

# ESTER- BASIC TRAINING

Basic Training in  
ESTER-assessment (ESTER-mat) and  
ESTER-screening (ESTER-skimun)

ESTER

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[www.ester-bedomning.se](http://www.ester-bedomning.se)

## TRAINER

- Henrik Andershed, Professor
  - Researcher and lecturer in psychology and criminology at Örebro University, Sweden. Head of the Criminology department.
  - Research on risk and protective factors, and development of assessment instruments
  - Author of more than 100 scientific papers, book chapters and volumes, see [www.oru.se/jps/caps](http://www.oru.se/jps/caps)
  - One of the developers of ESTER, together with professor Anna-Karin Andershed



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## TOPICS OF BASIC TRAINING

- What is ESTER?
- ESTER-assessment – purpose and content
- About the computerized system
- ESTER-screening

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## RESEARCH BASED

- ESTER is research based in that the risk and protective factors assessed have been shown in empirical research to be risk and protective factors.
- Several scientific, empirical studies supporting its' utility – [www.ester-bedomning.se](http://www.ester-bedomning.se)
- Thus, ESTER can be used to work more according to evidence-based practice

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## DEVELOPED BY RESEARCHERS IN COLLABORATION WITH PRACTICE

- Developed by the researchers Henrik Andershed & Anna-Karin Andershed
- Comments and suggestions from
  - Practitioners in various youth-related organizations
  - Professors in the field
- Has been designed together with practitioners, through real life trials, in practice, and scientific research
  - **October 2007** – Pilot version– Practical testing - revisions
  - **April 2008** – Version 1 – Practical testing - revisions – Scientific testing
  - **October 2008** – Version 2 - Practical and scientific testing cont.–
  - **January 2009** – Inter-rater reliability demonstrated
  - **January 2009** – Released to practice outside of research project

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## ESTER-TRAINING AND SUPPORT

- **ESTER-Basic Training**
  - One-day introductory training, required for all ESTER-users. Implies own independent studies of the ESTER-manual. Diplomas are issued.
- **ESTER-Supervisor Training**
  - At least two persons from each unit/team, who are appointed to be ESTER-Supervisors. Focuses on the role of the supervisor, the support function, implementation, discussions, etc. Supervisors who have an ESTER-license have access to support.
- **ESTER-Continued/Boost Training**
  - Approximately 2-3 months after Basic Training and regularly. Repetition, questions. etc.

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## ESTER-BASIC TRAINING IS INTRODUCTORY

- ESTER-Basic Training is required for all ESTER-users.
- **Important:** The basic training is introductory and implies independent studies of the ESTER-manual.
- Own studies of other relevant literature is recommended.
- Get Started
  - Practice in Practice – Role Play – Consistently return to the manual.
  - Participate in Continued/Boost Training
    - Arrange these at your work place as well!

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## WHAT IS ESTER?

- A research based assessment system containing
  - (1) a screening tool(ESTER-screening)
  - (2) a structured assessment instrument(ESTER-assessment).
    - A computerized system to facilitate interpretation of results, professional collaboration, etc.
- **Risk-need-assessment** of risk and protective factors among youth (0-18 yrs) with or at risk for normbreaking behavior
  - Can be used for prevention and treatment.
  - Designed for repeated follow-ups across time, e.g, before and after interventions.
  - Designed to be used by all professionals, regardless of profession.

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## YOUTH (0-18 YRS) WITH OR AT RISK FOR NORMBREAKING BEHAVIOR

- Normbreaking behavior = behaviors that in different ways goes against norms, rules, and laws in the context in which the individual is situated.
  - Aggressive normbreaking behavior
  - Non-aggressive normbreaking behavior
- Great risk for long-term psychosocial problems among children and adolescents with normbreaking behavior
- Youth with or at risk for normbreaking behavior should be high in priority
  - The ESTER-system focuses on this broad group

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## THE ESTER-SYSTEM AIMS TO FACILITATE:

1. Cross-professional collaboration (e.g., police, social services, preschool/school, child- and adolescent psychiatry, etc.), through providing a concrete tool through which to more effectively collaborate around clients with or at risk for norm breaking/criminal behavior.
2. More consistent/similar and less arbitrary risk-need assessments/investigations, that is, different assessors/investigators should reach similar assessments/conclusions.
3. More effective interventions, through focusing on the specific risk and protective factors that the youth and his/her family are experiencing.
4. Repeated assessments (e.g., before and after interventions), as a routine. ESTER-assessment is especially designed for repeated assessments and the computerized system highlights changes over time.

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## WHAT IS A GOOD RISK-NEED ASSESSMENT?

- It is structured
  - There are clear definitions and scales, and all risk and protective factors are assessed in all clients – increases the possibility for high inter-rater reliability
- Focuses on research based risk and protective factors
- Identifies the specific risk and protective factors that need to be intervened with, in the client
  - Risk-need profile – shows what interventions need to focus
- Considers possible case specific risk/protective factors that are not included in the assessment instrument
- Allows for repeated assessments

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## THE ESTER-MANUAL



- Detailed study of the ESTER-Manual is crucial
- Should function as a dictionary for ESTER-users
  - Reminders of method – avoid ”method drift”

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## CAN BE USED BY ALL SECTORS AND PROFESSIONS WHO WORK WITH CHILDREN AND ADOLESCENTS

- Anyone who attends the ESTER-Basic Training can use ESTER (regardless of previous training or knowledge)
- Uses a neutral, basic language and way to assess risk and protective factors that all sectors should be able to accept, handle, and consider relevant
- Improve communication and collaboration between sectors and professions
- The computerized system facilitates collaboration

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## ESTER IN RELATION TO OTHER ASSESSMENTS, AND THE TARGET GROUPS

- ESTER-assessment is designed to be a complement to investigations conducted in another framework or with another ambitious investigation tool, e.g., BBiC, DSM, ICD
- ESTER is relevant to use on:
  - Youths who have committed crime/already displays normbreaking behavior
  - Youths in risk for normbreaking behavior
    - with risk factors or weak protective factors – or both
  - Assists in the identification of risk factors and weak protective factors
    - A specific risk-need profile → intervention plan

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## ESTER IS BASED ON A RISK-PROTECTION PERSPECTIVE / RISK FOCUSED PREVENTION

- **1.**
  - Identification/assessment and rating of **risk factors**
  - Identification/assessment and rating of **protective factors**
    - The assessment yields a unique risk-need profile for the youth
- **2.**
  - Create an intervention plan aiming to:
    - Reducing existing risk factors
    - Strengthening the protective factors that are weak / Maintaining strong protective factors

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## WHAT ARE RISK AND PROTECTIVE FACTORS?

