

Washington State  
Juvenile Court Assessment  
Manual Version 2.1

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# TABLE OF CONTENTS

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<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
I. History of the Washington State Juvenile Court Assessment (WSJCA) .....	1
II. Helping Manage Youth on Community Supervision Using the WSJCA to Focus on Reducing Risk and Increasing Protective Factors .....	3
III. Evolution of Risk Assessment .....	5
<b>CHAPTER 2: INTRODUCTION TO THE WSJCA</b> .....	<b>11</b>
I. Development of the WSJCA.....	11
II. Summary of Items and Instrument .....	13
III. Pre-Screen Assessment and Scoring.....	16
<b>CHAPTER 3: WSJCA DOMAINS</b> .....	<b>23</b>
I. General Overview of the Administration Process .....	23
II. Tips for Gathering Collateral Information.....	23
III. WSJCA Domains.....	25
Domain 1. Criminal History.....	27
Domain 2. Demographics.....	37
Domain 3. School.....	39
Domain 4. Use of Free Time .....	51
Domain 5. Employment.....	57
Domain 6. Relationships .....	63
Domain 7. Family .....	69
Domain 8. Alcohol and Drugs.....	85
Domain 9. Mental Health.....	93
Domain 10. Attitudes/Behaviors .....	103
Domain 11. Aggression .....	111
Domain 12. Skills .....	117
<b>CHAPTER 4: WSJCA EVIDENCE-BASED INTERVENTIONS</b> .....	<b>125</b>



## CHAPTER 1: INTRODUCTION

### I. HISTORY OF THE WASHINGTON STATE JUVENILE COURT ASSESSMENT (WSJCA)

The 1997 Washington State Legislature established the Community Juvenile Accountability Act (CJAA). The goal of the Act is to reduce recidivism and crime rates of juvenile offenders in Washington State. Under the Act, local governments can apply for funds to provide a continuum of community-based programs emphasizing a juvenile offender's accountability and assisting the offender to develop the skills necessary to function efficiently and positively in the community in a manner consistent with public safety.

The legislation specified that the Washington State Department of Social and Health Service's Juvenile Rehabilitation Administration, in consultation with the Washington Association of Juvenile Court Administrators, the State Law and Justice Advisory Council, and the Family Policy Council, establish guidelines for the Community Juvenile Accountability Programs. The Act requires that guidelines contain the following requirements for programs:

- Target diverted and adjudicated juvenile offenders;
- Use a risk assessment to determine which programs are most likely to be effective with particular juvenile offenders;
- Use maximum structured community supervision to the greatest extent possible;
- Promote good work ethic values and educational skills;
- Maximize delivery of services that reduce risk factors associated with juvenile offending;
- For juveniles released from confinement, maximize the reintegration of offenders into the community;
- Maximize the juvenile offender's opportunity to make full restitution to victims and the community;
- Encourage court discretion in imposing community-based interventions;
- Be compatible with research that shows which prevention and early intervention strategies work with juvenile offenders;
- Be outcome-based;
- Include an evaluation component; and
- Recognize the diversity of local needs.

The Washington State Association of Juvenile Court Administrators asked the Washington State Institute for Public Policy to develop the risk assessment specified in the Act. The Association specified that the standardized assessment must be able to assist professionals working with juvenile offenders to:

- Determine the level of risk for re-offending posed by juvenile offenders so the courts may target more intensive efforts at higher-risk youth and not use scarce resources for lower-risk youth.
- Identify the targets of intervention to guide the rehabilitative effort. This includes a thorough assessment of risk factors that have been consistently linked to criminal behavior as well as protective and competency factors related to pro-social development.
- Develop a case management plan focused on intervention strategies that are linked to reductions in future criminal behavior by reducing risk factors and strengthening protective and competency factors.
- Monitor the youth's progress in reducing risk factors and increasing protective factors to learn whether the case management strategy is effective.
- Reduce paperwork through the use of computerized assessment and monitoring software.
- Provide juvenile court management with information on the progress made to reduce risk factors and increase protective factors by court programs and contracted service providers.

These requirements necessitated the development of a comprehensive assessment designed to meet the requirements of the Washington State Association of Juvenile Court Administrators and the 1997 CJAA.

The development of the assessment has been a collaborative process. The current instrument is called the Washington State Juvenile Court Assessment (WSJCA).

## II. HELPING MANAGE YOUTH ON COMMUNITY SUPERVISION USING THE WSJCA TO FOCUS ON REDUCING RISK AND INCREASING PROTECTIVE FACTORS

This is a description of how to use the assessment to help manage youth on community supervision. To be successful, the assessment process must be a tool that helps juvenile probation counselors in their work.

### ***A Process, Not an Event***

The WSJCA is a process conducted throughout a youth's stay on community supervision. That is, *risk assessment is not a single event, but a process for managing the juvenile probation counselor's rehabilitative efforts with youth*. The purpose of the process is to target for change those risk and protective factors related to re-offending. Research indicates that reducing risk and increasing protective factors should reduce recidivism. The assessment process includes an initial assessment and goal setting, re-assessment and goal monitoring, and a final assessment.

**Initial Assessment:** The assessment process starts when a youth is brought to the court for a new offense. A structured interview is conducted with the youth and the youth's family to gather risk and protective factor information. The juvenile probation counselor uses his or her professional judgment to analyze this information and complete the assessment items. The analysis combines a thorough understanding of the assessment concepts with the ability to elicit information during this initial assessment.

**Pre-Screen Assessment:** The Pre-Screen Assessment is a shortened version of the full assessment. The Pre-Screen indicates whether the youth is of low, moderate, or high risk. The information collected during the pre-screen is carried forward for use in the full assessment.

Based on the initial risk assessment, the juvenile probation counselor can set goals for the youth, including the youth's court obligations, and place the youth into an intervention designed for the youth's risk profile.

**Corrections:** A correction of an existing Initial Assessment may be necessary when new or different information is obtained. For example, the criminal history domain needs correcting because the youth was recently adjudicated for an offense committed prior to the Initial Assessment. This does not create a new assessment.

**Establishing Goals and Tasks:** After completing the assessment, the juvenile probation counselor works with the juvenile to establish goals. The juvenile probation counselor monitors the tasks associated with the youth's goals, records progress, sets new goals, and establishes new tasks. Task due dates can be used to manage this effort. These goals and tasks can be court order obligations, directives of the juvenile probation counselor, or mutually agreed upon plans.

**Selecting an Intervention That Best Meets the Youth's Risk Profile:** The research literature and common sense tells us that an assessment alone will not reduce recidivism. To be complete, the supervision system needs a menu of proven interventions that are designed to address groups of youth with certain risk profiles. For example, Functional Family Therapy and

Multi-Systemic Therapy are interventions designed for higher-risk youth who have high family risk factors. Aggression Replacement Training is appropriate for higher-risk youth with aggression problems. Additional research-proven programs are needed for other groups of moderate- to high-risk youth, programs for non-aggressive youth from stronger families, and programs for youth with an alcohol/drug problem. Effective programs for lower-risk youth, such as mentoring and coordination of services, need to be tried and evaluated.

**Re-Assessment:** The Re-Assessment is the juvenile probation counselor's principle tool for tracking the youth's progress on factors related to re-offending. A re-assessment is the detection of changes in a youth's risk or protective factors during supervision.

***A re-assessment does not require repeating the structured interview of the youth.***

Rather, the juvenile probation counselor reviews the risk and protective factor information prior to talking with the youth. Following a conversation with the youth, the juvenile probation counselor records any changes discovered. Only factors that have changed are recorded.

*The re-assessment software is designed to help make this process efficient and effective. Changes recorded for each factor are maintained in the system so the juvenile probation counselor has access to the full history.*

**Final Assessment:** The last re-assessment is completed while the youth is under this period of supervision, whether the youth successfully or unsuccessfully completes supervision in the court status area. All final changes to the assessment information are made and the assessment is closed for that youth's community supervision period.

The WSJCA is designed to be a tool for juvenile probation counselors to focus monitoring and rehabilitation on changing risk and protective factors and using research-proven programs.

**Assessment Evolution:** It is anticipated that the validation of the assessment will bring some changes to the content, and perhaps administration, of the tool and computerized software. The changes will reflect experiences and empirical evidence generated from the field and contributes to make this entire effort an exciting and dynamic process

Before the instrument is described, a brief look at the evolution of risk assessment is provided.



### III. EVOLUTION OF RISK ASSESSMENT

Standardized risk assessments have become increasingly popular in the field of corrections, and the empirical evidence supports the implementation of such tools. The advantages of these assessments include the following:

- Noted increases in predictive accuracy (actuarial assessment versus clinical judgment)
- A reliance on a common theoretical model
- The identification of factors correlated with future criminal behavior
- The development of a case management plan
- The identification and effective use of resources
- Standardization of the assignment of levels of supervision and service
- Noted increases in staff proficiency
- Noted increases in assessment and interview skills
- The application of the principles of effective intervention

A fundamental property of a standardized risk assessment is reliability. A reliable instrument should produce the same assessment results for the same subject, when done by different assessors or when done shortly later. For an instrument to be used reliably, there must be clear definitions for the concepts being assessed and extensive training must precede the use of the assessment. Only individuals who have completed the training and are certified should be allowed to perform these assessments. To ensure the reliable use of the WSJCA, an implementation protocol has been proposed. The protocol provides information on who can implement the tool, the certification, and the quality assurance.

The second property of a risk assessment is its validity—that the assessment accurately measures what it intends to measure. For the Washington Association of Juvenile Court Administrators, the assessment must measure those factors related to the youth's risk of re-offending. There are two types of validity: face validity and empirical validity.

*Face validity* means the assessment adequately represents the concepts/constructs related to re-offending so that a practitioner has faith in the assessment providing a comprehensive and useful picture of the youth. Unless the risk assessment is considered by the practitioner to be a useful tool for working with youth, he or she will not consider the assessment valid. To enhance face validity of the WSJCA, a thorough examination of the existing literature and field experience was used to guide the selection and development of major domains and items.

*Empirical validity* means the assessment can be shown to accurately predict re-offending (re-convictions). In Washington State, measuring recidivism involves an 18-month follow-up period and a one-year adjudication process time frame. The WSJCA has been shown to be a valid predictor of felony recidivism. Chapter 4 contains the results of the validation study.

### **Characteristics of Good Assessment Systems**

Even though techniques and knowledge of what works in risk prediction continues to develop, the following characteristics of a good risk assessment system have remained unchanged:<sup>1</sup>

- Provision of clear operational definitions to avoid ambiguity;
- Adequate reliability across raters and decision-makers;
- Sufficient validity with respect to what is to be predicted by the assessment system;
- Sufficient dynamic properties so that changes in attributes, behavior, or status would be reflected by a change in assessment status;
- Implications for treatment or intervention; and
- Cost-effective assessment of large numbers of offenders.

### **Risk Assessment Dimensions**

In reviewing the literature on risk assessments, there are several dimensions along which assessments vary:

- The type of classification model employed, either a typology or a scale;
- The major domains of information included in the assessment, such as personal history, school, family, peers, attitudes, social skills, and mental health;
- The types of items that measure each domain: static, dynamic, and protective;
- The number of items included in each domain;
- The weighting scheme for each item and each domain; and
- The wording used for each item and item response.

