

Assessment Model
for concerns for
extremism



Education and
employment



Personality factors



Network
and spare time



Family



Mental vulnerability

ANALYSIS of WELFARE & RESILIENCE

- 1
- 2
- 3
- 4

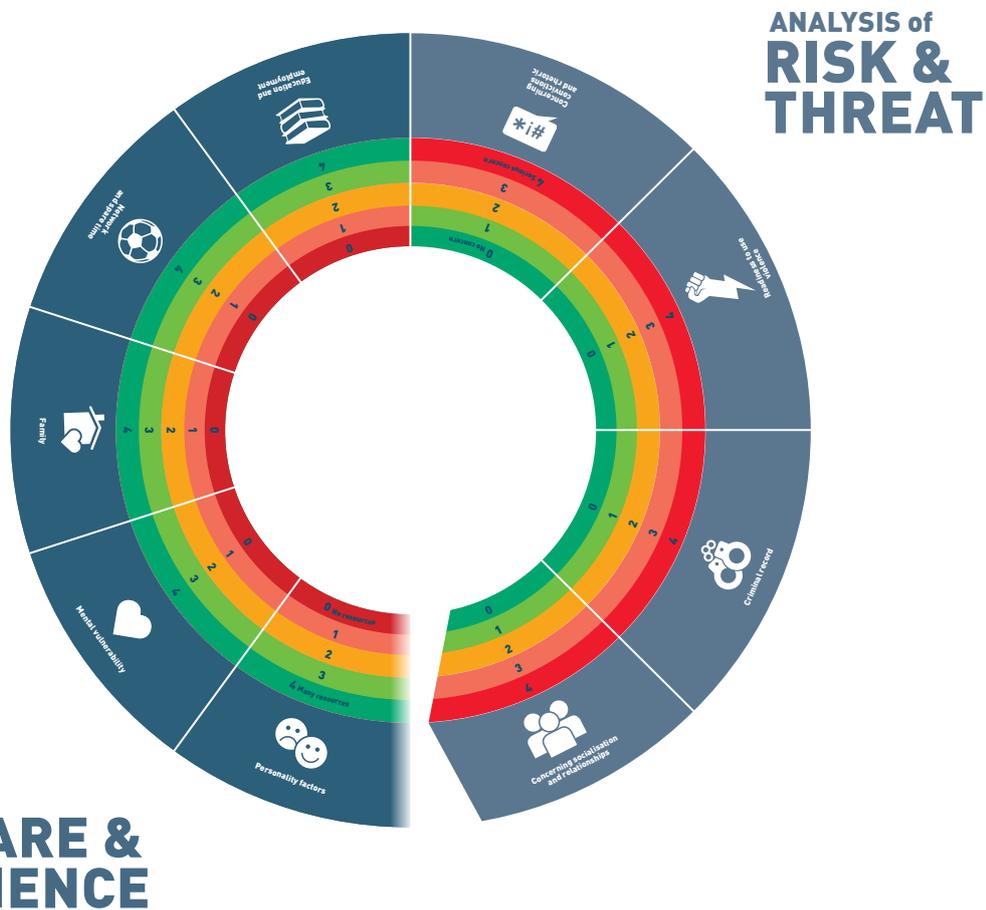


Introduction to the tool

The tool is a dialogue-based analysis tool which is intended to help the participants in the Infohouse Municipality maintain the focus and direction of the dialogue regarding the individual's risk and threat in addition to their welfare and resilience.

The tool consists of two parts: **The first part** is intended to analyse whether the concern about extremism is legitimate. Here the focus is on whether there is a risk that the individual will try to commit acts of violence and legitimise violence and other illegal acts and end up harming themselves and others.

The second part is intended to analyse the individual's life situation and potential for change in relation to the concern about extremism. Here focus is on welfare and resilience. The tool has been developed as a combined tool with nine dimensions - four dimensions for part one and five dimensions for part two. The combined tool appears in the figure below.