- Risk factor
  - Something that increases the likelihood/risk for norm breaking behavior
- Protective factor
  - Something that acts as a buffer against risk, or as a mechanism that changes the effects of being exposed to risk
    - Reduces the likelihood for risk factors leading to norm breaking behavior

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## THE PRINCIPLES OF RISK, NEED, AND RESPONSIVITY

### ■ Risk

- An intense, comprehensive intervention is more effective when focusing on high risk youth than when focusing on youth with lower risk for normbreaking behavior
  - The extent of the intervention needs to be adjusted to the level of risk

### ■ Need

- An intervention that focuses on relevant, modifiable factors (needs) related to the problem at hand of the youth, tends to be effective
  - E.g., factors related to norm breaking behavior / criminality are often called criminogenic – factors that are directly related to normbreaking behavior, and that are possible to change in an intervention

### ■ Responsivity

- To create the best possible conditions for the youth/family to respond to the intervention
  - Are there things in the youth/family that need to be considered? What are they motivated for?

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## REQUIRES ASSESSMENT OF SPECIFIC RISK AND PROTECTIVE FACTORS

- To be able to adhere to these principles, an assessment of specific risk and protective factors is needed
  - E.g., ESTER-assessment

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## RISK AND PROTECTIVE FACTORS ASSESSED IN ESTER-ASSESSMENT

- Risk and protective factors that are the most practically relevant in interventions to youth at risk
  - Risk and protective factors that:
    - (1) can be affected and modified
    - (2) can be considered directly rather than indirectly linked to the risk of normbreaking behavior of the youth.
- The risk and protective factors assesses things that can change
  - Gives the important signal that a problem is possible to work with, improve, and even solve

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## RISK FACTORS ASSESSED IN ESTER-ASSESSMENT

### Youth

- Defiant behavior, anger or fearlessness.
- Overactivity, impulsiveness or concentration difficulties.
- Difficulties with empathy, feelings of guilt or regret.
- Insufficient verbal abilities or school performance.
- Negative problem solving, interpretations or attitudes.
- Depressive mood or self harming behavior.
- Norm breaking behavior/Conduct problems.
- Alcohol- or drug abuse.
- Problematic peer relations.

### Family

- Parents' own difficulties.
- Difficulties in parent-youth relations.
- Parents' difficulties with parenting strategies.

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## PROTECTIVE FACTORS ASSESSED IN ESTER-ASSESSMENT

### Youth

- Positive school attachment and performance.
- Positive attitudes and problem solving strategies.
- Positive relations and activities.
- The youth's awareness and motivation.

### Family

- Parents' energy, engagement and support.
- Parents' positive attitudes and parenting strategies.
- Parents' awareness and motivation.

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## A CERTAIN TIME-PERIOD IS ASSESSED

- A pre-defined time-period is assessed with ESTER
  - 1-36 months back in time
  - The time period is chosen by the assessor
  - Is based on the purpose of the assessment
- Longer time-span for the first assessment?

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## ESTER-ASSESSMENT

- Research based, structured risk-need assessment instrument of risk and protective factors for normbreaking behavior among youth between 0-18 years of age
- 19 risk and protective factors
- Supports decision making concerning interventions
- Incites repeated assessments (e.g., before and after interventions)
  - Computerized system that facilitates interpretation, presentation, and collaboration

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## THE PURPOSE OF ESTER-ASSESSMENT

- The primary purpose of ESTER-assesment is to function as **decision making support** for the professional, when choosing and making decisions about interventions for the youth.
  - **To, based on the risk-need profile of the individual, suggest interventions to reduce risk factors and strenghten protective factors.**
- Another purpose is that ESTER-assessment should function as a tool for follow-ups of risk and protective factors.

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## THE PURPOSE OF ESTER-ASSESSMENT (CONT.)

The purpose of ESTER-assessment is to function as a structured, research based **decision making support for the professional to use when making choices and decisions about which interventions that should be targeted toward the youth**

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**Function as a tool for follow-ups**

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## COMPONENTS OF AN ESTER-ASSESSMENT

- An ESTER-Assessment Booklet is completed at each new ESTER-Assessment:
  - Background
  - Information Base
  - **Assessment of the 19 risk and protective factors**
    - The user is free to use only this part of the ESTER-Assessment Booklet, if desired (e.g., assess the 19 factors, but not use other parts of the ESTER-Assessment Booklet)
  - Planned Interventions
  - Completed Interventions
  - Follow-up analysis

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## OVERVIEW OF THE ESTER-ASSESSMENT BOOKLET

### THE SIX "ASSESSMENT PRINCIPLES"

To assess how pronounced  
the risk and protective factors are,  
on a scale ranging from  
"Not known" to "Very pronounced"



1. ASSESS EACH RISK- AND PROTECTIVE FACTOR SEPARATELY – INDEPENDENT OF THE OTHER RISK AND PROTECTIVE FACTORS.

- Do not allow information from another risk och protective area affect your assessment of the area you are currently assessing.
  - E.g., You may have the hypothesis that the parents are using ineffective parenting practices if you have previous knowledge of their alcohol abuse. That is not necessarily true. That is why it is important that all risk and protective factors are assessed independently.

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2. ASSESS RISK AND PROTECTIVE FACTORS AS "UNCONTAMINATED" AND DESCRIPTIVE AS POSSIBLE

- DESCRIBE as clearly as possible:
  - 1. How common/frequent is it?
  - 2. How much problems does it cause for the child or his/her surroundings?
- Do not take into account, for example, WHY the risk factor is observed, in your assessment of how problematic it is.
  - E.g., If you think that the risk factor is present for a certain reason, do not consider that in your assessment. The analysis of WHY should be done after the assessment is fully completed.

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### 3. IF INFORMANTS/CONTEXTS DIFFER – ASSESS IN ACCORDANCE WITH THE MOST PROBLMATIC/WEAKEST

- **For risk factors:** Assess according to the information that indicates the highest frequency and/or most severe problems (document where more frequent/problematic in the "Notes"-section of the ESTER-Assessment Booklet).
  - If there is support for, and you consider the behavior to be very frequent or very problematic on the basis of information from a reliable source (e.g., parents), the factor should be assessed in accordance with this, even though this behavior may not be frequent or problematic in preschool/school.
  - If one and the same source/informant gives contradictory information, assess in accordance with the information that indicates the highest frequency/most problems.

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### 3. IF INFORMANTS/CONTEXTS DIFFER – ASSESS IN ACCORDANCE WITH THE MOST PROBLMATIC/WEAKEST (CONT.)

- **For protective factors:** Assess according to the information that indicates the weakest protection (document where weak in the "Notes"-section of the ESTER-Assessment Booklet).
  - If there is support for, and you consider the behavior to be very limited (e.g., information from parents), the factor should be assessed in accordance with this, even though this behavior is very pronounced (i.e., more positive) in another environment (e.g., preschool/school).
  - If one and the same source/informant gives contradictory information, assess in accordance with the information that indicates the weakest protection.