This is an intimidating set of considerations. At the end of the chapter on “Criminal Prediction: An Introduction,”<sup>2</sup> David Farrington reduces these considerations to two fundamental principles. “Theoretical considerations should guide the choice of predictors, the choice of criteria, and the methods of selecting and combining predictors into a prediction instrument. Also, there is a pressing need for better methods of measuring predictors and criteria and for the use of multiple measures. What is measured should not be determined by what is available but by what is theoretically desirable and by the considerations of validity and reliability.”

This section provides a brief description of these measurement considerations and attempts to use a theoretical framework and organization to compare the WSJCA to the research literature.

**Type of Classification Model:** There are two broad types of classification models—typologies and risk scales. Typologies aggregate youth into subgroups that share common symptoms, etiology, behavioral attributes, and other relevant characteristics. Each subgroup is often given

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<sup>1</sup> E. I. Megargee, "A new classification system for criminal offenders," *Criminal Justice and Behavior*, 1977, 4:107-114.

<sup>2</sup> David Farrington and Roger Tarling (eds.), *Predication in Criminology*, State University of New York Press, 1985.

a name that symbolically represents the youth within the group. A typology developed for use with juveniles is Lerner's Strategies for Juvenile Supervision<sup>3</sup> (SJS), which was piloted at Maple Lane. The purpose of the SJS is to develop strategies for supervision based on four offender types: selective intervention, casework control, environmental structure, and limit setting. These supervision strategies could include housing segregation, styles of communication, and specific programming interventions. These typologies are often based on theoretical or clinical considerations as well as being empirically derived.

The risk scale assessment produces a score that places the youth into a risk level. The risk levels vary from low- to high-risk. The risk level is primarily used for placement into a security level (minimum to maximum security) or community supervision level (low level of supervision to intensive supervision). There are risk scale assessments for specific populations such as sex offenders. These risk scales are always empirically derived. The WSJCA is scale-based.

**Major Domains of Information:** The next consideration concerns what information should be included in the classification model. The Washington State Juvenile Court Assessment was developed to comprehensively cover the major domains of information identified in the research literature as being related to juvenile delinquency and continued criminal activity by youth. The one domain that is under-represented in this assessment model is a measure describing the risk and protective factors of the community in which the youth lives. An additional domain needs to be added to include the behavior of the youth while confined in a correctional facility. The 12 domains of the WSJCA are:

1. Criminal History
2. Demographics
3. School
4. Use of Free Time
5. Employment
6. Relationships
7. Family
8. Alcohol and Drugs
9. Mental Health
10. Attitudes
11. Aggression
12. Social Skills

**Types of Items That Measure Each Domain:** There are two types of items that may be involved in the measurement of each domain: risk factors and protective factors. David Hawkins and Richard Catalano have developed a prevention model that includes protective

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<sup>3</sup> Christopher Baird and Deborah Neuenfeldt, "The Client Management Classification System," *FOCUS*, August 1990, The National Center on Crime and Delinquency.

factors as well as risk factors.<sup>4</sup> Protective factors are events or circumstances in the youth's life that reduce the likelihood of the youth committing a crime. An example is having a good relationship with a positive adult role model. Risk factors are circumstances or events in the youth's life that increase the likelihood that the youth will start or continue criminal activities. Two empirically derived risk factors that are included in nearly all juvenile risk assessments are age at first offense and number of prior convictions.

Risk and protective factors can be static or dynamic. Dynamic factors are circumstances or conditions in a youth's life that can potentially be changed, such as the youth's friends or school performance. Static factors are events in a youth's life that are historic and cannot be changed, such as the youth being physically abused. The factors typically employed in assessments have measured static risk factors.

Protective factors have not historically been included in risk assessments. They were included in the assessment process for Washington State's Juvenile Court Early Intervention and Accountability Program, and preliminary results indicate that protective factors have predictive capability in addition to risk factors. The Hawkins and Catalano model emphasizes the need to strengthen protective factors, thereby mitigating the influence of risk factors as well as reducing risk directly.

A third type of information that appears in the risk assessment literature is needs. Needs are defined as critical problem areas in the youth's life. Traditionally, need assessments were used to ensure certain problems were considered in the case plan and in the determination of specific program interventions. Don Andrews, James Bonta, and Robert Hoge have made the argument that the juvenile justice system should focus on those needs that are related to re-offending. They call these criminogenic needs. In this sense, there may be little difference between a dynamic risk factor and a criminogenic need, although this distinction continues to appear in the research literature.

**Number of Items Included in Each Domain:** The next consideration in examining risk assessment systems is the number of items to include in each domain. This issue involves understanding the concept being measured and the reliability, sensitivity, and validity of items measuring the concept. Concepts that are either subjective or very broad may require multiple items to form a scale. A scale consists of the sum of the scores associated with each item that is included in the scale. Each item in the scale must be correlated with the criteria measure, recidivism. Each item can be moderately correlated with the other items in the scale as long as the average correlation among the items within the scale, inter-item correlation, does not exceed the average correlation between the scale items and recidivism. Linear combinations of items with these properties can have much stronger predictive capability than any single item. That is, employing several items to measure a single concept, but in slightly different ways, may improve the predictive capability of the more subjective concepts. Having multiple items in each scale also improves the reliability of the scale beyond the reliability of the single items within the scale. Because scales take on a wider range of score values, the scale can more sensitively measure the concept. The ability to potentially improve prediction by including more items and concepts in the assessment is often in conflict with the desire to have easy and quick assessments.

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<sup>4</sup> J.D. Hawkins, R.F. Catalano, and J.Y. Miller, "Risk and Protective Factors in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention," *Psychological Bulletin*, 1992, 112:64-105.

**Weighting of Each Item and Domain:** Once the items that comprise an assessment are defined, the relative weight or score to assign to each item or scale must be empirically determined. These item scores are summed to produce a total assessment score. Typically, multivariate statistical techniques, such as linear or logistic regression, are used to determine the item scores. Unfortunately, these empirically derived weighting schemes are subject to “shrinkage”<sup>5</sup> in predictive capability when the weighting scheme developed in one sample is applied to another sample. Shrinkage means the predictive capability of the assessment is substantially reduced. For this reason, simpler weighting schemes, which are not as subject to shrinkage, are usually employed. These simpler schemes assign whole numbers to each item response or scale that capture relative importance in a more robust way.

**Wording Used in Each Item and Item Response:** The last consideration for risk assessments is the detailed wording of items and responses. A prerequisite for reliability is having each concept well defined and well understood by those doing the assessment. A great deal of care in the wording and definition for each item and response category to the item must be taken. It is helpful to provide a theoretical understanding of each concept and item. In practice, even seemingly simple items, like the number of convictions, can become complicated to measure. Are we counting offenses, adjudications, sentences, etc.? This requires having training manuals and training sessions to ensure that those administering the assessments understand the concepts being measured. A periodic review of the assessment system is required to ensure the practice is not slowly moving away from the original definitions and principles.

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<sup>5</sup> John P. Copas, "Prediction Equations, Statistical Analysis, and Shrinkage," Chapter 12 in *Prediction in Criminology*, David Farrington and Roger Tarling (eds.), State University of New York Press, 1985.



## CHAPTER 2: INTRODUCTION TO THE WSJCA

### I. DEVELOPMENT OF THE WSJCA

The Washington State Juvenile Court Assessment was developed from four general sources:

- A review of the risk assessment literature;
- A review of existing theoretical models for juvenile delinquency;
- Review by an international team of experts; and
- A series of reviews by Washington State juvenile court professionals, including piloting a draft assessment with 150 youth.

Risk prediction in the juvenile justice system has been evolving for over 30 years. As a result, there is extensive research literature on risk prediction in the juvenile justice system. Robert Hoge and Don Andrews' recent book, *Assessing the Youthful Offender, Issues and Techniques*,<sup>6</sup> presents a good academic review of the topic. The Office of Juvenile Justice and Delinquency Prevention's *Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders*<sup>7</sup> is an excellent source of practical information. David Farrington's and Roger Tarling's *Prediction in Criminology*,<sup>8</sup> provides a good review of methodology as does Peter R. Jones's article *Risk Prediction in Criminal Justice*.<sup>9</sup>

First, an extensive review of the prediction and treatment outcome literature was conducted. This included an examination of existing risk assessment instruments such as the Client Management Classification System and Wisconsin Risk Scale (1994) and the Youth Level of Service and Case Management Inventory (YLS/CMI; Hoge and Andrews, 1996). Those risk factors consistently identified in the literature were incorporated in the WSJCA. In addition, a review of the protective factors research, such as the work of Hawkins and Catalano, was conducted.

The WSJCA was developed from two types of risk instruments. The first type of instrument consists primarily of historic or static information. The Wisconsin risk assessment is a well-known example of a static instrument. These instruments contain primarily objective information, explicitly avoiding more subjective or clinical information. The Wisconsin instrument is used in the Washington State Juvenile Court Early Intervention Program (EIP) to screen for program eligibility. The EIP instrument was not used to guide the EIP intervention effort.

The second type of risk instrument includes information that is more clinical in nature and subject to change. This information is known as dynamic risk factors. The Youth Level of Service Inventory (YLSI) is a well-known instrument of this type.

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<sup>6</sup> Robert Hoge and Don Andrews, *Assessing the Youthful Offender, Issues and Techniques*, 1996, Plenum Press, New York.

<sup>7</sup> *Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders*, 1995, Office of Juvenile Justice and Delinquency Prevention.

<sup>8</sup> Farrington and Tarling, 1985.

<sup>9</sup> Peter R. Jones, *Risk Prediction in Criminal Justice*, 1994, National Institute of Corrections Conference, Public Protection Through Offender Risk Management.

The WSJCA was created by combining the concepts of both types of instruments using research on the theory of delinquency and recidivism. In addition, the WSJCA includes a life, or social skills, section which is derived from the cognitive behavior therapy approach to dealing with juvenile delinquency. The assessment also includes protective factors based on the resiliency research in delinquency. The presence of protective factors should reduce the risk of re-offending. However, the absence of a protective factor does not necessarily imply an increased risk for re-offending. Protective factors are those positive things in juveniles' lives that help them overcome adversity.

Second, a review of existing theoretical models was undertaken. Consistent with the empirical literature, a number of factors have been implicated by such theorists as Andrews and Bonta (1994); Andrews, Bonta, and Hoge (1990); Elliott, Huizinga, and Ageton (1985); Henggeler (1989, 1991); Hirschi (1969); LeBlanc, Ouimet, and Tremblay (1988), and Patterson, DeBaryshe, and Ramsay (1989). The theoretical model developed by Andrews, Bonta and Hoge (1990) also provides four principles that serve as guidelines to ensure the effective use of risk/need assessment tools. Existing theoretical information was incorporated into the WSJCA.

A group of international experts reviewed a draft version of the assessment and provided written comments. The group included the following:

Brian Beemus of Oregon Department of Corrections  
Bob DeComo, Donna Hamparian, and Patricia Hardyman of the National Center on Crime and Delinquency;  
Jennifer Grotper of the University of Colorado;  
Scott Henggeler of the Medical University of South Carolina;  
Mark Lipsey of Vanderbilt University;  
Patrick Tolan of the University of Illinois at Chicago;  
Robert Hoge of Carleton University at Ottawa, Ontario, Canada;  
Vern Quinsey of Queen's University at Kingston, Ontario, Canada; and  
David Farrington of the University of Cambridge, England.

