
- Talents/Interests
- Spiritual/Religious
- Community Connection
- Natural Supports
- Resiliency
- Resourcefulness
- Volunteering

Life Domain Functioning (core)

- Physical/Medical
- Family
- Caregiver Role
- Employment
- Social Functioning
- Recreational
- Intellectual/Developmental
- Intimate Relations and Sexuality
- Independent Living Skills
- Residential Stability
- Legal
- Sleep
- Self Care
- Organization
- Decision Making
- Involvement in Treatment
- Medication Involvement
- Cultural Identity

Behavioral Health Needs (core)

- Psychosis
- Impulse Control
- Depression
- Anxiety
- Interpersonal Problems
- Antisocial Behavior
- Adjustment to Trauma
- Anger Control
- Substance Use
- Eating Disturbance

Risk Behaviors (core)

- Suicide Risk
- Self Injurious
- Other Self Harm
- Gambling
- Victimization
- Danger to Others
- Frustration Management
- Hostility
- Paranoid Thinking
- Secondary Gains from Anger
- Violent Thinking
- Sexual Aggression
- Criminal Behavior

Caregiver Needs and Strengths (optional)

- Physical/Behavioral Involvement with Care
- Knowledge Social Resources
- Family Stress Safety

Family Together (required if triggered by Family Functioning)

TBD

Caregiver Collaboration
Relations Among Siblings
Extended Family Relations
Family Conflict
Family Communication
Family Role Appropriateness
Family Safety
Social Resources
Residential Stability
Knowledge of Needs
Knowledge of Service Options
Ability to Listen
Ability to Communicate

Caregiver A (optional, completed for each relevant caregiver other than client)

Emotional Response
Boundaries
Involvement with Care
Supervision
Discipline
Partner Relationship
Vocational Functioning
Mental Health
Substance Use
Physical Health

Child Functioning A (optional, complete for each relevant child)

Relationship with Mother
Relationship with Father
Relationship with Other Family Adults
Relationship with Siblings
Physical Health
Mental Health
Substance Use
Cognitive Skills
Self-Regulation Skills
Interpersonal Skills
Educational Strengths

Caregiving Role (required if triggered by Caregiving Role)

Emotional Response
Boundaries
Discipline
Knowledge of Needs
Supervision
Involvement with Care
Caregiver and Individual Interactions

Employment (required if triggered by Employment Functioning)

Career Aspirations
Job Time
Job Attendance
Job Performance
Job Relations
Job Skills

Developmental Needs (optional, triggered by Intellectual)

Cognitive
Communication
Developmental

Identity and Acculturation (optional, triggered by Cultural Identity)

Language
Gender Identity
Rituals
Cultural Stress

Trauma (optional, triggered by Adjustment to Trauma)

Sexual Abuse
Physical Abuse
Emotional Abuse
Medical Trauma
Natural Disaster
Witness to Family Violence
Witness to Community Violence
Witness to or Victim of Criminal Act
War Affected
Terrorism Affected

Traumatic Stress Symptoms (optional, triggered by Adjustment to Trauma)

Affect Regulation Attachment
Intrusions Dissociation

Substance Use Disorder (optional, triggered by Substance Use)

Severity of Use
Duration of Use
Stage of Recover
Peer Influences
Environmental Influences
Recovery Support in Community

Suicide Risk (required if triggered by Suicide Risk)

Suicidal Ideation
Suicidal Intent
Planning
Suicide History
Commitment to Self-Control

Dangerousness (optional, triggered by Danger to Others)

Intent
Planning
Violence History
Awareness of Violence Potential
Response to Consequences
Commitment to Self Control

Sexual Aggression (optional, triggered by Sexual Aggression)

Relationship
Physical Force/Threat
Planning
Age Differential
Type of Sex Act
Response to Accusation

Criminal Behavior (optional, triggered by Criminal Behavior)

Seriousness
History
Arrests
Planning
Community Safety
Legal Compliance
Peer Influences
Environmental Influences

As an information integration tool, the Adult Needs and Strength Assessment (ANSA) supports communication in a complex environment. The ANSA integrates information from whatever sources are available. To accurately reflect the needs and strengths/resources of individual, consider the six key characteristics of a Communimetric tool and scoring guidelines¹.

The rating of ‘NA’ for ‘not applicable’ should be used with cases in the *rare instances where an item does not apply to that particular client*. NA is available for a few items under specified circumstances (see manual descriptions).

The ANSA is an information integration tool for use in the development of individual plans of care, to monitor outcomes, and to help design and plan systems of care for adults with behavioral health (mental health or substance use) challenges.

To administer the ANSA, the care coordinator or other service provider should read the anchor descriptions for each dimension (item) and then record the appropriate rating on the ANSA assessment form (or electronic record).

Ratings of 1, 2, or 3 on key core items trigger additional questions in specialty modules: Family Together, Caregiver Role, Employment, Developmental Need, Identity and Acculturation, Trauma, Substance Use, Suicide Risk, Dangerousness, Sexual Aggression, and Criminal Behavior.

¹ Lyons, J. S. (2009). *Communimetrics: A Communication Theory of Measurement in Human Service Settings*. New York: Springer.

Coding Criteria

STRENGTHS

FAMILY

All family with whom the individual remains in contact, along with other individuals in relationships with these family members are considered when rating Family Strengths.

- 0 Significant family strengths are evident. This level indicates a family with much love and mutual respect for each other. Family members are central in each other's lives.
- 1 A moderate level of family strengths is present. This level indicates a loving family with generally good communication and ability to enjoy each other's company. There may be some problems between family members; however, family members are able to provide adequate emotional and concrete support most of the time.
- 2 A slight level of family strengths is indicated. Family is able to communicate and participate in each other's lives; however, family members may not be able to provide significant emotional or concrete support for each other.
- 3 This level indicates an individual with no known family strengths.

SOCIAL CONNECTEDNESS

This item is used to refer to the interpersonal skills of the individual as they relate to others.

- 0 Individual has significant interpersonal strengths. The individual is seen as well-liked by others and has significant ability to form and maintain positive relationships. The individual has multiple close friends and is friendly with others.
- 1 Individual has a moderate level of interpersonal strengths. The individual has formed positive interpersonal relationships with peers and other non-caregivers. The individual may currently have no friends, but has a history of making and maintaining friendships with others.
- 2 Individual has a minimal level of interpersonal strengths. The individual has some social skills that facilitate positive relationships with peers and has a history of making and maintaining healthy friendships with others, but may not have any current healthy relationships.
- 3 Individual has no known interpersonal strengths. The individual currently does not have any friends nor has he/she had any friends in the past.

OPTIMISM (Hopefulness)

This rating should be based on the individual's sense of his/her own future. This is intended to rate the individual's positive future orientation.

- 0 Individual has a strong and stable optimistic outlook on his/her life. Individual is future oriented.
- 1 Individual is generally optimistic. Individual is likely able to articulate some positive future vision.
- 2 Individual has difficulties maintaining a positive view of him/herself and his/her life.

Individual may vary from overly optimistic to overly pessimistic.

- 3 Individual has difficulties seeing any positives about him/herself or his/her life.

EDUCATIONAL ENVIRONMENT

This item is used to refer to the strengths of the school/vocational training environment and may or may not reflect any specific educational/work skills possessed by the individual.

- 0 This level indicates an individual who is in school or a training program and is involved with an educational plan or work environment that appears to exceed expectations. The school works exceptionally well with the individual and family to create an effective learning environment.
- 1 This level indicates an individual who is in school or a training program; however, there have been problems such as tardiness, absenteeism, reductions in productivity, or conflict with supervisors or instructors.
- 2 This level indicates an individual who is in school, but has a plan that does not appear to be effective. Either the plan does not adequately address career goals or the environment is not adequately meeting the needs of the client.
- 3 This level indicates an individual who has dropped out of school. Completing school or a vocational program is required to meet individual's career aspirations.
- NA Participation in an educational or vocational training program is not necessary for the individual to achieve his/her career aspirations.

JOB HISTORY

This item describes the individual's experience with paid employment.

- 0 Individual has significant job history with positive outcomes. Individual is currently employed as a valued employee.
- 1 Individual has held jobs for a reasonable period of time and has former employers willing to recommend him/her for future employment.
- 2 Individual has some work history; however, it is marked by periodic job loss.
- 3 Individual has no positive work history.
- NA No paid work history

TALENTS/INTERESTS

This rating should be based broadly on any talent, creative or artistic skills, or hobbies an individual may have including art, theater, music, athletics, and so forth.

- 0 This level indicates an individual with significant strengths. An individual who receives a significant amount of personal benefit from activities surrounding a talent or hobby would be rated here.
- 1 This level indicates an individual with a notable talent. For example, an individual who is involved in athletics or plays a musical instrument would be rated here.

- 2 This level indicates an individual who has expressed interest in developing a specific talent or interests even if they have not yet developed that talent.
- 3 This level indicates an individual with no known talents, interests or hobbies.

SPIRITUAL/RELIGIOUS

This rating should be based on the individual's involvement in spiritual or religious beliefs and activities.

- 0 This level indicates an individual with strong religious and spiritual strengths. The individual may be very involved in a religious community or may have strongly held spiritual or religious beliefs that can sustain or comfort him/her in difficult times.
- 1 This level indicates an individual with some religious and spiritual strength. The individual may be involved in a religious community.
- 2 This level indicates an individual with few spiritual or religious strengths. The individual may have little contact with religious institutions.
- 3 This level indicates an individual with no known spiritual or religious strengths or involvement.

COMMUNITY CONNECTION

This rating should be based on the individual's level of involvement in the cultural aspects of life in his/her community.

- 0 This level indicates an individual with extensive and substantial long-term ties with the community. For example, involvement in a community group for more than one year, may be widely accepted by neighbors, or involved in other community activities or informal networks.
- 1 This level indicates an individual with significant community ties although they may be relatively short-term (i.e., past year).
- 2 This level indicates an individual with limited ties and/or supports from the community.
- 3 This level indicates an individual with no known ties or supports from the community.

NATURAL SUPPORTS

This rating refers to unpaid individuals other than family members, such as friends and neighbors.

- 0 Individual has significant natural supports that contribute to helping support his/her health and well-being
- 1 Individual has identified natural supports that provide some assistance in supporting his/her health and well-being.
- 2 Individual has some identified natural supports; however they are not actively contributing to his/her health or well-being.
- 3 Individual has no known natural supports (outside of family and paid caregivers).

RESILIENCY

This rating should be based on the individual's ability to identify and use strengths in managing their lives.

- 0 This level indicates an individual who is able to both identify and use strengths to better themselves and successfully manage difficult challenges.
- 1 This level indicates an individual who is able to identify most of his/her strengths and to partially utilize them.
- 2 This level indicates an individual who is able to identify strengths, but is not able to utilize them effectively.
- 3 This level indicates an individual who is not yet able to identify personal strengths.

RESOURCEFULNESS

This rating should be based on the individual's ability to recognize external or environmental strengths (e.g. Family, Social Connection) and use them to promote healthy development.

- 0 Individual is quite skilled at finding the necessary resources required to aid in managing challenges.
- 1 Individual has some skills at finding necessary resources required to aid in a healthy lifestyle, but sometimes requires assistance at identifying or accessing these resources.
- 2 Individual has limited skills at finding necessary resources required to aid in achieving a healthy lifestyle and requires temporary assistance both with identifying and accessing these resources.
- 3 Individual has no skills at finding the necessary resources to aid in achieving a healthy lifestyle and requires ongoing assistance with both identifying and accessing these resources.

VOLUNTEERING

This item describes the degree to which an individual is involved in volunteer activities that give back to the community.

