



WARNS

Washington Assessment of the Risks and Needs of Students

User Manual

Version 9

Visit the information website at: warns.wsu.edu

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Washington State University
Pullman, WA

Acknowledgments

The Washington Assessment of the Risks and Needs of Students youth survey and all related products were made possible with the generous support of the John D. and Catherine T. MacArthur Foundation. As the lead entity for the Models for Change initiative in Washington State, the Center for Children and Youth Justice provided valuable assistance and guidance for the duration of this project.

We are very grateful to the juvenile courts and other agencies who participated in the development, research, and implementation of the WARNS. These include Benton-Franklin Juvenile Court, Clark County Juvenile Court, Pierce County Juvenile Court, Spokane County Juvenile Court, Thurston County Juvenile Court, Educational Service District 101, and West Valley High School (Spokane).

We want to acknowledge our appreciation for the individuals who worked to establish the reliability and validity of the WARNS (Austin & French, 2018). These include Paul Strand, Brian French, and Chad Gotch from Washington State University, Elizabeth Coker and Craig McBride from the University of Washington-Tacoma, Center for Strong Schools, and Carl McCurley of the Washington State Center for Court Research.

We would also like to extend a very special thanks to Dr. Tom George, formerly of the Administrative Office of the Courts, who was instrumental in developing and piloting the WARNS and drafting the original user manual from which this condensed version was taken (George, 2012). Without his leadership, this initiative would not have been possible. We are deeply indebted to Dr. George for his expertise and commitment to the WARNS project.

We are also grateful to the funding from the Institute of Education Sciences for the \$1.4 million grant (IES # R305A210087) that supported the work of the refinement of the WARNS.

Finally, we are very grateful to Zach Queen, who developed the online WARNS software in the summer of 2023, and to the Social and Economic Sciences Research Center (SESRC) for their efforts to program and host the original PSSO software that supported WARNS from 2017 to 2022.

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Please visit our informational website at WARNS.WSU.EDU for additional information.

A USER'S GUIDE TO THE WARNS

Introduction

The Washington Assessment of the Risks and Needs of Students (WARNS) is a brief (40 to 60-item) self-report measure for **13 to 18-year-old youth** designed to allow schools, courts, and youth service providers to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly. **The WARNS takes approximately 10 to 20 minutes to administer** and measures past and current experiences in several domains critical to healthy social, emotional, and educational development.

The WARNS can be administered online via remote access to a secure server hosted by Amazon Web Services (AWS) that complies with all FERPA regulations. The *Learning and Performance Research Center* at WSU oversees all aspects of the administration and use of the WARNS.

Section I of this manual provides an overview of the WARNS, instructions for accessing and administering the instrument, and different options for administration. Section II provides information on the different sections of the WARNS and how to interpret the results.

Please see the [WARNS Technical Manual](#) for more detailed information on the instrument's development, reliability, validity, and history. All manuals and additional information are available on our website, warns.wsu.edu.

What is the WARNS?

The WARNS calculates a **Total Need for Support** score that aims to identify students' overall level and intensity of support they may need. The Total Need for Support score identifies students into one of three levels:

- **Low:** A score in this range indicates that the student has a low overall risk level and may not require intensive intervention
 - High School range is 0–37; Middle School range is 0–19.
- **Moderate:** A score in this range suggests that a student has a moderate overall risk level and would likely benefit from targeted support services.
 - High School range is 38–49; Middle School range is 20–27.
- **High:** A score in this range indicates that a student has a high overall risk level and requires a comprehensive and intensive support plan.
 - High School range is 50+; Middle School range is 28+.

The WARNS also includes six **Domain Risk Scales**. All six areas have been linked to truancy, delinquency, and/or dropping out of school. The Risk Scales help to determine whether a youth has a **Low, Moderate, or High Risk**. The Domain Risk Scales consist of the following:

- | | | |
|-----------------------|-------------------|----------------------|
| • Aggression-Defiance | • Substance Abuse | • Family Environment |
| • Depression-Anxiety | • Peer Deviance | • School Engagement |

The **Aggression-Defiance** scale refers to the tendency to express one's distress through aggressive, irritable, and defiant behavior. The **Depression-Anxiety** scale, on the other hand, assesses levels of internalizing behaviors, which tend to take the form of depression and anxiety, and may result in intense sadness, hopelessness, and sleeping and eating problems, among others. The **Substance Abuse** scale screens for the frequency of alcohol, marijuana, and "hard drug" use.

Three other risk scales assess a youth's functioning in three critical social contexts. The **Peer Deviance** scale assesses a variety of problematic behaviors among the youth's friends. The **Family Environment** scale focuses on a youth's relationships with their parents and home environment. The **School Engagement** scale measures the extent to which students enjoy attending school and their level of engagement with the educational environment.

Other WARNS Items

In addition to the items that comprise the six Domain Risk Scales, WARNS contains several other items identified as strong predictors of truancy, delinquency, and dropping out of school in the research literature. These items address basic demographic information, family functioning and organization, school attendance and engagement, criminal history, and barriers to school attendance. They can also be used to obtain a rough assessment of the validity of a student's responses.

Factors Affecting Data Validity

The WARNS survey has no built-in methods to assess the veracity of youths' responses. However, WARNS does have a place at the end of the survey for administrators to indicate their impression of the validity of the responses based on how the youth behaved during the administration. Please see the *WARNS Technical Manual* for further information on factors affecting data validity.

What are the Uses and Benefits of the WARNS?

Needs Assessment and Treatment Planning

For counselors, case managers, and other individuals working with at-risk youth, WARNS provides a method to quickly gather and synthesize important information about a youth's developmental experiences and current functioning. It is best used during the initial stages of engagement with the youth to better understand their specific risks and needs, guide conversations, and develop a successful intervention plan.

NOTE: The WARNS should not be used for diagnostic purposes or as the sole source of information in treatment planning, but instead as one of several strategies available to

professionals to assist in identifying past and current challenges that may be negatively affecting school engagement and attendance.

The WARNS is designed to help professionals prioritize services for youth most at-risk for school failure. Scores on the six risk scales can be used to match youth to targeted interventions that are most effective for them. For example, less intense, group-level interventions may not be effective with high-risk students but may be beneficial for those with moderate levels of risk.

As stated in the User Agreement, the WARNS may only be used in the best interest of the youth. It may not be used when considering or determining any punitive sanctions or placing students into certain educational classrooms or with a population of youth with similar results.

Suppose a given site is interested in aggregate results for a group of individuals. In that case, Washington State University can provide the site administrator with the individual-level data in Excel or SPSS format for further analysis. Group reports may be useful for understanding trends in specific populations (e.g., incoming students, court-involved youth, treatment participants) or for comparing different groups within a population (e.g., students with and without attendance concerns, boys and girls, 9th, 10th, and 11th graders).

Individual Progress Monitoring or Program Evaluation

Individual service providers and stakeholders who want to assess whether their efforts have been successful in bringing about meaningful change in the lives of youth may want to administer the WARNS both before and after an intervention. The WARNS is designed to measure recent changes in the past 2 months in the perceptions and experiences of adolescents. All items on the six Domain Risk Scales and several additional items inquire about youths' functioning during the past two months. Therefore, individuals and groups can be assessed before and after most interventions to help determine if youth have improved in critical areas of development. Service providers or stakeholders interested in program evaluation are encouraged to contact the Learning and Performance Research Center at Washington State University for help with research design and other issues necessary for a valid program evaluation.

Gaining Access to the WARNS

Registration

Courts, schools, or other agencies interested in administering the WARNS may apply to use the instrument by completing and submitting a **WARNS User Agreement** (See Appendix A). The User Agreement can be obtained by contacting WSU at WARNS@wsu.edu or using the version provided in Appendix A.

The User Agreement should be filled out, signed, and emailed to Washington State University (WSU) at **WARNS@wsu.edu**. An individual with signing authority for the agency must sign the completed User Agreement. Any substantive changes to the User Agreement, such as a change in the Primary User, may be made by submitting a revised, signed User Agreement.

Any site or individual wanting to administer the WARNS must describe the purpose of its use, the population of youth who are to receive the assessment, the approximate number of assessments to be administered, and the dates of administration. Qualified individuals include psychiatrists, clinical or counseling psychologists, certified school counselors, registered psychiatric nurses or nurse practitioners, social workers, or persons designated by a court as qualified to interpret risk assessments of court-involved youth.

Each site must designate a primary administrator to serve as the main source of communication with WARNS staff. The primary administrator is responsible for distributing all materials, instructions, codes, passwords, and results to other approved administrators. They are also responsible for communicating the terms and conditions in the User Agreement and ensuring the integrity of the WARNS survey and administration process. The primary administrator and other administrators with access to the youth's responses should be designated on the User Agreement.

Once a primary administrator has been designated and the User Agreement has been signed, WSU will create an account for the primary administrator to access the WARNS system (see next section).