In addition, a number of juvenile court professionals in Washington State worked with the Institute in focus groups and private consultation to develop the assessment. This group in particular provided practical guidance on the clarity of the information being collected in the assessment.

After a series of focus group sessions with juvenile court professionals and a two-day training session, a draft assessment and accompanying set of sample interview questions were piloted in a dozen Washington State juvenile courts during March 1998. At the same time, the group of international experts provided their comments on the draft instrument. The final assessment resulted from combining the anecdotal information of the court professionals who conducted the assessments with the experts' comments and data analyses of the 156 assessments completed in the pilot effort.



## II. SUMMARY OF ITEMS AND INSTRUMENT

The Washington State Juvenile Court Assessment consists of 11 domains, some of which have a history section (A) and a current section (B). The assessment includes measures of dynamic and static risk factors and also measures of dynamic and static protective factors. The instrument is summarized below and is included in Appendix A. The scoring chapter indicates the static or dynamic nature of the risk and protective factors.

### DOMAIN 1: Record of Referrals Resulting in Conviction, Diversion, or Deferred Adjudication/Disposition

1. Age at first offense
2. Misdemeanor referrals
3. Felony referrals
4. Weapon referrals
5. Against-person misdemeanor referrals
6. Against-person felony referrals
7. Sexual misconduct misdemeanor referrals
8. Felony sex offense referrals
9. Disposition orders where youth served at least one day confined in detention
10. Disposition orders where youth served at least one day confined under JRA
11. Escapes
12. Failure-to-appear in court warrants

### DOMAIN 2: Demographics

1. Gender

### DOMAIN 3A: School History

1. Youth is special education student or has a formal diagnosis of a special education need
2. History of expulsions and suspensions since the first grade
3. Age at first expulsion or suspension
4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance

### DOMAIN 3B: Current School Status

1. Youth's current school enrollment status, regardless of attendance
2. Type of school in which youth is enrolled
3. Youth believes there is value in getting an education
4. Youth believes school provides an encouraging environment for him or her
5. Teachers, staff, or coaches the youth likes or feels comfortable talking with
6. Youth's involvement in school activities during most recent term
7. Youth's conduct in the most recent term
8. Number of expulsions and suspensions in most recent term
9. Youth's attendance in the most recent term
10. Youth's academic performance in the most recent school term

11. Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational education

### DOMAIN 4A: Historic Use of Free Time

1. History of structured recreational activities within the past 5 years
2. History of unstructured pro-social recreational activities within the past 5 years

### DOMAIN 4B: Current Use of Free Time

1. Current interest and involvement in structured recreational activities
2. Types of structured recreational activities in which youth currently participates
3. Current interest and involvement in unstructured recreational activities

### DOMAIN 5A: Employment History

1. History of employment
2. History of successful employment
3. History of problems while employed
4. History of positive personal relationship(s) with past employer(s) or adult coworker(s)

### DOMAIN 5B: Current Employment

1. Understanding of what is required to maintain a job
2. Current interest in employment
3. Current employment status
4. Current positive personal relationship(s) with employer(s) or adult coworker(s)

### DOMAIN 6A: History of Relationships

1. History of positive adult non-family relationships not connected to school or employment
2. History of anti-social friends/companions

### DOMAIN 6B: Current Relationships

1. Current positive adult non-family relationships not connected to school or employment
2. Current pro-social community ties
3. Current friends/companions youth actually spends time with
4. Currently in a "romantic," intimate, or sexual relationship
5. Currently admires/emulates anti-social peers
6. Current resistance to anti-social peer influence

**DOMAIN 7A: Family History**

1. History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days
2. History of running away or getting kicked out of home
3. History of petitions filed
4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months
5. Youth has been living under any "adult supervision"

**DOMAIN 7B: Current Living Arrangements**

1. All persons with whom youth is currently living
2. Annual combined income of youth and family
3. Jail/imprisonment history of persons who are currently involved with the household
4. Problem history of parents who are currently involved with the household
5. Problem history of siblings who are currently involved with the household
6. Support network for family
7. Family willingness to help support youth
8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth
9. Youth has run away or been kicked out of home
10. Family members youth feels close to or has good relationship with
11. Level of conflict between parents, between youth and parents, among siblings
12. Parental supervision
13. Parental authority and control
14. Consistent appropriate punishment for bad behavior
15. Consistent appropriate rewards for good behavior
16. Parental characterization of youth's anti-social behavior

**DOMAIN 8A: Alcohol and Drug History**

1. History of alcohol use
2. History of drug use
3. History of referrals for alcohol/drug assessment
4. History of attending alcohol/drug education classes for an alcohol/drug problem
5. History of participating in alcohol/drug treatment program
6. Youth using alcohol or drugs

**DOMAIN 8B: Current Alcohol and Drugs**

1. Alcohol use
2. Drug use
3. Type of drugs used
4. Alcohol/drug treatment program participation

**DOMAIN 9A: Mental Health History**

1. History of suicidal ideation
2. History of physical abuse
3. History of sexual abuse
4. History of being a victim of neglect
5. History of ADD/ADHD
6. History of mental health problems
7. Currently has health insurance
8. Current mental health problem status

**DOMAIN 9B: Current Mental Health**

1. Current suicidal ideation
2. Currently diagnosed with ADD/ADHD
3. Mental health treatment currently prescribed excluding ADD/ADHD treatment
4. Mental health medication currently prescribed excluding ADD/ADHD medication
5. Mental health problems currently interfere with working with the youth

**DOMAIN 10: Attitudes/Behaviors**

1. Primary emotion when committing crime(s) within the last 6 months
2. Primary purpose for committing crime(s) within last 6 months
3. Optimism
4. Impulsive; acts before thinking
5. Belief in control over anti-social behavior
6. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior
7. Respect for property of others
8. Respect for authority figures
9. Attitude toward pro-social rules/conventions in society
10. Accepts responsibility for anti-social behavior
11. Youth's belief in successfully meeting conditions of court supervision

**DOMAIN 11: Aggression**

1. Tolerance for frustration
2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting
3. Belief in yelling and verbal aggression to resolve a disagreement or conflict
4. Belief in fighting and physical aggression to resolve a disagreement or conflict
5. Reports/evidence of violence not included in criminal history
6. Reports of problem with sexual aggression not included in criminal history

**DOMAIN 12: Skills**

1. Consequential thinking
2. Goal setting
3. Problem-solving
4. Situational perception
5. Dealing with others
6. Dealing with difficult situations
7. Dealing with feelings/emotions
8. Monitoring of internal triggers, *distorted thoughts*, that can lead to trouble
9. Monitoring of external triggers, *events or situations*, that can lead to trouble
10. Control of impulsive behaviors that get youth into trouble
11. Control of aggression

### III. PRE-SCREEN ASSESSMENT AND SCORING

Following the development of the assessment, the courts needed to more quickly assess a youth's level of risk early in the adjudication process. In response, the WSJCA Pre-Screen was developed. The pre-screen is a sub-set of the full assessment. The validity of the instrument was established using existing data, so that the pre-screen risk levels are empirically based.<sup>10</sup> Validating the WSJCA means determining how well it predicts recidivism rates for groups of youth. Adequately measuring recidivism requires an 18-month re-offending follow-up period and another 12-month period for the re-offenses to be adjudicated.<sup>11</sup> Thus, to validate fully the WSJCA requires selecting a representative cohort of youth given the WSJCA and then waiting 2 1/2 years to measure their recidivism. Chapter 5 contains the results of the validation study (forthcoming).

The following summarizes the items on the Pre-Screen:

<b>Criminal History</b>	<b>Social History</b>
1. Age at first offense	1. Male
2. Misdemeanor referrals	2. School
3. Felony referrals	3. Friends
4. Weapon referrals	4. Court-ordered/DSHS
5. Against person misdemeanor referrals	5. Runaways
6. Against person felony referrals	6. Family
7. Confinement orders to detention	7. Current
8. Confinement orders to state institution	8. Alcohol/Drugs
9. Escapes	9. Victim of abuse
10. Failure to appear warrants	10. Victim of neglect
	11. Mental Health

Scoring of the Pre-Screen and how the pre-screen items are related to the full assessment is described on the following pages.

<sup>10</sup> Todd Clear, "Developing a Universal Risk-Assessment Form: We're Closer, But Not There Yet," *Community Corrections Report*, May/June 1997, Volume 4, No. 4.

<sup>11</sup> "Standards for Improving Research Effectiveness in Adult and Juvenile Justice," Washington State Institute for Public Policy, December 1997.

<b>Domain 1: Record of Referrals Resulting in Conviction, Diversion, or Deferred Adjudication/Disposition</b>			
	<b>Response/Static Risk Score/Full Assessment Item</b>		
1. <b>Age at first offense:</b> The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.	Over 16 16 15 13 to 14 Under 13	0 1 2 3 4	<b>1.1</b>
<i><b>Felony and misdemeanor referrals:</b> Items 2 and 3 are mutually exclusive and should add to the total number of referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.</i>			
2. <b>Misdemeanor referrals:</b> Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	None or one Two Three or four Five or more	0 1 2 3	<b>1.2</b>
3. <b>Felony referrals:</b> Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	None One Two Three or more	0 2 4 6	<b>1.3</b>
<i><b>Against-person or weapon referrals:</b> Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals that involve an against-person or weapon offense, including sex offenses, that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</i>			
4. <b>Weapon referrals:</b> Total referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.	None One or more	0 1	<b>1.4</b>
5. <b>Against-person misdemeanor referrals:</b> Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).	None One Two or more	0 1 2	<b>1.5</b>
6. <b>Against-person felony referrals:</b> Number of referrals involving force or physical harm to another person including sexual misconduct (homicide, manslaughter, assault, robbery, kidnapping, rape, domestic violence, harassment, criminal mistreatment, intimidation, coercion, etc.)	None One or two Three or more	0 2 4	<b>1.6</b>
<i><b>Sex offense referrals:</b> Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.</i>			
7. <b>Sexual misconduct misdemeanor referrals:</b> Number of referrals for which the most serious offense was a sexual misconduct misdemeanor including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.	None One Two or more	0 0 0	<b>1.7</b>
8. <b>Felony sex offense referrals:</b> Referrals for a felony sex offense or involving sexual motivation including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape, sexual misconduct, or voyeurism	None One Two or more	0 0 0	<b>1.8</b>
9. <b>Disposition orders where youth served at least one day confined in detention:</b> Total disposition and modification orders for which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served.	None One Two Three or more	0 1 2 3	<b>1.9</b>
10. <b>Disposition orders where youth served at least one day confined under JRA:</b> Total number of disposition orders and modification orders for which the youth served at least one day confined under JRA authority. A day served includes credit for time served.	None One Two or more	0 2 4	<b>1.10</b>
11. <b>Escapes:</b> Total number of attempted or actual escapes that resulted in a conviction.	None One Two or more	0 1 2	<b>1.11</b>
12. <b>Failure-to-appear in court warrants:</b> Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.	None One Two or more	0 1 2	<b>1.12</b>
<b>Criminal History Score:</b>			<b>Maximum of 31 points</b>