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### 3. IF INFORMANTS/CONTEXTS DIFFER – ASSESS IN ACCORDANCE WITH THE MOST PROBLMATIC/WEAKEST (CONT.)

- Thus, for both risk and protective factors: The assessment should NOT be the average between information from different informants/contexts (e.g., school and home), but be in line with the information that indicates the highest frequency/most problems, for risk factors, and weakest presence, for protective factors.
  - An average assessment can be misleading, indicating that the youth only has average level of problems, even though they are very serious, but limited only to e.g., the home environment.

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### 4. ASSESS HOW PRONOUNCED EACH AREA WITHIN THE RISK AND PROTECTIVE FACTOR IS – INDEPENDENT OF OTHER AREAS.

- There is often 2-4 different possible risk and protective behavioral descriptions within each of the 19 risk and protective factors that should be assessed. Assess how pronounced they are, independent of each other, during the process of the assessment.
- **Risk factors:** Assess/rate the risk factor according to the most frequent/problematic behavior (document the most frequent/problematic in the "Notes"-section of the ESTER-Assessment Booklet).
  - E.g., If aggressive normbreaking behaviour (in the risk factor "Normbreaking behavior") is present and very problematic, it does not become less problematic because other areas in this risk factor is not present (i.e., non-aggressive normbreaking behavior). Hence, the risk area is assessed in accordance with how frequent/problematic the most problematic behavior is, and is NOT extenuated from other behaviors in the same risk factor not being frequent/problematic.

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4. ASSESS HOW PRONOUNCED EACH AREA WITHIN THE RISK AND PROTECTIVE FACTOR IS – INDEPENDENT OF OTHER AREAS. (CONT.)

- **Protective factors:** Assess the protective factor according to the behavior that indicates the weakest protection (document the weakest in the "Notes"-section of the ESTER-Assessment Booklet).
  - E.g., If school achievement is low and far below average (in the protective factor "Positive school attachment and achievement), the protective area/factor is not stronger because school attachment is strong (the other part of this factor). Hence, the protective area is assessed in accordance with how weak the least pronounced behavior is, and is NOT strengthened by that the other behaviors in the same protective factor is stronger.

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5. SEVERAL FREQUENT ORF PROBLEMATIC BEHAVIORS IN A RISK AREA CAN, TAKEN TOGETHER, BE ASSESSED AS MORE PROBLEMATIC – BUT NOT AS DEFAULT.

- E.g., If you in the risk factor "Defiant behavior, anger or fearlessness" consider all these three behaviors – separately – as "Weak", the overall assessment of the risk factor can be "Weak".
- However, do consider whether these behaviors together are more problematic, i.e., that the assessment can be higher than "Weak" because there are more problems than one.

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## 6. YOU ASSESS A FACTOR AS "NOT KNOWN"...

- ...when you have not collected enough information from a source/informant concerning one or more of the 2-4 behaviors within the risk or protective factor in question.
- ...when none of the 2-4 behaviors of the risk or protective factor in question is relevant, given the young age of the child
  - Some risk and protective factors are not relevant for children in preschool
    - E.g., "Alcohol or drug use" and the risk and protective areas that consider school attachment and achievement.
  - There are almost no risk and protective areas in the child that are relevant to assess among toddlers. However, all areas are relevant for parents regardless of the age of the child/adolescent.

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## HOW TO ASSESS RISK AND PROTECTIVE FACTORS IN ESTER-ASSESSMENT

- A key word in the use of ESTER is *flexibility*.
- A person with ESTER- Basic Training, who either has own experience of or can collect reliable information about the functioning and behaviors of the youth and family during the time period in question, can use ESTER-Assessment in a meaningful way.
- What decides how ESTER is best used in the individual case is what can be considered best for the quality of the decision, i.e., that the assessment of risk and protective factors are as correct as possible.
- It is not complicated to conduct an ESTER-Assessment.
  - However, a large amount of conscientiousness is required.

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## TO CONDUCT AN ESTER-ASSESSMENT IS ALL ABOUT...

- A careful investigation into to what extent the 19 factors exist and how pronounced they are
- A careful collection of information from different sources to be able to fill out the ESTER-Assessment Booklet.
- Always, for all youth and families, assess all the 19 risk and protective factors. *There is a risk to miss important risk and protective areas if all factors are not assessed.*
- The 19 factors can be assessed in the order that you as a professional considers is best / most convenient
  - It is crucial that all factors and behaviors are considered!

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## INFORMATION FOR AN ESTER-ASSESSMENT

- To collect information from different life contexts is of great importance, e.g., because the youth can behave differently in different environments.
  - The life contexts of the youth can be divided into e.g., (1) preschool/school, (2) family, (3) leisure time.

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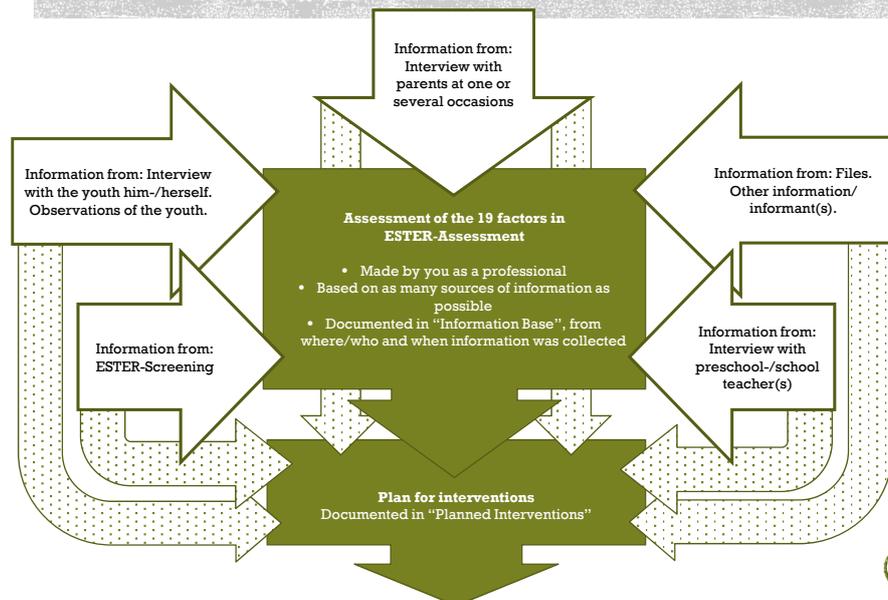
## INFORMATION FOR AN ESTER-ASSESSMENT (CONT.)

- An ESTER-Assessment should *not* be based on a single person's / source's view of the youth and his/her family (see *Figure* next slide).
- The assessment should be based on information from *at least two different sources/informants* who have experience of the youth during the time period being assessed.
- Preferably, these persons should also have experiences of the child from different living contexts (e.g., school and home). Thus, they may be, e.g., one teacher and one parent.