- 0 Individual understands the importance of giving back to others and actively seeks out and engages in volunteer activities on a regular basis (e.g., at least once a month).
- 1 Individual understands the importance of giving back to others, but does not actively seek out volunteer activities. The individual only engages in volunteer activities sporadically (e.g., once or twice per year).
- 2 Individual is starting to understand the importance of giving back to others. The individual has never engaged in any volunteer activities.
- 3 Individual does not volunteer his/her time or wish to engage in volunteering. No evidence of volunteer activity.

LIFE DOMAIN FUNCTIONING

PHYSICAL/MEDICAL

This rating includes both acute/chronic health problems and physical conditions.

- 0 There is no evidence of physical or medical problems.
- 1 Mild or well-managed physical or medical problems are indicated. This might include well-managed chronic conditions like diabetes or asthma. A person in need of a physical/medical examination would be rated here.
- 2 Chronic physical or moderate medical problems are present.
- 3 Severe, life threatening physical or medical condition exists.

FAMILY FUNCTIONING

The definition of family should be from the perspective of the individual (i.e., who does the individual consider to be family) and with whom the individual has contact. Family functioning should be rated independently of the problems experienced or stimulated by the individual currently assessed. Ratings of 2 or 3 require further assessment under the Family Together module (required). Optional further assessment of each family member (other adults/caregivers and children) may also be completed.

- 0 No evidence of family problems is identified.
- 1 A mild to moderate level of family problems including marital difficulties, parent-child relationship concerns and problems between siblings is indicated.
- 2 A significant level of family problems exists, such as frequent arguments, difficult separation and/or divorce, siblings with significant mental health, developmental or criminal justice problems, or other problems experienced by family members.
- 3 A profound level of family disruption, such as significant criminality or domestic violence.

CAREGIVER ROLE FUNCTIONING

This item is intended to rate the individual in any parental/caregiver role. For example, an individual with a son or daughter or an individual responsible for the care of an elderly parent or grandparent would be rated here. Include pregnancy as a parenting role. An adult whose children are in the custody of the child welfare system, but who retains parental rights would be rated here in a parental role. Ratings of 2 or 3 require further assessment of the individual under the Caregiver Role module.

- 0 Individual is functioning well as a caregiver of a child or an adult person. No evidence of any difficulty with parenting or caregiving.
- 1 The individual has responsibilities as a caregiver and occasionally experiences difficulties with this role. Individual uses supports to cope with minor difficulties in setting developmentally appropriate limits, attuning to the emotional needs of their loved one, and organizing transitions and needed services.
- 2 The individual has responsibilities as a caregiver and frequently experiences difficulties with this role, or these responsibilities are currently interfering with the individual's functioning in other life domains. The individual's ability to function in multiple roles is diminished by difficulties in managing the responsibilities of caring for a child or adult person. The individual may

experience distress and feel frequently overwhelmed by constant caregiving needs, but is able to access some support to cope with these frequent stresses.

3 The individual has responsibilities as a caregiver, and the individual is currently unable to meet these responsibilities, or these responsibilities are making it impossible for the individual to function in other life domains. Individual is overwhelmed by stress and may be at risk of neglectful or abusive caregiving or may be expressing a strong desire or plan to abandon the child or adult being cared for.

NA Not applicable. The individual is not a parent or caregiver.

EMPLOYMENT

This rates the performance of the individual in work settings. In addition to traditional employment, this can include supported employment, sheltered workshops, long term volunteer experiences and internships. This performance can include issues of behavior, attendance or productivity. Ratings of 2 or 3 require further assessment under the Employment module.

0 No evidence of problems at work is indicated. Individual is gainfully employed.

1 Individual experiences a mild degree of problems with work functioning. Individual may have some problems in work environment involving attendance, productivity or relations with others.

2 A moderate degree of work problems including disruptive behavior and/or difficulties with performing required work is indicated. Supervisors likely have warned individual about problems with his/her work performance. Individual not working, previous employment ended and individual would like to find employment.

3 A severe degree of work problems including aggressive behavior toward peers or superiors or severe attendance problems is evidenced. Individual may be recently fired or at very high risk of firing (e.g. on notice). Individual has not worked for an extended period of time, potentially due to significant barriers to working (e.g. disabled or unable to work).

NA Not applicable if the individual is a homemaker, student or retired.

SOCIAL FUNCTIONING

This item refers to the individual's current status in getting along with others in his/her life.

0 Individual has good relations with others.

1 Individual is having some minor problems with his/her social functioning.

2 Individual is having some moderate problems with his/her social functioning. Problems with relationships currently interfere with functioning in other life domains.

3 Individual is experiencing severe disruptions in his/her social functioning. Individual is socially disabled. Either he/she has no relations with others or all relationships are currently conflictual.

RECREATIONAL

This item is intended to reflect the individual's (1) access to and (2) use of leisure time activities.

- 0 Individual has and enjoys positive recreational activities on an ongoing basis. No evidence of any barriers to participation in positive leisure activities.
- 1 Individual is adequately engaged in and enjoys recreational activities, although some problems or minor barriers may exist.
- 2 Individual is having moderate problems with recreational activities. Individual may experience some problems with effective use of leisure time or has limited access to activities.
- 3 Individual has no access to or interest in recreational activities. Individual has significant difficulties making positive use of leisure time.

INTELLECTUAL/DEVELOPMENTAL

This rating is intended to capture a functioning problem such as low IQ, mental retardation, or other developmental disability. It is recommended that further assessment be completed under Developmental Needs for ratings of 2 or 3.

- 0 There is no evidence of intellectual or developmental impairment.
- 1 Individual has borderline (IQ 71 to 85) or mild developmental delay.
- 2 Individual has mild mental retardation (IQ 50 to 70).
- 3 Individual has moderate to severe mental retardation (IQ less than 50) or severe or Pervasive Developmental Disorder.

INTIMATE RELATIONS and SEXUALITY

This item is used to rate the individual's current status in terms of romantic/intimate relationships as well as issues around sexual development, including developmentally inappropriate sexual behavior and problematic sexual behavior. Issues related to sexual orientation could be rated here if they are leading to difficulties in one or more life domains.

- 0 Adaptive partner relations. Individual has a strong, positive, partner relationship with another adult, or they have maintained a positive partner relationship in the past but are not currently in an intimate relationship. There is no evidence of any problems with sexuality or individual is not interested in a partnership.
- 1 Mostly adaptive partner relations. Individual has a generally positive partner relationship with another individual. This relationship may, at times, impede the individual's healthy development. Mild to moderate problems with sexuality are indicated. This may include concerns about sexual identity or anxiety about the reactions of others.
- 2 Limited adaptive partner relations. The individual has a recent history of being in a domestically violent relationship or a recent history of being in a relationship where he/she was overly dependent on his/her partner. Individual may or may not be currently involved in any partner relationship with another individual. Significant problems with sexuality are indicated. These may include multiple partners with limited relationships or high-risk sexual behavior.
- 3 Significant difficulties with partner relations. Individual is currently involved in a negative or

domestically violent relationship or a relationship where he/she is totally dependent on his/her partner. Profound problems with sexuality are indicated. This level would include prostitution, very frequent, risky sexual behavior or sexual aggression.

INDEPENDENT LIVING SKILLS

This rating focuses on the presence or absence of short or long-term risks associated with impairments in independent living abilities.

- 0 This level indicates a person who is fully capable of independent living. There is no evidence of any deficits that could impede maintaining individual's own home.
- 1 This level indicates a person with mild impairment of independent living skills. Some problems exist with maintaining reasonable cleanliness, diet and so forth. Problems with money management may occur at this level. These problems are generally addressable with training or supervision.
- 2 This level indicates a person with moderate impairment of independent living skills. Notable problems with completing tasks necessary for independent living are apparent. Difficulty with cooking, cleaning and self-management, when unsupervised, would be common at this level. Problems are generally addressable with in-home services.
- 3 This level indicates a person with profound impairment of independent living skills. This individual would be expected to be unable to live independently given their current status. Problems require a structured living environment.

RESIDENTIAL STABILITY

This item is used to rate the individual's or caregiver's current and likely future housing circumstances. If the individual lives independently, rate his or her history of residential stability.

- 0 There is no evidence of residential instability. The individual has stable housing for the foreseeable future.
- 1 The individual has relatively stable housing, but has either moved in the past three months or there are indications that housing problems could arise at some point within the next three months. This level also reflects a mild degree of residential instability if living independently, characterized by the potential loss of housing due to the person's difficulty with self-care, disruptive behavior, financial situation, or other psychosocial stressor. A recent move for any reason that the individual found stressful would be rated here.
- 2 The individual has moved multiple times in the past year. This level also includes a moderate degree of residential instability if the person is living independently, characterized by recent and temporary lack of permanent housing.
- 3 The individual has experienced periods of homelessness in the past six months. This level also includes a significant degree of residential instability if living independently, characterized by homelessness for at least 30 days as defined by living on the streets, in shelters, or other transitional housing.

LEGAL

This item involves only the individual's involvement with the legal system, including criminal issues, divorce, bankruptcies and other legal matters.

- 0 Individual has no known legal difficulties.
- 1 Individual has a history of legal problems but currently is not involved with the legal system.
- 2 Individual has some legal problems and is currently involved in the legal system.
- 3 Individual has serious current or pending legal difficulties that place him/her at risk for incarceration.

SLEEP

This item is used to describe any problems with sleep, regardless of the cause including difficulties falling asleep, staying asleep, or sleeping too much.

- 0 Individual gets a full night's sleep each night.
- 1 Individual has some problems sleeping. Generally, individual gets a full night's sleep, but at least once a week problems arise. This may include occasionally have difficulties falling asleep or awakening early or in the middle of the night.
- 2 Individual is having problems with sleep. Sleep is often disrupted and individual seldom obtains a full night of sleep
- 3 Individual is generally sleep deprived. Sleeping is difficult for the individual and they are not able to get a full night's sleep.

SELF-CARE (Performance of Activities Daily Living)

This rating focuses on current status of self-care functioning, such as being able to perform activities of daily living. Suicidal or homicidal behavior would not be rated here.

- 0 There is no evidence of self-care impairments. This is characterized by the ability to independently complete all activities of daily living such as bathing, grooming, dressing, cooking, and managing personal finances.
- 1 A mild degree of impairment with self-care is indicated. This is characterized by self-care difficulties that impair the individual's level of functioning, but do not represent a significant short or long-term threat to the person's well-being.
- 2 A moderate degree of self-care impairment is evidenced. This is characterized by an extreme disruption in one self-care skill or moderate disruption in more than one self-care skill. Self-care does not represent an immediate threat to the person's safety, but has the potential for creating significant long-term problems if not addressed.
- 3 A significant degree of self-care impairment is evidenced by extreme disruptions in multiple self-care skills. Self-care abilities are sufficiently impaired that he/she represents an immediate threat to him/herself and requires 24-hour supervision.

ORGANIZATION

This item describes the individual's level of organization or ability to organize their household, schedule, services, and family (if applicable).

- 0 Individual is well organized and efficient.
- 1 Individual has minimal difficulties with organizing and maintaining household. For example, may be forgetful about appointments or occasionally fails to return calls.
- 2 Individual has moderate difficulty organizing and maintaining household. For example, individual fails appointments occasionally, loses important documentation, or forgets to pay utility bills in a timely manner.
- 3 Individual is unable to organize household. Lack of organization has a negative impact on self or others, such as putting the individual at risk of losing service, being evicted, or losing custody of children.

DECISION-MAKING (Judgment)

This item describes the individual's judgment. This item should reflect the degree to which an individual can concentrate on issues, think through decisions, anticipate consequences and follow-through on decisions.

- 0 There is no evidence of any problems with decision-making.
- 1 Mild to moderate problems with decision-making are indicated. Individual may have some challenges with thinking through problems or concentrating.
- 2 Significant problems with decision-making. Individual may be struggling with thinking through problems, anticipating consequences or concentrating.
- 3 Profound problems with decision-making are evident. Individual is currently unable to make decisions.

