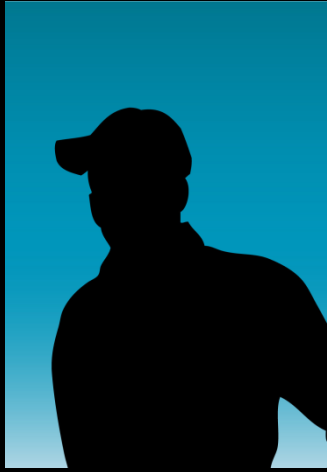


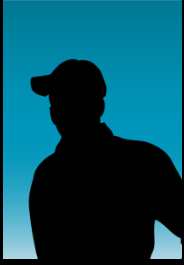


Short-Term Assessment of Risk & Treatability: Adolescent Version (START:AV)

Jodi Viljoen, Tonia Nicholls, Keith Cruise, Sarah Desmarais, & Christopher Webster

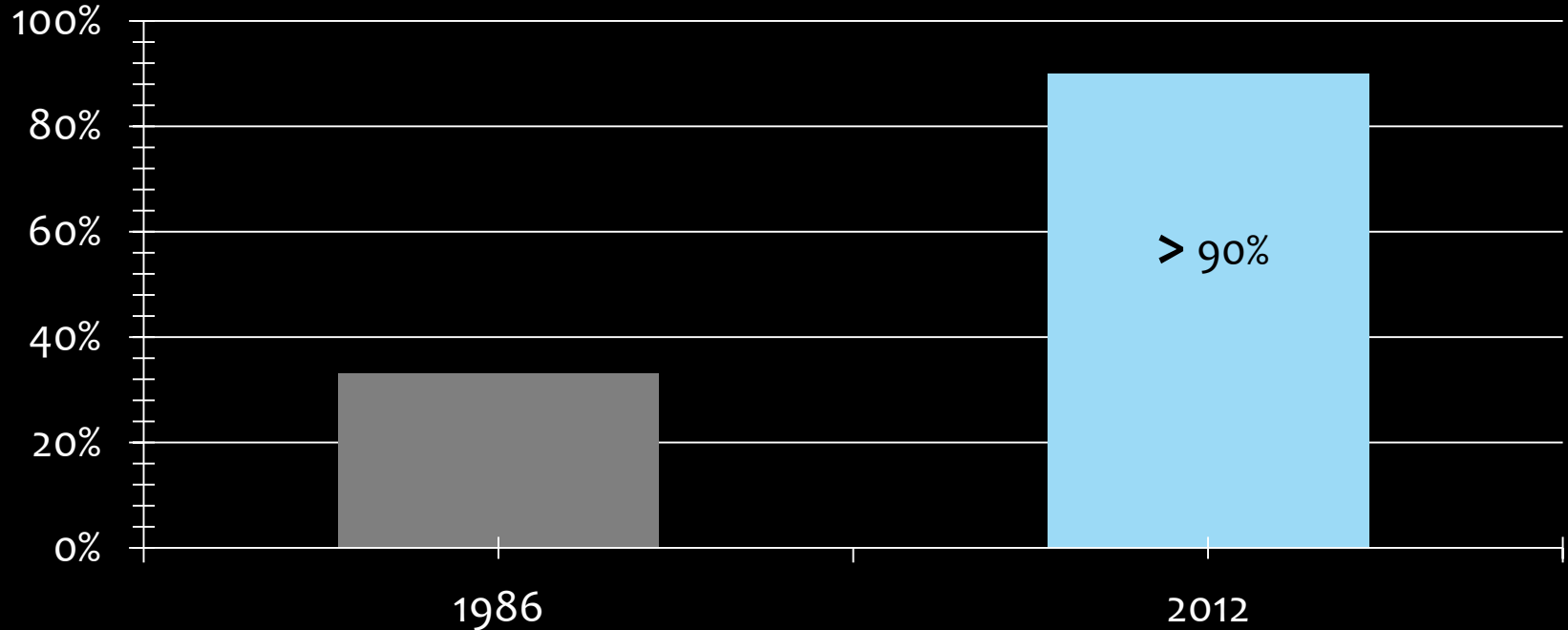
Risk Assessments Are Common

- Professionals often asked to assess violence risk
- Stressful decisions
- Led to development of tools
- Tools have benefits over unstructured judgments



Tools are Widely Used

% of U.S. States That Use Violence Risk Tools



START:AV Has Several Key Features

Not just one type of risk but...