The nine dimensions of the tool has been selected and developed on the basis of comprehensive mapping and systematisation of international research on an individual's pathways to and from extremism, the signs of concern and the risk and protective factors. The nine dimensions thus represent areas that are relevant to investigate when a reported concern is to be analysed systematically and effectively in a targeted manner.

If, based on the analysis of risk and threat (part 1), there is no basis for being concerned about extremism, then the analysis can be concluded. Part 2 - the analysis of the individual's welfare and resilience, should thus not be made.

PART 2 - ANALYSIS OF WELFARE AND RESILIENCE

The second part of the analysis consists of an investigation into and analysis of dimensions 5-9. These dimensions help to ensure a qualified **analysis of the individual in question's welfare and resilience**. The analysis of the dimensions and the associated attention points gives a snapshot of the individual's resilience and potential for change in relation to the concern about extremism. The analysis of welfare and resilience can also give an indication of what might be driving and what might be counteracting the individual being radicalised or at risk of becoming so. An analysis of welfare and resilience should only be carried out if, after the analysis of risk and threat, there is still a concern that the individual in question is drawn to or associated with extremist environments.

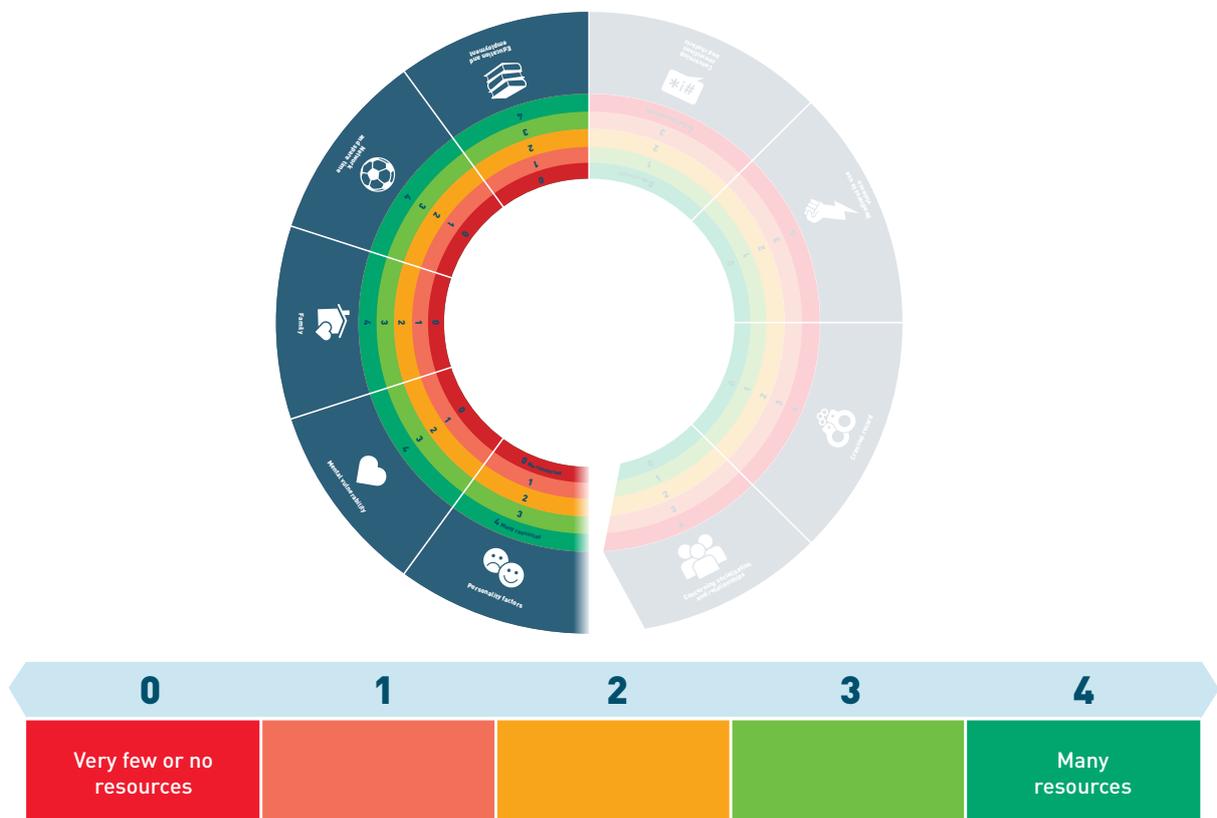
It is important to note that the analysis does not necessarily provide an exhaustive and complete image of the individual's situation. There may be other factors in the individual's life that also have an impact. When analysing the dimensions, it is also important that the participants in the Infohouse Municipality who are carrying out the analysis continually stop and reflect upon the interpretations and assumptions on which the scoring of the individual dimensions is based.

