

REACH Referral Form

Please send to reachprogram@richmond.ca

For more information contact: Neela Gottenbos 604-209-0376 | ngottenbos@richmond.ca or Krieg Martin 604-516-9538 | kmartin@richmond.ca

Name:	Phone:
Address:	Email:
Birthdate:	Guardians' Names:
School:	Academic Achievement: <input type="checkbox"/> <50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> 75%-100%
Why is the youth being referred?:	
Current & Past Extracurricular Activities:	Interests:
Youth Background History:	
Who does the youth live with?:	Medical History:
What other agencies is the youth accessing?	
Referee Name, Position & Phone Number:	Referral Date:
FOR OFFICE USE ONLY Notes:	

The information on this form is confidential. The observations noted here are used to establish a baseline of behaviours to guide clients towards asset building opportunities in a recreational context where needed; this is not a clinical assessment.



Youth Services

Please highlight the box that best describes the behaviours/qualities of the youth.

Base Line Asset Assessment					
Questions & Related Assets					
Is the youth involved in high-risk behaviours? Assets: Restraint, Resistance Skills	<i>Adversely misuses substances and engages in behaviours causing harm.</i>	<i>Regularly misuses substances and engages in behaviours that are affecting other life areas.</i>	<i>Experimentally involved with harmful substances/behaviours.</i>	<i>In the past has been involved with harmful substances/behaviours.</i>	<i>Is not known to misuse substances or engage in high risk behaviours.</i>
Is the youth able to solve problems in a positive manner? Assets: Responsibility, Planning & Decision Making, Peaceful Conflict Resolution	<i>Unable to resolve conflicts or differences without being abusive or angry.</i>	<i>Makes poor choices when solving problems due to a lack of awareness of own role in the situation.</i>	<i>Aware of own involvement in the situation however still chooses a negative course of action.</i>		<i>Always able to resolve conflict in a mature and peaceful manner.</i>
Does the youth interact in a positive & acceptable manner? Assets: Caring, Honesty, Interpersonal Competence	<i>Chronically misleads & lies creating hardship and conflict for others.</i>	<i>Exaggerates and lies to impress peers.</i>		<i>Honest however lacks true compassion & desire to help others.</i>	<i>Honest and demonstrates care & compassion for others.</i>
Does the youth have a positive values and identity? Assets: Integrity, Personal Power, Self-Esteem, Sense of Purpose, Positive View of Personal Future	<i>Lacks self-esteem, vision of their future and shows little control over their life.</i>	<i>Low self-esteem & personal power however appears to have some control in a few environments.</i>		<i>Developing self-esteem & personal power in the majority of their environments & has a positive sense of purpose.</i>	<i>High self-esteem, feels in control of their life & is excited about their future.</i>
What is the quality of the parent/guardian's involvement at home? Assets: Family Support, Positive Family Communication, Family Boundaries	<i>Physical and mental well-being is unsupported.</i>	<i>Limited or inconsistent support from home can be linked to problem behaviours.</i>	<i>Youth has enough supports to get by however is not reaching potential due to lack of role models.</i>	<i>Parents/guardian are engaged however do not provide clear boundaries.</i>	<i>Positive involvement, open dialogue, consistent boundaries & praise.</i>
Does the youth interact with a positive group of peers? Asset: Positive Peer Influence	<i>All friends are a poor influence.</i>	<i>Does not have a network of friends.</i>	<i>Wanders between a positive & negative group of friends.</i>	<i>Friends generally model responsible behaviour, however, occasionally make a poor choice.</i>	<i>Youth has a positive peer group.</i>
Does the youth access recreational, arts or cultural activity? Assets: Creative Activities, Youth Programs	<i>Does not access any activity.</i>	<i>Does not access any activity however is interested in accessing activity.</i>	<i>Participates in activity mostly due to parents / others encouragement.</i>		<i>Regularly accesses activity & demonstrates a passion for being involved.</i>
Does the youth regularly attend school and demonstrate academic motivation? Assets: Achievement Motivation, School Engagement	<i>Does not attend school and is not motivated to return.</i>	<i>Does not attend school however is interested in returning to school.</i>	<i>Extensive, unexcused absences and is not concerned with this pattern.</i>	<i>Acceptable attendance however is not motivated to learn.</i>	<i>Good attendance and demonstrates a motivation to learn.</i>
Does the youth have relationships with caring/supportive adults? Assets: Adult Relationships, Adult Role Modeling	<i>Has no caring/supportive adults in their life.</i>	<i>Receives limited caring/support from adults.</i>	<i>Has caring/supportive adult(s) in their life, however, needs more positive contact.</i>	<i>Has ongoing contact with a number of positive, caring, supportive adults.</i>	

The information on this form is confidential. The observations noted here are used to establish a baseline of behaviours to guide clients towards asset building opportunities in a recreational context where needed; this is not a clinical assessment.