Multiple risks

A flashlight with a textured handle and a silver body is shown from a low angle, pointing towards the left. A bright, circular beam of light emanates from the lens, casting a wide, soft glow on the background. The beam illuminates a list of five risk categories arranged vertically on the left side of the frame. The background is a dark, solid color, making the light from the flashlight stand out prominently.

Victimization

Violence

Self-Injury

Offending

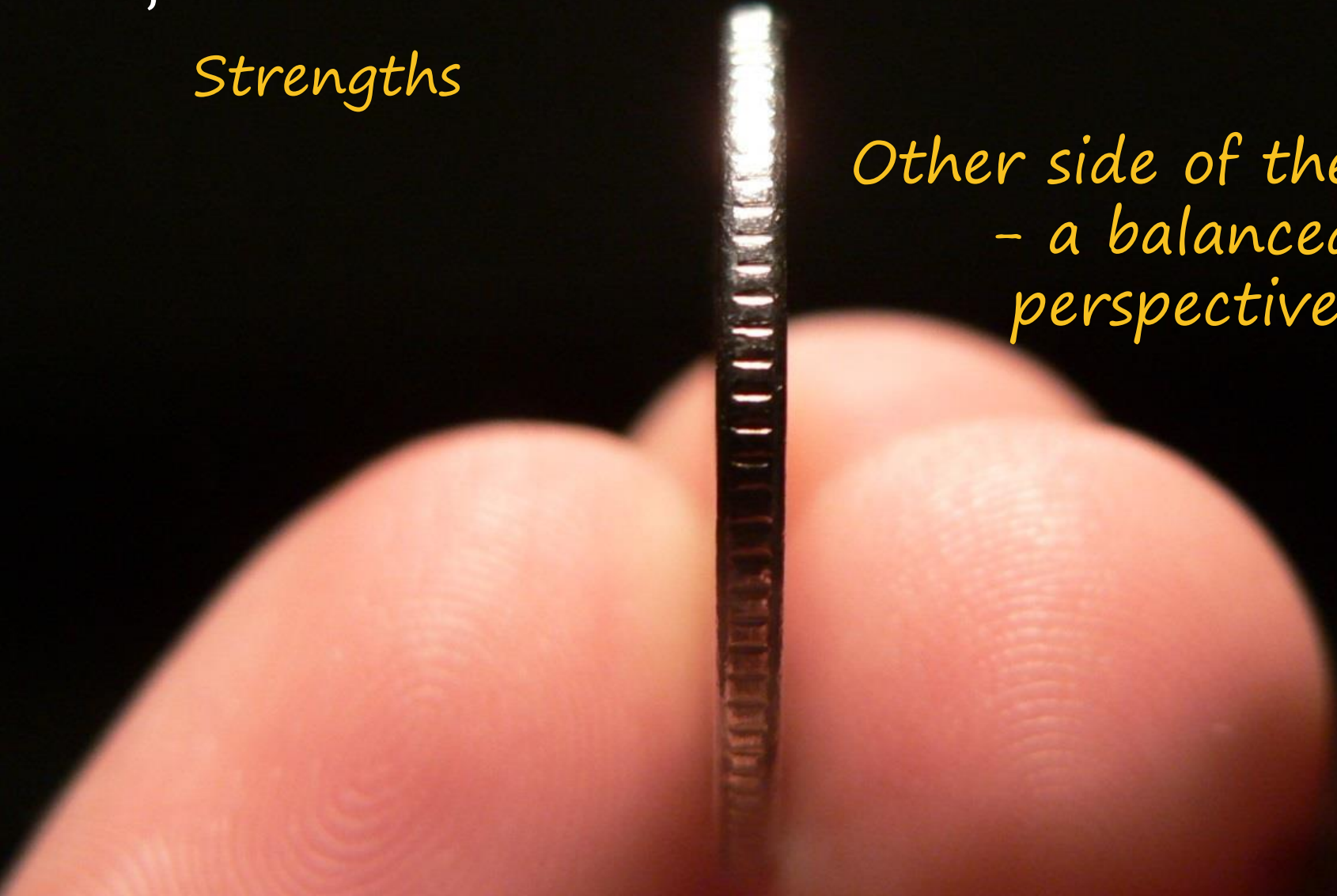
Suicide

*Harm to others
and being
harmed*

Not just risk factors but...

Strengths

*Other side of the coin
- a balanced
perspective*



Not just a one-shot assessment...

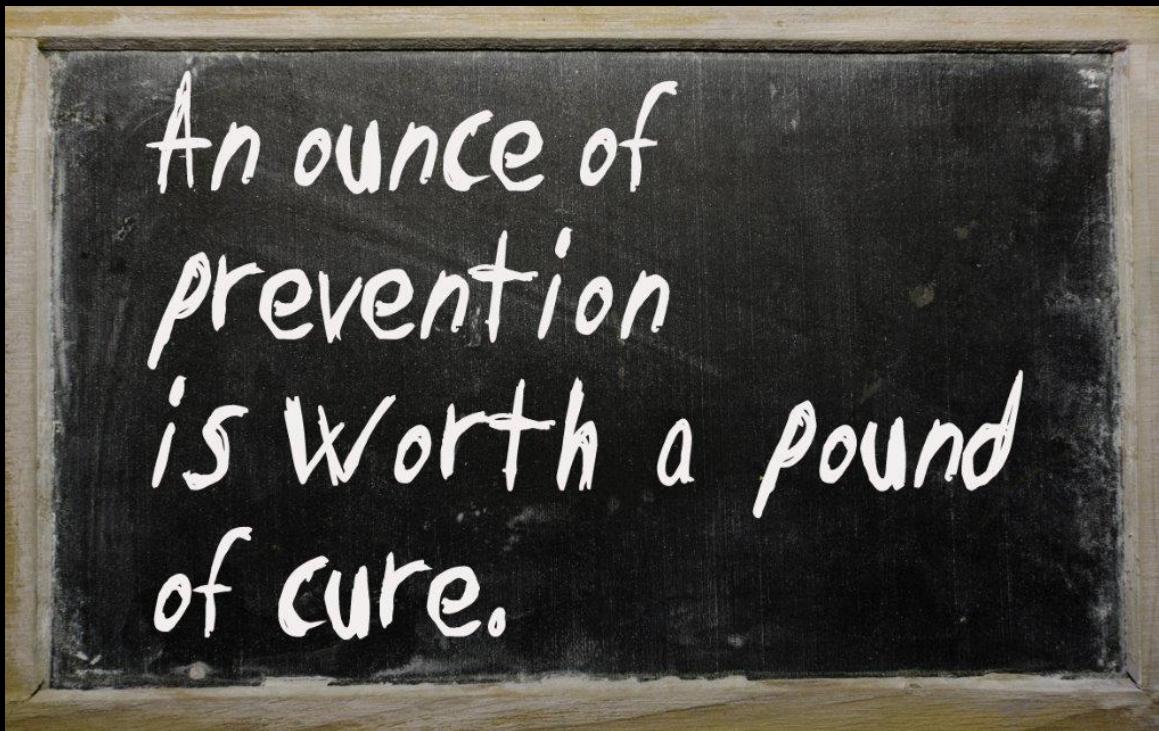
Ongoing monitoring



*Adolescents is a
period of
enormous change*

Not just prediction but...