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## EXAMPLE OF POTENTIAL SOURCES OF INFORMATION FOR AN ESTER-ASSESSMENT.

*Note that all these sources do **not** have to be used in the assessment.*



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## WHAT IS THERE TIME TO DO, AND WHAT IS POSSIBLE?

- Find a way to collect information from at least two sources (e.g., parents and teacher, or parents and the youth him-/herself) that works from a time consumption perspective in your sector/unit.
  - Be sure to uphold **quality** of the assessment. Most important!

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## HOW TO ASK QUESTIONS / INTERVIEW

- Some descriptions in some of the 19 factors can simply be read to the respondent
- Other descriptions need to be re-phrased by you
  - Think of good questions that can get the information
- You are looking for concrete information of the child
  - You use these concrete descriptions to make the ratings on each of the 19 factors.
  - It is not the respondents who do the ratings! They are informants – you are the rater
- Ask primarily for concrete descriptions of the child/the situation, rather than the "valued" description!

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## COMPUTERIZED SYSTEM FOR ESTER-ASSESSMENT

- User-friendly
- Web based
  - Follows rules and regulations concerning database safety.
  - Secure servers, encrypted information, double passwords.
- Facilitates:
  - Interpretation and presentation of results
    - Visualizes results in a simple way
      - Reports produced can be used directly with parents and youth
  - Collaboration between colleagues and sectors
    - Can easily share and move clients to other ESTER-User(s)



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## CLIENT'S START PAGE

ESTER
Skjólstæðingar
Skjal
Hjálp
Skrá út
Valin skjólstæðingur: **Sven Olausson**

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**Forsíða fyrir Sven Olausson**

**Upplýsingar um barn og foreldra**

**Bakgrunnur**

**Mat**

**Byrja á njuju mati**

**Málstjórn**

**Færa skjólstæðing**

**Eyða skjólstæðing**

**Samantekt**

- ▶ Heildarniðurstaða
- ▶ Stutt samantekt
- ▶ Aðeins bakgrunnur
- ▶ Aðeins Mat 1
- ▶ Aðeins Mat 2
- ▶ Aðeins Mat 3
- ▶ Aðeins eftirfylgni yfir tíma

	Hófst:	Lokið:	Tímabil:	
Mat 1	3.1.2015	15.1.2015	6 mán	Taka burt
Mat 2	2.4.2015	15.4.2015	3 mán	Taka burt
Mat 3	3.8.2015	16.8.2015	3 mán	Taka burt

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Svein Ólafsson, 001212-9876

## Mat 1

Mat lauk þann  
Mató byggir á síðustu 6 mánuðum.

# RISK-NEED PROFILE

Áhættuþáttur hjá barni	1 Óáætlað	2 Lítil áhætta	3 Vægt	4 Lítil áhætta	5 Áhætta	6 Mjög áhætta
1. Móttroi, reiði eða fífldirfska						●
2. Óvirkni, hvalvtí eða einbeitingarefíleikar		●				
3. Talmörkuð samkennd, settakennd eða eftirja						●
4. Málfrúgleikar eða slakur námsárangur						●
5. Nálíksáttar lausnir, tulkann eða viðhorf		●				
6. Desúrt eða sjálfsháðandi hegðun				●		
7. Andfélagsleg hegðun		●				
8. Áfengis- eða vinnuþrengisýsla		●				
9. Slæmur félagskapur			●			
Samantölgð áhætta hjá barni = 14 (0 Óþekkt)						
Áhættuþáttur hjá fjölskyldu						
10. Erfíleikar foreldra						●
11. Erfíleikar í samspilum foreldra og barns					●	
12. Erfíleikar foreldra með uppeldisáætírdír				●		
Samantölgð áhætta hjá fjölskyldu = 9 (0 Óþekkt)						
Samantölgð áhætta = 23 (0 Óþekkt)						
Verndandi þáttur hjá barni						
13. Jákvæð upplifun af skóla og veltgengni í námi			●			
14. Jákvæð viðhorf eða góð námi við lausn vandamála		●				
15. Góður félagskapur og uppbyggileg áhugamáli			●			
16. Innsæi og vilji barns			●			
Samantölgð vermd hjá barni = 3 (0 Óþekkt)						
Verndandi þáttur hjá fjölskyldu						
17. Geta, stuðningur og þátttaka foreldra					●	
18. Jákvæð viðhorf foreldra og góðar uppeldisáætírdír			●			
19. Innsæi og vilji foreldra			●			
Samantölgð vermd hjá fjölskyldu = 5 (0 Óþekkt)						
Samantölgð vermd = 8 (0 Óþekkt)						

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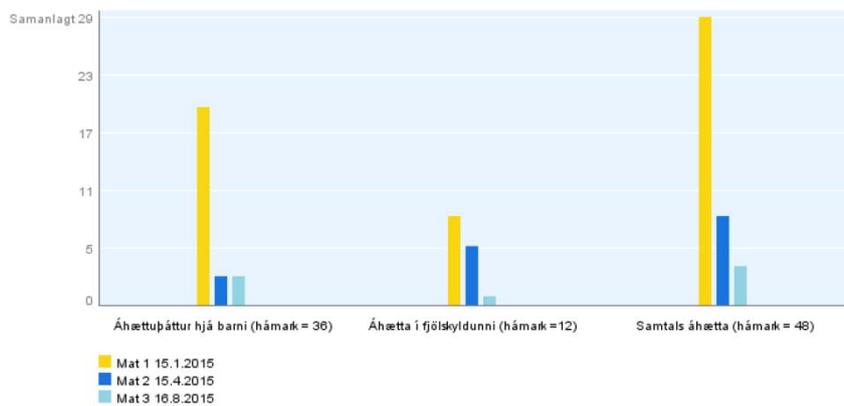
## OVER-TIME GRAPHS FOR ALL RISK AND PROTECTIVE FACTORS

1. Móttroi, reiði eða fífldirfska

Mat	Dagsetning	Risk Level
Mat 1	15.1.2015	3
Mat 2	15.4.2015	0
Mat 3	16.8.2015	1

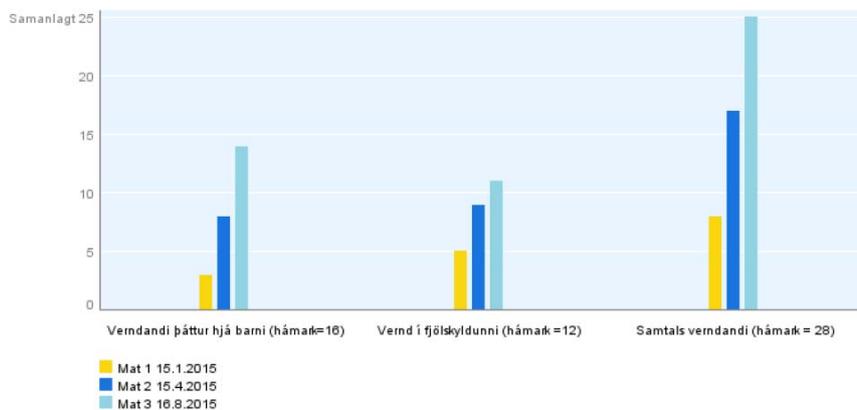
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## SUMMARY GRAPHS – RISK FACTORS