The five dimensions deal with:

- **Dimension 5 - Personality factors**
- **Dimension 6 - Mental vulnerability**
- **Dimension 7 - Family**
- **Dimension 8 - Networks and spare time**
- **Dimension 9 - Education and employment**

Each of the five dimensions are assessed and scored based on the **resource scale below**.

Please note that the value 0 is 'no resources' while the value 4 is 'many resources'.



Dimension 5 - Personality factors



Definition of personality factors

Personality factors deal with characteristics or features that can indicate that the individual has either a vulnerable or robust sense of self. They can be expressed in various ways, such as the individual having a hard time setting limits, having poor impulse control, seeking an identity and a lack of insight and ability in terms of living their life in a sound manner. Research reveals that specific personality traits and factors of an individual can act as a protective element against, among other things, extremism. However, if those factors are weak or underdeveloped, it can instead increase the risk of being drawn to extremist environments.



What works, and what are causes for concern?

Have a group discussion based on the knowledge and data available about what works and what are causes for concern in relation to the individual in question and the dimension *personality factors*.

What works well?

What **works** in relation to the individual or the individual's context?

What are the causes for concern?

What are the **causes for concern** in relation to the individual or the individual's context?



Attention points that can guide the dialogue

The attention points below can guide, elaborate on and provide nuances to the dialogue about what works and what are the causes for concern about the individual in relation to *personality factors*. Here it will also be revealed if there is a lack of information/knowledge that should be included.

Attention points

What works well?

- Has a healthy self-esteem (for example, a healthy emotional and mental recognition of his/her own worth).
- Has empathy.
- Has good social skills.
- Has the ability to reflect in a critical manner.
- Thoroughly considers consequences and is well-balanced.
- Has a balanced level of excitement-seeking behaviour.

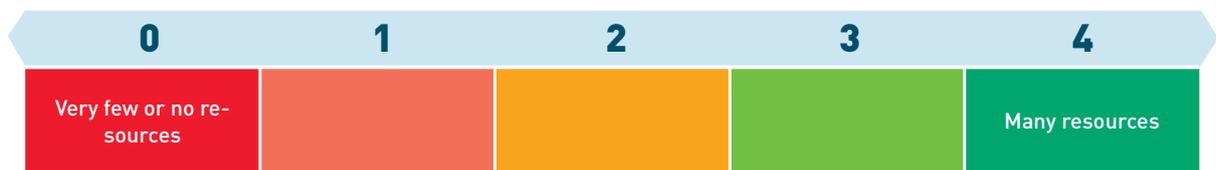
Attention points

What are the causes for concern?

- Has low self-esteem
- Finds it difficult to show empathy and see things from other people's perspectives.
- Lacking in social skills.
- Is aggressive, lashes out and/or is irritable.
- Is (or attempts to be) controlling towards others.
- Is easily influenced.
- Is impulsive and/or restless.
- Is seeking action and excitement.
- Is driven by motives of revenge due to personal experiences.
- Is angry and/or feels mistreated.
- Unfulfilled expectations and hopes for himself/herself or his/her situation.
- Has a grandiose or unrealistic self-image.
- Sees things in black/white terms.

Analysis of personality factors

Based on the dialogue, give a total score of the individual's resources in relation to the dimension *personality factors*. The scale below must be used for the score.



Write the background for the total score for the dimension *personality factors* (fill out below).