intervention-planning



*Goal is to
guide efforts
to reduce risk*

Adapted from **START**, an Adult Tool

(Webster, Martin, Brink, Nicholls, & Desmarais, 2009)



> 5,200 START manuals, 8 translations, 42 articles

Adapted Using a Developmentally-Informed Approach

*1. Developed
Team*

- Original authors
- Plus adolescent researchers/clinicians

*2. Literature
Review*

- Developmental principles
- Added new items, revised anchors

3. Development

- User Guide
- Case examples and training materials

START:AV Summary Sheet

Name: _____ **D.O.B.:** ____ / ____ / ____ (MM/DD/YYYY) **Sex:** ☐ Male ☐ Female ☐ Other _____

Date of Assessment: ____ / ____ / ____ (MM/DD/YYYY) **Deadline for Next Assessment:** ____ / ____ / ____ (MM/DD/YYYY)

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Purpose: ☐ Referral ☐ Admission ☐ Review ☐ Other _____

Key Item	Strengths			ITEMS	Vulnerabilities			Critical Item	History		ADVERSE OUTCOMES	THREAT	Future Risk		
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☐	☐	☐	☐	2. Recreation	☐	☐	☐	☐	☐	☐	2. Non-Violent Offense		☐	☐	☐
☐	☐	☐	☐	3. Substance Use	☐	☐	☐	☐	☐	☐	3. Substance Abuse		☐	☐	☐
☐	☐	☐	☐	4. Rule Adherence	☐	☐	☐	☐	☐	☐	4. Unauthorized Absence (e.g., school truancy, running away)		☐	☐	☐
☐	☐	☐	☐	5. Conduct	☐	☐	☐	☐	☐	☐	5. Suicide	Yes/No	☐	☐	☐
☐	☐	☐	☐	6. Self-Care	☐	☐	☐	☐	☐	☐	6. Non-Suicidal Self-Injury	Yes/No	☐	☐	☐
☐	☐	☐	☐	7. Coping	☐	☐	☐	☐	☐	☐	7. Victimization	Yes/No	☐	☐	☐
☐	☐	☐	☐	8. Impulse Control	☐	☐	☐	☐	☐	☐	8. Health Neglect		☐	☐	☐
☐	☐	☐	☐	9. Mental/Cognitive State	☐	☐	☐	☐	☐	☐	9. Case-Specific Outcome:		☐	☐	☐
☐	☐	☐	☐	10. Emotional State	☐	☐	☐	☐	CASE FORMULATION						
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☐	☐	☐	☐	17. Peers	☐	☐	☐	☐							
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☐	☐	☐	☐	25. Case-Specific Items:	☐	☐	☐	☐							
Signature Risk Sign: ☐ No ☐ Yes Specify: _____															

Overview

START:AV Items

- Individual domain
- Relationships/ environment
- Response to interventions

Adverse Outcomes

- Harm to others/rule violations
- Harm to adolescent

Step 1: Gather Information

Item 1: School and Work

This item focuses on the adolescent's commitment to school and/or work (e.g., effort, attendance) and his/her school or work achievement (e.g., successes, grades).

STRENGTHS	VULNERABILITIES
Appreciates the value of education and work. Performs as well as s/he can. Has good work habits (e.g., reliable, does assignments on time, accepts assistance). Demonstrates a strong commitment to school/work (e.g., shows initiative, seeks out opportunities). Succeeds in academic or work environment.	Lacks interest in education or work. Does not perform to potential. Has poor work habits (e.g., fails to complete tasks, requires inordinate help). Experiences difficulties achieving success (e.g., due to learning challenges). Demonstrates poor commitment to school/work (e.g., refuses assistance, consistently late or does not attend at all). Experiences academic or work failures.

Focus on school unless the adolescent has already left school (e.g., graduated, dropped out): Rate this item with a focus on school. However, if an adolescent has graduated or his/her time is occupied by paid or volunteer work, you should also consider work and/or vocational training.