The WARNS Online System

WARNS is accessed through a secure website. The online system allows subscribing organizations to administer assessments, generate assessment reports, create and manage users for their organization, and manage their own assessment data. School and agency personnel can use these tools to make informed decisions about students who are most in need of resources. The system offers stakeholders the following features: data collection, secure assessment links for group administration, automated reporting, live data downloads, access to our online vignettes, and a range of *user management permissions*. For example, the primary WARNS administrator in each organization can create new user accounts and set appropriate access levels and permissions. Finally, WARNS high school and middle school versions are available through the online system.

Subscription to WARNS

Access to the WARNS online system requires an annual subscription. Organizations may subscribe to the High School version, the Middle School version, or both. Current pricing information is available at warns.wsu.edu.

Ownership and Access to Data

The WARNS User Agreement specifies that all data resulting from either paper or online administration of the survey becomes **co-owned by the signing agency and Washington State University**. All submitted data are stored on secure servers with Amazon Web Services (AWS) that comply with all FERPA regulations. The data are stored in an unidentified format and are accessible only to approved staff. WSU may use data for assessment maintenance, development, or other research purposes at its discretion and without notification to the submitting agency. The identity of submitting agencies will not be released in publications or to third parties without the consent of the submitting agency.

Users should keep in mind that open records laws in Washington State may require the release of data to third parties without the approval of WSU or the submitting agency. Respondent data will not be released to third parties without prior written approval of the submitting agency unless otherwise directed by law. However, WSU may share aggregated results of data analyses with third parties without prior approval, so long as the results do not identify a specific school, school district, or agency.

Ethical and Legal Considerations

WSU does not require parent or guardian consent to assess youth as part of the subscribing organization's mission. WSU asks that each organization follow its normal protocols for assessing youth. WSU has developed consent forms available on our website at warns.wsu.edu for *optional* use by subscribing organizations.

The WARNS contains questions of a personal nature, some of which may implicate the youth or others in possible crimes or other offenses (e.g., drug use by self or peers). The User Agreement specifies that the WARNS may only be used in the best interests of the youth, that is, to provide appropriately targeted interventions for youth. Using the WARNS responses to impose punishment or sanctions, implicate the youth in a crime, or interpret a response as an admission of guilt would be a gross misuse of this instrument. ***Schools, courts, and other agencies should establish policies regarding the use and retention of student information prior to administration to safeguard the rights and welfare of every youth.*** Furthermore, the youth should be fully informed about how their information will be used and how it will not be used. The WARNS User Agreement also specifies that each administrator must understand and comply with all rules, requirements, and laws regarding reporting physical and sexual abuse. Finally, organizations may wish to consult legal counsel when establishing policies for retaining WARNS Reports and data.

WARNS Administration

Overview

Most students can complete the WARNS in approximately 10-20 minutes, depending on their level of concentration, reading, and comprehension abilities. The WARNS is available in English and Spanish and is written at approximately a fifth-grade level.

Youth taking the WARNS should be allowed to complete the survey in a quiet, comfortable space free of distractions. Administrators should remain nearby to answer questions, ensure the appropriate use of the assessment, and help students who may have difficulty reading or understanding certain words or phrases. Administrators may read the questions to students, but students should be encouraged to answer independently whenever possible. Multiple students may take the assessment simultaneously on different devices as long as their confidentiality is maintained.

If conditions preclude access to the WARNS online, WSU can provide a paper version. In this case, the site administrator must enter the responses directly to the online site before the survey can be scored, as no manual scoring is available.

The assessment can be administered on any web-enabled device. Administrators should be familiar with the devices used for administration and with the process for saving reports to a secure storage device if desired. When completed online, assessments are electronically scored, and the results are available immediately. Care should be taken to delete or secure survey results after administration to ensure student confidentiality.

Legal reporting requirements

An important consideration is any legal requirement for reporting information to authorities if the administration of the WARNS reveals physical abuse of the youth. The user should review and understand the laws surrounding reporting sexual or physical abuse to law enforcement. The user should also comply with all these rules, requirements, and laws and report any suspected abuse to law enforcement based on a Respondent's answers.

Additionally, survey administrators should prepare for emotional reactions from the youth when answering the questions. Mental health professionals should be available in case of strong emotional reactions to the questions or as a follow-up resource. Finally, the survey administrator should possess the interpersonal skills and knowledge to appropriately handle youths' responses to these items and refer them to mental health resources if necessary.

Preparation

1. *When appropriate, inform guardians that the assessment will be performed and for what purpose.*

WARNS administrators are responsible for following their organization's protocol when assessing students—informing students of their rights, explaining how their information will be used, and enlisting their cooperation are critical steps for ensuring data validity. The WARNS User Agreement specifies that, under most circumstances, completing the assessment must be voluntary on the part of the youth. If a student chooses not to complete the assessment or declines to answer a question that requires a response, simply terminate the survey. There may be a better time to try again.

2. *Consider the youths' abilities*

- At least a fifth-grade English or Spanish reading and comprehension level.
- The visual ability to read the paper or an online survey.
- The manual dexterity to accurately answer the questions.
- WARNS administrators, however, may read questions to the youth and help them record their responses if needed.

3. *Choose and prepare a mode of online access*

- Where will administration occur?
- Is there a reliable internet connection?
- Is the battery life of the device suitable for administrations in the field, or is a power cord and a power source available?
- Can you easily and securely save the WARNS Reports, if desired?
- Is the WARNS survey link easily accessible on every device to be used?
- Have you tested the device and taken a sample survey?

4. *Have the necessary information ready*

- Do you have your Administrator login ID and password?
- Do you know your site's administration option?
- Do you have a unique local ID for each student?

5. *Survey Environment*

- Is the environment quiet, comfortable, and free of distractions?
- Can the youth enter responses privately?
- Are resources available to answer youths' questions and respond to issues?

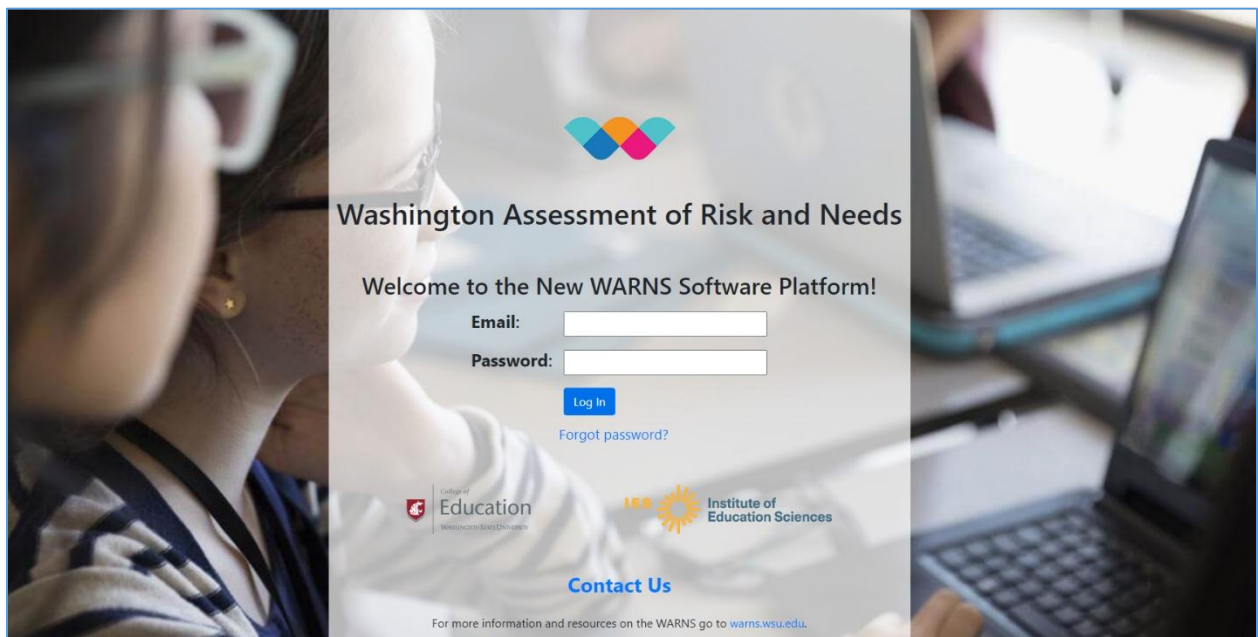
WARNS ONLINE STEP-BY-STEP INSTRUCTIONS

The WARNS Online Platform

Open a web browser and go to the link: <https://go.warns.wsu.edu>

You should see the following login page:

Figure 1. *The WARNS Login Page*



To log in to the WARNS online system, use **your email address and password** that were registered in the WARNS system by WSU or your organization's Primary User.

If you have forgotten your password, click on the **"Forgot Password?"** link and follow the directions provided. You will receive an email to complete the process.

The WARNS Landing Page

Once logged in, users are directed to the main landing page that provides access to all features for which you have been given permission. Figure 2 shows the landing page for a Primary User with access to all system features. If you are not a Primary User, some options may not appear on your screen.