If more data collection/information is needed, state this in the field below (also feel free to state who has this information – for example, authorities or collaborating entities, and also perhaps who will be in charge of collecting it).

If there are any other comments or reflections, write these in the field below.

Dimension 6 – Mental vulnerability



Definition of mental vulnerability

The dimension *mental vulnerability* deals with the individual's overall state of mental health and cognitive ability. Having been diagnosed with mental illnesses or symptoms of mental illness is viewed by relevant research as a risk factor in relation to various forms of social vulnerability – and also in relation to extremism. The same applies if someone has reduced cognitive abilities. The dimension mental and cognitive ability should only be included in the overall investigation and analysis if it is known that the individual has some concerning issues. For example, having one or more mental health diagnoses, having signs of trauma or having been exposed to torture. At the same time, it is important to note that it can help reduce a concern if, for example, the individual is already receiving targeted treatment for any potential mental health issues such as from psychiatrists, psychologists, professional social workers and/or doctors.

What works, and what are causes for concern?

Have a group discussion based on the knowledge and data available about what works and what are the causes for concern regarding the individual in question in terms of the dimension *mental vulnerability*.



What works well?

What **works** in relation to the individual or the individual's context?

What are the causes for concern?

What are the **causes for concern** in relation to the individual or the individual's context?

Attention points that can guide the dialogue

The attention points below can guide, elaborate on and provide nuances to the dialogue about what works and what are the causes for concern about the individual in relation to *mental vulnerability*. Here it will also be revealed if there is a lack of information/knowledge that should be included.



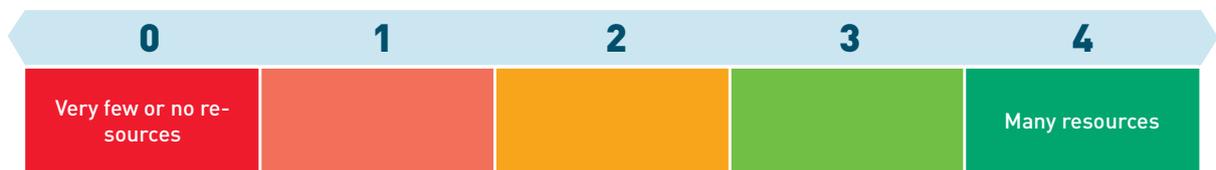
Attention points

What are the causes for concern?

- Has one or more psychiatric diagnoses (for example, anxiety, depression, personality disorder or something else).
- Has symptoms of mental illness/suffering/difficulties.
- Has signs of trauma (for example, primary or secondary traumatisation).
- Is self-harming or has a history of self-harm.
- Is considered a suicide risk or has a history of suicide attempts.
- Has cognitive difficulties (for example, ADHD, autism spectrum disorders, learning difficulties or something else).
- Has a drug and/or alcohol abuse.
- Has been a victim of violence.
- Has been a victim of psychological abuse.
- Has been a victim of sexual abuse.

Analysis of mental vulnerability

Based on the dialogue, provide a total score of the individual's resources in relation to the dimension *mental vulnerability*. The scale below must be used for the score.



Write the background for the total score for the dimension *mental vulnerability* (fill out below).

If more data collection/information is needed, state this in the field below (also feel free to state who has this information – for example, authorities or collaborating entities, and also perhaps who will be in charge of collecting it).

If there are any other comments or reflections, write these in the field below.

Dimension 7 - Family



Definition of family

The dimension *family* focuses on the individual's parents and family, including, if relevant, the foster family or other care workers he or she is close to. It can encompass the parent's personal mental health situation and way of coping, their interpersonal relations and their situation in general. It can also encompass the extent to which the family is either responding negatively or positively in terms of social behaviour and good civil engagement. Finally, it can encompass to what extent important family members act as positive or negative role models for the individual in question. Factors in the individual's environment, including the close network such as parents and family, can, according to relevant research, have an impact on either a dysfunctional or well-functioning development in an individual. These factors can also serve as risk factors and protective factors in connection with extremism.

What works, and what are causes for concern?