<b>Social History</b>				
<b>(Current is defined as behaviors occurring within the last six months)</b>				
<i>Shading indicates items used to compute the pre-screen risk level.</i>				
		Risk Static	Dyn	Full Assessment Item
<b>1. Youth's Gender:</b>	<input type="radio"/> Male <input type="radio"/> Female	1 0		2.1
<b>2. School</b>				
<b>a. Youth's current school enrollment status, regardless of attendance:</b> <i>If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box, otherwise check enrolled.</i>	<input type="radio"/> Graduated, GED <input type="radio"/> Enrolled full-time <input type="radio"/> Enrolled part-time	<input type="radio"/> Suspended <input type="radio"/> Dropped out <input type="radio"/> Expelled		3B.1
<b>b. Youth's conduct in the most recent term:</b> Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, e.g., theft, vandalism; lying, cheating, dishonesty..	<input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems reported by teachers <input type="radio"/> Problem calls to parents <input type="radio"/> Calls to police			3B.7
<b>c. Youth's attendance in the most recent term:</b> <i>Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority. A truancy petition is equal to 7 unexcused absences in a month or 10 in a year.</i>	<input type="radio"/> Good attendance with few absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Truancy petition/equivalent or withdrawn			3B.9
<b>d. Youth's academic performance in the most recent school term:</b>	<input type="radio"/> Honor student (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Fs) <input type="radio"/> Below 1.0 (some Ds and mostly Fs)			3B.10
<b>School Scoring is based on items 2a through 2d.</b>	None of the following		0	
	Enrolled and: Problems reported by teachers or calls to parents, or some full-day unexcused absences, or mostly Cs and Ds, some Fs		1	
	Enrolled and: calls to police, or truancy petition or equivalent, or some Ds and mostly Fs.		2	
	Dropped out, expelled or suspended		2	
<b>3. Current Friends/Companions</b>				
<b>a. History of anti-social friends/companions:</b> <i>Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others.</i>	<input type="checkbox"/> Never had consistent friends or companions <input type="checkbox"/> Had pro-social friends <input type="checkbox"/> Had anti-social friends <input type="checkbox"/> Been a gang member/associate		0 0 0 0	6A.2
<b>b. Current friends/companions youth actually spends time with:</b>	<input type="checkbox"/> No consistent friends or companions <input type="checkbox"/> Has pro-social friends <input type="checkbox"/> Has anti-social friends <input type="checkbox"/> Is gang member/associate		1 0 1 2	6B.3
<b>Current Friends/Companions Scoring is based on item 3b.</b>	Has pro-social friends and no anti-social friends		0	
	Has no friends, or pro-social and anti-social friends		1	
	Has all anti-social friends		2	
	Is gang member/associate		3	
<b>4. History of Court-Ordered or DSHS Voluntary Out-of-Home and Shelter Care Placements Exceeding 30 Days:</b> <i>Exclude JRA commitments.</i>	<input type="radio"/> No out-of-home placements exceeding 30 days <input type="radio"/> 1 out-of-home placement <input type="radio"/> 2 out-of-home placements <input type="radio"/> 3 or more out-of-home placements		0 1 1 1	7A.1

<b>Social History</b>				
<b>(Current is defined as behaviors occurring within the last six months)</b>				
<i>Shading indicates items used to compute the pre-screen risk level.</i>				
		Risk Static	Dyn	Full Assessment Item
<b>5. History of Runaways or Times Kicked Out of Home:</b> Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.	<input type="radio"/> No history of running away/being kicked out <input type="radio"/> 1 instance of running away/kicked out <input type="radio"/> 2 to 3 instances of running away/kicked out <input type="radio"/> 4 to 5 instances of running away/kicked out <input type="radio"/> Over 5 instances of running away/kicked out	0 1 2 2 2		7A.2
<b>6. Jail/Imprisonment History of Those Currently Involved in the Household</b>				
a. <b>History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history in family <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member		0 0 0 0 0 0	7A.4
b. <b>Jail/imprisonment history of persons who are currently involved with the household:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history of persons currently in household <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member			7B.3
c. <b>Problem history of parents who are currently involved with the household:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No problem history of parents in household <input type="checkbox"/> Parental alcohol problem history <input type="checkbox"/> Parental drug problem history <input type="checkbox"/> Parental physical health problem history <input type="checkbox"/> Parental mental health problem history <input type="checkbox"/> Parental employment problem history		0 0 0 0 0 0	7B.4
<b>Jail/Imprisonment History if currently involved in the household scoring is based on 6b.</b>	No sibling(s),mother, father jail/imprisonment Sibling(s),mother or father jail/imprisonment		0 1	
<b>7. Current parental authority and control:</b>	<input type="radio"/> Youth usually obeys and follows rules <input type="radio"/> Sometimes obeys or obeys some rules <input type="radio"/> Consistently disobeys, and/or is hostile		0 1 2	7B.13
<b>8. Alcohol/drug use</b>				
a. <b>History of alcohol use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No past alcohol use <input type="checkbox"/> Past alcohol use <input type="checkbox"/> Alcohol caused family conflict <input type="checkbox"/> Alcohol disrupted education <input type="checkbox"/> Alcohol caused health problems <input type="checkbox"/> Alcohol interfered with keeping pro-social friends <input type="checkbox"/> Alcohol contributed to criminal behavior		0 0 0 0 0 0	8A.1
b. <b>History of drug use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No past drug use <input type="checkbox"/> Past drug use <input type="checkbox"/> Drugs caused family conflict <input type="checkbox"/> Drugs disrupted education <input type="checkbox"/> Drugs caused health problems <input type="checkbox"/> Drugs interfered with keeping pro-social friends <input type="checkbox"/> Drugs contributed to criminal behavior		0 0 0 0 0 0	8A.2
c. <b>Current alcohol use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No current alcohol use <input type="checkbox"/> Current alcohol use <input type="checkbox"/> Current alcohol causing family conflict <input type="checkbox"/> Current alcohol disrupting education <input type="checkbox"/> Current alcohol causing health problems <input type="checkbox"/> Current alcohol interfering with keeping pro-social friends <input type="checkbox"/> Current alcohol contributing to criminal behavior			8B.1

<b>Social History</b> (Current is defined as behaviors occurring within the last six months)				
		Risk	Dyn	Full Assessment Item
<i>Shading indicates items used to compute the pre-screen risk level.</i>		Static		
<b>d. Current drug:</b> (Check all that apply.)	<input type="checkbox"/> No current drug use <input type="checkbox"/> Current drug use <input type="checkbox"/> Current drugs causing family conflict <input type="checkbox"/> Current drugs disrupting education <input type="checkbox"/> Current drugs causing health problems <input type="checkbox"/> Current drugs interfering with keeping pro-social friends <input type="checkbox"/> Current drugs contributing to criminal behavior			8B.2
<b>Current Alcohol/Drug Use scoring is based on items 8c and 8d.</b>	Current alcohol/drugs not causing family conflict, disrupting education, causing health problems, interfering with keeping pro-social friends or contributing to criminal behavior.		0	
	Current alcohol/drugs causing family conflict, or disrupting education, or causing health problems, or interfering with keeping pro-social friends or contributing to criminal behavior.		2	
<b>For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.</b>				
<b>9. History of Abuse</b>				
a. <b>History of physical abuse:</b> <i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false: (Check all that apply.)</i>	<input type="checkbox"/> Not a victim of physical abuse <input type="checkbox"/> Physically abused by family member <input type="checkbox"/> Physically abused by someone outside the family			9A.2
b. <b>History of sexual abuse:</b> <i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false: (Check all that apply.)</i>	<input type="checkbox"/> Not a victim of sexual abuse <input type="checkbox"/> Sexually abused by family member <input type="checkbox"/> Sexually abused by someone outside the family			9A.3
<b>History of Abuse scoring is based on items 9a and 9b.</b>	<input type="radio"/> No physical or sexual abuse <input type="radio"/> physical or sexual abuse	0 1		
<b>10. History of Being a Victim of Neglect:</b> <i>Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.</i>	<input type="radio"/> Not victim of neglect <input type="radio"/> Victim of neglect	0 2		9A.4
<b>11. History of Mental Health Problems:</b> <i>Such as schizophrenia, bi-polar, mood, thought, personality and adjustment disorders. Exclude substance abuse and special education since those issues are considered elsewhere. Confirm by a professional in the social service/healthcare field.</i>	<input type="radio"/> No history of mental health problem(s) <input type="radio"/> Diagnosed with mental health problem(s) <input type="radio"/> Only mental health medication prescribed <input type="radio"/> Only mental health treatment prescribed <input type="radio"/> Mental health medication and treatment prescribed	0 1 1 1 1		9A.6
<b>Social History Score: Maximum of 18 points</b>				

**Risk Level Definitions Using Criminal History and Social History Risk Scores**

Criminal History Score	Social History Risk Score		
	0 to 5	6 to 9	10 to 18
0 to 2	<i>Low</i>	<i>Low</i>	<i>Moderate</i>
3 to 7	<i>Low</i>	<i>Moderate</i>	<i>High</i>
8 to 31	<i>Moderate</i>	<i>High</i>	<i>High</i>



**Pre-Screen Attitude/Behavior Indicators**

		Risk		Full Assessment Item
		Static	Dyn	
<b>1. Attitude toward responsible law abiding behavior:</b>	<input type="radio"/> Abides by conventions/values <input type="radio"/> Believes conventions/values sometime apply to him or her <input type="radio"/> Does not believe conventions/values apply to him or her <input type="radio"/> Resents or is hostile toward responsible behavior		0 1 2 3	10.9
<b>2. Accepts responsibility for anti-social behavior:</b>	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior		0 1 2 3	10.10
<b>3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes verbal aggression is rarely appropriate <input type="radio"/> Believes verbal aggression is sometimes appropriate <input type="radio"/> Believes verbal aggression is often appropriate		0 1 2	11.3
<b>4. Belief in fighting and physical aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes physical aggression is never appropriate <input type="radio"/> Believes physical aggression is rarely appropriate <input type="radio"/> Believes physical aggression is sometimes appropriate <input type="radio"/> Believes physical aggression is often appropriate		0 1 2 3	11.4
<b>5. Reports/evidence of violence not included in criminal history:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of violence <input type="checkbox"/> Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm <input type="checkbox"/> Deliberately inflicting physical pain <input type="checkbox"/> Using/threatening with a weapon <input type="checkbox"/> Fire starting <input type="checkbox"/> Violent destruction of property <input type="checkbox"/> Animal cruelty		0 1 1 1 1 1 1	11.5
<b>6. Reports of problem with sexual aggression not included in criminal history:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of sexual aggression <input type="checkbox"/> Aggressive sex <input type="checkbox"/> Sex for power <input type="checkbox"/> Young sex partners <input type="checkbox"/> Child sex <input type="checkbox"/> Voyeurism <input type="checkbox"/> Exposure		0 1 1 1 1 1 1	11.6
<b>Maximum Score:</b>		<b>0</b>	<b>23</b>	



## CHAPTER 3: WSJCA DOMAINS

### I. GENERAL OVERVIEW OF THE ADMINISTRATION PROCESS

*This chapter provides detailed information on each of the domains of the WSJCA.*

These key points must be followed when administering the WSJCA:

- It is critical that each assessment be completed according to the definitions on the instrument and in this manual.
- Complete all items of the instrument, unless otherwise instructed to do so.
- The first step in administering the WSJCA is to interview the youth and the youth's family.
- To enhance the validity of this assessment, it is necessary for the interviewer to contact other agencies, organizations, or collateral resources to validate information obtained during the interview.
- Confirm all self-reported denial responses (the youth or family member may tell you that they do not possess the risk factor), since they may not be willing to admit to the risk factor.
- For self-reported affirmative responses (the youth or family may tell you that they possess a protective factor), use your discretion on the need to confirm their responses.
- When completing a Prescreen or an Initial Assessment, current is defined as behaviors occurring within the last six months.
- When completing a Re-assessment or a Final Assessment, current is defined as behaviors occurring within the last four weeks.

