



Publication List

Early Assessment Risk Lists for Boys (EARL-20B) and Girls (EARL-21G)

Last updated: August 15, 2009

Augimeri, L.K., Koegl, C.J., Desmarais, S.L., Jiang, D., & Webster, C.D. (under review). **Assessing risk for antisocial conduct among young children: Psychometric properties of the Early Assessment Risk List for Boys (EARL-20B).**

Koegl, C. J., Farrington, D. P., & Augimeri, L. K. (2009). **Clinician perceptions of childhood risk factors for future antisocial behavior.** *Journal of Clinical Child and Adolescent Psychology*, *38*, 1-12.

We asked 176 mental health clinicians to list factors that place a child at risk for engaging in future antisocial behavior. Participants were randomly assigned to do this in 10 relationship to boys and girls. Listed factors were then coded into broad item categories using the Early Assessment Risk Lists (EARL). Of the 1,695 factors listed, 1,476 (87%) could be unambiguously classified under one discrete EARL factor category providing support for the structure of the tools. Children's own antisocial behavior was seen as the most important factor, followed by experiencing abuse and having antisocial peers. In 15 some cases, participants emphasized different risk factors for boys (e.g., having antisocial attitudes) and girls (e.g., low coping ability). The findings highlight the need to pay attention to client characteristics in developing risk assessment protocols and support continued efforts to bridge the gap between scientific research and clinical practice.

Augimeri, L.K., Enebrink, P., & Walsh, M., & Jiang, D. (in press). **Gender-specific childhood risk assessment tools: Early Assessment Risk List for Boys (EARL-20B) & Girls (EARL-21G).** In R.K. Otto & K. Douglas (Eds), *Handbook of violence risk assessment tools*. Oxford, UK: Routledge Taylor & Francis .

Bardick, A.D., & Bernes, K.B. (2008). **A framework for assessing violent behaviors in elementary school-age children.** *Children & Schools*, *30* (2), 83 - 91.

The importance of preventing and intervening in bullying and other forms of school violence has been well established. This has resulted in the publication of numerous programs designed to prevent bullying and violence in schools. However, a missing piece revolves around the social worker's role in identifying and assessing violent behaviors in elementary school-age children. The purpose of this article is to provide social workers with a framework for identifying and assessing violent behaviors in elementary school-age children. Specifically, this article provides an overview of the current understanding of violent behaviors in children and a framework for assessing violent behaviors in elementary school-age children using a structured professional judgment approach, the Early Assessment Risk List for Boys (EARL-20B) and the Early Assessment Risk List for Girls (EARL-21G), observations, interviews, and targeted violence risk assessment.

Yuile, A. (2007). **Developmental pathways of aggressive girls: A gender-sensitive approach to risk assessment, intervention, and follow-up.** Ph.D. Dissertation, York University, Toronto, ON, Canada.

Hrynkiw-Augimeri, L.K. (2005). **Aggressive and antisocial young children: Risk prediction, assessment and management utilizing the Early Assessment Risk List for Boys (EARL-20B).** Ph.D. Dissertation, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.

Augimeri, L.K., Koegl, C.J., Ferrante, P. & Slater, N. (Fall 2006). **Why and how: Conducting effective clinical risk assessments with children with conduct problems.** *Canada's Children*, *12* (2), 24 – 27 (English); 28 – 32 (French).

Augimeri, L.K., Jiang, D., Koegl, C.J. & Carey, J. (2006). **Differential Effects of the Under 12 Outreach Project (ORP) Associated with Client Risk & Treatment Intensity.** Program Evaluation Report Submitted to the Centre of Excellence for Child and Youth Mental Health at CHEO.

Enebrink, P., Långström, N., & Gumpert, C.H. (2006). **Predicting aggressive and disruptive behavior in referred 6- to 12-year-old boys: Prospective validation of the EARL-20B Risk/Needs Checklist.** *Assessment*, *13*, 356-367.

The authors investigated the predictive and incremental validity of the Early Assessment Risk List for boys (EARL-20B; Augimeri, Koegl, Webster, & Levene, 2001), a structured clinical checklist designed for the professional judgment of risk for aggressive and disruptive behaviors and risk/needs factor-based management of this risk. Seventy-six boys consecutively referred to child psychiatric outpatient clinics in mid-Sweden were evaluated according to the EARL-20B and with independent (not EARL-20B-based) clinical evaluations. The participants were prospectively followed after 6 and 30 months. EARL-20B-based assessments were positively and moderately associated with aggressive (reactive and proactive aggression) and disruptive behavior (conduct problems and DSM-IV Conduct Disorder) at both subsequent evaluations. Clinical evaluations made without the instrument were not as consistently associated with outcome. Incremental predictive validity over unstructured clinical evaluations and Conduct Disorder at baseline suggested promising clinical utility. The checklist might be used to support clinical decision making for referred boys at risk for continued antisocial behavior.

Enebrink, P., Långström, N., Hultén, A., & Gumpert, C.H. (2006). Swedish validation of the Early Assessment Risk List for Boys (EARL-20B), a decision-aid for use with children presenting with conduct-disordered behavior. *Nordic Journal of Psychiatry*, 60, 468-446.

Risk and needs assessment of children with conduct-disordered behaviour has been hampered by a lack of validated and easy-to-use decision-support tools. In this study, we investigated reliability and concurrent validity of the Swedish translation of the Early Assessment Risk List for Boys (EARL-20B). Parents to 76 boys aged 6-12 years old, referred to child psychiatric clinics, completed questionnaires about child symptoms and were thereafter administered the EARL-20B. Good to excellent inter-rater agreement and moderate concurrent validity was found. We also investigated possible subgroups of children based on the assessment with the EARL-20B. Cluster analysis yielded a tentative four-cluster solution, where subgroups of boys differed with respect to external measures. Although further study of predictive validity and usefulness for treatment planning is needed, the findings suggest that the EARL-20B is a promising tool for structured assessment of boys presenting with antisocial behaviour in clinical child psychiatry.

Augimeri, L.K., Koegl, C.J., Levene, K.S., Webster, C.D. (2005). Early assessment risk lists for boys and girls. In T. Grisso, G. Vincent, & L. Seagrave (Eds.), *Mental health screening and assessment in juvenile justice* (pp. 295 - 310). New York, N.Y.: Guilford Pub. Inc.

Levene, K.S., Walsh, M.M., Augimeri, L.K., & Pepler, D. (2004). Linking identification and treatment of early risk factors for female delinquency. In M. Moretti, C. Odgers, & M. Jackson (Eds.), *Girls and aggression: Contributing factors and intervention principles: Perspectives in law and psychology* (Vol. 19) (pp. 147-164). New York: Kluwer Academic/Plenum Publishers.

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