INVOLVEMENT IN TREATMENT

This rating focuses on the level of the individual's active participation in treatment and self management of behavioral health needs, including but not limited to substance abuse.

- 0 This level indicates a person who is fully involved in his/her recovery or treatment. He or she has identified treatment choices and fully participates.
- 1 This level indicates a person who is generally involved in his/her recovery or treatment. He or she participates in treatment but does not actively exercise choice.
- 2 This level indicates a person who is marginally involved in his/her recovery or treatment. He or she is minimally involved in treatment.
- 3 This level indicates a person who is uninvolved in his/her recovery or treatment. He or she is currently not making effort to address needs.

MEDICATION INVOLVEMENT

This item focuses on the individual's involvement in using prescription medication, both psychotropic and non-psychotropic medication.

- 0 The person takes medication(s) as prescribed without assistance or has not been prescribed any medication.

- 1 The person usually takes medication(s) as prescribed but may intermittently stop, skip or forget to take medications, without causing instability of the underlying medical condition(s); he/she may benefit from reminders and checks to consistently take medications.
- 2 The person takes medication(s) inconsistently or misuses medications, causing some instability of the underlying medical condition; he/she may benefit from direct supervision of medication.
- 3 The person does not take medication(s) prescribed for management of underlying medical conditions and his/her underlying medical conditions are not well controlled.

CULTURAL IDENTITY

Cultural identity refers to the individual's view of his/herself as belonging to a specific cultural group. This cultural group may be defined by a number of factors including race, gender, sexual orientation, religion, ethnicity, geography or any other factor. It is recommended that further assessment be completed under Identity and Acculturation for ratings of 2 or 3.

- 0 Individual has clear and consistent cultural identity and is connected to others who share his/her cultural identity.
- 1 Individual is experiencing some confusion or concern regarding cultural identity.
- 2 Individual has significant struggles with his/her own cultural identity. Individual may have cultural identity but is not connected with others who share this culture.
- 3 Individual has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity.

BEHAVIORAL HEALTH NEEDS

PSYCHOSIS (Thought Disturbance)

This item is used to rate symptoms of psychosis such as hallucinations, delusions, very bizarre behavior and very strange ways of thinking.

- 0 This level indicates an individual with no evidence of thought disturbances. Both thought processes and content are within normal range.
- 1 This rating indicates an individual with evidence of mild disruption in thought processes or content. The individual may be somewhat tangential in speech or evidence somewhat illogical thinking. This also includes persons with a history of psychotic symptoms but none currently.
- 2 This rating indicates an individual with evidence of moderate disturbance in thought process or content. The individual may be somewhat delusional or have brief or intermittent hallucinations. The person's speech may be at times quite tangential or illogical.
- 3 This rating indicates an individual with severe psychotic disorder. The individual frequently experiences symptoms of psychosis and frequently has no reality assessment. There is evidence of ongoing delusions or hallucinations or both. Command hallucinations would be coded here.

IMPULSE CONTROL

Symptoms of Impulse Control problems that might occur in a number of disorders including Intermittent Explosive Disorder, Depression, Anxiety, or Borderline Personality Disorder would be rated here.

- 0 This rating is used to indicate an individual with no evidence of impulse problems. Individual is able to regulate and self-manage behavior and affect.
- 1 This rating is used to indicate an individual with evidence of mild problems with impulse control problems. An individual may have some difficulties with sitting still or paying attention or may occasionally engage in impulsive behavior. Individual may demonstrate occasional difficulty regulating emotions.
- 2 This rating is used to indicate an individual with moderate impulse control problems, which may be negatively impacting functioning in other domains, such as work functioning or interpersonal relations. An individual who meets DSM-IV diagnostic criteria for impulse control disorder would be rated here. Persons who use poor judgment or put themselves in jeopardy would be rated here (e.g., picking fights).
- 3 This rating is used to indicate an individual with severe impulse control. Frequent impulsive behavior is observed or noted that carries considerable safety risk (e.g., running into the street, dangerous driving).

DEPRESSION

Symptoms included in this dimension are depressed mood, social withdrawal, anxious, sleep disturbances, weight/eating disturbances, and loss of motivation.

- 0 This rating is given to an individual with no evidence of depression.
- 1 This rating is given to an individual with mild depression. Brief duration of depression, irritability, or impairment of peer, family, vocational or academic function that does not lead to extreme avoidance behavior.
- 2 This rating is given to an individual with a moderate level of depression. This level is used to rate individuals who meet the criteria for an affective disorder as listed above.
- 3 This rating is given to an individual with a severe level of depression. This would include a person who stays at home or in bed all day due to depression or whose emotional symptoms prevent any participation in school/work, social settings, or family life. More severe forms of depressive diagnoses would be coded here. This level is used to indicate a person who is disabled in multiple life domains by his/her depression.

ANXIETY

This item is used to rate worrying and fearfulness.

- 0 This rating is given to an individual with no evidence of problems with anxiety.
- 1 This level is used to rate either a mild phobia or anxiety problem or a level of symptoms that is below the threshold for the other listed disorders.

- 2 This rating is given to an individual with a moderate level of anxiety. This could include major conversion symptoms, frequent anxiety attacks, obsessive rituals, flashbacks, hypervigilance, or school/work avoidance.
- 3 This rating is given to an individual with a severe level of anxiety. This would include a person who stays at home or in bed all day due to anxiety or whose emotional symptoms prevent any participation in school/work, social settings, or family life. More severe forms of anxiety disorder diagnoses would be coded here. This level is used to indicate a person who is disabled in multiple life domains by his/her anxiety.

INTERPERSONAL PROBLEMS

This rating identifies problems with relating to other people including significant manipulative behavior, social isolation or significant conflictual relationships.

- 0 No evidence of notable interpersonal problems is identified.
- 1 Evidence of a mild degree, probably sub-threshold for the diagnosis of a personality disorder, exists. For example, mild but consistent dependency in relationships might be rated here or some evidence of mild antisocial or narcissistic behavior. Also, an unconfirmed suspicion of the presence of a diagnosable personality disorder would be rated here.
- 2 Evidence of significant degree of interpersonal problems exists. Individual's relationship problems may warrant a DSM-IV Axis II diagnosis.
- 3 Evidence of severe interpersonal problems that has significant implications for the individual's long-term functioning. Interpersonal problems are disabling and block the individual's ability to function independently.

ANTISOCIAL BEHAVIOR (Compliance with Society's Rules)

These symptoms include antisocial behaviors like shoplifting, lying, vandalism, cruelty to animals, and assault.

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

ADJUSTMENT TO TRAUMA (Adapted from Kisiel, et al., 2011.)

This rating covers the reactions of individuals to a variety of traumatic or other adverse experiences. This is a cause and effect item that describes how the individual is currently adjusting to previously experienced trauma. Trauma exposure could have occurred any time in the past. This dimension covers both adjustment disorders and posttraumatic stress disorder from DSM.

Note: This item should be rated 1 -3 for individuals who are exhibiting any symptoms related to a traumatic or adverse experience in their past. This item allows you to rate the overall severity of the broad range of symptoms they may be experiencing. The remaining items in the ANSA will allow you to rate the specific types of symptoms.

- 0 The individual has not experienced any trauma or has adjusted well to significant traumatic experiences.
- 1 The individual has some **mild** adjustment problems and exhibits some signs of distress. Individual may be in the process of recovering from a more extreme reaction to a traumatic experience.
- 2 The individual has **moderate** level, marked adjustment problems and is symptomatic in response to recent or past traumatic event(s) (e.g., anger, depression, and anxiety). Symptoms can vary widely and may include sleeping or eating disturbances, avoidance, anxiety, depression, behavior problems, or problems with attachment. Individual may have features of one or more diagnoses and may meet full criteria for a specific DSM diagnosis including, but not limited to diagnoses of Post-Traumatic Stress Disorder (PTSD) and adjustment.
- 3 The individual has **severe** symptoms as a result of traumatic or adverse experiences that require immediate or intensive attention. The individual likely meets criteria for more than one diagnosis, including PTSD. Individuals who have been exposed to multiple and chronic interpersonal trauma may experience traumatic stress symptoms, as well as other behavioral health needs (depression, anxiety, interpersonal and substance use), higher risk behaviors, (suicide self-mutilation, aggression, and sexually reactive behaviors), and functional problems (family, employment, social and community functioning).

ANGER CONTROL

This item captures the individual's ability to identify and manage their anger when frustrated.

- 0 This rating indicates an individual with no evidence of any significant anger control problems.
- 1 This rating indicates an individual with some **mild** problems with controlling anger. He/she may sometimes become verbally aggressive when frustrated. Peers and family members are aware of and may attempt to avoid stimulating angry outbursts.
- 2 This rating indicates an individual with **moderate** anger control problems. His/her temper has gotten him/her in significant trouble with peers, family and/or work. This level may be associated with some physical violence. Others are likely quite aware of anger potential and may be intimidated by the individual.
- 3 This rating indicates an individual with **severe** anger control problems. His/her temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.

SUBSTANCE USE

This item includes use of alcohol and other drugs, the misuse of prescription medications and the inhalation of any substance. This dimension is rated consistent with DSM-IV Substance Related Disorders. This item does not apply to the use of tobacco or caffeine. It is recommended that further assessment be done under the Substance Use module for ratings of 2 or 3.

- 0 This rating is for an individual who has no notable substance use difficulties at the present time. If the person is in recovery for greater than 1 year they should be coded here.
- 1 This rating is for an individual with **mild** substance use problems that might occasionally present problems of living for the person (i.e., intoxication, loss of money, and reduced work performance). This rating would be used for someone early in recovery (less than 1 year) who is currently not using for at least 30 days. This rating is also used to reflect a history of substance use problems without evidence of current problems related to use.
- 2 This rating is for an individual with a **moderate** substance use problem that requires treatment. A substance use problem that consistently interferes with the ability to function optimally, but does not completely preclude functioning in an unstructured setting.
- 3 This rating is for an individual with a **severe** substance use problem that presents significant complication to the management (e.g., need for detoxification) of the individual.

EATING DISTURBANCES

These symptoms include problems with eating including disturbances in body image, preoccupation with weight, refusal to maintain normal body weight and recurrent episodes of binge eating. These ratings are consistent with DSM-IV Eating Disorders.

- 0 This rating is for an individual with no evidence of eating disturbances.
- 1 This rating is for an individual with a **mild** level of eating disturbance. This could include some preoccupation with weight, calorie intake, or body size or type when individual is of normal weight or below weight. This could also include some binge eating patterns.
- 2 This rating is for an individual with a **moderate** level of eating disturbance. This could include a more intense preoccupation with weight gain or becoming fat when underweight, restrictive eating habits or excessive exercising in order to maintain below normal weight, and/or emaciated body appearance. This level could also include more notable binge eating episodes that are followed by compensatory behaviors in order to prevent weight gain (e.g., vomiting, use of laxatives, excessive exercising). The individual may meet criteria for a DSM-IV Eating Disorder (Anorexia or Bulimia Nervosa).
- 3 This rating is for an individual with a more **severe** form of eating disturbance. This could include significantly low weight where hospitalization is required or excessive binge-purge behaviors (at least once per day).

RISK BEHAVIORS

SUICIDE RISK

This item is intended to describe the presence of suicidal behavior. Only overt and covert thoughts and efforts at attempting to kill oneself are rated on this item. Other self-destructive behavior is rated elsewhere. Please rate the highest level from the past 30 days. A rating of '2' or '3' would indicate the need for a safety plan. Ratings of 1 or higher require further assessment under the Suicide Risk module.

- 0 No evidence found of suicide risk.
- 1 Individual has history of risk, but no recent ideation or gesture.
- 2 Individual has recent suicidal ideation or gesture, but not in past 24 hours.
- 3 Current ideation and intent OR command hallucinations that involve self-harm.