### II. TIPS FOR GATHERING COLLATERAL INFORMATION

- One suggestion for gathering collateral information is to establish a single contact point within the various schools and agencies that can provide necessary support and information.
- Some courts are getting together with their service providers, schools, mental health staff, CPS, etc., to describe the program and establish relationships that will make program implementation easier and more successful.
- Some courts already participate in a direct service network that includes all service providers and people involved with youth in the community. These networks are designed to build a case plan with coordination of services across agencies. Schools are included in

the network. All participating organizations sign a blanket confidentiality agreement that facilitates the sharing of information.

- Several courts/staff prefer talking separately with the youth and the family before talking to them together. They feel this allows each party to talk about the other more freely. This may result in a greater amount of self-reported information as well as aid in confirming self-reported information from another family member.
- Some courts are doing an orientation and family interview at the time of sentencing. At that time, they will also set an appointment with the family for a home visit to devise a case plan.
- Some courts have developed parent questionnaires that contain as many pertinent risk factors as possible. This becomes a reference tool for the person interviewing the parents.

### **III. WSJCA DOMAINS**

The WSJCA consists of 12 domains. For ease of presentation, this chapter has been subdivided into 12 sections corresponding to the 12 domains. Each section has been further separated into five areas:

1. Relationship to Re-offending
2. General Information
3. Items
4. Sample Interview Questions
5. Scoring



## DOMAIN 1. CRIMINAL HISTORY

### ***Relationship to Re-offending***

Research has shown that youth with extensive criminal histories that started at an early age are more likely to re-offend in the future. Andrews and Bonta (1994) conducted an extensive review of the longitudinal research. They discovered that a small number of offenders appear to account for a large number of officially recorded criminal acts. In addition, the WSJCA criminal history domain has been shown to be a valid predictor of recidivism in Chapter 2.

A youth's criminal history is an indicator of the duration and established persistence of the youth's criminal behavior. Referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed), rather than offenses, are the unit of criminal history being counted. This reflects the youth's persistence to re-offend even after being processed through the juvenile justice system. For example, youth who have three separate referrals are more persistent in their behavior than youth with three offenses on a single conviction.

Criminal history must be based on the youth's juvenile court records. This information may be supplemented by the youth during the interview process.

### ***General Instructions***

- Case convictions are defined as separate juvenile court cases in which the youth plead or was found guilty of at least one offense.
- Diversion agreements are to be counted as convictions.
- Multiple offenses on a single case conviction are considered as a single conviction.
- Include all cases that resulted in a conviction, deferred adjudication or deferred disposition, or a diversion agreement.
- For deferred dispositions and deferred adjudications, include all cases regardless of whether the case was subsequently dismissed.
- Include all current case(s), if the case(s) have resulted in a conviction, deferred adjudication, deferred disposition, or diversion agreement.
- Include convictions in other states for criminal behavior. Once you know whether the youth has ever lived in another state, you should ask the youth and the youth's family about convictions in other states. Courts that border other states will need to check for out-of-state convictions more often. If the youth and the youth's family deny that the youth has a record in another state and you have reason to believe otherwise, then you may wish to ask your local law enforcement to do a search.

## 1. Criminal History

### 1. Age at first offense:

- Over 16
  - 16
  - 15
  - 13 to 14
  - Under 13
- The age at the time of the offense for which the youth was referred to juvenile court for the first time.
  - The referral must have been a non-traffic misdemeanor or felony offense that resulted in a conviction, diversion, deferred disposition, or deferred adjudication.

**Note:** Items 2 and 3 are mutually exclusive and exhaustive. All referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed) must be counted once as either a misdemeanor or a felony referral.

- If the case involves plea-bargaining, use the final offense(s) to characterize the referral.
- A referral that involved a felony must only be counted as a Felony Referral.
- A referral that involved a misdemeanor, but no felony, must be counted as a Misdemeanor Referral.
- A referral that involved a misdemeanor and a felony must be counted as a Felony Referral.

### 2. Misdemeanor referrals:

- None or one
  - Two
  - Three or four
  - Five or more
- The total number of referrals where the most serious offense was a non-traffic misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).

### 3. Felony referrals:

- None
  - One
  - Two
  - Three or more
- Check the total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).



**Note:** Items 4, 5, and 6 are mutually exclusive. These three items count the total number of referrals that involve an against-person or a weapon offense.

- No referral should be counted more than once.
- A referral that involved an against-person felony offense must only be counted as an against-person felony referral.
- A referral that involved both an against-person felony offense and either a weapon offense or an against-person misdemeanor offense is counted as an against-person felony referral.
- A referral that does not involve an against-person felony offense but involved both a weapon offense and an against-person misdemeanor offense is counted as a weapon referral.
- A referral that involved a weapon, but not an against-person felony, must be counted as a weapon referral.
- A referral that involved an against-person misdemeanor, but not an against-person felony and not a weapon referral, must be counted as an against-person misdemeanor referral.

4. Weapon referrals:

- None
- One or more
- Check the total number of referrals where the most serious offense was a firearm/weapon charge that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An example of a weapons referral is the illegal carrying of firearms.

5. Against-person misdemeanor referrals:

- None
- One
- Two or more
- Check the total number of referrals where the most serious against-person offense was a misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An against-person misdemeanor involves a threat, force, or physical harm to another person such as assault, sex, coercion, harassment, obscene phone call offense, etc.

6. Against-person felony referrals:

- None
- One or two
- Three or more
- Check the total number of referrals for an against-person felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).

- An against-person felony involves force or physical harm to another person such as homicide, murder, manslaughter, assault, rape, sex, robbery, kidnapping, domestic violence, harassment, criminal mistreatment, intimidation, coercion, obscene or harassing phone calls, etc.
- Burglary 1 should not be included if you know that the youth was charged by law enforcement with Burglary 1 when the youth was caught stealing a gun from the home with the intention to sell it. If you know the Burglary 1 involved harm or the direct threat of harm then include it as an against-person felony.

**Note:** Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.

7. Sexual misconduct misdemeanor referrals:

- None
- One
- Two or more
- Check the total number of referrals for which the most serious offense was a sexual misconduct misdemeanor or misdemeanor with sexual motivation. A sexual misdemeanor includes crimes such as obscene phone calls, indecent exposure, obscenity, pornography, or public indecency.

8. Felony sex offense referrals:

- None
- One
- Two or more
- Check the total number of referrals for a felony sex offense or felony involving sexual motivation. Felony sex offenses include carnal knowledge, child molestation, communication with minor for immoral purposes, incest, indecent exposure, indecent liberties, promoting pornography, rape, rape of child, sexual exploitation of child, sexual misconduct with minor, statutory rape, or voyeurism.

9. Disposition orders where youth served at least one day confined in detention:

- None
- One
- Two
- Three or more
- Check the total number of disposition orders and modification orders in which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served. Detention includes physical confinement in a county detention facility. It does not include electronic detention or another version of a detention order that does not include being physically confined in a detention facility. Do not include youth serving days in detention under a truancy commitment.

10. Disposition orders where youth served at least one day confined under JRA:

- None
- One
- Two or more

- Check the total number of disposition orders and modification orders in which the youth served at least one day confined under the authority of the Juvenile Rehabilitation Administration (JRA). A day served includes credit for time served.

11. Escapes:

- None
- One
- Two or more

- Check the total number of attempted or actual escapes that resulted in a conviction or modification order.

12. Failure-to-appear in court warrants:

- None
- One
- Two or more

- Check the total number of failures to appear in court that resulted in a warrant being issued. Exclude failure to appear warrants for non-criminal matters.



### **Sample Interview Questions**

The criminal history section can be primarily derived from the JUVIS Form 5 and Form 6 reports.

If the youth was living in another state after the age of 10, then ask the youth and youth's family about any criminal history in the other state(s). If they deny any out-of-state criminal history and you suspect otherwise, then you may wish to ask your local law enforcement to do a record search.

**It is critical to ask the youth about his or her criminal history and involvement. This information is essential in order to complete later questions in the assessment.**

Review items on the JUVIS Form 5, and ask the youth to describe each offense and resulting court action.

## Scoring

### 1. Criminal History

Item	Factoid	Response Category	Static		Dynamic	
			Risk	Protective	Risk	Protective
1. Age at first offense:	<u>Number</u> years old at first offense	Over 16		0		
		16	1			
		15	2			
		13 to 14	3			
		Under 13	4			
2. Misdemeanor referrals:	<u>Number</u> misdemeanors (Use <u>No</u> when the number is zero)	None or one		0		
		Two	1			
		Three or four	2			
		Five or more	3			
3. Felony referrals:	<u>Number</u> felonies (Use <u>No</u> when the number is zero)	None		0		
		One	2			
		Two	4			
		Three or more	6			
4. Weapon referrals:	<u>Number</u> weapons/firearms referrals (Use <u>No</u> when the number is zero)	None		0		
		One or more	1			
5. Against-person misdemeanor referrals:	<u>Number</u> against-person misdemeanors (Use <u>No</u> when the number is zero)	None		0		
		One	1			
		Two or more	2			
6. Against-person felony referrals:	<u>Number</u> against-person felonies. (Use <u>No</u> when the number is zero)	None		0		
		One or two	2			
		Three or more	4			
7. Sexual misconduct misdemeanor referrals:	<u>Number</u> sexual misconduct misdemeanors	None				
		One				
		Two or more				
8. Felony sex offense referrals:	<u>Number</u> sexual misconduct misdemeanors	None				
		One				
		Two or more				
9. Disposition orders where youth served at least one day confined in detention:	<u>Number</u> detention orders (Use <u>No</u> when the number is zero)	None		0		
		One	1			
		Two	2			
		Three or more	3			
10. Disposition orders where youth served at least one day confined under JRA:	<u>Number</u> state institution orders (Use <u>No</u> when the number is zero)	None		0		
		One	2			
		Two or more	4			

Item	Factoid	Response Category	Static		Dynamic	
			Risk	Protective	Risk	Protective
11. Escapes:	<u>Number</u> escapes (Use <u>No</u> when the number is zero)	None		0		
		One	1			
		Two or more	2			
12. Failure-to-appear in court warrants:	<u>Number</u> failure to appears (Use <u>No</u> when the number is zero)	None		0		
		One	1			
		Two or more	2			
<b>Maximum Score</b>			31	0	0	0
<b>Lower 33%</b>			0 to 4	0	0	0
<b>Middle</b>			5 to 7	0	0	0
<b>Upper 33%</b>			8 to 31	0	0	0

**Note:** Number of referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).





## DOMAIN 2. DEMOGRAPHICS

### *Relationship to Re-offending*

Research has shown that some demographic information increases the youth's likelihood for re-offending.