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## SUMMARY GRAPHS - PROTECTIVE FACTORS



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## RESULTS OF ESTER-ASSESSMENT: INTERPRETATION OF THE RISK-NEED PROFILE

- The Risk-Need Profile needs to be seen as a whole, because:
  - it shows which risk factors that are frequent or problematic (during the chosen time span) and thus likely need to be reduced through interventions.
  - it shows which protective factors that are weak or not present at all (during the chosen time span) and thus likely need to be strengthened through interventions.
  - it shows the entire constellation or combinations of risk and protection in the specific client.
  - it is this Risk-Need Profile that is key for choices of interventions.
    - The **score** of risk or protective factors that also is generated in the Risk-Need Profile in ESTER-Assessment is secondary!

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## RESULTS OF ESTER-ASSESSMENT: INTERPRETATION OF THE RISK-NEED PROFILE (CONT.)

- Use the Risk-Need-Responsivity Principles!
- **Risk principle:**
  - **How high is the level of risk? – use to prioritize.**
  - Generally speaking, the more risks that are present, the greater is the risk for future stable normbreaking behavior in the youth.
  - Some combinations of risk factors are also more important to note than others.
    - When risks are observed on multiple levels (e.g., in the youth him-/herself *and* in parents) the risk for normbreaking behavior is often greater than when risks are observed on only one level (e.g., only in the youth).
  - A combination of frequent or problematic *norm breaking behavior* and problems with *overactivity-impulsivity-concentration difficulties* (i.e., ADHD-symptoms) denotes an especially high risk for long term normbreaking behavior.
  - **Risks must be weighed against protective factors!**

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## RESULTS OF ESTER-ASSESSMENT: INTERPRETATION OF THE RISK-NEED PROFILE (CONT.)

- **Need principle:**
  - **Which are the most important needs of this particular child/adolescent/family?**
    - Which risk factors are upholding the problems?
    - Which protective factors can counteract the risk factors, or the problems themselves?
  - Which interventions are necessary and appropriate to assist this particular needs (i.e., reduce risk factors and strengthen protective factors that are considered key)?

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## RESULTS OF ESTER-ASSESSMENT: INTERPRETATION OF THE RISK-NEED PROFILE (CONT.)

- **Responsivity principle:**
  - **HOW should the interventions be designed and delivered to be as effective as possible?**
  - E.g.,:
    - What is the client motivated for? Requests/wishes?
    - Deliver individually, in group setting, intensively, spread out?
    - Where to start?
    - Start working with insight and motivation, and then move on to change?
    - Are there obstacles that need to be dealt with?

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**Mat 1**  
 Mati lauk barn 15.1.2015  
 Matð byggir á síbustu 6 mánuðum.

**Ahættuþáttur hjá barni**

	1. Óþægill	2. Óþægill	3. Óþægill	4. Óþægill	5. Óþægill
1. Mjúkri, reid eða flúðstíka					●
2. Óþægill, hvíluvi eða einbeitingarskiðleikar		●			
3. Talmörkuð samkennd, sektarkennid eða efling					●
4. Málfröðuleikar eða slakar námsrángur					●
5. Neikvæðir lausnir, líkarnir eða viðhorf		●			
6. Deprað eða spáfrókaðandi hegðun			●		
7. Andfélagsleg hegðun					●
8. Aftengis- eða vímuefnaneysla					●
9. Slæmur félagskapur		●			

Samanlögð áætla hjá barni = 21 (0 Óþekkt)

**Ahættuþáttur hjá fjölskyldu**

10. Erfðleikar foreldra					●
11. Erfðleikar í samskiptum foreldra og barns				●	
12. Erfðleikar foreldra með uppeldisáferðir			●		

Samanlögð áætla hjá fjölskyldu = 9 (0 Óþekkt)

Samanlögð áætla = 30 (0 Óþekkt)

**Verndandi þáttur hjá barni**

	1. Óþægill	2. Óþægill	3. Óþægill	4. Óþægill	5. Óþægill
13. Jákvæð upptöfn af skóla og viðgengi í námi			●		
14. Jákvæð viðhorf eða góð færni við lausn vandamála		●			
15. Góður félagskapur og uppbyggileg atferðir			●		
16. Innsæi og vilji barns			●		

Samanlögð vernd hjá barni = 3 (0 Óþekkt)

**Verndandi þáttur hjá fjölskyldu**

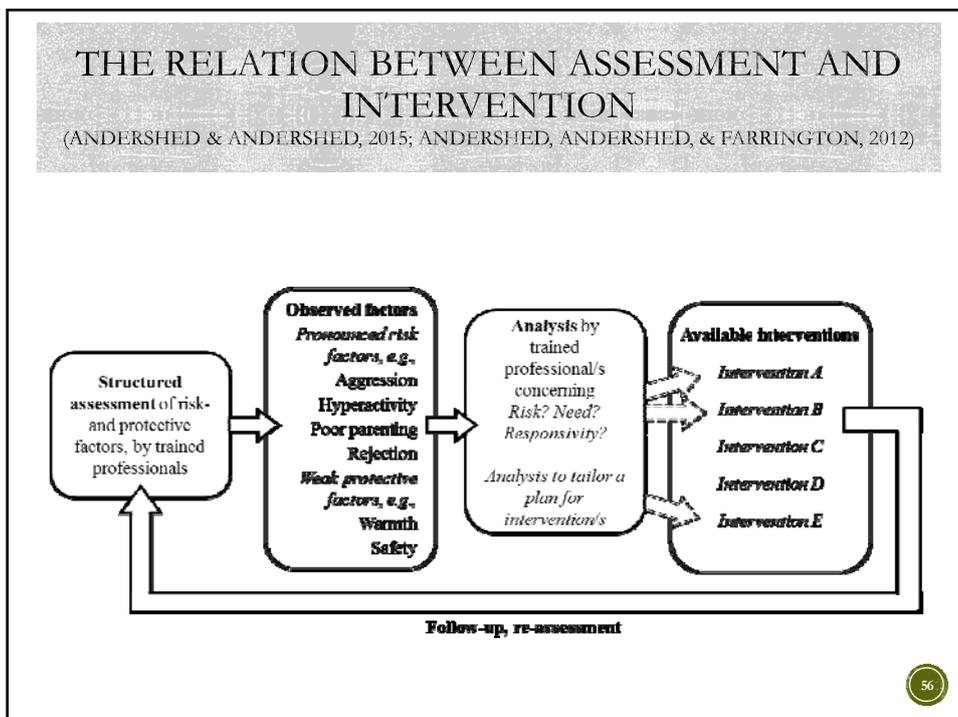
17. Geta, stuðningur og þátttaka foreldra				●	
18. Jákvæð viðhorf foreldra og góður uppeldisáferðir			●		
19. Innsæi og vilji foreldra			●		

Samanlögð vernd hjá fjölskyldu = 5 (0 Óþekkt)

Samanlögð vernd = 8 (0 Óþekkt)

How analyze according to risk, need, responsivity principles?