Have a group discussion based on the knowledge and data available about what works and what are the causes for concern regarding the individual in question in terms of the dimension *family*.



What works well?

What **works** in relation to the individual or the individual's context?

What are the causes for concern?

What are the **causes for concern** in relation to the individual or the individual's context?

Attention points that can guide the dialogue

The attention points below can guide, elaborate on and provide nuances to the dialogue about what works and what are the causes for concern about the individual in relation to *family*. Here it will also be revealed if there is a lack of information/knowledge that should be included.



Attention points

What works well?

- Has close and supportive relationships inside the family
- Has a positive relationship with his/her parents
- Primary caregivers have good parenting skills
- Gets attention from primary caregivers.

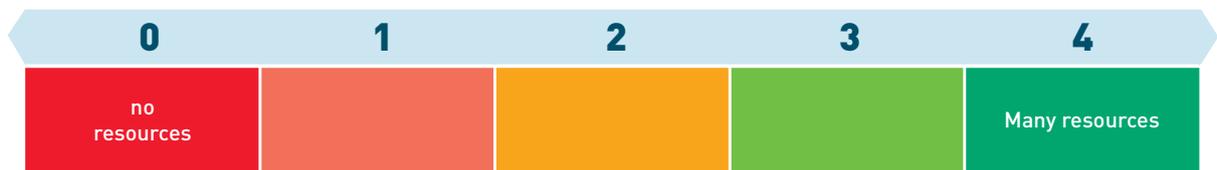
Attention points

What are the causes for concern?

- Lack support from close family members.
- The family is divided and dysfunctional.
- Lack of contact with parents.
- Lack of parenting skills and poor parenting practices from primary caregivers.
- The family is socially and financially vulnerable.
- The family is isolated or marginalised.
- There has been a death in the family.
- Physical or psychological violence takes place within the family.
- The parents are divorced.
- Has previously been separated from one or both parents.
- Primary caregivers or siblings have spent time in prison.

Analysis of family

Based on the dialogue, give a total score of the individual's resources in relation to the dimension *family*. The scale below must be used for the score.



Write the background for the total score for the dimension *family* (fill out below).

If more data collection/information is needed, state this in the field below (also feel free to state who has this information – for example, authorities or collaborating entities, and also perhaps who will be in charge of collecting it).

If there are any other comments or reflections, write these in the field below.

Dimension 8 - Networks and spare time



Definition of networks and spare time

Networks are about the characteristics of the individual's close network - particularly, in the form of friends and acquaintances. This may deal with whether important friends and acquaintances act as positive or negative role models for the individual in question. In addition to an individual's family, networks in the form of friends and acquaintances can also have an impact on either a dysfunctional or well-functioning development in a person.

Spare time is the time of day where the individual is not in school, not at an educational institution and not at work. Here, the term spare time does not encompass the networks or relationships that the individual is a part of - instead, the term deals with either the participation or lack of participation in activities associated with an active life during leisure hours.



What works, and what are causes for concern?

Have a group discussion based on the knowledge and data available about what works and what are the causes for concern regarding the individual in question in terms of the dimension *networks and spare time*.

What works well?

What **works** in relation to the individual or the individual's context?

What are the causes for concern?

What are the **causes for concern** in relation to the individual or the individual's context?



Attention points that can guide the dialogue

The attention points below can guide, elaborate on and provide nuances to the dialogue about what works and what are the causes for concern about the individual in relation to *networks and spare time*. Here it will also be revealed if there is a lack of information/knowledge that should be included.

Attention points

What works well?

- Has a positive network with his/her age group.

- Has a good network at school, at the educational institution or at work.

- Has a significant other/cohabitant/spouse.

- Has relationships with adults that act as a social support mechanism.
- Has positive role models that he or she is close to.

- Participates in organised leisure activities.

Attention points

What are the causes for concern?

- Has no friends
- Finds it difficult to create relationships/friendships.

- Is bullied in school, at the educational institution or at work.
- Has been or is being isolated at school, at the educational institution or at work.