Figure 2: *The Landing Page of the WARNS Online System*

WARNS Dashboard

go.warns.wsu.edu/dashboard/

Washington Assessment of the Risk and Needs of Students (WARNS)

You are logged in as Bruce CGSDUser Logout

Admin Dashboard

- Start Assessment
- Assessment Links
- Student Data
- Manage Admins
- Communication Guidance
- My Account

WARNS Assessment Versions

Version	Scores	Demographics	Background	Response Record	Middle School
FULL	Yes	Yes	Yes	Yes	No
NEEDS	Yes	Yes	No	Yes	Yes
CONFIDENTIAL	Yes	Yes	No	No	Yes

Background: Static information about the youth's history such as involvement with the juvenile justice system, living arrangements, exposure to violence.

Response Record: This refers to the responses to the individual WARNS questions and whether they are displayed on the final WARNS report.

Each of the tiles in Figure 1 will be explained in the following sections. The Table of WARNS Assessment Versions reminds the user of the five different versions of the WARNS (three high school versions and two middle school versions). All versions of the WARNS provide all the questions that are used to score the six Risk Scales. The Full version provides additional background questions; the Needs version only provides the WARNS scored items; the Confidential version produces a report that includes only the scores for the six Risk Scales but does not include the student responses. The Full and Needs versions provide a list of all WARNS items and the student responses.

Setting Up a WARNS Assessment: Administrative Section

To begin an assessment, click the *Start Assessment* tile (Figure 3). A dropdown menu will appear with the versions outlined in the *WARNS Assessment Versions* Table. There are three high school versions and two middle school versions. There is currently no “Full” version for the middle school. Each version is described in detail below.

Figure 3. Selecting an Assessment Version

The screenshot shows the WARNS Admin Dashboard. At the top, there's a header with the WARNS logo and the text 'Washington Assessment of the Risk and Needs of Students (WARNS)'. Below this, the 'Admin Dashboard' title is centered. There are six blue tiles: 'Start Assessment' (with a dropdown menu open showing 'HS Full', 'HS Needs', 'HS Confidential', 'MS Needs', and 'MS Confidential'), 'Assessment Links', 'Student Data', 'Communication Guidance', and 'My Account'. Below the tiles is a table titled 'WARNS Assessment Versions'.

Version	Scores	Demographics	Background	Response Record	Middle School
FULL	Yes	Yes	Yes	Yes	No
NEEDS	Yes	Yes	No	Yes	Yes
CONFIDENTIAL	Yes	Yes	No	No	Yes

Below the table, there are two definitions: **Background:** Static information about the youth's history such as involvement with the juvenile justice system, living arrangements, exposure to violence. **Response Record:** This refers to the responses to the individual WARNS questions and whether they are displayed on the final WARNS report.

Important Note: Each version of the WARNS assessment asks all WARNS items that go into scoring the six Domain Risk Scales.

- (1) **Full Version:** In addition to the WARNS items, this option gives the youth additional questions about their background and history, such as family functioning and organization, school attendance and engagement, juvenile justice involvement, and barriers to school attendance. These responses will appear on the WARNS Report along with the WARNS items produced immediately following the completion of the survey. This option is useful the first time the WARNS assessment is given to provide the administrator with additional background information about the youth. This version is currently only available for High School assessments.

- (2) **NEEDS Only Version:** This option allows users to administer only the demographic questions and the WARNS items (approximately 40 questions total). This is the *fastest* assessment option and will still produce the *low*, *moderate*, and *high* Total Need for Support Score, and *low*, *moderate*, and *high* risk scores for the six Risk Scales (Aggression-Defiance, Depression-Anxiety, Substance Abuse, Peer Deviance, Family Environment, and School Engagement). All responses will appear on the report produced immediately after the survey's completion.
- (3) **Confidential Version:** This option allows users to administer only the demographic questions and the WARNS items (approximately 40 questions total). It produces the Total Need for Support Score (*low*, *moderate*, and *high need for support*), and the six Risk Scale scores (*low*, *moderate*, and *high* risk). **No responses are reported at the end of the survey administration.** Only the first page of the WARNS Report will be produced. This version may be appropriate when administrators believe the youth will respond more openly if they know their item-level responses will not be shown in the report or viewed by the administrator. Please be mindful that all youth responses are still accessible through the data download option in the online platform.

Administrative Pages

After selecting an assessment version from the dropdown menu, the administrative page shown in Figure 4 will appear. This page is used to enter basic administrative details about the youth being assessed before the assessment begins.

Figure 4: *The Administration Page*

Start WARNS Assessment

go.warns.wsu.edu/start-assessment/hs_needs/

Washington Assessment of the Risk and Needs of Students (WARNS)

You are logged in as Bruce CGSDUser Logout

School:

Userid:

Is this youth identified as being eligible to receive special education?

Does this student have a 504 Plan in place?

Is this student recently transferred/entered to the school?

What is the reason for this assessment?

Other reason:

Is this a test (not a real assessment)? ☐

Start Assessment

The administrator should select a school from the school dropdown menu and enter a unique ID for each youth. The ID must be a number and not a name. Please refer to the User Agreement for maintaining the confidentiality of student identity.

1. You may make up an ID number. If you create your own student ID and need to reassess the student at a future date, then you will need the same ID to compare reports.
2. You may use the student's school ID. If you use the student's school ID, please remember that it will appear on printed reports and should be kept secure and confidential. Using the student's school ID will allow you to reassess the student at a later date and compare reports.
3. Respond to the additional questions on the page. These remaining questions are optional, but they provide the opportunity to record vital information about the assessment.
4. Click the **"Start Assessment"** button and then give the youth access to the computer to complete the assessment.

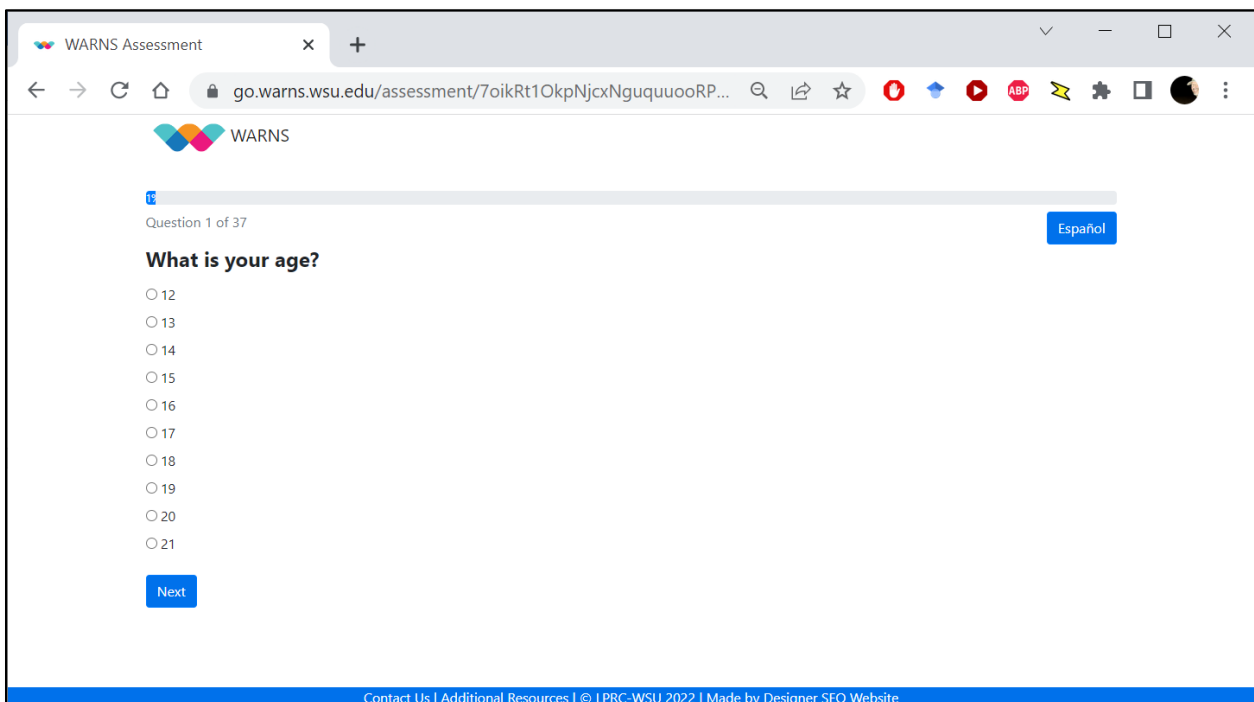
Please remember to keep all printed student reports secure and confidential and refrain from writing students' names on any WARNS reports unless directed by a court to do so.

Taking the WARNS: Youth Section

Once the assessment is started, students should respond to all items independently. Administrators may read items aloud, if necessary, but should encourage students to answer independently.

Figure 5 shows the first demographic question on the assessment. Please note that students can switch to Spanish at any time during the administration of the assessment by clicking on the “*Español*” button in the upper right of the screen shown in Figure 5.