### *Demographics*

1. Gender:

- Male
- Female

### *Scoring*

#### 2. Demographics

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Gender	Male	1	0		
	Female	0	1		
<b>Maximum Score</b>		<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>



## DOMAIN 3: SCHOOL

### ***Relationship to Re-offending***

A body of research is currently available to substantiate links between school success and criminal behavior. Essentially youth with performance problems (i.e., academic or behavioral) are at greater risk for delinquency. For example, there is a growing body of evidence to suggest that academic failure is related to onset of delinquency, as well as escalation in the frequency and seriousness of criminal behavior.

Other research has linked school behavior with risk for delinquency. The most important risk factors include truancy, drop-out, suspensions, lack of interest and commitment, and difficulties relating with peers and teachers. Youth who attend school, who believe in the value of school, and who are involved both academically and socially are less likely to come in contact with the criminal justice system.

It should be noted that intervention programs designed to improve academic performance and reduce behavioral difficulties have been shown to reduce delinquency.

### ***General Instructions***

- Always complete Section 3A.
- Complete Section 3B when the youth is currently in school. For Initial Assessments, current is the most recent term in last 6 months; for Re-assessments and Final Assessments current is the last 4 weeks in the most recent term.

### 3A. School History

1. Youth is a special education student or has a formal diagnosis of a special education need:

- No special education need
- Learning
- Behavioral
- Mental retardation
- ADHD/ADD

Check all that apply.

- Indicate if the youth is or has ever been a special education student or the youth has special education needs as evidenced by his or her receiving special treatment in school.  
**Note:** A 504 plan does not indicate special education.
- Contact the school to determine any or all special education classifications and needs that apply.
- If boxes are NOT checked, it means that the youth has never been a special education student.

**Relationship to re-offending:** Research suggests that youth with these disadvantages may have difficulty staying involved in school, experience failure in school, feel frustrated and isolated from school. They may seek acceptance with anti-social youth who can lead them into criminal activities.

2. History of expulsions and suspensions since the first grade:

- No expel/suspend
- 1 expel/suspend
- 2 or 3
- 4 or 5
- 6 or 7
- More than 7

- Include only out-of-school expulsions and suspensions.
- Some special education youth cannot be suspended and receive disciplinary hearings. Note this in the comment section but do NOT score as a suspension or expulsion. *This factor is concerned with the youth's absence from the school.*

**Relationship to re-offending:** Youth with an extensive number of expulsions and suspensions have established a persistent pattern of anti-social behavior that may continue as criminal activity.

## 3. Age at first expulsion or suspension:

- No expulsions
- 5 to 9 years old
- 10 to 13 years old
- 14 to 15 years old
- 16 to 18 years old

**Relationship to re-offending:** Research suggests that youth who exhibit school problems early in life are more likely to establish a pattern of anti-social behavior. These behaviors may become persistent and surface as continuing criminal activity.

## 4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance:

- No, graduated/GED and not attending school, do not complete Domain 3B
- No, dropped-out or expelled for more than six months, do not complete Domain 3B
- Yes, must complete Domain 3B

**3B. Current School Status**

- For Initial Assessments, current is the last 6 months; for Re-assessments and Final Assessment current is the last 4 weeks.
- *A community school is a school that is open to the general public—excluding detention schools, schools in a drug/alcohol program, and other similar schools which are not open to the general public.*
- *Recent term refers to any school term within the last six months prior to the assessment during which the youth was attending a community school.*

## 1. Youth's current school enrollment status, regardless of attendance:

- Graduated, GED
- Enrolled full-time
- Enrolled part-time
- Suspended
- Dropped out
- Expelled

If the youth is in home school as a result of being expelled or dropping out, check the “Expelled” or “Dropped out” box; otherwise, check enrolled if in home school.

**Relationship to re-offending:** Youth who are enrolled in school are at a lower risk than youth who are no longer enrolled and attending school. Not attending school indicates the youth's detachment from a pro-social activity and peers and the possibility that the youth has a lot of free time for getting into trouble. If a youth has withdrawn from school due to in-patient treatment, place youth in enrolled part-time and check other on question #2.

## 2. Type of school in which youth is enrolled:

- Public academic
- Vocational
- Alternative
- GED program
- Private academic
- Home school
- College
- Other \_\_\_\_\_

Name of School \_\_\_\_\_

Enter the name of the school in which the youth is enrolled or was last enrolled.

## 3. Youth believes there is value in getting an education:

- Believes getting an education of value
- Somewhat believes education is of value
- Does not believe education is of value

*From youth's perspective.*

**Relationship to re-offending:** Research suggests that youth who do not place much value in education are less likely to be successful in school and then later in life. Not believing in school is a marker for isolation from the healthy school pro-social environment and may also be a marker for not believing in pro-social values and conventions.

## 4. Youth believes school provides an encouraging environment for him or her:

- Believes school is encouraging
- Somewhat believes school is encouraging
- Does not believe school is encouraging

*From youth's perspective.*

**Relationship to re-offending:** Research suggests that youth who do not see school as an encouraging environment are more likely to do poorly and drop out of school, making them vulnerable to anti-social influences.

## 5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:

- Not close to any teachers, staff, or coaches
- Close to 1
- Close to 2
- Close to 3
- Close to 4 or more

**Relationship to re-offending:** Protective factor research suggests that youth who have positive relationships with pro-social adult role models are less likely to continue anti-social behaviors.

## 6. Youth's involvement in school activities during most recent term:

- Involved in 2 or more activities
- Involved in 1 activity
- Interested but not involved in any activities
- Not interested in school activities
- Examples of the types of school activities include:
  - ✓ School leadership
  - ✓ Drama, art
  - ✓ Music, dance programs
  - ✓ Social service clubs
  - ✓ Athletics
  - ✓ Other extracurricular activities
- No interest in school activities is evidenced by the youth not participating in any school activities, not considering self to have any involvement with school, not seeing self as a student, school is not a part of the youth's life. School dances are not considered an activity.

**Relationship to re-offending:** Protective factor research suggests that youth who are involved in school activities have less time for anti-social behavior, are exhibiting an interest in healthy pro-social behaviors, and a commitment and bonding to school. Youth who have no such interests are at higher risk because of their isolation from these pro-social activities and increased vulnerability to anti-social influences.

## 7. Youth's conduct in the most recent term:

- Recognition for good behavior
- No problems with school conduct
- Problems reported by teachers
- Problem calls to parents
- Calls to police
- Examples of the types of problematic conduct include:
  - ✓ Fighting or threatening students
  - ✓ Drug/alcohol use
  - ✓ Threatening teachers/staff
  - ✓ Crimes, e.g., theft, vandalism
  - ✓ Overly disruptive behavior
  - ✓ Lying, cheating, dishonesty
- This is the school misconduct record of the juvenile as measured by teacher reports and calls to the parents/caretakers and law enforcement. Most schools have an individual, usually a vice-principal, responsible for formal misconduct calls to parents and law enforcement.
- Do not count calls for the following types of misconduct: swearing, attendance, grades, and non-aggressive disrespectful behavior.

**Relationship to re-offending:** School misconduct provides direct evidence of anti-social behavior and an inability of the youth to successfully function in the school environment.

## 8. Number of expulsions and suspensions in the most recent term:

- No expel/suspend
  - 1 expel/suspend
  - 2 or 3
  - Over 3
- Include only out-of-school expulsions and suspensions.
  - Some special education kids cannot be suspended and receive disciplinary hearings. Note this in the comment section but do NOT score as a suspension or expulsion. *This factor is concerned with the youth's absence from the school.*

**Relationship to re-offending:** Youth with an extensive number of expulsions and suspensions have established a persistent pattern of anti-social behavior that may continue as criminal activity.

## 9. Youth's attendance in the most recent term:

- Good attendance; few excused absences
  - No unexcused absences
  - Some partial-day unexcused absences
  - Some full-day unexcused absences
  - Truancy petition/equivalent or withdrawn
- A full-day unexcused absence is defined as the juvenile being absent for the majority of classes in one day (e.g., 2 classes out of 3; 4 classes out of 6).
  - Indicate whether a truancy petition has ever been filed against the juvenile or if there were sufficient unexcused absences for a petition to be filed. A petition may be filed when there are seven unexcused absences within 30 days or ten within the school year.

**Relationship to re-offending:** Unexcused absences may indicate a lack of interest and involvement in school and suggests the youth has difficulties complying with the rules and expectations of the school.

## 10. Youth's academic performance in the most recent school term:

- Honor student (mostly As)
  - Above 3.0 (mostly As and Bs)
  - 2.0 to 3.0 (mostly Bs and Cs, no Fs)
  - 1.0 to 2.0 (mostly Cs and Ds, some Fs)
  - Below 1.0 (some Ds and mostly Fs)
- Check one box for youth's average academic performance in the first column and if applicable check one box in the second column if failing classes.
  - Ask the youth and the youth's family about the youth's average academic performance in the most recent term. You may also need to contact the school if the youth is overestimating how well he or she is doing in school.



- Consider the youth's average academic performance, or grade point average, during the most recent term in a community school.
- Notes on grades and failing classes:
  - ✓ Only youth who have lower than C average may be failing most classes.
  - ✓ Only youth with a C or better average may be failing some classes.
  - ✓ Honor students could not be failing any classes.

**Relationship to re-offending:** Protective factor research indicates that youth who get good grades in school demonstrate a commitment to school and pro-social values. Youth who get poor grades are at risk because of their lack of commitment to school, learning problems, or possibly an indication that a vocationally oriented environment may be more appropriate.

11. Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:
- Very likely to stay in school and graduate
  - Uncertain if youth will stay and graduate
  - Not very likely to stay and graduate

Based on your discussion with the youth and from directly asking the youth about graduating, indicate your assessment of the youth's chances for graduating.

**Relationship to re-offending:** The ability of the youth to stay in school and graduate is an indicator of the youth being able to live a pro-social lifestyle, develop the skills for future employment, develop a sense of accomplishment, and avoid future legal troubles.

## Sample Interview Questions

### 3A. School History

1. Youth is a special education student or has a formal diagnosis of a special education need:	Tell me about the classes that you have taken. Were any of these special ed. classes?
2. History of expulsions and suspensions since the first grade:	Have you ever been suspended or expelled from school? About how many times altogether?
3. Age at first expulsion or suspension:	When was the first time you were suspended or expelled from school? When was the last time? Why?
4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance:	Where have you attended school in the last six months?

### 3B. Current School Status For Initial Assessments, current is the most recent term in last 6 months; for Re-assessments and Final Assessments current is the last 4 weeks in the most recent term.

