

ESTER- REPETITION/BOOST

ESTER-assessment (ESTER-mat) and
ESTER-screening (ESTER-skimun)

ESTER

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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
 - One of the developers of ESTER, together with Anna-Karin Andershed



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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
- High 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 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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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-V, ICD
- ESTER is relevant to use for e.g.:
 - Youths who have committed crime
 - Youths in risk for normbreaking behavior
 - with risk factors or weak protective factors – or both
 - Assists in the identification of case specific 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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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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THE SIX "ASSESSMENT PRINCIPLES"

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

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

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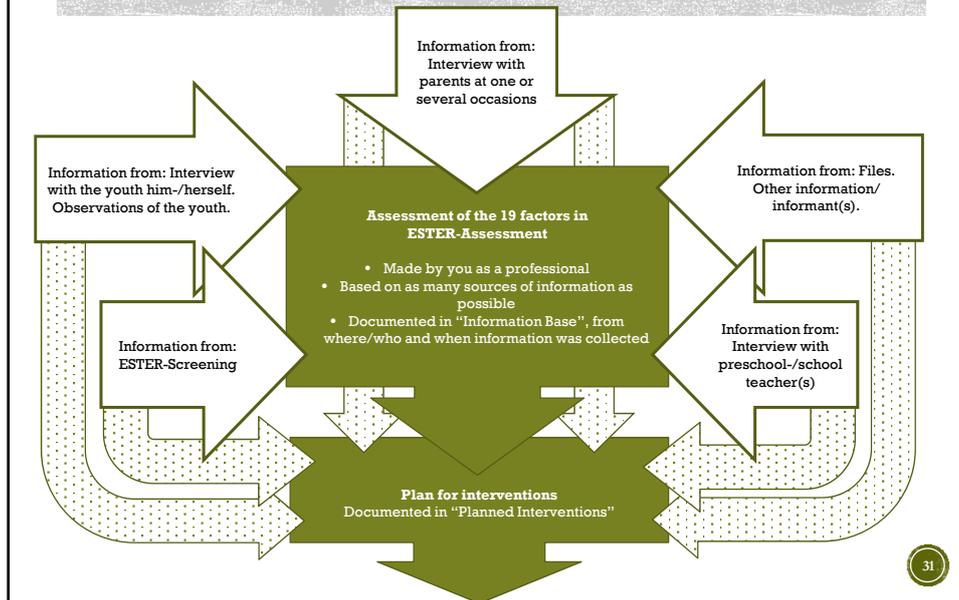
INFORMATION FOR AN ESTER-ASSESSMENT (CONT.)

- **An ESTER-Assessment should *never* 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.*



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**

Forsíða fyrir Sven Olausson

Upplýsingar um barn og foreldra

Bakgrunnur

Mat

Byrja á nýju mati

	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

Málastjórn

Færa skjólstæðing

Eyða skjólstæðing

Samantekt

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

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Mat 1

Mat lauk þann
Mat 0 byggir á síðustu 6 mánuðum.

Áhættuþáttur hjá barni	1. Óátt-við	2. Óátt-í eðli	1. Væg	2. Óvæg	3. Rátt	4. Mjg. átt
1. Motori, reði eða fittirska						●
2. Örvinn, hvatni eða einbeitingarefnið		●				
3. Takmörkuð samkennd, settakennd eða eftirgjá						●
4. Málfröguleikar eða þakur námsrángur						●
5. Netkvæðar lausnir, tulkunir eða viðhorf		●				
6. Deþurð eða sjálfskaðandi hegðun				●		
7. Andfélagsleg hegðun		●				
8. Áfengi- eða vímuefnaneysia		●				
9. Slæmur félagskapur			●			

Samantögu áhætta hjá barni = 14 (0 Óþekkt)

Áhættuþáttur hjá fjölskyldu

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

Samantögu áhætta hjá fjölskyldu = 9 (0 Óþekkt)

Samantögu áhætta = 23 (0 Óþekkt)

Verndandi þáttur hjá barni	1. Óátt-við	2. Óátt-í eðli	1. Væg	2. Óvæg	3. Rátt	4. Mjg. átt
13. Jákvæð upplifun af skola og velpengni í námi			●			
14. Jákvæð viðhorf eða góð færni við lausn vandamála		●				
15. Góður félagskapur og uppbyggileg áhugarni			●			
16. Innsæi og vilji barns			●			

Samantögu vernd hjá barni = 3 (0 Óþekkt)

Verndandi þáttur hjá fjölskyldu

17. Gelta, stuðningur og þáttaka foreldra					●	
18. Jákvæð viðhorf foreldra og góðar uppeldisáferðir			●			
19. Innsæi og vilji foreldra			●			