Figure 5: *The First Page of the Youth Section*



The screenshot shows a web browser window with the title "WARNS Assessment". The address bar displays the URL "go.warns.wsu.edu/assessment/7oikRt1OkpNjcxNguquuoRP...". The page features the WARNS logo at the top left. Below the logo, a progress bar indicates "Question 1 of 37". In the top right corner, there is a blue button labeled "Español". The main content area displays the question "What is your age?" followed by a list of radio button options: 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21. At the bottom left of the question area, there is a blue button labeled "Next". The footer of the page contains the text "Contact Us | Additional Resources | © LPRC-WSU 2022 | Made by Designer SEO Website".

The WARNS Questions

Figure 6 shows the first set of WARNS questions, which all begin with the leading stem: **We would like to know how you have been doing during the past 2 MONTHS**. All high school WARNS questions have the same response categories shown in Figure 5: *Never or hardly ever, Sometimes, Often, Always or almost always*. The middle school WARNS questions have the same leading stem but only three response categories: *Never or hardly ever, Sometimes, Always or almost always*.

Once again, please note that the Spanish version of the assessment may be accessed by clicking on the ***Español*** button in the upper right of the screen, as shown in Figure 6.

Figure 6: *The WARNS Items (high school version)*

WARNS Assessment

37%

Question 26 of 37

We would like to know how you have been doing during the past 2 MONTHS

[Español](#)

	Never or hardly ever	Sometimes	Often	Always or almost always
I liked going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got into physical fights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt close to my parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my family have had lots of worries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being with my family was stressful for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Back](#) [Next](#)

If a question is not answered, a **warning message** will appear requiring a response before moving on to the next set of items. This precaution is in place because all WARNS questions must have a response to calculate the WARNS Risk Scores. We cannot substitute a value for any skipped question out of concern for either over- or underestimating the scores for the youth.

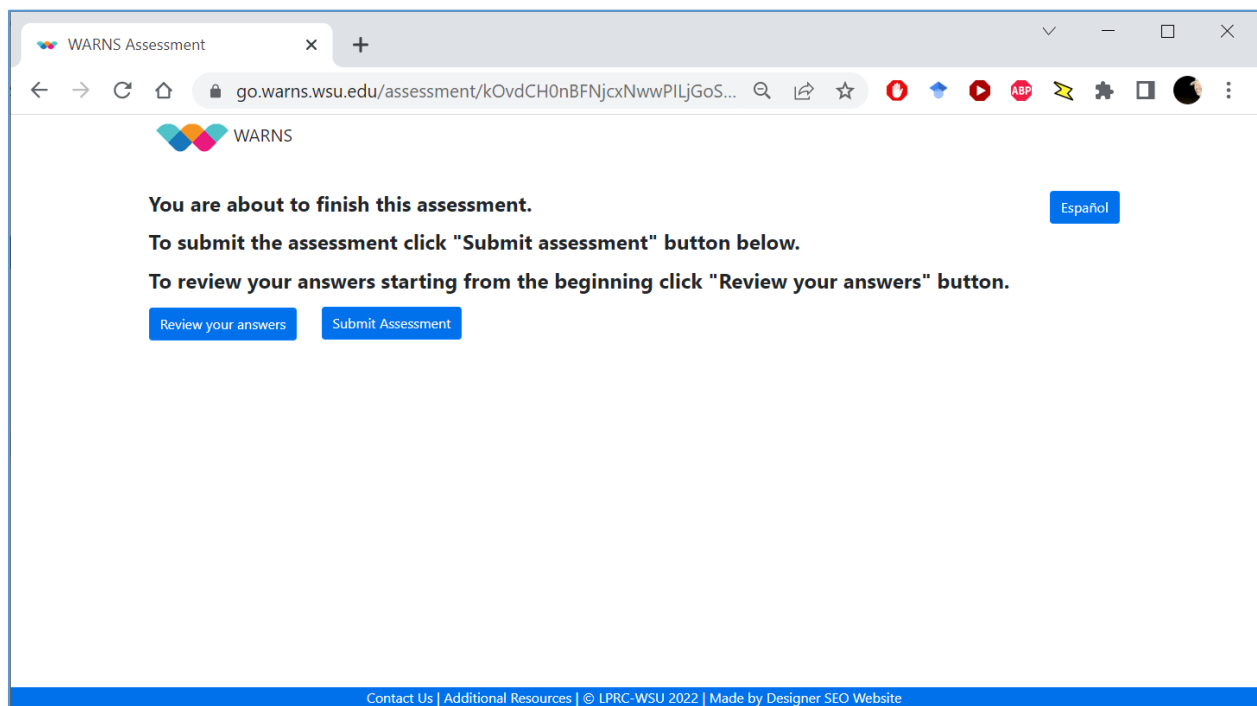
Administrators should always keep in mind that **the assessment is voluntary** and that the **youth may stop responding at any time**. The assessment should be stopped if a youth is

uncomfortable answering a particular question. This protocol is part of the WARNS User Agreement.

Submitting the Survey

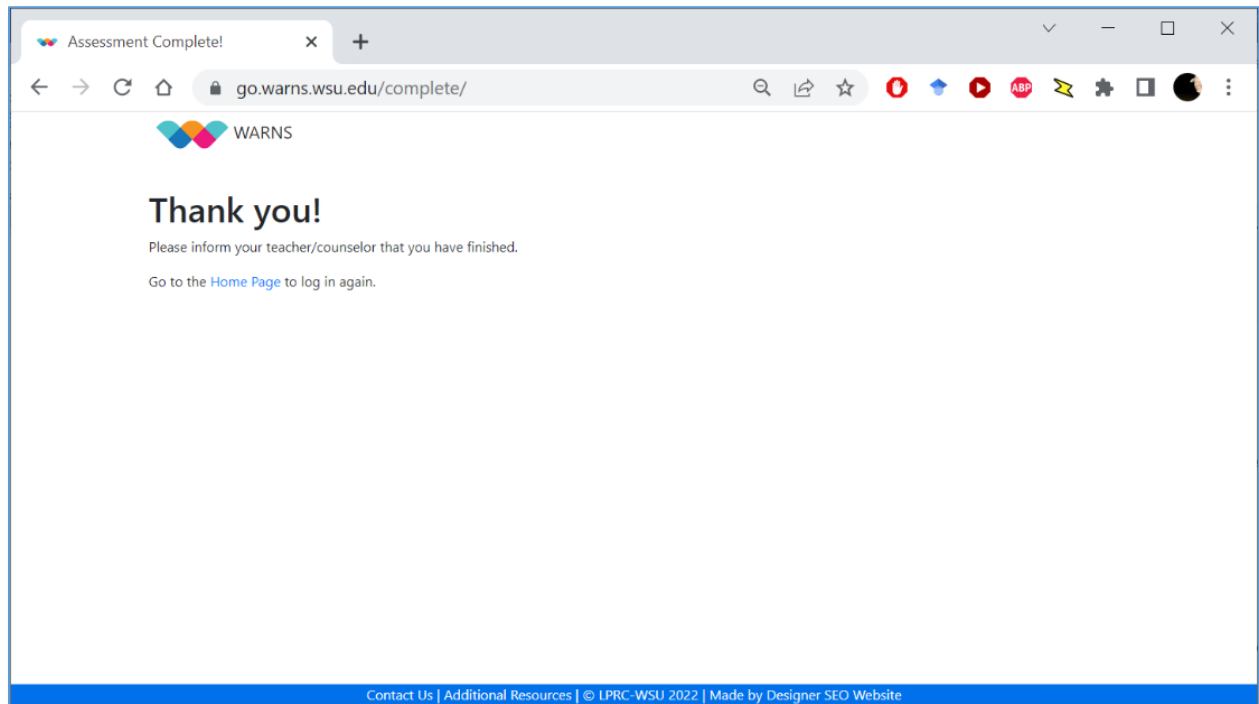
After students complete all assessment items, the submission page appears (Figure 7). From this page, they may review their responses or submit the assessment. The Administrator of the assessment may take control of the computer at this time and click the “**Submit Assessment**” button. If the youth chooses to review their responses, they may change them as needed, but will always return to this submission page for the counselor to take back control of the computer.

Figure 7: *The Transition Page Back to the Administrator*



Once the **“Submit Assessment”** button has been clicked, the screen shown in Figure 8 will appear. The Administrator will be required to log in again with their credentials to access the WARNS Report for the youth. This security step is in place to prevent the youth from gaining access to the data in the system for other individuals. After clicking the **“Home Page”** link, the administrator will return to the login screen.

Figure 8: *The Administrator Logs Back In*



Once logged back into the dashboard on the Landing Page, a gold “**Confirm Assessments**” button will appear, as shown in Figure 9. This message and button only appear if the administrator has outstanding assessments that must be confirmed and viewed.

