

Assessment of Risk and Protective Factors



What assessment tools is your
SBHC using???

During an office visit...

- Comprehensive Risk Assessment
- Asset Checklist
- Stress/Risk Factor Assessment



COMPREHENSIVE RISK ASSESSMENT

Risk Assessment

- **A comprehensive annual risk assessment and biennial physical exam are essential to detecting and addressing all important health concerns of the student.**

-NASBHC CQI Tool

Risk Assessment

Must be developmentally appropriate and is expected to cover:

- injury
- safety
- violence
- diet and exercise
- dental
- substance use and passive exposure
- abuse
- family relationships
- school
- friends
- mood and emotional health
- sexuality

Risk Assessment Tools



Risk Assessment Tools

- **Guidelines for Adolescent Preventive Services (GAPS)**

<http://www.ama-assn.org/ama/pub/category/1980.html>

- **Bright Futures**

<http://www.brightfutures.org>

- **American Academy of Pediatrics**

<http://www.aap.org/policy/periodicity.pdf>

Risk Assessment Tools

- **Pediatric Symptom Checklist**

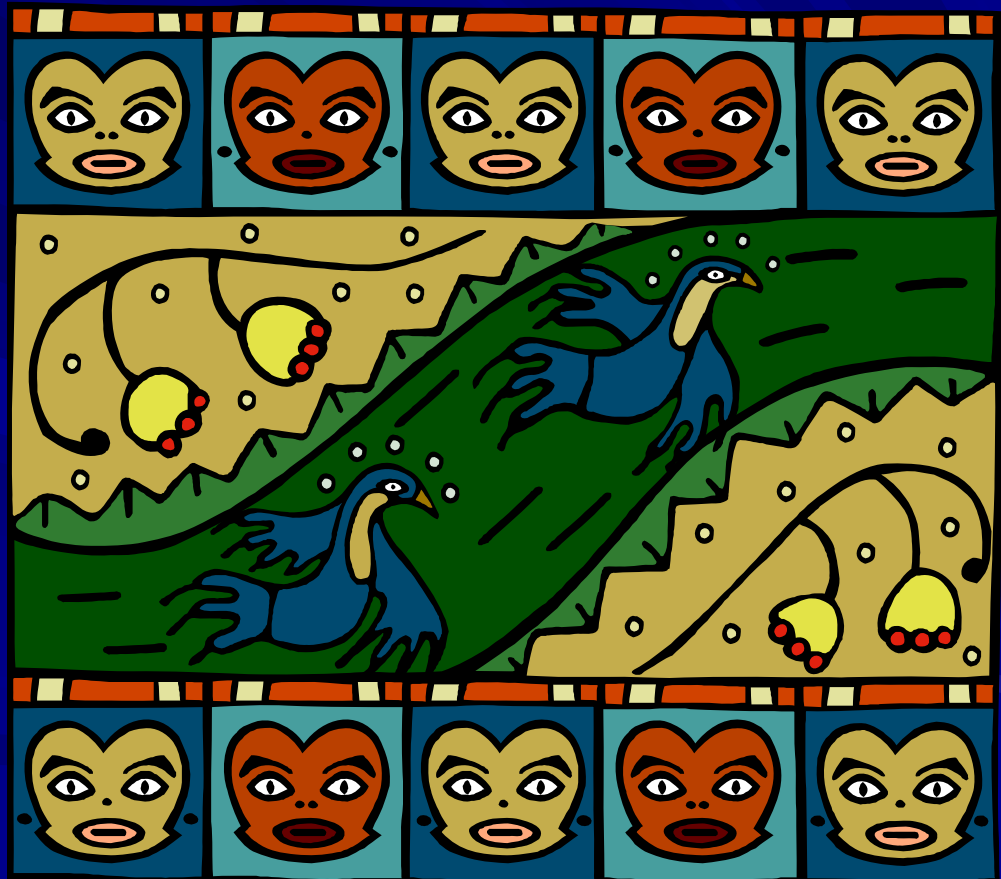
<http://www.massgeneral.org/psc>

- **Child Health and Illness Profile (CHIP)**

<http://chip.jhu.edu>

HEADSS interview

- *Home*
- *Education*
- *Activity*
- *Diet*
- *Safety*
- *Sexuality*



The Asset Checklist

- Self-report
- 40 developmental assets
- Identifies qualities in youth that can be enhanced to promote resiliency.

Scoring for the Asset Checklist

■ External assets

- Support – (Questions 1-6)
- Empowerment – (Questions 7-10)
- Boundaries and expectations – (Questions 11-16)
- Constructive use of time – (Questions - 17-20)

■ Internal assets

- Commitment to learning – (Questions 21-25)
- Positive values – (Questions 26-31)
- Social competencies – (Questions 32-36)
- Positive identity – (Questions 37-40)

Stress-Risk Factor Assessment

■ Ask

- *“What 3 things do you think are causing you the most stress lately?”;*
- *“What 3 things do you think are causing your family the most stress lately?”*
- *“What 3 things do you think are most stressful about your school?”*
- *“What 3 things do you think are most stressful about your neighborhood?”*

■ Mark the student’s top three areas of stress with 1, 2, and 3.

■ Place a checkmark beside other areas of stress or risk factors that apply for this student

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Considerations In Assessment Selection

- Be sensitive to age, sex, language, and culture
- Be relevant to their needs or risk factors
- Practicality of implementing in your practice
- Instruments should be “user friendly”
- Capture the information you need
- Be measurable
- Fit with your style of practice
- There is no best way

How do you conduct the risk assessment?

- Paper and pencil – done by student
- Computer based
- Provider interview of student at the time of the examination
- Provider interview of student at a time apart from the examination

What works in your setting?

Documentation of Risk and Protective Factors

- Documentation may take many forms...
 - Inclusion of strengths/assets/protective factors in intake evaluation, progress notes, and/or treatment plan
 - Checklist of risk and protective factors
 - Assessment instruments (e.g., comprehensive risk assessment, asset checklist, etc.)

Getting the assessment done: Distribution of work

- **Identifying components of the work**
- **Identifying team roles**
- **Shared Responsibility**
- **Staff Training**

Now What?: Assessment Follow-up

- Is there a referral system in place to follow-up on identified mental health problems?
 - Internal referrals
 - External referrals

Strategies to Facilitate Referrals

■ Internal referrals:

- Referral log
- Referral form with feedback form
- Interdisciplinary case conferences
- Follow-up documentation in charts

■ External referrals:

- Community resource directory
- Established relationships with community mental health providers/sponsoring organization