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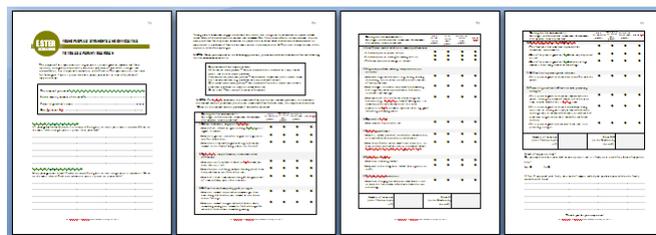
## ESTER-SCREENING

- Short questionnaire concerning strengths and weaknesses/problems – 4 pages (approx. 15 minutes)
  - Main focus on risk factors
- Main purpose:
  - Screening to determine which children/adolescents who are in need of a more detailed assessment/intervention
- Versions for:
  - **Parents/caregivers** (with or without family risk factors)
  - **Professionals** (e.g., teachers, treatment staff, etc.) (with or without family risk factors)
  - **The youth him-/herself** (10 years or older) (with or without family risk factors)

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## ESTER-SCREENING (CONT.)

- Two open ended questions about strengths and weaknesses/problems
- A set of multiple choice questions about the youth and the family (family questions can be deselected)
- One concluding open ended question concerning perceived need of help or support

The image displays four pages of the ESTER screening questionnaire. The first page is the title page, followed by three pages of questions and a final page for a concluding open-ended question. The questions are organized into sections, with some multiple-choice questions featuring grids for selection. The layout is clean and professional, with clear headings and instructions.

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## USE OF ESTER-SCREENING

- Preferably administer all three versions, if possible – different views will be presented
- **Decide what time frame that should be assessed and note that in the questionnaire before administration**
- Discuss the answers with the respondent
- Use the ESTER-Screening Forms as one of several pieces in the puzzle of determine what to do next

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## SCORING OF ESTER-SCREENING

Í síðasta / á síðustu ___ mán. Hefur eftirfarandi hegðun verið til staðar eða valdið vanda?	Nei eða hefur ekki valdið vanda	Stundum eða hefur valdið nokkrum vanda	Oft eða hefur valdið miklum vanda	Veit ekki
<b>1. Mótþrói, reiði eða fíflirfska</b>				
a Sýnt mótþróa, ekki sýnt samstarfsvilja, verið þvermóðskufullt, þrætt, "rífið kjaft".	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	óþekkt <input type="checkbox"/>

**Lýsing á skalanum:**  
*Nei eða hefur ekki valdið vanda* = Kom ekki eða aðeins litilega fyrir og hefur ekki valdið vanda  
*Stundum eða valdið nokkrum vanda* = Hefur stundum komið fyrir eða hefur valdið vissum afmörkuðum vanda (t.d. leitt til vanda aðeins í leikskóla/skóla)  
*Oft eða hefur valdið verulegum vanda* = Hefur komið oft fyrir eða hefur valdið verulegum vanda (vandinn er alvarlegur eða umfangsmikill)  
*Veit ekki* = Hef ekki nægar upplýsingar.

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## INTERPRETATION OF RESULTS FROM ESTER-SCREENING

- Similar method of interpretation as in ESTER-assessment
  - E.g., the more risk factors the higher the level of risk; risks of the youth AND the family, etc.
    - ...the greater the reason for a more detailed assessment

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## HOW TO AVOID METHOD DRIFT

- Use the ESTER-Manual actively and all of the time, to make sure that you are using the instrument as intended!
- Always use an ESTER-Assessment Booklet actively during an assessment.
  - Have the Booklet in your hand during each assessment, to systematically go through all factors and behaviors.
  - It is impossible to correctly remember all factors and behaviors from your memory alone.

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THANK YOU.

### **"Jimmy, 9 years old"**

*Jimmy is 9 years old and attends a regular school in grade 3. He lives with both his biological parents. Jimmy has come to the attention of social services, because of shoplifting. He was caught in the act by security guards in a convenience store, putting a large bag of candy into a back pack. After meeting with Jimmy and his parents, social services decides to conduct an investigation. An ESTER-Assessment is conducted. To collect information for the ESTER-Assessment, social services have interviews with the mother and with Jimmy's homeroom teacher. This text is a summary of what is discovered in these interviews. Social services chooses to focus on the present school semester as assessment period for the ESTER-Assessment. The assessment is conducted mid-December, and school started mid-August. The assessment is thus based on the last four months.*

#### **Defiant behavior, anger or fearlessness**

The mother states that Jimmy very rarely during the last four months have talked back to or argued with the mother or the father. He usually does what he is told at home, she says. The homeroom teacher states that Jimmy often talks back to and argues with teachers in the classroom and does not want to do what the teacher instructs the class to do, during class. He will not get started with his school work in class, even though he is told to do so repeatedly. This happens almost every day, sometimes several times during a day, and it has been the situation during the last 2-3 months. Many of Jimmy's classmates become very annoyed during class, and have told this to the teacher. Several parents have also contacted the homeroom teacher, reporting that their child is being disturbed during class, because of Jimmy's talking, noise, and unnecessary discussions with teachers. The teachers have tried to make it stop in many different ways, but have not succeeded, and are now considering moving Jimmy to another class, perhaps even to a smaller class for children with special needs. The homeroom teacher says that he thinks Jimmy probably has the ability to cope with school, but he is not motivated at all – he states himself that he thinks all subjects in school are very boring, and that school is meaningless. His refusal to engage in school work has made him fall far behind all other children in class. If this developmental track is not rerouted soon, it may lead to him remaining in 3rd grade for one more year.

According to the mother, Jimmy does not often become angry. It was a long time since she saw him being particularly angry, at all. According to the mother, Jimmy is rather wary by nature, a little bit afraid of heights, and does not put himself in danger without due cause. The homeroom teacher says that Jimmy sometimes get a little bit anger at him and other teachers, when they have told him to stop doing something inappropriate in class. This has occurred a couple of times during the last four months. The homeroom teacher states that Jimmy seems relatively careful as a person, not exposing himself to danger without reason.