Figure 9: Confirming Assessments

The screenshot shows the WARNS Admin Dashboard in a web browser. The browser address bar shows 'go.warns.wsu.edu/dashboard/'. The page header includes the WARNS logo and the text 'Washington Assessment of the Risk and Needs of Students (WARNS)'. A user is logged in as 'Bruce CGSDUser' with a 'Logout' button. The main heading is 'Admin Dashboard'. Below this, a message states 'You currently have at least one assessment that needs to be confirmed.' followed by a yellow 'Confirm Assessments' button. There are six blue buttons arranged in a 2x3 grid: 'Start Assessment', 'Assessment Links', 'Student Data', 'Manage Admins', 'Communication Guidance', and 'My Account'. Below the buttons is a section titled 'WARNS Assessment Versions' containing a table with the following data:

Version	Scores	Demographics	Background	Response Record	Middle School
FULL	Yes	Yes	Yes	Yes	No
NEEDS	Yes	Yes	No	Yes	Yes
CONFIDENTIAL	Yes	Yes	No	No	Yes

Below the table, a note defines 'Background': Static information about the youth's history such as involvement with the juvenile justice system, living arrangements, exposure to violence.

After clicking the gold **“Confirm Assessments”** button, the administrator will be taken to a page that lists all outstanding assessments needing to be confirmed and viewed. Click on the **“Confirm”** button, as shown in Figure 10. The administrator will then be allowed to confirm or provide the demographic information of the youth.

Figure 10: *Confirm Your Outstanding Assessments*

View Confirmations

go.warns.wsu.edu/view-confirmations/

Washington Assessment of the Risk and Needs of Students (WARNS)

You are logged in as Bruce CGSDUser Logout

Start Assessment Assessment Links Student Data Manage Admins Communication Guidance My Account

Assessments to be confirmed

Student ID	Sub Org	Version	Date	Confirm	Delete
15253545	Combined HS MS	Needs	May 9, 2023	Confirm	Delete
4444	Crimson High School	Needs	May 9, 2023	Confirm	Delete

https://go.warns.wsu.edu/confirm-assessment/6716/demographics/ Additional Resources | © LPRC-WSU 2022 | Made by Designer SEO Website

The next screen, shown in Figure 11, allows the administrator to record their impression of the fidelity of the assessment. One recommended use is to record thoughts on the integrity of the youth responses – whether or not the youth took the assessment seriously, or any issues or behaviors that may have affected the integrity of the responses. Once this step is completed, click the “**Confirm**” button at the bottom of the screen in Figure 11.

In order to maintain confidentiality and compliance with the WARNS User Agreement, please do not enter the name of the youth in this space.

Figure 11: *Confirmation Administration Screen*

Confirm Assessment

Washington Assessment of the Risk and Needs of Students (WARNS)

You are logged in as Bruce CGSDUser [Logout](#)

[Start Assessment](#) [Assessment Links](#) [Student Data](#) [Manage Admins](#) [Communication Guidance](#) [My Account](#)

Confirm Assessment

Userid:

Is this youth identified as being eligible to receive special education?

Does this student have a 504 Plan in place?

Is this student recently transferred/entered to the school?

Did the respondent seem to take the survey seriously and answer the questions honestly and accurately?

Assessment Notes (Please do not enter the student's name in this box):

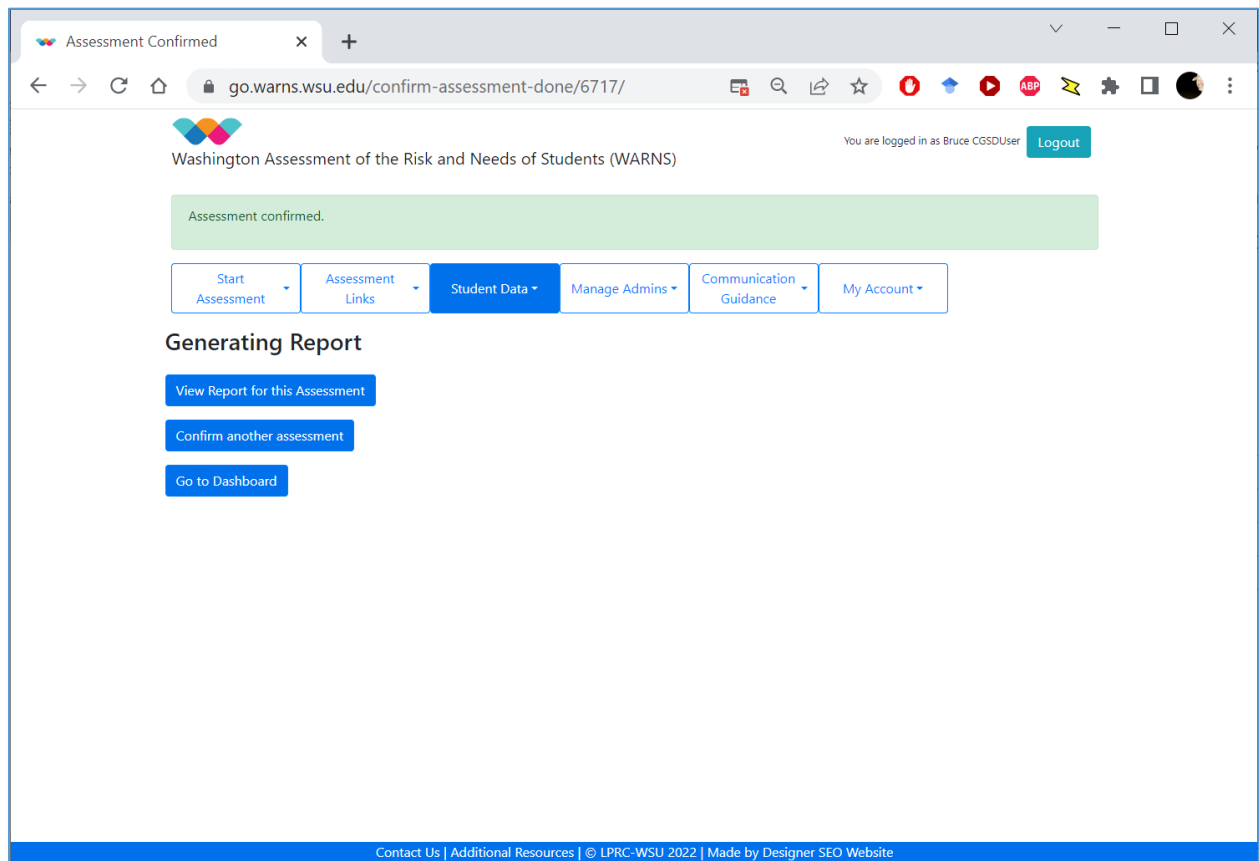
Reason for assessment:

Other reason:

[Confirm](#)

After confirming the assessment, the administrator will be given options for viewing the assessment report, confirming another assessment, or returning to the dashboard on the Landing Page. To view the report you confirmed, click the “***View Report for this Assessment***” button, as shown in Figure 12.

Figure 12: *Accessing the Report*



The WARNS Report

Figure 13 depicts an example of a WARNS Report that opens in your browser as a downloadable PDF file. The first page includes the youth's identification number and demographic information. Next, the report includes the **Total "Need for Support" Score**, which identifies the student's overall risk level and the intensity of support they may require. There are three possible needs for support levels: **Low**, **Moderate**, and **High**. Next, the **Domain "Risk Scales"** indicates the level of risk assessed by the instrument for each domain. There are three possible risk levels for each domain: **Low Risk**, **Moderate Risk**, and **High Risk**.

Figure 13: *The WARNS Report*

The screenshot shows a web browser displaying a PDF of a WARNS Assessment Report. The browser's address bar shows 'ASSESSMENT REPORT' and '1 / 3'. The report title is 'Assessment Report High School'. The logo for 'Washington Assessment of the Risks and Needs of Students' is visible. The report is divided into sections: Student Information, Total Score, Risk scales, and Assessment notes. The 'Total Score' section shows a 'Need for support: MODERATE (42)' with a note about the high school range. The 'Risk scales' section lists six categories with their respective risk levels: Aggression-Defiance (LOW RISK), Depression-Anxiety (MODERATE RISK), Substance Abuse (LOW RISK), Peer Deviance (LOW RISK), Family Environment (HIGH RISK), and School Engagement (HIGH RISK). Each risk level is color-coded (green for low, yellow for moderate, red for high). To the right of each risk level is a link to 'Vignettes related to' that category. Red circles and arrows highlight the 'Total Score' and 'Risk scales' sections.