Review relevant information: Examine current and past grades, attendance, and demonstrated commitment to school and work (e.g., study habits). Do not rate *non-academic* behaviors, such as bullying classmates here; those issues are captured in other items (e.g., Item 5: Conduct). Review school records whenever possible (e.g., report cards), and/or speak with teachers and caregivers.

Rate Strengths: To be rated as High Strengths, an adolescent must show *substantial* Strengths. For instance, an adolescent who worked hard in school during the past three months and obtained solid grades is an example of High Strengths. In contrast, rate an adolescent who did well in *some* classes, and showed fairly good work habits as Moderate Strengths. You should rate an adolescent as showing Strengths even if he or she also shows Vulnerabilities. For instance, an adolescent may have demonstrated some academic success (rated as Strength) but have put forth little effort (rated as Vulnerabilities). Rate Strengths (and Vulnerabilities) based on functioning during the past three months. However, remember that Key Strengths do not have to be present currently. For instance, if an adolescent has been a strong student in the past, but his or her grades have dropped, this item may still be Key to intervention plans.

Rate Vulnerabilities: If an adolescent did not attend school during the past three months (e.g., dropped out, truant) or failed multiple classes, this would indicate High Vulnerabilities. An adolescent who obtained passing grades but did not perform up to his or her potential or fails to see the value of school, is an example of Moderate Vulnerabilities. Rate school difficulties as Vulnerabilities regardless of what caused them. For instance, if an adolescent is failing subjects as a result of a learning disability, this reflects High Vulnerabilities, even though it is not the adolescent's "fault". Do not rate an adolescent as having Vulnerabilities simply because he or she is not employed, though attending school.

Example Interview Questions:

- How do you like school?
- What grades have you been getting in the past couple of months? What about in the past?
- Recently, how often have you missed classes/work?
- Describe a recent success/difficulty that you had in school.

Much of it is information you likely already collect

Interview and records review

Includes **example interview questions**

Step 2: Assess Strengths & Vulnerabilities



BC MENTAL HEALTH
A SUBSTANCE USE SERVICES
An Agency of the Province Health Services Authority



**MICHAEL SMITH FOUNDATION
FOR HEALTH RESEARCH**
Research. Connect. Engage.

START:AV Summary Sheet

Name: _____ **D.O.B.:** ____/____/____ (MM/DD/YYYY) **Sex:** ☐ Male ☐ Female ☐ Other

Date of Assessment: ____/____/____ (MM/DD/YYYY) **Deadline for Next Assessment:** ____/____/____ (MM/DD/YYYY)

Status: ☐ Institution/inpatient ☐ Community/outpatient ☐ Other _____

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☐	☐	☐	☐	3. Substance Use	☐	☐	☐	☐	☐	☐	3. Substance Abuse		☐	☐	☐
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☐	☐	☐	☐	5. Conduct	☐	☐	☐	☐	☐	☐	5. Suicide	Yes/No	☐	☐	☐
☐	☐	☐	☐	6. Self-Care	☐	☐	☐	☐	☐	☐	6. Non-Suicidal Self-Injury	Yes/No	☐	☐	☐
☐	☐	☐	☐	7. Coping	☐	☐	☐	☐	☐	☐	7. Victimization	Yes/No	☐	☐	☐
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☐	☐	☐	☐	24. Treatability	☐	☐	☐	☐							
☐	☐	☐	☐	25. Case-Specific Items:	☐	☐	☐	☐							

Signature Risk Sign: ☐ No ☐ Yes - Specify: _____

Strengths – characteristics that may reduce risks

Vulnerabilities – characteristics that may increase risks

Key and Critical – items that are especially important

Step 3: Rate History & Future Risk

BC MENTAL HEALTH & SUBSTANCE USE SERVICES
An agency of the Provincial Health Services Authority

MICHAEL SMITH FOUNDATION FOR HEALTH RESEARCH
Discover. Connect. Engage.