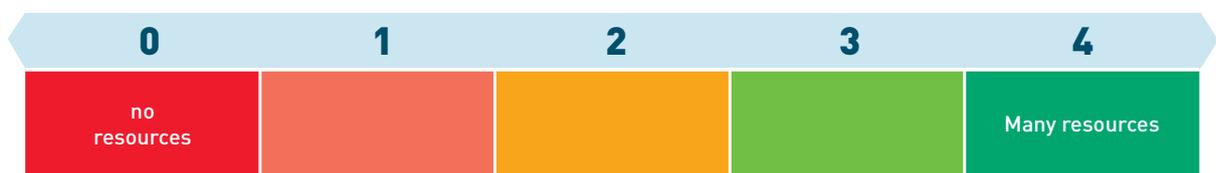
- Finds it difficult to have and maintain an intimate romantic relationship.

- Isolates himself/herself from friends.

- Does not participate in leisure activities.

Analysis of networks and spare time

Based on the dialogue, provide a total score of the individual's resources in relation to the dimension *networks and spare time*. The scale below must be used for the score.



Write the background for the total score for the dimension *networks and spare time* (fill out below).

If more data collection/information is needed, state this in the field below (also feel free to state who has this information – for example, authorities or collaborating entities, and also perhaps who will be in charge of collecting it).

If there are any other comments or reflections, write these in the field below.

Dimension 9 – Education and employment

Definition of education and employment

For the dimension *education and employment*, an analysis is made of factors such as: is the individual taking an education or does he or she have a job, is he or she motivated to pursue this or demotivated, is the individual not in education or in employment, is there a history of not completing educations, does the individual not show up for work or does he or she have a history of changing jobs frequently? These factors are analysed because education and having a job can act as protective elements for a lot of social parameters while the absence of education and a job can constitute a risk factor.



What works, and what are causes for concern?

Have a group discussion based on the knowledge and data available about what works and what are the causes for concern regarding the individual in question in terms of the dimension *education and employment*.



What works well?

What **works** in relation to the individual or the individual's context?

What are the causes for concern?

What are the **causes for concern** in relation to the individual or the individual's context?

Attention points that can guide the dialogue

The attention points below can guide, elaborate on and provide nuances to the dialogue about what works and what are the causes for concern about the individual in relation to *education and employment*. Here it will also be revealed if there is a lack of information/knowledge that should be included.



Attention points

What works well?

- Is taking an education or has a job.
- Is motivated to go to school, to complete an education or to go to work.
- Has a strong attachment to a school, educational institution or workplace.

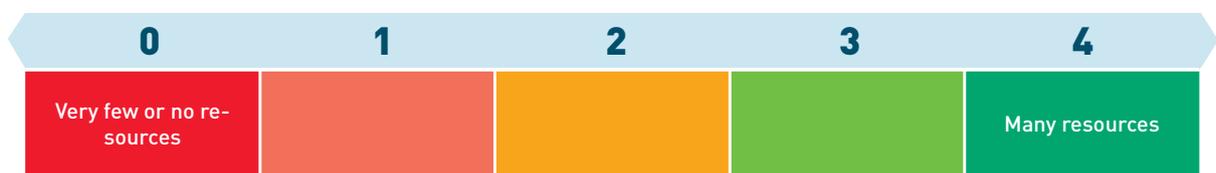
Attention points

What are the causes for concern?

- Is neither taking an education or in employment.
- Is frequently absent from school or education.
- Does not show up for work.
- Changes jobs frequently.
- Finds it difficult to live up to his/her own expectations and the expectations of other at the educational institution and at work.
- Has few or no opportunities for securing employment or getting an education.
- Does not perform well in school.
- Has had several unfinished attempts at completing an education.

Analysis of education and employment

Based on the dialogue, give a total score of the individual's resources in relation to the dimension *education and employment*. The scale below must be used for the score.