Student Information	
Student ID:	12321
Administration date:	9/17/2025
Gender:	Female
Age:	15
Grade:	9
Race/Ethnicity:	White/Caucasian
Special education:	-
Plan 504:	-

Total Score	
Need for support:	MODERATE (42)
*High School Range (0-37= Low, 38-49= Moderate, 50+= High)	

Risk scales	
Aggression-Defiance:	LOW RISK
Depression-Anxiety:	MODERATE RISK
Substance Abuse:	LOW RISK
Peer Deviance:	LOW RISK
Family Environment:	HIGH RISK
School Engagement:	HIGH RISK

Assessment notes	

The cutoff ranges for these classifications are also presented. Please note that the ranges for the Total Need for Support levels differ between the high school and middle school versions. Following the total score, the Domain Risk Scales are presented. Each scale is classified as low, moderate, or high risk, and color-coded for quick and easy identification of the results. The


report then presents information from every item on the survey, which is organized by the content of the items. If the user requested the Confidential version, only the demographics, Total Score, and the six Domain Risk Scales will appear on the report. Please consult the sections below on the interpretation of the Total Need for Support Score and the Risk Scale levels.

For the **Full** and **Needs Only** administration options, you can scroll down to page 2 of the report (Figure 14) to see all the student responses to the questions they were given.

This allows the administrator to engage in a more detailed conversation with the students about their risk areas.

The **Confidential** administration option will not list the individual items and responses.

Figure 14: *The WARNS Report Item Responses*

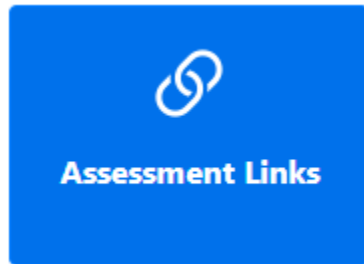
 Washington Assessment of the Risks and Needs of Students	<h2>Assessment Report High School</h2>
WARNS RISK SCALES	
Aggression-Defiance	
I picked on or bullied other kids: Never or hardly ever	
I lost my temper and hit or yelled at someone: Never or hardly ever	
I lied, disobeyed, or talked back to adults: Never or hardly ever	
I got so angry I hit or broke something: Never or hardly ever	
I lied, scammed, or conned someone to get what I wanted: Never or hardly ever	
I threatened to hurt someone: Never or hardly ever	
I damaged or stole something on purpose: Never or hardly ever	
Aggression-Defiance score: 0 (LOW RISK)	
Depression-Anxiety	
I didn't care about anything or anyone: Never or hardly ever	
I felt like nothing could cheer me up: Never or hardly ever	
I got so nervous I felt sick, had trouble breathing, or felt shaky: Sometimes	
I felt hopeless about the future: Never or hardly ever	
I was so worried or bothered by things it was hard to concentrate: Always or almost always	
I had trouble sleeping or eating because I couldn't get something off my mind: Never or hardly ever	
I felt down, sad, or unhappy: Always or almost always	
I felt more tense, irritated, or worried than usual: Never or hardly ever	
Depression-Anxiety score: 7 (MODERATE RISK)	

FOR ADDED SECURITY, BE SURE TO CLOSE THE BROWSER TO PREVENT OTHER INDIVIDUALS FROM VIEWING THE RESPONSES OF ANOTHER YOUTH.

ADDITIONAL FEATURES OF THE WARNS ONLINE PLATFORM

Additional features of the online platform are presented below. Depending on the permissions assigned by WSU or your organization's Primary User, you may see all or only some of these features. Within each section below, the respective Tile displayed on the Landing Page of the online platform is featured.

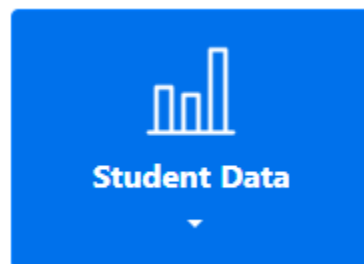
Assessment Links



"Assessment Links" feature is designed to make it easier for organizations to assess large numbers of students with limited staff. Instead of starting one assessment at a time, administrators can generate a reusable link that students use to start the assessment directly. This feature is particularly helpful in settings such as classrooms or computer labs, where many students can complete the assessment simultaneously on their own devices. Using an assessment link streamlines the assessment setup process, allowing administrators to manage group administrations efficiently.

Assessment links are active for 8 hours after they are created. Permanent links can be created by clicking the Edit button next to the link and selecting the "Permanent" checkbox. For more information on assessment links, please see the video on our website at <https://warns.wsu.edu/getting-started/training/>.

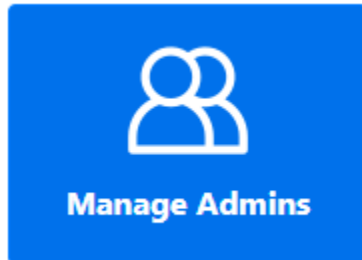
Student Data



The **"Student Data"** Tile provides access to your organization's data, including archived WARNS Reports. The drop-down arrow on the tile reveals three options: **"Summary," "View,"** and **"Download."**

The **"Summary"** page displays summary tables of the number of assessments your organization has performed. Tables are presented by the organization, sub-organizations (e.g., schools within districts), assessment versions, and Risk scores. The **"View"** page lists individual student assessments that can be filtered by date, school, or student ID. From this page, administrators can reopen score reports for completed assessments. Finally, the **"Download"** page allows you to download your organization's raw data to an Excel file and includes a date filter. A detailed codebook is available to help interpret the data downloaded from the system, providing definitions of the items, scales, and scores included in the file. The codebook can be accessed through this link: [2025 WARNS Codebook](#).

Manage Admins



“Manage Admins” requires user management permissions. This feature enables users to create, delete, and manage permissions for all other users. By default, WSU assigns this permission to the Primary User indicated on the User Agreement. The Primary User may also assign permission to other district- or school-level users. The permission only allows users to manage other users at their own or a lower level in the organization. Clicking on the **“Manage Admins”** Tile takes you to a page listing all your organization’s users and their assigned permissions. To add a new user, click **“New Admin.”** On the New Admin page (see Figure 15), enter a user’s name and email address (the email address will serve as the user ID), then assign the appropriate permission(s) by checking the boxes provided.

Figure 15: *The New Admin Page*

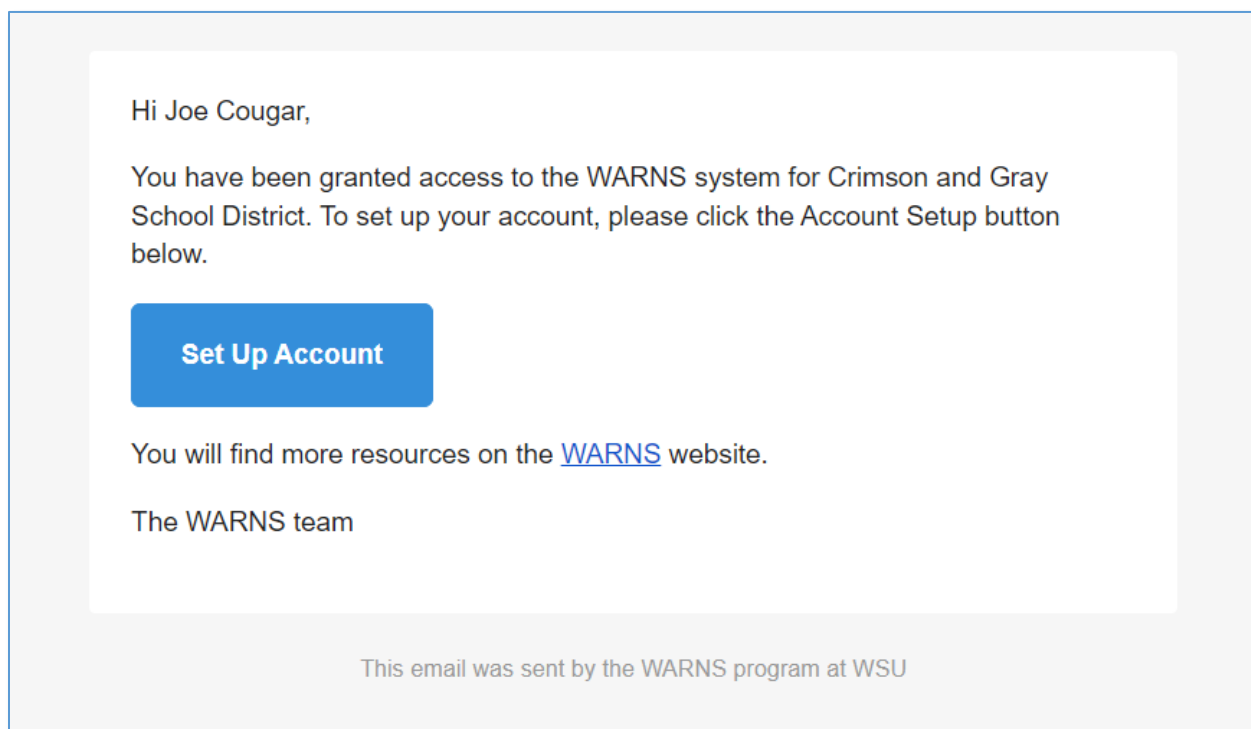
A screenshot of a web browser showing the "New Admin" page. The browser's address bar shows "go.warnis.wsu.edu/new-administrator/". The page header includes the WARNIS logo, the text "Washington Assessment of the Risk and Needs of Students (WARNIS)", and a login status "You are logged in as Bruce CGSDUser" with a "Logout" button. A navigation bar contains several buttons: "Start Assessment", "Assessment Links", "Student Data", "Manage Admins" (which is highlighted in blue), "Communication Guidance", and "My Account". The main content area is titled "New Admin". It features a dropdown menu for "Level" set to "Crimson and Gray School District". Below this are several checkboxes for permissions: "User management:", "Student record access:", "Administer assessment:", "Individual assessment reports:", and "Data download:". At the bottom of these are three text input fields for "Email address:", "First name:", and "Last name:". A blue "Add Admin" button is positioned below the input fields. The footer of the page contains the text "Contact Us | Additional Resources | © LPRC-WSU 2022 | Made by Designer SEO Website".