Samantögu vernd hjá fjölskyldu = 5 (0 Óþekkt)

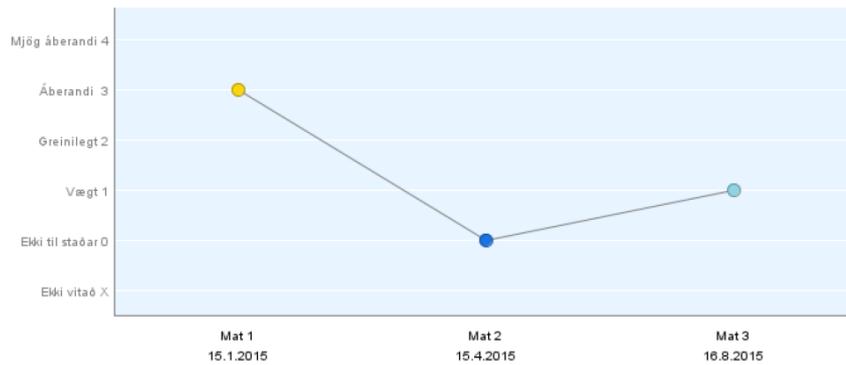
Samantögu vernd = 8 (0 Óþekkt)

RISK-NEED PROFILE

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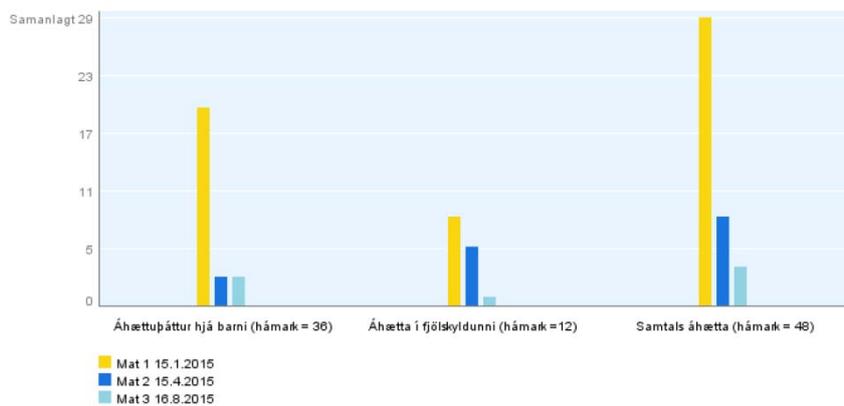
OVER-TIME GRAPHS FOR ALL RISK AND PROTECTIVE FACTORS

1. Mótþrói, reiði eða fflidirska



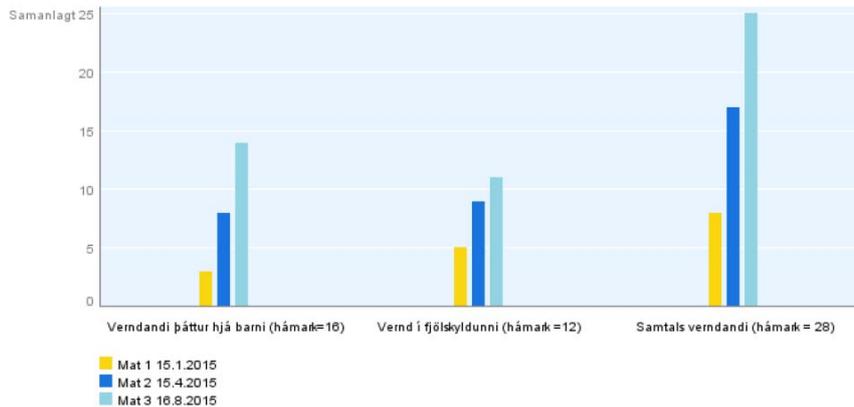
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SUMMARY GRAPHS – RISK FACTORS



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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.
 - **Risk must be weighed against protection!**

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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

Mat lauk þann 15.1.2015
Matbó byggir á slóustu 6 mánuðum.