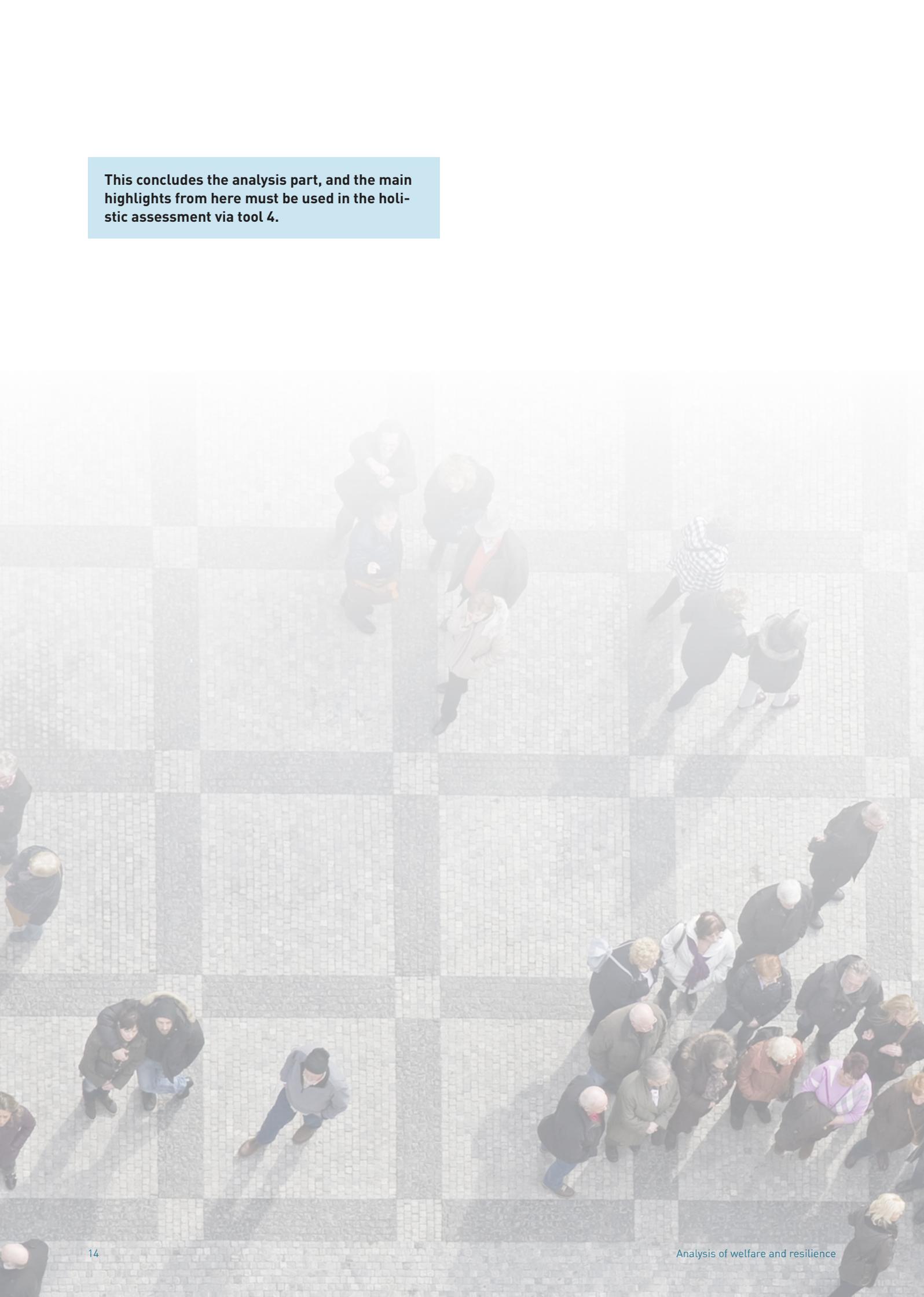


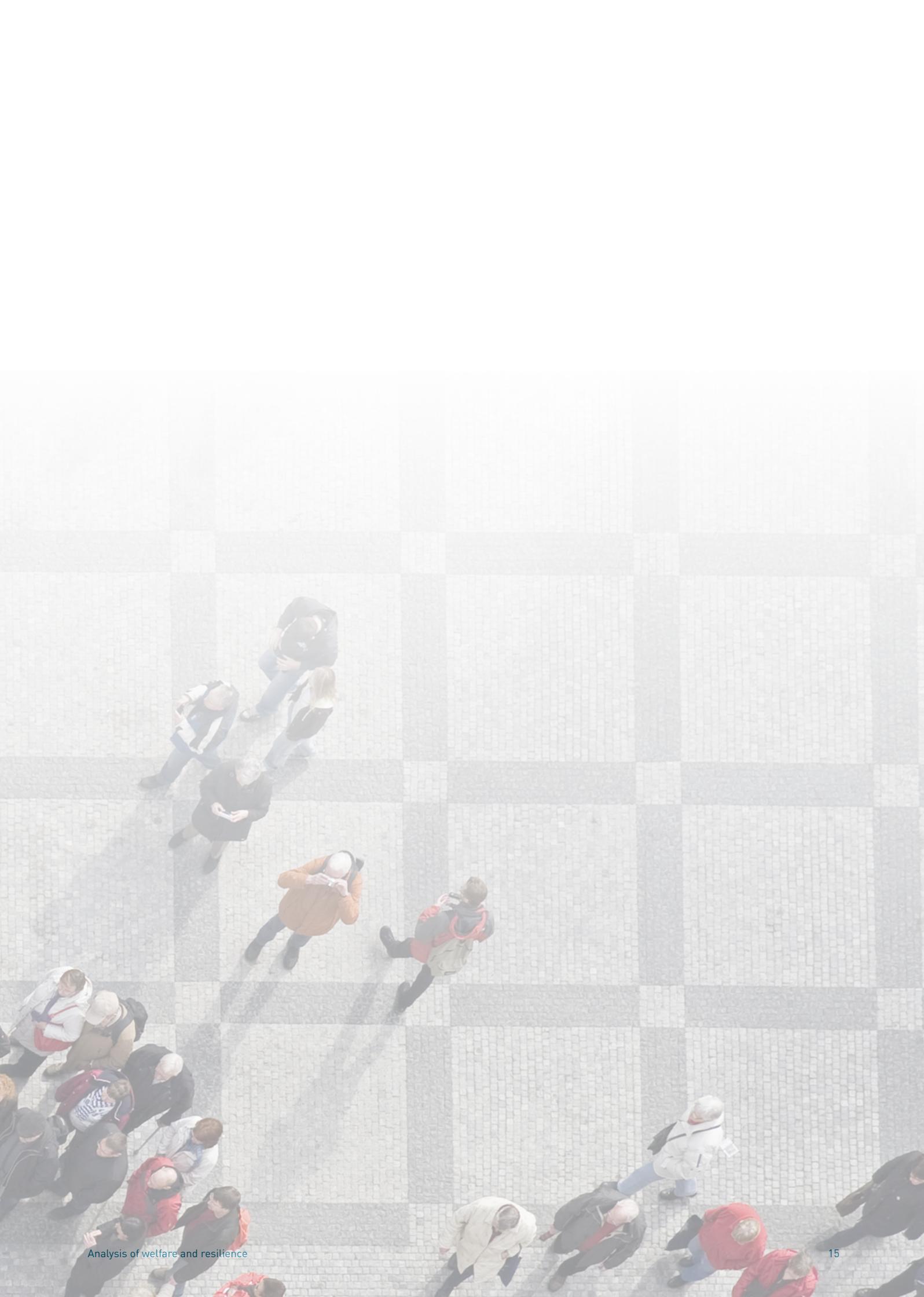
Write the background for the total score for the dimension *education and employment* (fill out below).

If more data collection/information is needed, state this in the field below (also feel free to state who has this information – for example, authorities or collaborating entities, and also perhaps who will be in charge of collecting it).

If there are any other comments or reflections, write these in the field below.

This concludes the analysis part, and the main highlights from here must be used in the holistic assessment via tool 4.







Danish Centre for
Prevention of Extremism