START:AV Summary Sheet

Name: _____ D.O.B.: ____/____/____ (MM/DD/YYYY) Sex: ☐ Male ☐ Female ☐ Other _____

Date of Assessment: ____/____/____ (MM/DD/YYYY) Deadline for Next Assessment: ____/____/____ (MM/DD/YYYY)

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☐	☐	☐	☐	3. Substance Use	☐	☐	☐	☐	☐	☐	3. Substance Abuse		☐	☐	☐
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Signature Risk Signs: ☐ No ☐ Yes Specify: _____

Recent & Prior History – occurred in past 3 months or prior to this

Risk Estimates – Low, Moderate, or High for each outcome

THREAT – imminent risk

Step 4: Plan Interventions



BC MENTAL HEALTH
& SUBSTANCE USE SERVICES
An Agency of the Provincial Health Services Authority



MICHAEL SMITH FOUNDATION
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Discover. Connect. Engage.

START:AV Summary Sheet

Name: _____ **D.O.B.:** ____/____/____ (MM/DD/YYYY) **Sex:** ☐ Male ☐ Female ☐ Other _____
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Signature Risk Sign: ☐ No ☐ Yes Specify: _____

Case Formulation – integrate info to form picture of youth

Scenarios – identify possible situations in which adverse outcomes may occur

Intervention Plans – address Vulnerabilities, build Strengths, etc.

Step 5: Reassess & Refine Interventions

BC MENTAL HEALTH & SUBSTANCE USE SERVICES
A division of the Vancouver Health Services Authority

START:AV Summary Sheet

Michael Smith Foundation for Health Research
Innovate. Connect. Engage.

Name: _____ **D.O.B.:** ____/____/____ (MM/DD/YYYY) **Sex:** ☐ Male ☐ Female ☐ Other

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☐	☐	☐	☐	2. Recreation	☐	☐	☐	☐	☐	☐	2. Non-Violent Offense	Yes/No	☐	☐	☐
☐	☐	☐	☐	3. Substance Use	☐	☐	☐	☐	☐	☐	3. Substance Abuse	Yes/No	☐	☐	☐
☐	☐	☐	☐	4. Rule Adherence	☐	☐	☐	☐	☐	☐	4. Unauthorized Absence (e.g., school truancy, running away)	Yes/No	☐	☐	☐
☐	☐	☐	☐	5. Conduct	☐	☐	☐	☐	☐	☐	5. Suicide	Yes/No	☐	☐	☐
☐	☐	☐	☐	6. Self-Care	☐	☐	☐	☐	☐	☐	6. Non-Suicidal Self-Injury	Yes/No	☐	☐	☐
☐	☐	☐	☐	7. Coping	☐	☐	☐	☐	☐	☐	7. Victimization	Yes/No	☐	☐	☐
☐	☐	☐	☐	8. Impulse Control	☐	☐	☐	☐	☐	☐	8. Health Neglect	Yes/No	☐	☐	☐
☐	☐	☐	☐	9. Mental/Cognitive State	☐	☐	☐	☐	☐	☐	9. Case-Specific Outcome:		☐	☐	☐
☐	☐	☐	☐	10. Emotional State	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	11. Attitudes	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	12. Social Skills	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	13a. Relationships – Caregivers/Adults	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	13b. Relationships – Peers	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	14a. Social Support – Adults	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	14b. Social Support – Peers	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	15. Parenting	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	16. Parental Functioning	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	17. Peers	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	18. Material Resources	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	19. Community	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	20. External Triggers	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	21. Insight	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	22. Plans	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	23. Medication Adherence ☐ N/A	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	24. Treatability	☐	☐	☐	☐	☐	☐			☐	☐	☐
☐	☐	☐	☐	25. Case-Specific Items:	☐	☐	☐	☐	☐	☐			☐	☐	☐

Signature Risk Sign: ☐ No ☐ Yes Specify: _____

Reassess regularly – such as every 3 months and at major life events (e.g., release)

Refine interventions – if interventions are not working, adjust strategies

Acknowledgements



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