1. Youth's current school enrollment status, regardless of attendance:	Where are you currently enrolled in school? If not enrolled, what do you think about going back to school?
2. Type of school in which youth is enrolled:	What kind of a school is it?
3. Youth believes there is value in getting an education:	Do you think you can get ahead by going to school? Can you get ahead without going to school?
4. Youth believes school provides an encouraging environment for him or her:	How has the school encouraged or helped you to learn? Who at your school shows an interest in you? What sorts of activities keep you interested in learning?
5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:	Tell me about a teacher or a staff member you like and why you like him or her? Tell me about a teacher or staff member who pays attention to you?
6. Youth's involvement in school activities during most recent term:	What sorts of school clubs, teams, and activities do you belong to? Do you ever go to dances, games, or plays? Do you look forward to going to school? Or, do you hate going to school?
7. Youth's conduct in the most recent term:	Tell me about any trouble that you might have gotten into at school? What happened to you? Who found out about it? Your parents? The police?

<p>8. Number of expulsions and suspensions in the most recent term:</p>	<p>Have you been suspended or expelled from school in the last six months? When was the last time? Why?</p>
<p>9. Youth's attendance in the most recent term:</p>	<p>How often do you go to school? How often do you skip the whole day? Certain classes? Why do you skip?</p>
<p>10. Youth's academic performance in the most recent term:</p>	<p>What kinds of grades do you get in school? Would you say you have better than a C average? Do you get many A's? Are you an honor student? Are you failing any classes?</p>
<p>11. Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:</p>	<p>How would you describe your progress toward graduating from school? When do you think you will graduate?</p>

## Scoring

### 3A. School History

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Youth is a special education student or has a formal diagnosis of a special education need: <i>(One point for each, maximum score of one)</i>	Not a Special Education Student		0		
	Special Ed: <u>Learning, Behavior, Mental Retardation, ADHD/ADD</u> (list all checked)	1			
2. History of expulsions and suspensions since the first grade:	No expulsions/suspensions		1		
	1 expulsion/suspension	1			
	2 or 3 expulsions/suspensions	2			
	4 or 5 expulsions/suspensions	2			
	6 or 7 expulsions/suspensions	2			
	More than 7 expulsions/suspensions	2			
3. Age at first expulsion or suspension:	No expulsions		1		
	First expelled: 5 to 9 years old	2			
	First expelled: 10 to 13 years old	2			
	First expelled: 14 to 15 years old	1			
	First expelled: 16 to 18 years old	1			
4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance: <i>(If Yes is checked, must complete Section 3B)</i>	Not enrolled last 6 months, graduated/GED and not attending				2
	Not enrolled last 6 months, dropped-out or expelled			2	
	Enrolled last 6 months				2
<b>Maximum</b>		<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Lower 33%</b>		<b>0-3</b>			
<b>Middle</b>		<b>4-4</b>			
<b>Upper 33%</b>		<b>5-5</b>			

3B. Current School Status

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
<i>List items in the following section only if the youth has been enrolled in school during the last six months.</i>					
1. Youth's current school enrollment status, regardless of attendance:	Graduated/GED				2
	Enrolled full-time				2
	Enrolled part-time				1
	Suspended			3	
	Dropped out			3	
	Expelled			3	
2. Type of school in which youth is enrolled:	Enrolled at <u>School Name</u> , <u>school type</u>				0
3. Youth believes there is value in getting an education:	Believes getting education of value				1
	Somewhat believes education of value			1	
	Does not believe education of value			2	
4. Youth believes school provides an encouraging environment for him or her:	Believes school is encouraging				1
	Somewhat believes school is encouraging			1	
	Does not believe school is encouraging			2	
5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:	Not close to any adult at school			0	
	Close to 1 adult at school				1
	Close to 2 adults at school				2
	Close to 3 adults at school				2
	Close to 4 or more adults at school				2
6. Youth's involvement in school activities during most recent term:	Involved in 2 or more school activities				2
	Involved in 1 school activity				1
	Not involved in any school activities			1	
	Not interested in school activities			2	
7. Youth's conduct in the most recent term:	Recognition for good school behavior				2
	No problems with school conduct				1
	School problems reported by teachers			1	
	School problem calls to parents			2	
	School problem calls to police			3	
8. Number of expulsions and suspensions in the most recent term:	No recent expel/suspend				1
	1 recent expel/suspend			1	
	2 or 3 recent expel/suspend			2	
	Over 3 recent expel/suspend			3	
9. Youth's attendance in the most recent term:	Good attendance; few excused absences				2
	No unexcused absences				1
	Some partial-day unexcused absences			1	
	Some full-day unexcused absences			2	
	Truancy petition/equivalent or withdrawn			3	

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
10. Youth's academic performance in the most recent school term:	Grades: mostly As				3
	Grades: mostly As and Bs				2
	Grades: mostly Bs and Cs, no Fs				1
	Grades: mostly Cs and Ds, some Fs			1	
	Grades: Some Ds and mostly Fs			2	
11. Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:	Assessed as very likely to graduate				1
	Assessed as uncertain to graduate			1	
	Assessed as not likely to graduate			2	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>22</b>	<b>17</b>
<b>Lower 33%</b>				<b>0-3</b>	
<b>Middle</b>				<b>4-6</b>	
<b>Upper 33%</b>				<b>7-22</b>	

## DOMAIN 4: USE OF FREE TIME

### *Relationship to Re-offending*

Research suggests that involvement in organized/structured activities provide youth with opportunities to develop relationships with pro-social youth and adults. This may serve to facilitate involvement in conventional social networks and promote a global sense of competence, self-efficacy, and pro-social conduct.

Research has also shown that youth who spend their free-time in pro-social and constructive activities are at lesser risk. At the same time, youth who have no interest in any of these activities are at higher risk.

### *General Instructions*

- Section 4A concerns the use of free-time over the past five years.
- Section 4B concerns the current use of free-time. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.
- **Exclude activities sponsored by the youth's school, since those activities are already considered in the school section.**

#### 4A. Historic Use of Free Time

1. History of structured recreational activities within the past 5 years:

Youth has participated in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.

- Involved in 2 or more structured activities
- Involved in 1 structured activity
- Never involved in structured activities

2. History of unstructured pro-social recreational activities within the past 5 years:

Youth has engaged in activities that positively occupy the youth's time, such as reading, hobbies, etc.

- Involved in 2 or more pro-social unstructured activities
- Involved in 1 pro-social unstructured activity
- Never involved in pro-social unstructured activities

#### 4B. Current Use of Free Time

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current interest and involvement in structured recreational activities:

Youth participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.

- Currently involved in 2 or more structured activities
- Currently involved in 1 structured activity
- Currently interested but not involved
- Currently not interested in any structured activities

*Be sure that the youth is actually participating in these activities and not just saying he or she is. You may need to check with the organization sponsoring the activity to confirm that the youth shows up and participates.*

**Relationship to re-offending:** The protective factor research suggests that commitment and bonding to the community can reduce anti-social behavior. This item measures this bonding through the youth's participation in structured community activities.



2. Types of structured recreational activities in which youth currently participates: (Check all that apply.)

- No structured recreational activities
- Athletics
- Community/cultural group
- Hobby group or club
- Religious group/church
- Volunteer organization

3. Current interest and involvement in unstructured recreational activities:

Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.

*Be sure that the youth actually engages in walking, hobbies, outdoor recreation, activities, and pastimes that occupy the youth's attention and time in a healthy, positive way.*

- Currently involved in 2 or more unstructured activities
- Currently involved in 1 unstructured activity
- Currently interested but not involved
- Currently not interested in any unstructured activities

## Sample Interview Questions

### 4A. Historic Use of Free Time

1. History of structured recreational activities within the past 5 years:	Tell me about clubs, groups, church or organized activities in which you have participated.
2. History of unstructured pro-social recreational activities within the past 5 years:	What did you like to do as a kid?

### 4B. Current Use of Free Time

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current interest and involvement in structured recreational activities:	How do you like to spend your free time outside of school? What clubs, groups, churches, or activities are you involved with? How often do you participate?
2. Types of structured recreational activities in which youth currently participates:	What do you like about these? What adults are involved? How often do you do these things?
3. Current interest and involvement in unstructured recreational activities:	What kinds of things do you enjoying doing on your own? How do you spend most of your time outside of school? How often do you do these things? Are you satisfied with how you spend your free time? Given the chance, how would you like to spend your time?

**Scoring**

**4A. Historic Use of Free Time**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of structured recreational activities within the past 5 years:	Has been involved in 2 or more structured activities		2		
	Has been involved in one structured activity		1		
	Never involved in structured activities		0		
2. History of unstructured pro-social recreational activities within the past 5 years:	Has been involved in 2 or more pro-social unstructured activities		2		
	Has been involved in 1 pro-social unstructured activity		1		
	Never involved in unstructured pro-social activities		0		
<b>Maximum</b>		<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Lower 33%</b>		<b>n/a</b>			
<b>Middle</b>		<b>n/a</b>			
<b>Upper 33%</b>		<b>n/a</b>			

**4B. Current Use of Free Time**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Current interest and involvement in structured recreational activities:	Currently in 2 or more structured activities				3
	Currently in 1 structured activity				2
	Currently interested in structured activity				1
	Currently not interested in structured activities			0	
2.Types of structured recreational activities in which youth currently participates: <i>(No score but accounted for in Question 1, until further research)</i>	Currently no structured recreational activities			0	
	Currently in athletics				0
	Currently in community/cultural group				0
	Currently in hobby group/club				0
	Currently in religious group/church				0
	Currently in volunteer organization				0
3. Current interest and involvement in Unstructured recreational activities:	Currently in 2 or more unstructured activities				3
	Currently in 1 unstructured activity				2
	Currently interested in unstructured activity				1
	Currently not interested in unstructured activities			1	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>
<b>Lower 33%</b>				<b>n/a</b>	
<b>Middle</b>				<b>n/a</b>	
<b>Upper 33%</b>				<b>n/a</b>	

## DOMAIN 5: EMPLOYMENT

### *Relationship to Re-offending*

The protective factor research indicates that youth who have been successfully employed and have developed good relationships with their employer(s) and co-worker(s) are at lower risk for re-offending. Participation in a supervised work environment can provide the youth with essential job related and social skills that will facilitate the transition into adulthood.

### *General Instructions*

- Section 5A concerns employment history.
- Section 5B concerns current employment. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.
- Consider the youth's global involvement as an employee to get a general impression of adaptability and performance. Consider only voluntary employment that is not a court ordered obligation or a condition of supervision, and not a family chore or expectation. The youth must be expected to show up at work at a certain time, on a regular basis, and get paid.

