

Richmond Youth Media Program Referral Form

Richmond Media Lab, 7700 Minoru Gate
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Name:	Phone:
Email:	
Address:	
School:	Birth date:
Academic Achievement: <input type="checkbox"/> <50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> 75%-100%	
Extracurricular Activities:	
Media Arts Interests: <input type="checkbox"/> Broadcasting / Journalism <input type="checkbox"/> Digital art and graphic novels <input type="checkbox"/> Audio recording and editing <input type="checkbox"/> Animation / Claymation <input type="checkbox"/> Video production / Acting <input type="checkbox"/> Web design and applications	
Youth background history:	
Who does the youth live with?	
Is the youth accessing any other agencies?	
Medical information:	
Referee name and phone number:	Referral date:

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

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.