SELF-INJURIOUS BEHAVIOR

This rating includes repetitive physically harmful behavior that generally serves a self-soothing functioning with the individual.

- 0 There is no evidence of any forms of intentional self-injury (e.g. cutting, burning, face slapping, head banging)
- 1 The individual has a history of intentional self-injury but none evident in the past 30 days.
- 2 The individual has engaged in intentional self injury that does not require medical attention.
- 3 The individual has engaged in intentional self injury that requires medical attention.

OTHER SELF HARM (Recklessness)

This rating includes reckless and dangerous behaviors that while not intended to harm self or others, place the individual or others at some jeopardy. Suicidal or self-mutilative behavior is NOT rated here.

- 0 There is no evidence of behaviors that place the individual at risk of physical harm.
- 1 The individual has a history of behavior, other than suicide or self-mutilation, which places the individual at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the individual.
- 2 The individual is engaged in behavior, other than suicide or self-mutilation, which places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior.
- 3 The individual is engaged in behavior, other than suicide or self-mutilation, which places him/her at immediate risk of death. This includes reckless behavior or intentional risk-taking behavior.

GAMBLING

This item includes all forms of gambling—legal and illegal, organized and social. Ratings should be consistent with the South Oaks Gambling Screen (SOGS).

- 0 Individual has no evidence of any problem gambling.
- 1 Individual has either a history or suspicion of problems with gambling; however, currently gambling behavior is not known to impact his/her functioning.
- 2 Individual has problems with gambling that impact his/her functioning and/or wellbeing. (SOGS score of 3 or 4)
- 3 Individual has problems with gambling that dramatically impacts his/her life and make functioning difficult or impossible in at least one life domain. (SOGS score of 5)

VICTIMIZATION

This item is used to examine a history and level of current risk for exploitation/victimization. Domestic violence as well as other forms of abuse or criminal behavior are included here when the client is the victim.

- 0 This level indicates a person with no evidence of recent exploitation and no significant history of exploitation within the past year. The person may have been robbed or burglarized on one or more occasions in the past, but no pattern of exploitation exists. Person is not presently at risk for re-exploitation.
- 1 This level indicates a person with a history of exploitation but who has not been exploited or victimized to any significant degree in the past year. Person is not presently at risk for re-exploitation.
- 2 This level indicates a person who has been recently exploited (within the past year) but is not in acute risk of re-exploitation. This might include physical or sexual abuse, significant psychological abuse by family or friend, extortion or violent crime.
- 3 This level indicates a person who has been recently exploited and is in acute risk of re-exploitation. Examples include working as a prostitute and living in an abusive relationship.

DANGER TO OTHERS

This item rates the individual's violent or aggressive behavior. Reckless behavior that may cause physical harm to others is not rated on this item. Please rate the highest level from the past 30 days. A rating of '2' or '3' would indicate the need for a safety plan. It is recommended that the Dangerousness module be completed when this item is rated 2 or 3.

- 0 No evidence or history of dangerous behavior to others.
- 1 The individual has a history of violent ideation and/or behavior, but no such behavior during the past 30 days. A history of fire setting (not in the past year) is rated here.
- 2 The individual has recent violent ideation or behavior, but not within the last 24 hours..
- 3 Current/acute violent ideation (including command hallucinations) or behavior in the past 24 hours.

FRUSTRATION MANAGEMENT

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

HOSTILITY

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

PARANOID THINKING

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

SECONDARY GAINS FROM ANGER

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

VIOLENT THINKING

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

SEXUAL AGGRESSION

This includes all sexual offending that could result in charges be made against the individual. Sexual aggression includes the use or threat of physical force or taking advantage of a power differential to engage in non-consenting sexual activity. An adult who sexually abuses a child or youth would be rated here.

- 0 No evidence of problems with sexual aggression is identified.
- 1 Individual has a history of sexual aggression, but no known sexually aggressive behavior in the past year.
- 2 Individual has recently been sexually aggressive, but is not at immediate risk of re-offending.
- 3 Individual has recently been sexually aggressive with acute risk of re-offending due to attitude, behavior, or circumstances.

CRIMINAL BEHAVIOR

This rating includes what is known about criminal behavior that may result from the individual failing to follow required behavioral standards. This category does not include drug usage, but it does include drug sales and other drug related activities. Sexual offenses should be included as criminal behavior.

- 0 No evidence or history of criminal behavior exists.
- 1 Individual has a history of criminal behavior, but none in the past year.
- 2 A moderate level of criminal activity is indicated. This level indicates a person who has been engaged in criminal activity during the past year, but the criminal activity does not represent a significant physical risk to others in the community. Examples would include vandalism and shoplifting.
- 3 A severe level of criminal activity is indicated. This level indicates a person who has been engaged in violent criminal activity during the past year which represents a significant physical risk to others in the community. Examples would include rape, armed robbery, and assault.

CAREGIVER STRENGTHS AND NEEDS (OPTIONAL)

Caregiver refers to parent(s) or other adult with primary care-taking responsibilities for the individual. This dimension would not be applicable to an individual living in an institutionalized setting; however it would apply to someone living in a group home.

PHYSICAL/BEHAVIORAL HEALTH

Physical and Behavioral Health includes medical, physical, mental health, and substance abuse challenges faced by the caregiver(s).

- 0 The caregiver(s) has no physical or behavioral health limitations that impact assistance or attendant care.
- 1 The caregiver(s) has some physical or behavioral health limitations that interfere with provision of assistance or attendant care.
- 2 The caregiver(s) has significant physical or behavioral health limitations that prevent them from being able to provide some needed assistance or that make attendant care difficult.
- 3 The caregiver(s) is unable to provide any needed assistance or attendant care.

INVOLVEMENT WITH CARE

This item is used to rate the level of involvement the caregiver(s) has in the planning and provision of mental health related services.

- 0 This level indicates a caregiver(s) who is actively involved in the planning and/or implementation of services and is able to be an effective advocate on behalf of the individual.
- 1 This level indicates a caregiver(s) who is consistently involved in the planning and/or implementation of services for the individual, but is not an active advocate on their behalf.
- 2 This level indicates a caregiver(s) who is minimally involved in the care of the individual. Caregiver(s) may visit the individual when living in an out-of-home placement, but does not become involved in service planning and implementation.
- 3 This level indicates a caregiver(s) who is uninvolved with the care of the individual. The caregiver(s) may want the individual out of home or fails to visit the individual when in residential placement.

KNOWLEDGE

This item is used to rate the caregiver's knowledge of the specific strengths of the individual and any problems experienced by the individual and their ability to understand the rationale for the treatment or management of these problems.

- 0 This level indicates that the present caregiver(s) is fully knowledgeable about the individual's psychological strengths and weaknesses, talents and limitations.
- 1 This level indicates that the present caregiver(s), while being generally knowledgeable about the individual, has some mild deficits in knowledge or understanding of either the person's psychological condition or his/her talents, skills and assets.

- 2 This level indicates that the caregiver(s) does not know or understand the individual well and that significant deficits exist in the caregiver's ability to relate to the person's problems and strengths.
- 3 This level indicates that the present caregiver(s) has little or no understanding of the individual's current condition. The caregiver(s) is unable to cope with the individual given his/her status at the time, not because of the needs of the person but because the caregiver(s) does not understand or accept the situation.

SOCIAL RESOURCES

This item is used to refer to the financial and social assets (extended family) and resources that the caregiver(s) can bring to bear in addressing the multiple needs of the individual and family.

- 0 The caregiver(s) has sufficient resources so that there are few limitations on what can be provided for the individual.
- 1 The caregiver(s) has the necessary resources to help address the individual's major and basic needs, but those resources might be stretched.
- 2 The caregiver(s) has limited resources (e.g., a relative living in the same town that is sometimes available to assist with the individual).
- 3 The caregiver(s) has severely limited resources that are available to assist in the care and treatment of the individual.

FAMILY STRESS

This item reflects the degree of stress or burden experienced by the family as a result of the individual's needs as described elsewhere in the assessment.

- 0 Caregiver is able to manage the stress of the individual's needs.
- 1 Caregiver has some problems managing the stress of the individual's needs.
- 2 Caregiver has notable problems managing the stress of the individual's needs. This stress interferes with his or her capacity to give care.
- 3 Caregiver is unable to manage the stress associated with the individual's needs. This stress prevents caregiver from providing care.

SAFETY

This item is used to refer to the safety of the assessed individual. It does not refer to the safety of other family or household members. The presence of an individual (family or stranger) that presents a safety risk to the individual should be rated. This item does not refer to the safety of the physical environment in which the individual lives (e.g., a broken or loose staircase).

- 0 This rating indicates that the current placement presents no risk to the safety of the individual in his/her present condition.
- 1 This rating indicates that the current placement presents some mild risk of neglect or exposure to drug use, but that no immediate risk is present.

- 2 This rating indicates that there is risk to the individual including such things as the risk of abuse or exposure to individuals who could harm the individual.
- 3 This rating indicates that the current placement presents a significant risk to the well-being of the individual. Risk of harm is imminent and immediate.

INDIVIDUALIZED ASSESSMENT MODULES

Complete any specific module only if indicated on the initial rating page.

FAMILY TOGETHER MODULE

The Family Together module should be completed to provide further assessment of Family Functioning needs identified under Life Domain Functioning. Rate all members of the family based on the individual's perception or definition of family. Indicate whether the assessment of the family is based on input from (a) client only or (b) client and additional family members.

CAREGIVER COLLABORATION

This item refers to the relationship between caregivers with regard to working together in child rearing, caregiving activities, and household management.

- 0 Adaptive collaboration. Adults usually work together regarding issues of the development and well-being of the children. They are able to negotiate disagreements related to their children and other household management concerns.
 - 1 Mostly adaptive collaboration. Generally good collaboration with occasional difficulties negotiating miscommunications or misunderstanding regarding issues of the development and well-being of the children.
 - 2 Limited adaptive collaboration. Moderate problems of communication and collaboration between two or more adult caregivers with regard to issues of the development and well-being of the children.
 - 3 Significant difficulties with collaboration. Minimal collaboration and/or destructive or sabotaging communication among any parents regarding issues related to the development and well-being of the youth.
- NA Not applicable. Single parent household.

RELATIONSHIPS AMONG SIBLINGS

This item refers to how the children in the family (brothers and sisters) get along with each other.

- 0 Adaptive relationships. Siblings generally get along well. Occasional fights or conflicts between them occur, but are quickly resolved.
 - 1 Mostly adaptive relationships. Siblings generally get along, however, when fights or conflicts arise there is some difficulty in resolving them.
 - 2 Limited adaptive relationships. Siblings often do not get along. They generally attempt to resolve their fights or conflicts but have limited success in doing so.
 - 3 Significant difficulties with relationships. Siblings do not get along. The relationships are marked by detachment or active, continuing conflicts, and may include physical violence.
- NA Not applicable. No siblings.

EXTENDED FAMILY RELATIONSHIPS

This item refers to the family's relationship with other relatives who do not currently live with the family.

- 0 Adaptive relationships. Extended family members play a central role in the functioning and well-being of the family. They have predominately positive relationships with members of the extended family and conflicts are resolved quickly.
 - 1 Mostly adaptive relationships. Extended family members play a supportive role in family functioning. They generally have positive relationships with members of the extended family. Conflicts may linger but eventually are resolved.
 - 2 Limited adaptive relationships. Extended family members are marginally involved in the functioning and well-being of the family. They have generally strained or absent relationships with extended family members.
 - 3 Significant difficulties with relationships. Family is not in contact or estranged from extended family members. They have negative relationships with continuing conflicts.
- NA Not applicable

FAMILY CONFLICT

This item refers to how much fighting occurs between family members. Domestic violence refers to physical fighting in which family members might get hurt.