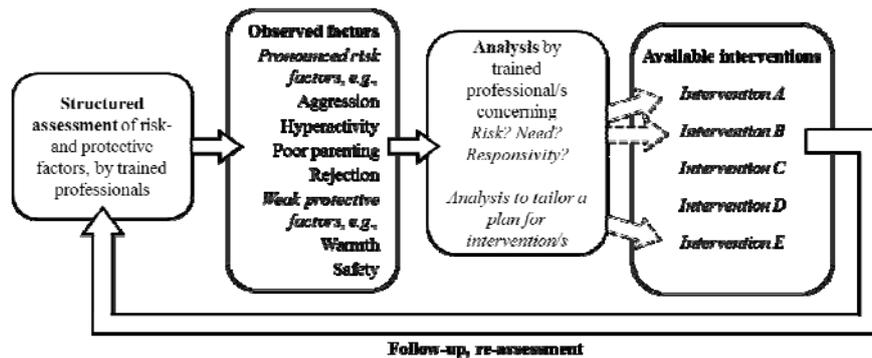
Ahættupáttur hjá barni	1. Ekki við	2. Ekki lítilskil	3. Lítilskil	4. Lítilskil	5. Lítilskil	6. Lítilskil
1. Mjúkri, reid eða fjöfrókla						●
2. Ofvirkir, hvíluvi eða einbeitingarvandrættir			●			
3. Talmörkuð samkennd, sektarkennd eða afþingja						●
4. Málroðuleikar eða slakar niðurskráningar						●
5. Neikvæðar lausnir, tulkunar eða viðhorf		●				
6. Depur eða sjálfsskaðandi hegðun				●		
7. Andfélagsleg hegðun						●
8. Áhrings- eða vímsæðaneytla						●
9. Slæmur félagskapur			●			
Samanlögð áhætta hjá barni = 21 (0 Óþekkt)						
Ahættupáttur hjá fjölskyldu	1. Ekki við	2. Ekki lítilskil	3. Lítilskil	4. Lítilskil	5. Lítilskil	6. Lítilskil
10. Erfðuleikar foreldra						●
11. Erfðuleikar í samskiptum foreldra og barns					●	
12. Erfðuleikar foreldra með uppeldisáferðir				●		
Samanlögð áhætta hjá fjölskyldu = 9 (0 Óþekkt)						
Samanlögð áhætta = 30 (0 Óþekkt)						
Verndandi þáttur hjá barni	1. Ekki við	2. Ekki lítilskil	3. Lítilskil	4. Lítilskil	5. Lítilskil	6. Lítilskil
13. Jákvæð upptöfn af skóla og veigengri í námi			●			
14. Jákvæð viðhorf eða góð færni við lausn vandamála		●				
15. Góður félagskapur og upphygglig áhugamál			●			
16. Ítrisski og vilt barns			●			
Samanlögð vernd hjá barni = 3 (0 Óþekkt)						
Verndandi þáttur hjá fjölskyldu	1. Ekki við	2. Ekki lítilskil	3. Lítilskil	4. Lítilskil	5. Lítilskil	6. Lítilskil
17. Gæta, stuðningur og þáttaka foreldra					●	
18. Jákvæð viðhorf foreldra og góðar uppeldisáferðir			●			
19. Ítrisski og vilt foreldra			●			
Samanlögð vernd hjá fjölskyldu = 5 (0 Óþekkt)						
Samanlögð vernd = 8 (0 Óþekkt)						

How assess according
to risk, need,
responsivity principles?

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THE RELATION BETWEEN ASSESSMENT AND INTERVENTION

(ANDERSHED & ANDERSHED, 2015; ANDERSHED, ANDERSHED, & FARRINGTON, 2012)



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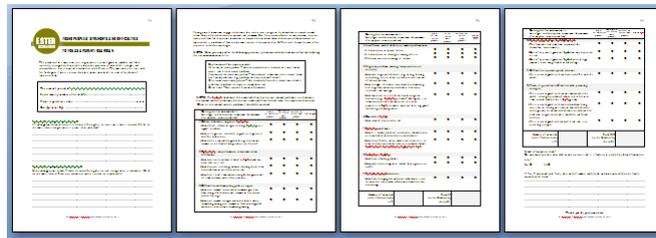
ESTER-SCREENING

- 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 sequential screenshots of the ESTER-SCREENING questionnaire. The first screenshot shows the introductory page with the ESTER logo and instructions. The second screenshot shows a section with multiple-choice questions and a grid for responses. The third screenshot shows another section with multiple-choice questions and a grid. The fourth screenshot shows the final section with an open-ended question and a grid for responses.

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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
1. Móttprói, reiði eða flfidirfska				
a Sýnt móttpróa, 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 lítillega 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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NOTE! ESTER-SCREENING IS ONLY A SCREENING INSTRUMENT!

- Important to note that the information from ESTER-Screening should not be used as an investigation tool that is the only basis on which decisions are made.
- If there is a perceived need for a further investigation and an intervention, on the basis of results from ESTER-Screening, a more detailed assessment should be conducted.

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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.