#### **Normbreaking behavior**

The mother states that she was shocked when the police came home with Jimmy after having been caught for shop lifting. She has not seen any signs of that kind of behavior in Jimmy before. However, Jimmy has now, when confronted, said to his mother and father that he has stolen candy and even computer games from different stores, three times previously during this school semester (the last four months). Jimmy states to the parents that the reason was that he wanted the items that he took, and that his weekly allowance was spent. He does not seem to have taken anything from home,

e.g., money, as far as the parents know or can find out. The mother states that she, during the last four months, has not seen or heard of Jimmy getting into some kind of fight or in any way been physically aggressive toward anyone. The homeroom teacher states that Jimmy has not shown any aggressive behavior, or stolen or vandalized anything, as far as the school knows. He has not been cutting class either, which is rather remarkable considering how uninterested he is in school, states the homeroom teacher.

# 1. Mótþrói, reiði eða fífldirfska

*Skilgreining: Sýnir óskum og leiðbeiningum foreldra og annarra mótþróa, er óhlýðið eða verður auðveldlega reitt og pirrað. Virðist óttalaust, tekur áhættur eða gerir hættulega hluti.*

## Hefur eftirfarandi verið til staðar á matstímabilinu?

Merktu við ef neðangreindar lýsingar eiga við að sumu eða öllu leyti samkvæmt þeim heimildum sem þú hefur.	Heimildir (Takið fram uppruna upplýsinga hér að neðan):			
<i>Mótþrói</i>	..	..	..	..
❖ Sýnir ekki samstarfsvilja, endurtekur neikvæða hegðun þrátt fyrir tiltal, er þvermóskufullt, svarar fyrir sig, þrætir eða "rífur kjaft" þegar því er sagt til.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Reiði</i>				
❖ Rýkur upp eða verður fljótt mjög pirrað eða reitt, lendir oft í útistöðum við aðra.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Óttaleysi/hættuleg hegðun</i>				
❖ Virðist óttalaust gagnvart ýmsu sem aðrir forðast eða finnst óþægilegt, tekur áhættu eða gerir hættulega hluti .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Annað</i>				
❖ Önnur hegðun sem fellur undir skilgreininguna "Mótþrói, reiði eða fífldirfska" (skýring): .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HVERSU ÁBERANDI?

Hversu áberandi, mikið eða alvarlegt hefur þetta verið á matstímabilinu?

- Metið samkvæmt meginreglum í ESTER-handbók bls. 35-36-

X Ekki vitað	0 Ekki til staðar	1 Vægt	2 Greinilegt	3 Áberandi	4 Mjög áberandi
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upplýsingar vantar eða eru of litlar um hegðunina á tímabilinu.	Hegðunarinnar varð ekki vart á tímabilinu.	Kom ekki oft fyrir <b>eða</b> olli mjög takmörkuðum vanda fyrir barnið eða umhverfið.	Kom þó nokkuð oft fyrir <b>eða olli</b> að vissu marki vanda fyrir barnið eða umhverfið.	Kom oft fyrir <b>eða</b> olli miklum vanda fyrir barnið eða umhverfið.	Kom mjög oft fyrir <b>eða</b> olli miklum og alvarlegum vanda fyrir barnið eða umhverfið.



7.

**Frávíkshæðun**

*Skilgreining: Brýtur gegn viðteknum venjum, reglum eða lögum á ofbeldisfullan máta eða með hætti sem ekki felur í sér ofbeldis.*

**Hefur eftirfarandi verið til staðar á matstímabilinu?**

<p><i>Merktu við ef neðangreindar lýsingar eiga við að sumu eða öllu leyti samkvæmt þeim heimildum sem þú hefur.</i></p>	<p><b>Heimildir</b> (Takið fram uppruna upplýsinga hér að neðan):</p>			
<p><i>Ofbeldisfull hegðun</i></p>	..	..	..	..
<p>❖ Slær, sparkar, klípur, hrindir, leggur í einelti, hótár eða niðurlægir aðra.....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Frávíkshæðun sem ekki er ofbeldisfull</i></p>				
<p>❖ Stelur frá öðrum eða úr verslunum, eyðileggur eigur annarra, kveikir í, skrópar eða brýtur alvarlega reglur foreldra eða annarra .....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Annað</i></p> <p>❖ Önnur hegðun sem fellur undir skilgreininguna "Frávíkshæðun" (skýring): .....</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HVERSU ÁBERANDI?**

*Hversu áberandi, mikið eða alvarlegt hefur þetta verið á matstímabilinu?  
- Metið samkvæmt meginreglum í ESTER-handbók bls. 35-36-*

<p>X Ekki vitað</p>	<p>0 Ekki til staðar</p>	<p>1 Vægt</p>	<p>2 Greinilegt</p>	<p>3 Áberandi</p>	<p>4 Mjög áberandi</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Upplýsingar vantar eða eru of litlar um hegðunina á tímabilinu.</p>	<p>Hegðunarinnar var ekki vart á tímabilinu.</p>	<p>Kom ekki oft fyrir <b>eða</b> olli mjög takmörkuðum vanda fyrir barnið eða umhverfið.</p>	<p>Kom þó nokkuð oft fyrir <b>eða olli</b> að vissu marki vanda fyrir barnið eða umhverfið.</p>	<p>Kom oft fyrir <b>eða</b> olli miklum vanda fyrir barnið eða umhverfið.</p>	<p>Kom mjög oft fyrir <b>eða</b> olli miklum og alvarlegum vanda fyrir barnið eða umhverfið.</p>




**ESTER  
SKIMUN**
**STYRKLEIKAR OG ERFIDLEIKAR BARNIS**
**SKIMUN FYRIR FORELDRA/FORSJÁRADILA**

Markmiðið með þessari skimun er að þú sem forsjáraðili/foreldri (móðir og faðir í sitt hvoru lagi eða saman) getir lýst mjög stuttlega styrkleikum, veikleikum og vanda barnsins þíns. Skimuninni er einnig ætlað að leiða í ljós hvort barnið þurfi á stuðningi eða aðstoð að halda.

Nafn barns: .....

Kennitala barns:.....

Nafn foreldris: .....

Dagsetning:.....

**Styrkleikar barnsins þíns?**

Öll börn hafa einhverja jákvæða eiginleika eða hegðun sem líta má á sem styrkleika hjá þeim. Hvaða styrkleikar finnst þér sem foreldri vera mest áberandi hjá barninu þínu?

.....

.....

.....

.....

.....

**Erfiðleikar eða vandi barnsins þíns?**

Mörg börn eiga við vanda að stríða eða sýna af sér neikvæða hegðun sem líta má á sem veikleika hjá þeim. Hvaða erfiðleikar eða veikleikar finnst þér sem foreldri vera mest áberandi hjá barninu þínu?

.....

.....

.....

.....