- 0 Minimal conflict. Family gets along well and negotiates disagreements appropriately.
- 1 Some Conflict. Family generally gets along fairly well but when conflicts arise resolution is difficult.
- 2 Significant conflict. Family is generally argumentative and conflict is a fairly constant theme in family communications.
- 3 Domestic violence. Threat or occurrence of physical, verbal or emotional altercations. Family with a current restraining order against one member would be rated here.

FAMILY COMMUNICATION

This item refers to the ability of all family members to talk to each other about their thoughts and feelings. It should only be about communication within the family.

- 0 Adaptive communication. Family members generally are able to directly communicate important information among each other. Family members are able to understand each other's feelings and needs.
- 1 Mostly adaptive communication. Family members can communicate important information among each other. Some individuals or certain topics are excluded from direct communication. Mutual understanding is inconsistent
- 2 Limited adaptive communication. Family members generally are unable to directly Limited adaptive communication. Family members generally are unable to directly communicate important information among each other. Family members have difficulties understanding each other's feelings and needs.

- 3 Significant difficulties with communication. Family members communicate mostly through indirect, covert means or there is no sharing of important information at all. They are not able to understand each other's feelings or needs.

FAMILY ROLE APPROPRIATENESS

Boundaries refer to the ability of family members to separate themselves as individuals and appropriately separate communication with various family members. Hierarchies refer to the organization of decision-making authority in the family.

- 0 Adaptive boundaries. Family has strong appropriate boundaries among members. Clear inter-generational hierarchies are maintained.
- 1 Mostly adaptive boundaries. Family has generally appropriate boundaries and hierarchies. May experience some minor blurring of roles.
- 2 Limited adaptive boundaries. Family has difficulty maintaining appropriate boundaries and/or hierarchies. Some significant role problems exist.
- 3 Significant difficulties with boundaries. Family has significant problems with establishing and maintaining reasonable boundaries and hierarchies. Significant role confusion or reversals may exist.

FAMILY SAFETY

This item refers to the degree to which family members are safe from being physically injured in the home.

- 0 No risk. Family provides a safe home environment for all family members.
- 1 Mild risk. Family home environment presents some mild risks of neglect or exposure to undesirable influences (e.g., alcohol/drug abuse, gang membership of family members) but no immediate risk is present.
- 2 Moderate risk. Family home environment presents moderate risks to family members including abuse and neglect or exposure to individuals who could harm the client.
- 3 Severe risk. Family home environment presents a clear and immediate risk of harm to family members. Individuals in the environment present immediate risk of significant physical harm.

SOCIAL RESOURCES

This item is used to refer to the financial and social assets (extended family) and resources that the caregiver(s) can bring to bear in addressing the multiple needs of the individual and family.

- 0 The caregiver(s) has sufficient resources so that there are few limitations on what can be provided for the individual.
- 1 The caregiver(s) has the necessary resources to help address the individual's major and basic needs, but those resources might be stretched.
- 2 The caregiver(s) has limited resources (e.g., a relative living in the same town that is sometimes available to assist with the individual).

- 3 The caregiver(s) has severely limited resources that are available to assist in the care and treatment of the individual.

RESIDENTIAL STABILITY

This item refers to the stability of the family's housing. This does not refer to the risk of placement outside of the family home for any member of the family.

- 0 Family has stable housing for the foreseeable future.
- 1 Family having some difficulties maintaining housing due to things such as difficulty paying rent or utilities or conflict with a landlord.
- 2 Family has had to move in the past six months due to housing difficulties.
- 3 Family has experienced homelessness in the past six months.

KNOWLEDGE OF NEEDS

This item refers to the caregiver's ability to recognize the needs of the family and individual family members.

- 0 Caregiver(s) have strong understanding of family and child needs.
- 1 Caregiver(s) have understanding of family and child needs but may still require some help in learning about certain aspects of these needs.
- 2 Caregiver(s) require assistance in understanding family and/or child needs.
- 3 Caregiver(s) require substantial assistance in identifying and understanding family and child needs.

KNOWLEDGE OF SERVICE OPTIONS

This item refers to the choices the family might have for specific treatments, interventions or other services that might help the family address their needs or the needs of one of the family's members.

- 0 Caregiver(s) have strong understanding of service options.
- 1 Caregiver(s) have understanding of service options but may still require some help in learning about certain aspects of these services.
- 2 Caregiver(s) require assistance in understanding service options.
- 3 Caregiver(s) require substantial assistance in identifying and understanding service options.

ABILITY TO LISTEN

This item refers to the caregiver's ability to hear both positive and negative feedback about him/herself and family members in a way that he/she can understand. This item would include asking clarifying questions.

- 0 Caregiver(s) is able to listen carefully and understand both good and bad news regarding family and child issues.

- 1 Caregiver(s) has listening skills but sometimes struggles to hear either good or bad news regarding family and child issues.
- 2 Caregiver(s) requires help learning to listen effectively.
- 3 Caregiver(s) requires substantial help learning to listen effectively.

ABILITY TO COMMUNICATE

This item refers to the caregiver's ability to effectively describe his/her needs as well as needs of other family members in a manner that others can understand.

- 0 Caregiver(s) is able to express feeling and thoughts effectively with regard to family and child issues. Others hear, understand, and respond.
- 1 Caregiver(s) is able to express feeling and thoughts but sometimes struggle to express these so that others can listen and/or understand.
- 2 Caregiver(s) requires help learning to express feelings and thoughts effectively with regard to family and child issues.
- 3 Caregiver(s) requires substantial help learning to express feelings and thoughts effectively with regard to family and child issues.

ADULT FUNCTIONING

This section should be used to assess other adults or caregivers living in the individual's household who are considered to be part of the family. This section is optional and should be used to assess other adult family members who are participating in treatment at the discretion of the Clinician. Up to 4 other adults or caregivers may be assessed (A through D). Before assessing another adult member of the family, verify that the individual has signed a consent form and that you have had direct contact with said individual. An assessment should never be made based solely on input from the identified client.

PARTNER RELATIONSHIP

This item refers to the individuals' relationship with another adult. If married, this refers to the husband or wife.

- 0 Adaptive partner relationship. Has a strong, positive, partner relationship with another adult. This adult functions as a member of the family. A person without a relationship who currently has no interest in one would be rated here.
 - 1 Mostly adaptive partner relationship. Has a generally positive partner relationship with another adult. This adult may not function as a member of the family.
 - 2 Limited adaptive partner relationship. Currently not involved in any partner relationship with another adult but wishes to have one.
 - 3 Significant difficulties with partner relationships. Currently involved in a negative, unhealthy relationship with another adult.
- NA Not applicable

VOCATIONAL FUNCTIONING

This item refers to the individual's work effectiveness including, but not limited to, attendance, productivity, and relationships with co-workers.

- 0 Good vocational functioning. Individual is fully employed with no problems at work. Alternatively, may not be seeking employment or chooses to be a full-time homemaker.
- 1 Adequate vocational functioning. Individual is partially employed, employed significantly below her/his level of education/experience/training, or is having some work related problems.
- 2 Fair vocational functioning. Individual is having significant work-related problems or is temporarily unemployed because of such difficulties.
- 3 Significant difficulties with vocational functioning. Individual is chronically unemployed or obtains financial resources through activities which are illegal and/or potentially harmful to her/himself and her/his family members (prostitution, drug dealing, for example).

MENTAL HEALTH

This item refers to mental health needs only (not substance abuse or dependence).

- 0 No mental health problems. Individual has no signs of any notable mental health problems.
- 1 Mild mental health problems. Individual may have mild problems with adjustment, may be somewhat depressed, withdrawn, irritable, or agitated.
- 2 Moderate mental health problems. Individual has a diagnosable mental health problem that interferes with his/her functioning.
- 3 Significant difficulties with mental health. Individual has a serious psychiatric disorder.

SUBSTANCE USE

This item includes problems with alcohol, illegal drugs and/or prescription drugs.

- 0 No problems with alcohol or drug use. Individual has no signs of any notable substance abuse problems.
- 1 Mild problems associated with alcohol or drug use. Individual may have mild problems with work or home life that result from occasional use of alcohol or drugs.
- 2 Moderate problems associated with alcohol or drug use. Individual has a diagnosable substance-related disorder that interferes with his/her life.
- 3 Significant difficulties with alcohol or drug dependence. Individual is currently addicted to either alcohol or drugs or both.

PHYSICAL HEALTH

Physical health includes medical and physical challenges faced by the parent/caregiver(s).

- 0 Individual has no physical health limitations that require assistance or impact childcare.

- 1 Individual has some physical health limitations but they do not require assistance or interfere with ability to care for the child at this time.
- 2 Individual has significant physical health limitations that make difficult or prevent them from being able to care for the child without immediate assistance.
- 3 Individual is physically unable to provide care or assistance to the child as needed.

Caregiving:

CAREGIVER’S EMOTIONAL RESPONSIVENESS

This item refers to the caregiver’s ability to understand and respond to the joys, sorrows, anxieties and other feelings of children with similar or helpful feelings.

- 0 Adaptive emotional responsiveness. Caregiver is emotionally empathic and attends to child's emotional needs.
 - 1 Mostly adaptive emotional responsiveness. Caregiver is generally emotionally empathic and typically attends to child's emotional needs. However, certain psychological issues undermine the Caregiver's emotional responsiveness.
 - 2 Limited adaptive emotional responsiveness. Caregiver is often not empathic and frequently is not able to attend to child's emotional needs.
 - 3 Significant difficulties with emotional responsiveness. Caregiver is not empathic and rarely attends to the child's emotional needs.
- NA Not applicable

CAREGIVER’S BOUNDARIES

Boundaries refer to the caregiver’s ability to separate from children and appropriately keep things from children that they should not know or be exposed to given their age and role in the family.

- 0 Adaptive boundaries. Caregiver has strong, appropriate boundaries between her/himself and her/his children.
 - 1 Mostly adaptive boundaries. Caregiver has generally appropriate boundaries between her/himself and her/his children. Mild boundary violations may occur at times. Minor problems of rigidity of boundaries may occur.
 - 2 Limited adaptive boundaries. Caregiver has problems maintaining appropriate boundaries between her/him and her/his children. Mild boundary violations may be routine or significant boundary violations may be occasional. Boundaries may be rigid.
 - 3 Significant difficulties with boundaries. Caregiver has significant and consistent problems maintaining appropriate boundaries between her/himself and her/his children or is excessively rigid in her boundaries.
- NA Not applicable

CAREGIVER'S INVOLVEMENT IN CAREGIVING

This item refers to the degree to which the caregiver is actively involved in being a parent/caregiver.

- 0 Caregiver is actively and fully involved in daily family life.
- 1 Caregiver is generally involved in daily family life. She/he may occasionally be less involved for brief periods of time because she/he is distracted by internal stressors and/or other external events or responsibilities.
- 2 Caregiver is involved in daily family life but only maintains minimal daily interactions for extended periods of time.
- 3 Caregiver is mostly uninvolved in daily family life. She/he may not interact with children on a daily basis.
- NA Not applicable

CAREGIVER'S SUPERVISION

This item refers to the success with which the caregiver is able to monitor children in his/her care. This item should be rated consistent with the developmental needs of the children in care.

- 0 Good supervision. Caregiver demonstrates consistent ability to supervise her/his children according to their developmental needs.
- 1 Adequate supervision. Caregiver demonstrates generally good ability to supervise children; however, some problems may occur occasionally.
- 2 Fair supervision. Caregiver has difficulty maintaining an appropriate level of supervision of her/his children.
- 3 Significant difficulties with supervision. Caregiver has significant problems maintaining any supervision of her/his children.
- NA Not applicable

CAREGIVER'S DISCIPLINE

Discipline refers to the caregiver's ability to encourage positive behaviors by children in his/her care through the use of a variety of different techniques including but not limited to praise, redirection, and punishment.