User Permissions include:

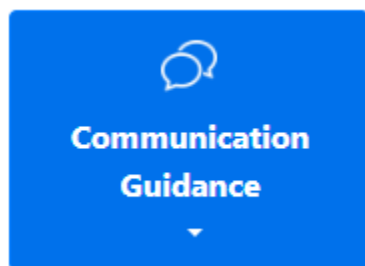
- ***“User management”***: the ability to create new users at the same level or lower level.
- ***“Student records access”***: the ability to access existing records for students at their defined level or lower level. For example, district-level users can view data for any student at any school within their school district (or organization). A school-level user can only access data at their school.
- ***“Administer assessment”***: the ability to administer the WARNS assessment.
- ***“Individual assessment reports”***: the ability to recreate an individual WARNS report for a student they have access to.
- ***“Data download”***: the ability to download an Excel sheet of data for the level and organization at which they are defined. The user will NOT have access to data from any other school or district in the database.
- ***“Sub Orgs”***: displays a list of all sub-organizations within the organization, and allows a user’s access to be limited to one or more sub-organizations. This restriction applies to data access, assessment administration, user management, and all other functions. By default, the Primary User has organization-level access, which allows them to view and manage all sub-organizations within the organization.

IMPORTANT NOTE: After a new user is created, the system sends an automated activation email from WARNS@wsu.edu (see Figure 15). The Primary User should instruct new users to add this address to their safe-sender list in their email software, so that it does not get filtered into a spam folder. Some school districts, however, have additional software that may filter these emails. Contact WSU for assistance if your organization experiences difficulties receiving these emails. After the new user clicks the “**Set Up Account**” button in the email, they will be taken to the online WARNS system and prompted to define their own password. They will then have access to the system.

Figure 16: *Example WARNS Account Activation Email*



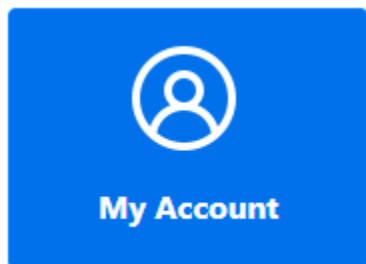
Communication Guidance



The “**Communication Guidance**” Tile provides resources for using the WARNS report, its scores, and the vignettes that can be used with students under the guidance of a counselor. The Tile drop-down menu includes three options. The first option is an “**Overview**” of the guidance, the second option is a discussion of the scoring on the WARNS “**Report**,” and the third option is guidance on the “**Vignettes**” available with the system. The vignettes are short stories that feature a central character who exhibits one of the WARNS domains and illustrate how risks and needs may play out in a student’s everyday life. They are intended to function as an additional conversation starter with

the student beyond the domain scores. Research has shown that it can be easier for students to talk about a fictional character than to talk about themselves in a conversation about a sensitive topic. The vignettes allow for some psychological distancing from potentially uncomfortable disclosures. They can also challenge feelings of isolation and the sense that the student is alone and uniquely afflicted. Through the vignettes, student barriers can be viewed and interpreted through a context of understanding and helping a hypothetical peer.

My Account



The “**My Account**” page allows users to change their password, user ID (email address), or name in the system.

A PROFESSIONAL’S GUIDE TO INTERPRETING THE WARNS RESULTS

WARNS Risk Scores

WARNS risk equations, scores, and categories have been developed to assess risk for delinquency¹ over one-year and two-year periods from the date of administration. Scoring and classification should not be used for other populations of students, given that the equations, classification, and predictive accuracy would undoubtedly vary.

Please consult the WARNS Technical Manual for detailed information on the Risk Scales and Total Need for Support Scores.

The Domain Risk Scales

All of the high school items that compose the Domain Risk Scales are measured on a four-point Likert-style rating scale indicating the frequency of the thought, behavior, or emotion during the previous two months. In the middle school version, the “Often” response is eliminated. The response categories are:

- *Never or hardly ever*
- *Sometimes*
- *Often*
- *Always or almost always*

¹ Risk for delinquency was defined as the probability of a court referral for an At-Risk Youth petition or a Truancy petition.

Each item on a scale receives a score from zero to three (or zero to two for the middle school). Higher scores reflect more problematic functioning. Most items are written regarding a problem behavior (e.g., *I got into physical fights*), though some assess positive feelings (e.g., *I felt close to my parents*) and are therefore reverse-scored. Note: **(r)** indicates items that are reverse-scored. Scores are then summed across all items for each of the scales.

Levels of Risk

Scores for each of the Domain Risk Scales are categorized into one of three risk levels: Low, Moderate, or High. Several early studies (discussed in detail in the Technical Manual) were conducted to determine the reliability and validity of the six risk scales and the accuracy of the WARNS in predicting truancy and distinguishing between youth with and without histories of truancy. The cut-points for the levels for each scale were determined by clinical judgment and by considering the score distributions of different groups of youth included in the study (e.g., high school students, students referred for truancy, and justice-involved youth). Please refer to the Technical Manual for detailed information on the reliability, validity, and cut-point specifications of each scale.

THE SIX RISK SCALES (High School Version)

Risk Scale: Aggression-Defiance (7 items)

The Aggression-Defiance scale is composed of seven items that assess the frequency of youths' externalizing, acting-out behaviors during the previous two months. Four items measure destructive aggression towards people or property:

- I lost my temper and hit or yelled at someone
- I threatened to hurt someone
- I picked on or bullied other kids
- I got so angry I hit or broke something

Individuals who exhibit aggressive behavior also tend to act out by defying authority, breaking rules, and lying to others. Three items on the Aggression-Defiance scale measure these behaviors. The three defiance items are:

- I lied, disobeyed, or talked back to adults
- I lied, scammed, or conned someone to get what I wanted
- I damaged or stole something on purpose

Risk Scale: Depression-Anxiety (8 items)

Some individuals may internalize their distress and experience depression and/or anxiety. Four items assessing symptoms of depression and four items assessing symptoms of anxiety compose the Depression-Anxiety scale. The four depression items measure the frequency of symptoms such as sadness, hopelessness, and lack of concern:

- I felt like nothing could cheer me up
- I felt down, sad, or unhappy
- I felt hopeless about the future
- I didn't care about anything or anyone

The four items assessing anxiety indicate a level of distress beyond one's typical experience or interfering with cognitive and physical functioning:

- I was so worried or bothered by things it was hard to concentrate
- I had trouble sleeping or eating because I couldn't get something off my mind
- I felt more tense, irritated, or worried than usual
- I got so nervous I felt sick, had trouble breathing, or felt shaky

Risk Scale: Substance Abuse (5 items)

The Substance Abuse scale is composed of five items. Substance use among adolescents is a great concern among parents, service providers, and others. Because even occasional drug or alcohol use may be a concern, youth are categorized as having a moderate need for intervention even if they say they *sometimes* use alcohol and marijuana:

- I got sick, passed out, or couldn't remember what happened because of alcohol and drugs
- I drank two or more alcoholic beverages in a day (beer, wine, liquor)
- I used drugs such as cocaine, ecstasy, meth, or pills
- I missed or skipped school in order to use or recover from alcohol or drugs
- I smoked, vaped, or used marijuana (pot, weed)

Risk Scale: Peer Deviance (5 items)

During adolescence, youth develop strong associations with their peer group and close friends. Teens often begin exploring different activities and relationships within these contexts, testing social norms and rules with greater intensity. The peer group has a highly influential role in the process. Five items assess peer deviance across a variety of behaviors:

- My friends got drunk or high from alcohol, marijuana (pot, weed), or other drugs
- My friends did things that could have got them arrested

- My friends got into trouble at school
- My friends skipped or cut class
- My friends got into physical fights

Risk Scale: Family Environment (6 items)

Parents continue to play a vital role in their children's social and emotional development throughout adolescence. As teens seek independence from their parents and develop stronger associations and intimacy with their peers, the parent-child relationship changes. The six items on the Family Environment risk scale are designed to assess the general quality of the parent-child relationship and environment. They are not designed to screen for serious or abusive altercations. All items are framed positively and, therefore, reverse-scored. Higher scale scores indicate a more dysfunctional home environment. The six items for family environment include:

- I felt close to my parents/guardians **(r)**
- I felt close to my family members **(r)**
- I could talk to my parents/guardians if I had a problem **(r)**
- I felt a family member would help me with my schoolwork if I asked **(r)**
- My parents/guardians would help me with my homework if I asked **(r)**
- I felt safe with my family **(r)**

Risk Scale: School Engagement (9 items)

How one adapts and performs in the challenging school environment has major implications for a youth's life. A lack of school engagement is associated with truancy, delinquency, and drug use in adolescence and is predictive of dropping out of school, adult criminal offending, and poor financial outcomes in adulthood, among others. The School Engagement scale consists of nine items. Two items assess feelings of connection to the school environment and the task of learning:

- I liked going to school **(r)**
- My classes were interesting **(r)**

One item assesses youths' efforts to succeed in school:

- I studied for my quizzes and tests **(r)**

Four items assess youths' attitudes and connections to teachers and school staff:

- I felt supported and respected by the adults at school **(r)**
- There was an adult at school I could talk to **(r)**
- My teachers cared about me **(r)**
- My teachers took a personal interest in me **(r)**

Lastly, two items assess peer context and school climate:

- My friends enjoyed school (**r**)
- School was a safe place for me (**r**)

Other WARNS Items

The WARNS contains several other items important to the risk and needs assessments. Most of these items are significant predictors of truancy, delinquency, and school drop-out (Hammond et al., 2007; Howell, 2003; Loeber & Farrington, 1998). These items are organized by content domain on the WARNS Report. The items, with response options in parentheses, are presented below.

Demographics

- ◆ **Age** (12 through 21²)
- ◆ **Grade** (6 – 12)
- ◆ **Gender** (Female, Male, Other)
- ◆ **Race/ethnicity** (American Indian/Alaska Native; African-American/Black; Asian; Hispanic/Latino; Pacific Islander; White/Caucasian; Other)

Family

- ◆ **Which adults do you currently live with?** (Mom, Dad, Step-mom, Step-dad, Grandmother, Grandfather, Other adult(s), No adult)
- ◆ **How many different homes have you lived in during the past 2 years?** (None (homeless), 1, 2, 3 - 5, 6 or more)
- ◆ **How many times have you been in foster care?** (none, 1, 2, 3 or more)
- ◆ **Did any of your sisters or brothers drop out of junior high or high school?** (Yes, No, I don't have any brothers or sisters)
- ◆ **How many times have you run away or been kicked out of your home for more than a day?** (0, 1, 2, 3 – 5, 6 or more)

School

- ◆ **How many different schools have you attended in the past 2 years?** (0, 1, 2, 3 – 5, 6 or more)
- ◆ **Have you ever been held back or not promoted to the next grade in school?** (Yes, No)

² Even though the WARNS was designed for 13 – 18 year-olds, it may be appropriate for slightly younger or older students depending upon the circumstances. However, the survey is not yet validated for use with students not yet in high school.

- ◆ ***What were your most recent grades at school?*** (Mostly A's and B's, Mostly B's and C's, Mostly C's and D's, Mostly D's and F's)
- ◆ ***How far do you think you will go in school?*** (Won't finish high school;; GED; High school diploma; 2-year college degree (Associate's); 4-year college degree (Bachelor's); Masters, doctorate, or other advanced degree)
- ◆ ***In the past YEAR, how many times did you skip or cut class?*** (Never, A few times all year, About once or twice a month, About once a week, More than once a week)
- ◆ ***How many times in your life have you been suspended or expelled from school?*** (0, 1, 2, 3-5, 6-10, 11 or more)

Criminal History

- ◆ ***How many times have you been arrested or charged with a crime?*** (0, 1, 2, 3 – 5, 6 or more)
- ◆ ***How old were you the first time you were arrested or charged with a crime?*** (10 – 20, not asked if never arrested or charged with a crime)
- ◆ ***How many times have you spent at least one night in juvenile detention?*** (0, 1, 2, 3 – 5, 6 or more)

Barriers to Attendance

Four items assess a student's current experiences and may play an important role in truancy-related behavior. These items are:

- ◆ ***Do you have a learning disability (LD), a mental health problem, or a behavior disorder (like ADD/ADHD)?*** (Yes, No)
- ◆ ***How often do you babysit or provide care for someone during school hours?*** (Never, Sometimes, Often)
- ◆ ***Do you have any health problems that make you miss a lot of school?*** (Yes, No)
- ◆ ***How often do you have trouble getting a ride to school?*** (Never, Sometimes, Often)

Trauma

- ◆ ***Have your parents divorced or separated in the last year?*** (Yes, No)
- ◆ ***Have you ever seen anyone very badly hurt or killed in person (not on TV, video, or computer)?*** (Yes, No)
- ◆ ***Did anyone you felt close to die in the last year?*** (Yes, No)

Finally, the WARNS includes a number of items that were not included in the six Domain Risk Scales. Some were included due to their general interest among stakeholders (e.g., experiences of being bullied, gang involvement), while others exist to determine if they can improve the reliability and validity of the Domain Risk Scales. These items may change periodically as part of the management and improvement process of the WARNS assessment by researchers at WSU.

THE SIX RISK SCALES (Middle School Version)

The middle school WARNS items presented below are organized according to the six domains. The items use a three-point response scale (0 = *Never or hardly ever*, 1 = *Sometimes*, 2 = *Always or almost always*). Note: **(r)** indicates items that are reverse-scored.

As with the high school WARNS, each set of items is presented with the leading question stem:

We would like to know how you have been doing during the past 2 MONTHS:

Aggression-Defiance

- I get into fights
- I lose my temper
- I steal or break things on purpose
- I get so mad I hit or yell at people
- I lie to people
- I pick on or tease other kids
- I do things that could get me arrested

Depression-Anxiety

- Nothing cheers me up
- I feel sad or unhappy
- I worry about things
- I get nervous
- I have trouble sleeping or sleep too much
- Even when I'm not sick, I don't feel like eating

Substance Abuse

- I use tobacco products or vape
- I have used alcohol (beer/wine/liquor)
- I use pot/weed/marijuana
- I get high or drunk from drugs or alcohol
- I have experimented with drugs

Peer Deviance

- My friends get into fights
- My friends get into trouble at school
- My friends steal or break things
- My friends have been arrested
- My friends break the rules at home or school

Family Environment

- I like my parents/guardians **(r)**
- My family would help me with schoolwork if I asked **(r)**
- I felt safe with my family **(r)**
- I felt a sense of belonging in my family **(r)**

- I do fun things with my parents/guardians **(r)**
- I follow the rules at home **(r)**

School Engagement

- I like school **(r)**
- I like my teachers **(r)**
- I get good grades at school **(r)**
- I learn important things at school **(r)**
- My classes are interesting **(r)**
- There is an adult at school I could talk to **(r)**
- My friends enjoyed school **(r)**
- My teachers care about me **(r)**
- School was a safe place for me **(r)**

DEVELOPMENT, RELIABILITY, AND VALIDITY OF THE WARNS

Test reliability and validity information are essential and fundamental aspects of test construction. Test score validity refers to the degree to which the decisions and inferences based on test scores are justified by supporting evidence (Linn, 2005). Many forms of evidence contribute to supporting the construct validity of test scores for a given purpose (Messick, 1989). We provide several pieces of evidence for the WARNS scores that are documented in the technical manual:

Summary of Test Reliability and Validation Evidence

Evidence demonstrates that the WARNS scores have strong reliability. The scores have:

- High internal consistency.
- A high degree of test-retest reliability.
- A high degree of inter-rater reliability.

Evidence demonstrates that:

- Test content in the WARNS is supported.
- The WARNS factor structure is supported.
- The WARNS items function similarly across major identified groups.
- Correlations with external variables reveal that WARNS scores are correlated as expected with other measures.
- The WARNS scores show expected differences in expected groups.

Major forms of reliability and validity evidence were provided to support the WARNS scores and inferences. However, exhaustive validity evidence is impossible to collect given (a) building validity evidence is an ongoing process, (b) an assessment program or assessment developer cannot foresee all uses of the scores, and (c) a test developer cannot predict every type of youth that may be assessed. However, the evidence we present provides a strong foundation for using the WARNS.

For detailed information on the WARNS reliability and validity evidence, please consult the *WARNS Technical Manual*.

References

- Austin, B. W., French, B. F. (Eds.), (2017). *WARNS Technical Manual*. Pullman, WA: Learning & Performance Research Center, Washington State University.
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Appendix A: WARNS User Agreement
with
Washington State University

PLEASE DOWNLOAD THE LATEST WARNS USER AGREEMENT FROM OUR INFORMATION
WEBSITE AT <https://warns.wsu.edu/getting-started/manuals/>

Appendix B: Consent Forms

The use of consent forms is not required by WSU. Organizations wishing to use consent forms may visit the [WARNS.wsu.edu](https://warns.wsu.edu) website to obtain templates of forms for use with guardians and youth.