Börn geta hegðað sér á hátt sem þau sjálf eða aðrir í umhverfi þeirra upplifa sem neikvætt. Slík hegðun er oft eðlileg. Ef hegðunin kemur oft fyrir eða er mjög áberandi getur hún þó verið til vandræða fyrir barnið eða umhverfi þess. Hefur neðangreind hegðun komið oft fyrir eða verið til vandræða? Merktu við það svar sem á best við. Lestu útskýringuna á svars möguleikunum áður en þú byrjar.

**ATH! Þegar þú svarar spurningunum á komandi blaðsíðum, hugsaðu þá um hvernig þetta hefur verið síðasta/síðustu \_\_\_ mán.**

**Útskýring á svars möguleikum:**

*Nei eða hefur ekki valdið vanda* = Kom ekki eða aðeins lítillega fyrir og hefur ekki valdið vanda.

*Stundum eða hefur valdið nokkrum vanda* = Hefur stundum komið fyrir eða hefur valdið vissum afmörkuðum vanda (t.d. leitt til vanda aðeins í leikskóla/skóla)

*Oft eða hefur valdið verulegum vanda* = Hefur komið oft fyrir eða hefur valdið verulegum vanda (vandinn er alvarlegur eða umfangsmikill)

*Veit ekki* = Hef ekki nægar upplýsingar.

ATH! Eitthvað gæti hafa komið oft fyrir en ekki valdið neinum vanda eða eitthvað gæti hafa valdið miklum vanda en ekki komið oft fyrir. Í báðum tilfellum ætti að merkja við "Oft eða hefur valdið verulegum vanda".

<b>Í síðasta/á síðustu ___ mán.</b> Hefur eftirfarandi hegðun verið til staðar eða valdið vanda?	Nei eða hefur ekki valdið vanda	Stundum eða hefur valdið nokkrum vanda	Oft eða hefur valdið verulegum vanda	Veit ekki
<b>1. Mótþrói, þrjóska eða fífldirfska</b>				
a Sýnt mótþróa, ekki sýnt samstarfsvilja, verið þvermóðskufullt, þrætt, "rifið kjafi".	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Orðið fljótt mjög pirrað eða reitt – lent í útistöðum við aðra.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Tekið áhættu og gert hættulega hluti eða virst óttalaust gagnvart því sem aðrir hræðast.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>2. Ofvirkni, hvatvísi eða einbeitingarörðugleikar</b>				
a Gengið, klifrað eða hlaupið stöðugt um, ekki getað setið kyrr.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Gert eða sagt hluti án þess að hugsa sig um áður, átt erfitt með að bíða eftir að röðin komi að því	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Átt erfitt með að halda athygli og einbeita sér lengi í einu	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>3. Takmörkuð samkennd, sektarkennd eða eftirsjá</b>				
a Virst vera sama hvort það særir einhvern, virst vera sama um hvernig öðrum líður.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Sýnt engin merki eftirsjár eða sektarkenndar og virðist ekki líða illa þegar það hefur gert eitthvað rangt.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>

<b>Í síðasta/á síðustu ___ mán.</b> Hefur eftirfarandi hegðun verið til staðar eða valdið vanda?	Nei eða hefur ekki valdið vanda	Stundum eða hefur valdið nokkrum vanda	Oft eða hefur valdið verulegum vanda	Veit ekki
<b>4. Málörðugleikar eða slakur námsárangur</b>				
a Er á eftir jafnöldrum í tali.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Er á eftir jafnöldrum sínum í lesskilningi eða ritun.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Árangur er undir meðallagi í skólanum.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>5. Neikvæðar lausir, túlkanir eða viðhorf</b>				
a Notar neikvæða hegðun (t.d. slegist, hrint, hótað osfr.) til að leysa erfiðar/þrúgandi aðstæður eða annan vanda	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Telur að aðrir vilji því illt, rangtúlkar hegðun, ætlun og það sem aðrir meina	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Talar eins og því finnist neikvæð hegðun (t.d. brot á reglum, áfengis- og vímuefnaneysla) alveg í lagi, finnist staða í hópi félaga, veraldlegir hlutir eða peningar mikilvægari en t.d. velgengni í skóla eða hjálsemi.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>6. Depurð</b>				
a Virðist dapurt eða leitt.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>7. Frávíkshegðun</b>				
a Slegið, sparkað, klipið, rífið, hrint eða lagt í einelti, hótað eða niðurlægt aðra.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Hnúplað eða stolið, eyðilaggt eignir, skrópað eða brotið alvarlega gegn leikskóla/skólareglum. Brotið alvarlega gegn reglum foreldra.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>8. Áfengis- eða vímuefnaneysla</b>				
a Drukkið áfengi.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Notað önnur vímuefni en áfengi (sígarettur og munn/neftóbak er ekki talið með hér).	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>9. Slæmur félagsskapur</b>				
a Umgengist félaga sem þykir í lagi að brjóta lög, drekka áfengi eða nota önnur vímuefni.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
Fjöldi "veit ekki" svara (fyllt út af starfsmanni):		<b>Samanlagt 1-9 (fyllt út af starfsmanni):</b>		

<b>Í síðasta/á síðustu ____ mán.</b> Hefur eftirfarandi hegðun verið til staðar eða valdið vanda?	Nei eða hefur ekki valdið vanda	Stundum eða hefur valdið nokkrum vanda	Oft eða hefur valdið verulegum vanda	Veit ekki
<b>10. Erfiðleikar foreldra</b>				
a Fjölskyldan á erfitt með að framfleyta sér fjárhagslega.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Annað eða báðir foreldrar verið mjög daprir eða leiðir.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Annað eða báðir foreldrar neyta oft áfengis eða annarra vímuefna í miklu magni	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>11. Erfiðleikar í samskiptum foreldra og barns</b>				
a Foreldrum og barni hefur komið illa saman eða rifist.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
<b>12. Erfiðleikar foreldra með uppeldisaðferðir</b>				
a Foreldrar vita lítið hvað barnið gerir í leikskóla/skóla, í frístundum eða hverja það umgengst.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
b Foreldrar ekki verið samkvæmir sjálfum sér í að umbuna fyrir æskilega hegðun og að sýna óæskilegri hegðun vanþóknun, eða ekki verið sammála um hvernær eigi að hrósa og hvernær ekki.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
c Foreldrar hafa notað harkalegar og strangar uppeldisaðferðir.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Veit ekki <input type="checkbox"/>
Fjöldi "veit ekki" svara (fyllt út af stafsmanni):		<b>Samanlagt 10-12 (fyllt út af starfsmanni):</b>		

**Þörf fyrir stuðning eða aðstoð?**

Telur þú að barnið þitt eða þið sem fjölskylda þarfnist einhvers stuðnings eða aðstoðar?

Nei       Já

**Ef Já:** Ef þú gætir valið hvað sem er, hvers konar stuðning eða aðstoð telur þú að barnið þitt eða fjölskyldan hefðu þörf fyrir?

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**Takk fyrir svörin!**