- 0 Good discipline methods. Caregiver generally demonstrates an ability to discipline her/his children in a consistent and benevolent manner. She/he usually is able to set age appropriate limits and to enforce them.
- 1 Adequate discipline methods. Caregiver is often able to set age appropriate limits and to enforce them. On occasion her/his interventions may be either too harsh or too lenient. At times, her/his expectations of her/his children may be too high or too low.
- 2 Inadequate discipline methods. Caregiver demonstrates limited ability to discipline her children in a consistent and benevolent manner. She/he rarely is able to set age appropriate limits and to enforce them. Her/his interventions may be erratic and overly harsh but not physically harmful. Her/his expectations of her/his children are frequently unrealistic.

3 Significant difficulties with discipline methods. Caregiver disciplines her/his children in an unpredictable fashion. There is either an absence of limit setting and disciplinary interventions or the limit setting and disciplinary interventions are rigid, extreme, and physically harmful.

NA Not applicable

CHILD FUNCTIONING MODULE

This section should be used to assess children living in the individual's household who are considered to be part of the family. This section is optional and should be used to assess children who may or may not be participating in treatment at the discretion of the Clinician. Up to 6 children may be assessed (A through F). Children ages 12 and older need to sign a consent form prior to being assessed.

RELATIONSHIP WITH MOTHER

This item refers to the youth's relation with his/her birth mother only.

- 0 Adaptive relationship. Youth has a generally positive relationship with biological mother. The youth appears to have formed a secure attachment, and can turn to mother for security, comfort or guidance.
- 1 Mostly adaptive relationship. Youth has a somewhat positive relationship with biological mother. The youth appears to have mild attachment problems that interfere with his/her ability to turn to mother for security, comfort, or guidance.
- 2 Limited adaptive relationship. Youth has a somewhat negative relationship with biological mother. The youth appears to have moderate attachment problems that interfere with his/her ability to turn to mother for security, comfort, or guidance.
- 3 Significant difficulties with relationship. Youth has no ongoing relationship with his/her biological mother. The youth appears to have severe attachment problems.
- NA Not applicable

RELATIONSHIP WITH FATHER

This item refers to the youth's relation with his/her birth mother only.

- 0 Adaptive relationship. Youth has a generally positive relationship with biological father. The youth appears to have formed a secure attachment, and can turn to father for security, comfort or guidance.
- 1 Mostly adaptive relationship. Youth has a somewhat positive relationship with biological father. The youth appears to have mild attachment problems that interfere with his/her ability to turn to father for security, comfort, or guidance.
- 2 Limited adaptive relationship. Youth has a somewhat negative relationship with biological father. The youth appears to have moderate attachment problems that interfere with his/her ability to turn to father for security, comfort, or guidance.
- 3 Significant difficulties with relationship. Youth has no ongoing relationship with his/her biological father. The youth appears to have severe attachment problems.
- NA Not applicable

RELATIONSHIPS WITH OTHER ADULT FAMILY MEMBERS

This item refers to the youth's involvement with adult family members who do not have primary caregiving responsibilities for the youth.

- 0 Adaptive relationships. Youth is able to have predominately positive relationships with other adult family members and is able to participate in conflict resolution with them.
- 1 Mostly adaptive relationships. Youth is able to have generally positive relationships with other adult family members. At times, conflicts may occur and linger between them but eventually are resolved.
- 2 Limited adaptive relationships. Youth is only able to have peripheral relationships with other adult family members or the relationships are strained.
- 3 Significant challenges with relationships. Adult family members are available emotionally and practically, but the youth is unable to have relationships with them.

RELATIONSHIP WITH SIBLINGS

This item refers to the youth's relationship with brothers and sisters including half-siblings, step-siblings, and foster siblings.

- 0 Adaptive relationships. Youth is able to have predominately positive relationships with siblings and is able to participate in conflict resolution with them.
 - 1 Mostly adaptive relationships. Youth is able to have generally positive relationships with siblings. At times, conflicts may occur and linger between them but eventually are resolved.
 - 2 Limited adaptive relationships. Youth is only able to have peripheral relationships with siblings or the relationships are strained.
 - 3 Significant challenges with relationships. Siblings are available emotionally and practically but the youth is unable to have relationships with them.
- NA Not applicable

PHYSICAL HEALTH

This item is used to describe the youth's current physical health.

- 0 Good health. Youth is in generally good physical health.
- 1 Adequate health. Youth gets sick more often than peers, but the health problems do not interfere with his/her general functioning
- 2 Fair health. Youth has some health problems that interfere with his/her functioning.
- 3 Significant health challenges. Youth has significant health problems that may be chronic or life threatening.

MENTAL HEALTH

This item is used to describe the youth's current mental health.

- 0 No mental health challenges. Youth has no signs of any notable mental health problems.
- 1 Mild mental health challenges. Youth may have mild problems with adjustment, may be somewhat depressed, withdrawn, irritable, or agitated.
- 2 Moderate mental health challenges. Youth has a diagnosable mental health problem that interferes with his/her functioning.
- 3 Significant challenges with mental health. Youth has a serious psychiatric disorder.

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-IV Substance-related Disorders.

- 0 This rating is for a child who has no substance use difficulties at the present time. If the person is in recovery for greater than 1 year, they should be coded here, although this is unlikely for a child or adolescent.
- 1 This rating is for a child with mild substance use problems that might occasionally present problems for the person (intoxication, loss of money, reduced school performance, parental concern). This rating would be used for someone early in recovery (less than 1 year) who is currently abstinent for at least 30 days.
- 2 This rating is for a child with a moderate substance abuse problem that impairs his/her ability to function, but does not preclude functioning in an unstructured setting while participating in treatment.
- 3 This rating is for a child with a severe substance dependence condition that consistently impairs his/her ability to function. Substance abuse problems may present significant complications to the coordination of care for the individual. A substance-exposed infant who demonstrates symptoms of substance dependence would also be rated here.

COGNITIVE SKILLS

Cognitive skills refers to the youth's intellectual capacity. Problems with include mental retardation and learning difficulties that are a result of learning disabilities.

- 0 Good. Youth meets or exceeds all cognitive developmental milestones.
- 1 Adequate. Youth is close to meeting all cognitive developmental milestones.
- 2 Fair. Youth has some problems with immaturity or delay in meeting developmental milestones.
- 3 Significant difficulties with cognitive development. Youth has mental retardation.

SELF-REGULATION SKILLS

This item refers to the youth's ability to self regulate him/herself and his/her bodily functions. Self-regulation skills change developmentally so this item should be rated within the context of developmentally appropriate skills

- 0 Good. Youth has mature self-regulation. Youth is able to self-soothe, function independently and effectively structure free-time.
- 1 Adequate. Youth is generally able to self regulate in an age-appropriate way.
- 2 Fair. Youth has some difficulties with self-regulation.
- 3 Significant difficulties with self-regulation. Youth is unable to manage him/herself in a developmentally appropriate way.

INTERPERSONAL SKILLS

This refers to the youth's ability to make and maintain friendships and other relationships with peers and adults.

- 0 Good. Youth has excellent, mature relationship skills.
- 1 Adequate. Youth has good, developmentally appropriate relationship skills.
- 2 Fair. Youth has some difficulties with social skills and friendship development and/or maintenance
- 3 Significant difficulties. Youth has significant difficulties with social skills and friendship development.

EDUCATIONAL STRENGTHS

This item refers to the youth's status with school. If the youth has completed his/her schooling then use '0'. If youth has dropped out without completing then use a '3'.

- 0 Good educational functioning. Youth is meeting or exceeding educational expectation at an age-expected grade level.
- 1 Adequate educational functioning. Youth is mostly meeting educational expectations at an age-expected grade level.
- 2 Fair educational functioning. Youth is performing below educational expectations and/or requires a specialized educational setting in order to learn at an adequate level.
- 3 Significant difficulties with educational functioning. Youth has significant educational problems including some behavioral problems related to academic difficulties (chronic truancy, suspensions, expulsions, being held back, etc.). Youth may be placed in a specialized educational setting but remains unable to learn at an adequate level.

CAREGIVER/PARENTING ROLE MODULE

CAREGIVER'S EMOTIONAL RESPONSIVENESS

This item refers to the caregiver's ability to understand and respond to the joys, sorrows, anxieties and other feelings of children (dependents) with similar or helpful feelings.

- 0 Adaptive emotional responsiveness. Caregiver is emotionally empathic and attends to child's emotional needs (or other dependent individuals).
- 1 Mostly adaptive emotional responsiveness. Caregiver is generally emotionally empathic and typically attends to child's emotional needs (or other dependent individuals). However, certain psychological issues undermine the Caregiver's emotional responsiveness.
- 2 Limited adaptive emotional responsiveness. Caregiver is often not empathic and frequently is not able to attend to child's emotional needs (or other dependent individuals).
- 3 Significant difficulties with emotional responsiveness. Caregiver is not empathic and rarely attends to the child's emotional needs (or other dependent individuals).

CAREGIVER'S BOUNDARIES

Boundaries refer to the caregiver's ability to separate from children (or other dependent individuals) and appropriately keep things from them that they should not know or be exposed to given their age or role in the family.

- 0 Adaptive boundaries. Caregiver has strong, appropriate boundaries between her/himself and her/his dependents.
- 1 Mostly adaptive boundaries. Caregiver has generally appropriate boundaries between her/himself and her/his dependents. Mild boundary violations may occur at times. Minor problems of rigidity of boundaries may occur.
- 2 Limited adaptive boundaries. Caregiver has problems maintaining appropriate boundaries between her/him and her/his dependents. Mild boundary violations may be routine or significant boundary violations may be occasional. Boundaries may be rigid.
- 3 Significant difficulties with boundaries. Caregiver has significant and consistent problems maintaining appropriate boundaries between her/himself and her/his dependents or is excessively rigid in her boundaries.

CAREGIVER'S DISCIPLINE

Discipline refers to the caregiver's ability to encourage positive behaviors by children in his/her care through the use of a variety of different techniques including but not limited to praise, redirection, and punishment.

- 0 Good discipline methods. Caregiver generally demonstrates an ability to discipline her/his children in a consistent and benevolent manner. She/he usually is able to set age appropriate limits and to enforce them.
- 1 Adequate discipline methods. Caregiver is often able to set age appropriate limits and to enforce them. On occasion her/his interventions may be either too harsh or too lenient. At times, her/his expectations of her/his children may be too high or too low.

- 2 Inadequate discipline methods. Caregiver demonstrates limited ability to discipline her children in a consistent and benevolent manner. She/he rarely is able to set age appropriate limits and to enforce them. Her/his interventions may be erratic and overly harsh but not physically harmful. Her/his expectations of her/his children are frequently unrealistic.
- 3 Significant difficulties with discipline methods. Caregiver disciplines her/his children in an unpredictable fashion. There is either an absence of limit setting and disciplinary interventions or the limit setting and disciplinary interventions are rigid, extreme, and physically harmful.
- NA Not applicable

KNOWLEDGE OF CHILD'S/INDIVIDUAL'S NEEDS

This rating should be based on caregiver's knowledge of the specific strengths of the child (individual) and any needs experienced by the child (individual) and his/her ability to understand the rationale for the treatment or management of these problems.

- 0 This level indicates that the parent/caregiver is fully knowledgeable about the individual's psychological strengths and needs, talents and limitations.
- 1 This level indicates that the parent/caregiver, while being generally knowledgeable about the individual, has some mild deficits in knowledge or understanding of either the psychological condition or his/her talents, skills and assets.
- 2 This level indicates that the parent/caregiver does not know or understand the individual well and that significant deficits exist in the caregiver's ability to relate to the individual's problems and strengths.
- 3 This level indicates that the parent/caregiver has little or no understanding of the individual's current condition. The caregiver is unable to cope with the individual given his/her status at the time, not because of the needs of the individual but because the caregiver does not understand or accept the situation.

