

New Client Referral - Reference Guide



Purpose

This document provides a guide for completing the ESP referral form.

Refer to the text in the 'Explanation and examples' column if you need clarification on the meaning or interpretation of any fields in the referral form. It provides clear explanations and guidance to help you fill out the form accurately and effectively.

If you require further assistance, please contact us at esp@dcj.nsw.gov.au.

Factors relating to Violent Extremism (VE)

The following prompts and examples are provided to assist referrers in understanding the information required to complete the VE vulnerability indicators section.

Indicator	Explanation and examples
Is this person expressing any grievances or ideological views? If so, who to & how?	- Do these views dominate all discussions? - Do these views lead to disagreements and conflicts with others in the person's life? - Is there a specific person or event related to their views that the person talks about? - Do they try to influence others to share their views?
Do they have links to an extremist group or movement? Could be online or in person.	This can include any historical or current links.
Has there been a change in appearance or behaviour? Have they withdrawn from activities or friendship groups?	- Examples of change in appearance or behaviour include clothing, hairstyle, or language. - Are they spending less time with peers/family or isolating themselves from others?
Is there evidence of negative views or threats of violence directed towards a particular group of people?	This could be based on race, politics, sexuality, religion etc. What language do they use to describe this group?
Are they spending time researching their ideological views? If so, how? (e.g. online research, social media, or chat)	If yes, how frequent is this?
Have their interests and/or behaviours escalated over time?	Example of this include: - Researching topics, constantly talking about interest, becoming more argumentative, fixed views, withdrawal from other activities - Researching or attempting to obtain weapons or materials relating to their interest area.

Non-VE related vulnerabilities

The following prompts and examples are provided to assist referrers in understanding the information required to complete the non-VE vulnerability indicators section.

Indicator	Explanation and examples
Concerns about self-esteem/sense of identity	- Do they perceive themselves negatively or present with low self-esteem? - Are they confident in their personal values and goals, or do they often jump between ideas and groups? - Are they easily swayed by others’ opinions and views?
Mental Health concerns and/or Neurodivergence	This can be diagnosed or suspected.
Negative experiences with government agencies or supports	- What agencies were these with? - How recent were these experiences? - Do they talk about these experiences often?
Alcohol and other drug use	Please include any level of substance use.
Impulsivity/self-control	- Do they appear to have a high appetite for risk? - Do they behave erratically/without fear or consequences?
Anti-social and/or aggressive behaviours	This can include physical or verbal aggression, crime or other violent behaviour.
Experiences of trauma or adverse life events	Have these been significant or ongoing events in their life?
School, work, or peer challenges	Are there any significant issues in these arenas, such as difficulties making friends, behavioural issues, or finding/maintain employment?
Family challenges	- Are these relationships negative? - Does their family encourage negative behaviours?
Problem solving/grievances	Can they manage situations where they believe they have been victimised?

Protective Factors

The following prompts and examples are provided to assist referrers in understanding the information required to complete the protective factors section.

Protective Factors	Explanation and examples
Safe and secure living environment	<i>Is their home environment safe?</i>
Stable/supportive social or family networks	<i>Do they have strong relationships with family/community members?</i>
Education, skills, or qualifications	<i>What level of education do they have? Do they have any aspirations to complete any study or trade qualifications?</i>
Employment/School Attendance	<i>What is the level of attendance? Do they seem committed to employment/school?</i>
Future goals/aspirations	<i>Do they have hope for the future? Is there a sense of optimism?</i>
Pro-social relationships	<i>Are there positive role models or figures in their life?</i>
Hobbies/Interests	<i>Do they have any hobbies outside of school/employment? Are their interests varied or narrow?</i>
Other protective factors	<i>Examples may be, level of resilience, or connection to cultural heritage.</i>

Additional Information

The following prompts and examples are provided to assist referrers in understanding the information required to complete each question in the additional information section.

What existing services or supports are in place for this person?

Please include any existing or historical government or non-government supports. This information will be used to assist the ESP with determining whether there is a unique role/type of support required.

What role do you see ESP playing in supporting this person?

Please include any examples and the level of support required. This information will be used to assist the ESP with determining whether there is a unique role/type of support required.

Has this referral been discussed with the person/caregiver? If so, how receptive were they to the idea?

We ask this because the ESP have found a warm referral process to be the most successful.

Additional information that may assist in determining suitability for the Program:

Please provide any additional information that might support this referral which hasn't been outlined anywhere above.