SUPERVISION

This rating is used to determine the parent/caregiver's capacity to provide the level of monitoring needed by the child (individual).

- 0 This rating is used to indicate a caregiver circumstance in which supervision and monitoring are appropriate and functioning well.
- 1 This level indicates a caregiver circumstance in which supervision is generally adequate but inconsistent. This may include a placement in which one member is capable of appropriate monitoring and supervision but others are not capable or not consistently available.
- 2 This level indicates a caregiver circumstance in which appropriate supervision and monitoring are very inconsistent and frequently absent.
- 3 This level indicates a caregiver circumstance in which appropriate supervision and monitoring are nearly always absent or inappropriate.

CAREGIVER'S INVOLVEMENT in CAREGIVING

This item refers to the degree to which the caregiver is actively involved in being a parent/caregiver.

- 0 Caregiver is actively and fully involved in daily family life.
- 1 Caregiver is generally involved in daily family life. She/he may occasionally be less involved for brief periods of time because she/he is distracted by internal stressors and/or other external events or responsibilities.
- 2 Caregiver is involved in daily family life but only maintains minimal daily interactions for extended periods of time.
- 3 Caregiver is mostly uninvolved in daily family life. She/he may not interact with children on a daily basis.

CAREGIVER-INDIVIDUAL INTERACTIONS (Parent-Child Interactions)

- 0 Individual and the loved one being cared for are relating in a reasonably safe, caring and/or stable manner. Caregiver attuned to the needs of his or her loved one.
- 1 Individual and the loved one being cared for sometimes relate in unhealthy or unstable ways, but most of the time their relationship is adequate at this stage of treatment.
- 2 Individual and the loved one being cared for have a pattern of interacting in unhealthy or unstable ways, which is more impaired than expected for this stage of treatment.
- 3 Individual and the loved one being cared for have extremely unhealthy or unstable interactions, which are much more impaired than expected for this stage of treatment.

EMPLOYMENT MODULE

CAREER ASPIRATIONS

- 0 Individual has clear and feasible career plans.
- 1 Individual has career plans but significant barriers may exist to achieving these plans.
- 2 Individual wants to work but does not have a clear idea regarding jobs or careers.
- 3 Individual has no career plans or aspirations

JOB TIME

- 0 Individual works at least full-time.
- 1 Individual works more than 20 hours per week but not full-time.
- 2 Individual works less than 20 hours per week.
- 3 Individual is not working.

JOB ATTENDANCE

- 0 Individual goes to work consistently as scheduled.
- 1 Individual has occasional problems going to work. He/she may sometimes call in sick when not ill.
- 2 Individual has difficulty consistently going to work.
- 3 Individual has severe job attendance problems that threaten termination or have resulted in recent firing.
- NA Not applicable

JOB PERFORMANCE.

- 0 Individual is a productive employee.
- 1 Individual is generally a productive employee but some performance issues exist.
- 2 Individual is having problems performing adequately on the job.
- 3 Individual has severe performance problems that threaten termination or have resulted in recent firing.
- NA Not applicable

JOB RELATIONS

- 0 Individual gets along well with superiors and co-workers.
 - 1 Individual is experiencing some problems with relationships at work.
 - 2 Individual's is having problems with his/her relationships with superiors and/or co-workers. Difficulties are causing functioning problems at work.
 - 3 Individual is having severe relationship problems with superiors and/or co-workers. Relationship issues threaten employment or have resulted in recent firing.
- NA Not applicable

JOB SKILLS

- 0 Individual has significant job skills consistent with career aspirations.
- 1 Individual has basic job skills but they may not match career aspirations.
- 2 Individual has limited job skills.
- 3 Individual has no job skills.

DEVELOPMENTAL NEED MODULE

COGNITIVE

- 0 Individual's intellectual functioning appears to be in normal range. There is no reason to believe that the individual has any problems with intellectual functioning.
- 1 Individual has low IQ (70 to 85) or has identified learning challenges.
- 2 Individual has mild mental retardation. IQ is between 55 and 70.
- 3 Individual has moderate to profound mental retardation. IQ is less than 55.

COMMUNICATION

- 0 Individual's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the individual has any problems communicating.
- 1 Individual has receptive communication skills, but limited expressive communication skills.
- 2 Individual has both limited receptive and expressive communication skills.
- 3 Individual is unable to communicate.

DEVELOPMENTAL

- 0 Individual's development appears within normal range. There is no reason to believe that the individual has any developmental problems.
- 1 Evidence of a mild developmental delay is apparent. Evidence of mild delays in some domains of development, such that individual is able to compensate and cope with mild deficits.
- 2 Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay is apparent. Evidence of mild but pervasive developmental disorder is present and individual is able to function in a variety of roles with supports.
- 3 Severe developmental disorder is evident. Severe developmental disorder is evident, such that individual relies on supports to maintain skills of daily living and safety.

IDENTITY AND ACCULTURATION MODULE

LANGUAGE

This item includes both spoken language and sign language.

- 0 Individual and significant others speak English well.
- 1 Individual and significant others speak some English but potential communication problems exist due to limits on vocabulary or understanding of the nuances of the language.
- 2 Individual and/or significant others do not speak English. Translator or native language speaker is needed for successful intervention, but qualified individual can be identified within natural supports.
- 3 Individual and/or significant others do not speak English. Translator or native language speaker is needed for successful intervention, and no such individual is available from among natural supports.

GENDER IDENTITY

A broad category that describes one's gender, typically male or female, and the ways that they express that gender. The term transgender typically describes a person who knows themselves to be a gender that is different than the gender that they were assigned at birth. For some people, their gender identity may vary at different points in their lives. Some decide to use hormones or modify their bodies through medical means, and some do not. Because of the very public nature of how gender identity is expressed, transgendered individuals can be marginalized, isolated, bullied, and made to explain themselves over and over again. In many cases, public facilities, such as restrooms, can be a treacherous or dangerous place for someone in transition between genders. In addition, transgendered individuals may also face a wide range of personal psychological difficulties including depression, self-harm and anxiety.

- 0 Individual's gender is consistent with the gender assigned at birth OR the individual has completed a gender transition to their preferred level.
- 1 Individual feels some level of distress caused by the incongruence of their internal understanding of their gender and the gender that was assigned to them at birth. Individual is experiencing mild difficulty in one or more life domains related to gender identity. (This may include episodes of

depression, self-harm, and/or rejection by others in several different domains associated with their gender identity.)

- 2 Individual is having significant struggles across several life domains due to transitioning to their preferred gender. Individual is experiencing moderate difficulty in one or more life domains related to gender identity.
- 3 Individual is unable to express their preferred gender identity due to fear of violence or being isolated. Individual is experiencing significant difficulty in one or more life domains related to gender identity.

CULTURAL RITUALS

Cultural rituals are activities and traditions that are culturally including the celebration of culturally specific holidays such as Kwanza, Cinco de Mayo, etc. Rituals also may include daily activities that are culturally specific (e.g. praying toward Mecca at specific times, eating a specific diet, access to media).

- 0 Individual and significant others are consistently able to practice rituals consistent with their cultural identity.
- 1 Individual and significant others are generally able to practice rituals consistent with their cultural identity; however, they sometimes experience some obstacles to the performance of these rituals.
- 2 Individual and significant others experience significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity.
- 3 Individual and significant others are unable to practice rituals consistent with their cultural identity.

CULTURAL STRESS

Culture stress refers to experiences and feelings of discomfort and/or distress arising from friction (real or perceived) between an individual's own cultural identity and the predominant culture in which he/she lives.

- 0 There is no evidence of stress between individual's cultural identity and current living situation.
- 1 Some mild or occasional stress exists as a result of friction between the individual's cultural identity and his/her current living situation.
- 2 Individual is experiencing cultural stress that is causing problems of functioning in at least one life domain.
- 3 Individual is experiencing a high level of cultural stress that is making functioning in any life domain difficult under the present circumstances.

TRAUMA MODULE

Rating Guide for Characteristics of Potentially Traumatic/Adverse Experiences Section:

- 0 – No evidence of any trauma of this type
- 1 – A single incident of trauma occurred or suspicion exists of this type of trauma
- 2 – Multiple incidents or a moderate degree of trauma of this type
- 3 – Repeated and severe incidents of trauma of this type

Characteristics of the Traumatic/Adverse Experiences:

SEXUAL ABUSE *Please rate within the lifetime.*

- 0 There is no evidence that individual has experienced sexual abuse.
- 1 Individual has experienced one episode of sexual abuse or there is a suspicion that individual has experienced sexual abuse, but there is no confirming evidence.
- 2 Individual has experienced repeated sexual abuse.
- 3 Individual has experienced severe and repeated sexual abuse. Sexual abuse may have caused physical harm.

PHYSICAL ABUSE *Please rate within the lifetime.*

- 0 There is no evidence that individual has experienced physical abuse.
- 1 Individual has experienced one episode of physical abuse or there is a suspicion that individual has experienced physical abuse, but there is no confirming evidence.
- 2 Individual has experienced repeated physical abuse.
- 3 Individual has experienced severe and repeated physical abuse that causes sufficient physical harm to necessitate hospital treatment.

EMOTIONAL ABUSE *Please rate within the lifetime.*

- 0 There is no evidence that individual has experienced emotional abuse.
- 1 Individual has experienced mild emotional abuse.
- 2 Individual has experienced emotional abuse over an extended period of time (at least one year).
- 3 Individual has experienced severe and repeated emotional abuse over an extended period of time (at least one year).

MEDICAL TRAUMA *Please rate within the lifetime.*

- 0 There is no evidence that individual has experienced any medical trauma.
- 1 Individual has experienced mild medical trauma including minor surgery (e.g. stitches, bone setting).
- 2 Individual has experienced moderate medical trauma including major surgery or injuries requiring hospitalization.
- 3 Individual has experienced life threatening medical trauma.

NATURAL DISASTER *Please rate within the lifetime.*

- 0 There is no evidence that individual has experienced any natural disaster.
- 1 Individual has been indirectly affected by a natural disaster.
- 2 Individual has experienced a natural disaster which has had a notable impact on his/her well-being.
- 3 Individual has experienced life threatening natural disaster.

WITNESS TO FAMILY VIOLENCE *Please rate within the lifetime*

- 0 There is no evidence that individual has witnessed family violence.
- 1 Individual has witnessed one episode of family violence.
- 2 Individual has witnessed repeated episodes of family violence, but no significant injuries (i.e. requiring emergency medical attention) have been witnessed.

- 3 Individual has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result of the violence.

WITNESS TO COMMUNITY VIOLENCE Please rate within the lifetime.

- 0 There is no evidence that individual has witnessed violence in the community.
1 Individual has witnessed fighting or other forms of violence in the community.
2 Individual has witnessed the significant injury of others in his/her community.
3 Individual has witnessed the death of another person in his/her community.

WITNESS/VICTIM TO CRIMINAL ACTIVITY Please rate within the lifetime.

- 0 There is no evidence that individual has been victimized or witnessed significant criminal activity.
1 Individual is a witness of significant criminal activity.
2 Individual is a direct victim of criminal activity or witnessed the victimization of a family or friend.
3 Individual is a victim of criminal activity that was life threatening or caused significant physical harm or individual witnessed the death of a loved one.

WAR AFFECTED

This rating describes the degree of severity of exposure to war, political violence or torture. Violence or trauma related to Terrorism is not included here.

- 0 There is no evidence that the individual has been exposed to war, political violence, or torture.
1 Individual did not live in war-affected region or refugee camp, but family was affected by war. Family members directly related to the individual may have been exposed to war, political violence or torture; family may have been forcibly displaced due to the war, or both. This does not include individuals who have lost parents or children during the war.
2 Individual has been affected by war or political violence. He or she may have witnessed others being injured in the war, may have family members who were hurt or killed in the war, and may have lived in an area where bombings or fighting took place. Individual may have lost one family member. Individual may have spent extended amount of time in refugee camp.
3 Individual has experienced the direct affects of war. Individual may have feared for their own life during war. He/she may have been directly injured, tortured or prisoner of war. Some may have served as soldiers, guerrillas or other combatants in a war.

TERRORISM AFFECTED

This rating describes the degree to which an individual has been affected by terrorism. Terrorism is defined as “the calculated use of violence or the threat of violence to inculcate fear, intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious or ideological.” Terrorism includes attacks by individuals acting in isolation (e.g. sniper attacks).

- 0 There is no evidence that the individual has been affected by terrorism or terrorist activities.
1 Individual’s community has experienced an act of terrorism, but the individual was not directly impacted by the violence (e.g. individual lives close enough to site of terrorism that they may have visited before or individual recognized the location when seen on TV, but individual’s family and neighborhood infrastructure was not directly affected). Exposure has been limited to pictures on television.
2 Individual has been affected by terrorism within his/her community, but did not directly witness the attack. Individual may live near the area where attack occurred and be accustomed to visiting regularly in the past, infrastructure of individual’s daily life may be disrupted due to attack (e.g. utilities or place of employment), and individual may see signs of the attack in neighborhood (e.g. destroyed building). Individual may know people who were injured in the attack.
3 Individual has witnessed the death of another person in a terrorist attack, or has had friends or family members seriously injured as a result of terrorism, or has directly been injured by terrorism leading to significant injury or lasting impact.

Traumatic Stress Symptoms:

AFFECT REGULATION *Please rate the highest level from the past 30 days.*

- 0 Individual has no problems with affect regulation.
- 1 Individual has mild to moderate problems with affect regulation.
- 2 Individual has severe problems with affect regulation but is able to control affect at times. Problems with affect regulation interfere with individual's functioning in some life domains.
- 3 Individual unable to regulate affect.

INTRUSIONS *Please rate the highest level from the past 30 days.*

- 0 There is no evidence that individual experiences intrusive thoughts of trauma.
- 1 Individual experiences some intrusive thoughts of trauma, but they do not affect his/her functioning.
- 2 Individual experiences intrusive thoughts that interfere in his/her ability to function in some life domains.
- 3 Individual experiences repeated and severe intrusive thoughts of trauma that significantly affect functioning in most life domains.

ATTACHMENT *Please rate the highest level from the past 30 days.*

- 0 No evidence of attachment problems is identified. Parent-individual relationship is characterized by satisfaction of needs, and individual's development of a sense of security and trust.
- 1 Mild problems with attachment are present. This could involve either mild problems with separation or mild problems of detachment.
- 2 Moderate problems with attachment are indicated. Individual is having problems with attachment that require intervention. An individual who meets the criteria for an Attachment Disorder in DSM-IV would be rated here.
- 3 Severe problems with attachment. An individual who is unable to separate or an individual who appears to have severe problems with forming or maintaining relationships with caregivers would be rated here.

DISSOCIATION *Please rate the highest level from the past 30 days.*

- 0 There is no evidence of dissociation.
- 1 Individual may experience some symptoms of dissociation.
- 2 Individual clearly experiences episodes of dissociation.
- 3 Profound dissociation occurs.

SUBSTANCE USE MODULE

SEVERITY OF USE *Please rate the highest level from the past 30 days.*

- 0 Individual has been free from alcohol and/or drug use for at least six months.
- 1 Individual is currently free from alcohol and/or drug use, but only in the past 30 days, or individual has been free from alcohol or drug use for more than 30 days, but is living in an environment that makes staying alcohol or drug free difficult.
- 2 Individual actively uses alcohol and/or drugs, but not daily.
- 3 Individual uses alcohol and/or drugs on a daily basis.

DURATION OF USE *Please rate the highest level from the past 30 days.*

- 0 Individual has begun use in the past year.
- 1 Individual has been using alcohol and/or drugs for at least one year, but has had periods of at least 30 days where he/she did not have any use.
- 2 Individual has been using alcohol or drugs for at least one year (but less than five years), but not daily.
- 3 Individual has been using alcohol and/or drugs daily for more than the past year or intermittently for at least five years.

STAGE OF RECOVERY *Please rate the highest level from the past 30 days.*

- 0 Individual is in maintenance stage of recovery. Individual is free from alcohol and/or drug use and able to recognize and avoid risk factors for future alcohol and/or drug use.
- 1 Individual is actively trying to use treatment to remain free from alcohol and/or drug use.
- 2 Individual is in contemplation phase, recognizing a problem but not willing to take steps for recovery.
- 3 Individual is in denial regarding the existence of any substance use problem.

PEER INFLUENCES *Please rate the highest level from the past 30 days.*

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

ENVIRONMENTAL INFLUENCES *Please rate the environment around the individual's living situation.*

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

RECOVERY SUPPORT IN COMMUNITY *Please rate the individual's participation in recovery programs such as AA, NA, or other types of recovery groups or activities that are community based.*

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

SUICIDE RISK MODULE

SUICIDAL IDEATION - *This item rates whether the individual has recently thought about hurting him/herself. Please rate the highest level from the past 30 days.*

- 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 or harm to others.

SUICIDAL INTENT - *This item rates the level of intent the individual has of harming him/herself. Please rate the highest level from the past 30 days.*

- 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 individual has recently had a plan to commit suicide. Include means of suicide here. Please rate the highest level from the past 30 days.*

- 0 No evidence of a concrete plan.
- 1 A vague notion of a plan, but the plan is not realistic or chosen means are not accessible
- 2 Individual has a plan to commit suicide that is feasible.
- 3 Individual has a plan and means that is immediately accessible and feasible.

SUICIDE HISTORY - *This item rates the suicide history of the individual.*

- 0 No history of suicidal ideation or attempt.
- 1 History of significant suicidal ideation but no potentially lethal attempts.
- 2 History of a potentially lethal suicide attempt.
- 3 History of multiple potentially lethal suicide attempts.

COMMITMENT TO SELF CONTROL *Please rate the individual's highest level in the past 30 days.*

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

DANGEROUSNESS MODULE

INTENT - *This item rates the level of intent the individual has of harming others. Please rate the highest level from the past 30 days.*

- 0 No evidence.
- 1 History, but no recent intent to harm others.
- 2 Recent intention to harm others.
- 3 Current intention.

PLANNING - *This item rates whether the individual has recently had a plan to harm others. Please rate the highest level from the past 30 days.*

- 0 No evidence of a concrete plan.
- 1 A vague notion of a plan, but that plan is not realistic.
- 2 Individual has a plan to harm others that is feasible.
- 3 Individual has a plan that is immediately accessible and feasible.

VIOLENCE HISTORY - *This item rates the violence history of the individual.*

- 0 No history of violent ideation or attempt.
- 1 History of significant ideation but no potentially lethal attempts.
- 2 History of a potentially lethal attempt.
- 3 History of multiple potentially lethal attempts.

AWARENESS OF VIOLENCE POTENTIAL - *This item rates the individual's awareness of how likely they will engage in violent behavior in the future and how s/he deals with that. Please rate the highest level from the past 30 days.*

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

RESPONSE TO CONSEQUENCES - *Please rate the individual's highest level in the past 30 days.*

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

COMMITMENT TO SELF CONTROL - *Please rate the individual's highest level in the past 30 days.*

- 0 Individual fully committed to controlling his/her violent behavior.
- 1 Individual is generally committed to controlling his/her violent behavior; however, individual may continue to struggle with control in some challenging circumstances.
- 2 Individual ambivalent about controlling his/her violent behavior.

- 3 Individual not interested in controlling his/her violent behavior at this time.

SEXUAL AGGRESSION MODULE

RELATIONSHIP - *Please rate the most recent episode of sexual behavior.*

- 0 No evidence of victimizing others is identified. All parties in sexual activity appear to be consenting. No power differential is present.
- 1 Although parties appear to be consenting, there is a significant power differential between parties in the sexual activity with this individual being in the position of authority.
- 2 Individual is clearly victimizing at least one other individual with sexually abusive behavior.
- 3 Individual is severely victimizing at least one other individual with sexually abusive behavior. This may include physical harm that results from either the sexual behavior or physical force associated with sexual behavior.

PHYSICAL FORCE/THREAT - *Please rate the highest level from the most recent episode of sexual behavior.*

- 0 No evidence found of the use of any physical force or threat of force in either the commission of the sex act or in attempting to hide it.
- 1 Individual used the threat of force in an attempt to discourage the victim from reporting the sex act.
- 2 Individual used mild to moderate force in the sex act. There is some physical harm or risk of physical harm.
- 3 Individual used severe physical force in the commission of the sex act. Victim was harmed or at risk for physical harm from the use of force.

PLANNING *Please rate the highest level from the most recent episode of sexual behavior.*

- 0 No evidence is found of any planning. Sexual activity appears entirely opportunistic.
- 1 Some evidence indicates efforts to get into situations where likelihood of opportunities for sexual activity is enhanced.
- 2 Evidence indicates some planning of sex act.
- 3 Considerable evidence documents predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.

AGE DIFFERENTIAL *Please rate the highest level from the most recent episode of sexual behavior.*

- 0 Ages of the perpetrator and victim and/or participants are essentially equivalent.
- 1 Age differential between perpetrator and victim and/or participants is substantial, but the victim(s) are older than 17 years.
- 2 Age differential between perpetrator and victim at least 5 years, but the victim is 13 to 17 years old.
- 3 The victim is 13 years old or younger.

TYPE OF SEX ACT *Please rate the highest level from the most recent episode of sexual behavior.*

- 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 *Please rate the highest level from the past 30 days.*

- 0 Individual admits to behavior and expresses remorse and desire to not repeat.

- 1 Individual partially admits to behaviors and expresses some remorse.
- 2 Individual admits to behavior, but does not express remorse.
- 3 Individual neither admits to behavior nor expresses remorse.

CRIMINAL BEHAVIOR MODULE

SERIOUSNESS *Please rate the highest level from the past 30 days.*

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

HISTORY *Please rate using time frames provided in the anchors.*

- 0 Current criminal/delinquent behavior is the first known occurrence.
- 1 Individual has engaged in multiple criminal/delinquent acts in the past one year.
- 2 Individual has engaged in multiple criminal/delinquent acts for more than one year, but has had periods of at least 3 months where he/she did not engage in criminal/delinquent behavior.
- 3 Individual has engaged in multiple criminal/delinquent acts for more than one year without any period of at least 3 months where he/she did not engage in criminal/delinquent behavior.

ARRESTS *Please rate the highest level from the past 30 days.*

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

PLANNING *Please rate the highest level from the past 30 days.*

- 0 No evidence found of any planning. Criminal/delinquent behavior appears opportunistic or impulsive.
- 1 Evidence suggests that individual places him/herself into situations where the likelihood of criminal/delinquent behavior is enhanced.
- 2 Evidence indicates some planning of criminal/delinquent behavior.
- 3 Considerable evidence indicates significant planning of criminal/delinquent behavior. Behavior is clearly premeditated.

COMMUNITY SAFETY *Please rate the highest level from the past 30 days.*

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

LEGAL COMPLIANCE *Please rate the highest level from the past 30 days.*

- 0 Individual is fully compliant with all responsibilities imposed by the court (e.g. school attendance, treatment, restraining orders), or no court orders are currently in place.

- 1 Individual is in general compliance with responsibilities imposed by the court (e.g. occasionally missed appointments).
- 2 Individual is in partial noncompliance with standing court orders (e.g. individual is going to school, but not attending court-order treatment)
- 3 Individual is in serious and/or complete noncompliance with standing court orders (e.g. parole violations).

PEER INFLUENCES *Please rate the highest level from the past 30 days.*

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

ENVIRONMENTAL INFLUENCES *Please rate the environment around the individual's living situation.*

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