## **Employment**

### **5A. Employment History**

1. History of employment:

- Too young for employment consideration
- Never been employed
- Has been employed

**Note:** Complete following section only if the youth has ever been employed.

2. History of successful employment:

- Never successfully employed
- Has been successfully employed

3. History of problems while employed:

- Never fired or quit because of problems
- Fired or quit because of poor performance
- Fired or quit because he or she could not get along with employer or coworkers

4. History of positive personal relationship(s) with past employer(s) or adult coworker(s):

- Never had any positive relationships
- Had 1 positive relationship
- Had 2 or more positive relationships

**5B. Current Employment**

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Understanding of what is required to maintain a job:

- Lacks knowledge of what it takes to maintain a job
- Has knowledge of abilities to maintain a job
- Has demonstrated ability to maintain a job

2. Current interest in employment:

- Currently employed
- Not employed but highly interested in employment
- Not employed but somewhat interested
- Not employed and not interested in employment
- Too young for employment consideration

3. Current employment status:

- Not currently employed
- Employment is currently going well
- Having problems with current employment

4. Current positive personal relationship(s) with employer(s) or adult coworker(s):

- Not currently employed
- Employed but no positive relationships
- At least 1 positive relationship

## Sample Interview Questions

### 5A. Employment History

1. History of employment:	<p>What sorts of jobs have you had, where you get paid for your time?          How did you get along with your boss?          How did you get along the other adults working there?          How did these different jobs go for you?          How did they end?          Tell me about any problems you may have experienced?          About how many different jobs would you say you have had?          What job did you have for the longest period of time?          How long did you have that job?</p>
2. History of successful employment:	
3. History of problems while employed:	
4. History of positive personal relationship(s) with past employer(s) or adult co-worker(s):	<p>Tell me about your employer and the people you worked with.          How did you like your boss and the other employees?          How did they treat you?          Would you like to see any of them again?</p>

**5B. Current Employment** For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Understanding of what is required to maintain a job:	<p>What do you think it takes to keep a job?          What do you think your boss would want from you?          How do you keep a job?</p>
2. Current interest in employment:	<p>So, are you interested in working?          What kind of jobs would you find interesting?</p>
3. Current employment status:	<p>Do you have a job now?</p>
4. Current positive personal relationship(s) with employer(s) and adult co-worker(s):	<p>Tell me about the people at work that you get along with?          What is it that you like about those people?          What are they like?</p>



## Scoring

### 5A. Employment History

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of employment:	Too young for employment		0		
	Never been employed	0			
	Has been employed		1		
2. History of successful employment:	Never successfully employed	0			
	Has been successfully employed		1		
3. History of problems while employed:	Never fired or quit: problems		0		
	Fired or quit: poor performance	1			
	Fired or quit: not getting along	2			
4. History of positive personal relationship(s) with past employer(s) or adult coworker(s):	Never had positive employment relationships	0			
	Had 1 positive employment relationship		1		
	Had 2 or more positive employment relationships		2		
<b>Maximum</b>		<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Lower 33%</b>		<b>n/a</b>			
<b>Middle</b>		<b>n/a</b>			
<b>Upper 33%</b>		<b>n/a</b>			

### 5B. Current Employment

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Understanding of what is required to maintain a job:	Lacks knowledge to maintain job			0	
	Has knowledge to maintain job				1
	Has demonstrated maintaining job				2
2. Current interest in employment:	Currently employed				3
	Highly interested in employment				2
	Somewhat interested in employment				1
	Not interested in employment			0	
	Too young for employment				0
3. Current employment status:	Not currently employed			0	
	Employment currently going well				1
	Problems with current employment			1	
4. Current positive personal relationship(s) with employer(s) or adult coworker(s):	Not currently employed			0	
	Currently employed: no positive relationships				0
	At least 1 current positive job relationship				1
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>Lower 33%</b>				<b>n/a</b>	
<b>Middle</b>				<b>n/a</b>	
<b>Upper 33%</b>				<b>n/a</b>	



## DOMAIN 6: RELATIONSHIPS

### *Relationship to Re-offending*

Youth are influenced by their peers, family, and other adult role models. The weaker the bond between the youth and family, the greater the influence that peers may have upon the youth. Youth who spend a lot of time with peers who are a negative influence, particularly if there are weak family and adult attachments, are at higher risk for re-offending. The protective factor research suggests that youth with weak family attachments can be influenced by other positive adult role models. According to the prevention research literature, improving the youth's relationships with pro-social adults and peers and weakening the relationship with anti-social peers should reduce the risk for re-offending.

### *General Instructions*

- This section requires the interviewer to conduct a thorough examination of individuals in the youth's life. It is critical to identify all individuals who the youth is in contact with and then to determine if these individuals provide pro-social modeling and support. Start by asking the youth about adults who they are in contact with and then focus on peer relationships.
- **Exclude school, employment, and family relationships.**
- Section 6A concerns all past relationships.
- Section 6B concerns current relationships. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

## **Relationships**

### **6A. History of Relationships**

1. History of positive adult non-family relationships not connected to school or employment:

Adults, who are not teachers and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.

- No positive adult relationships
- 1 positive adult relationship
- 2 positive adult relationships
- 3 or more positive adults relationships

2. History of anti-social friends/companions: (Check all that apply.)

Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others.

- Never had consistent friends or companions
- Had pro-social friends
- Had anti-social friends
- Been gang member/associate

**6B. Current Relationships (within last four weeks)**

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

**1. Current positive adult non-family relationships not connected to school or employment:**

Adults, who are not teachers, not employers, not co-workers, and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.

This protective factor is characterized by the existence of reliable, caring relationships based upon compassion, understanding, respect, and interest that establish trust and self-confidence. That is, are there adults or older persons in the youth's life who can provide support to help the youth live a positive life? This includes adults such as a religious leader, club member, community person, or any other non-family adult(s). Exclude teachers, school staff, employers, and adult co-workers since that information is included in those sections.

- No positive adult relationships
- 1 positive adult relationship
- 2 positive adult relationships
- 3 or more positive adults relationships

**2. Current pro-social community ties:**

Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.

- No pro-social community ties
- Some pro-social community ties
- Has strong pro-social community ties

The youth feels attached to a pro-social community (excluding school). The youth feels there are community supports and resources to which the youth can turn for help and belonging. The youth has a sense of attachment and does not feel socially isolated.

**3. Current friends/companions youth actually spends time with: (Check all that apply.)**

- No consistent friends or companions
- Pro-social friends
- Anti-social friends
- Gang member/associate

Anti-social peers are defined as youth who are hostile to or disruptive of the legal social order; who violate the law and the rights of others.

**Relationship to re-offending:** Research has repeatedly shown that peers have a potentially large influence over youth. Whom the youth associates with, whom the youth emulates, and what role the youth plays among his or her peers are indicators whether the youth's friends and companions are a positive or negative influence.

## 4. Currently in a “romantic,” intimate, or sexual relationship:

- Not romantically involved with anyone
- Romantically involved with a pro-social person
- Romantically involved with an anti-social person/criminal

**Relationship to re-offending:** Romantic partners may have more of an influence than other peers.

## 5. Currently admires/emulates anti-social peers.

- Does not admire, emulate anti-social peers
- Somewhat admires, emulates anti-social peers
- Admires, emulates anti-social peers

**Relationship to re-offending:** Because peer relationships have such a potentially large influence over the youth and because measuring peer relationships is subjective, researchers suggest having several items measure the strength of this relationship. The sum of these items should form a more reliable scale of the influence that negative peers have over the youth.

## 6. Current resistance to anti-social peer influence:

- Does not associate with anti-social friends
- Usually resists going along with anti-social peers
- Rarely resists going along with anti-social peers
- Leads anti-social peers

**Relationship to re-offending:** This item directly measures the degree to which the youth is influenced by the peer group.

## Sample Interview Questions

### 6A. History of Relationships

1. History of positive adult non-family relationships not connected to school or employment:	Besides your family, were there adults that you liked to spend time with in the past? What were they like? How did they treat you? Did they try to help you? Did they notice you when you did well or just when you made a mistake?
2. History of anti-social friends/companions:	Who did you hang around with in the past and what were they like?

### 6B. Current Relationships

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current positive adult non-family relationships not connected to school or employment:	Besides your family, are there adults that you would like to spend time with? What are they like? How do they treat you? Do they try to help you? Do they notice you when you do well or just when you make a mistake?
2. Current pro-social community ties:	How do you feel about the people in your neighborhood? Who is interested in what you do? Who discourages you from getting into trouble?
3. Current friends/companions youth actually spends time with:	Do you hang out with a certain group of kids? How would you describe them? Are they enrolled in school? Ever been in any trouble with the law? Do any of your friends help to keep you out of trouble? Do any of your friends belong to a gang? Do you belong to a gang?
4. Currently in "romantic," intimate, or sexual relationship:	Do you have a girl/boy friend? How long have you been involved with each other? Tell me what he or she is like. Where do you think this relationship is going? What sorts of things do you do together? How do you influence each other?
5. Currently admires/emulates anti-social peers:	What do you think about covering up for your friends when they get into trouble? How far would you go to help one of them out?
6. Current resistance to anti-social peer influence:	What happens when your friends do not want to go along with what you want to do? What about when you do not want to go along with their plans? What would happen if you decided to stop hanging around with these friends? When you are with your friends, who usually figures out what you are going to do? Do you help figure it out?

### Scoring

#### 6A. History of Relationships

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of positive adult non-family relationships not connected to school or employment:	Never any positive adult relationships	0			
	1 positive past adult relationship		1		
	2 positive past adult relationships		2		
	3 or more positive past adult relationships		3		
2. History of anti-social friends/companions:	Never had consistent friends or companions	1			
	Had only pro-social friends		1		
	Had pro-social and anti-social friends	1			
	Had only anti-social friends	2			
	Been gang member/associate	3			
<b>Maximum</b>		<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Lower 33%</b>		<b>0-0</b>			
<b>Middle</b>		<b>1-1</b>			
<b>Upper 33%</b>		<b>2-3</b>			

#### 6B. Current Relationships

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Current positive adult non-family relationships not connected to school or employment:	No current positive adult relationships			0	
	1 positive current adult relationship				1
	2 positive current adult relationships				2
	3 or more current positive adult relationships				3
2. Current pro-social community ties:	No pro-social community ties			0	
	Some pro-social community ties				1
	Strong pro-social community ties				2
3. Current friends/companions youth actually spends time with:	No consistent friends or companions			1	
	Only pro-social friends				1
	Pro-social and anti-social friends			1	
	Only anti-social friends			2	
	Gang member/associate			3	
4. Currently in a "romantic," intimate, or sexual relationship:	Not romantically involved			0	
	Romantically involved: pro-social person				1
	Romantically involved: anti-social person			1	
5. Currently admires/emulates anti-social peers:	Does not admire anti-social peers				1
	Somewhat admires anti-social peers			1	
	Admires, emulates anti-social peers			2	
6. Current resistance to anti-social peer influence:	Does not associate with anti-social peers				2
	Usually resists anti-social peer influence				1
	Rarely resists anti-social peer influence			1	
	Leads anti-social peers			2	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>8</b>	<b>10</b>
<b>Lower 33%</b>				<b>0-0</b>	
<b>Middle</b>				<b>1-2</b>	
<b>Upper 33%</b>				<b>3-8</b>	



## **DOMAIN 7: FAMILY**

### **7A. Family History**

#### ***Relationship to Re-offending***

The family environment in which the youth was raised has a large influence over the youth's attitudes and behaviors. The two major areas addressed in Domain 7A and 7B include parent characteristics and family management practices.

Research has consistently identified factors, such as parental criminality, substance abuse problems, mental health etc., that are related to juvenile delinquency.

Family management practices also play an important role in the child's development. Researchers have found four aspects of family management practices that contribute to problematic behavior. First, minimal parental supervision (lack of knowledge of the child's whereabouts, activities engaged in outside of the home, and peers) place youth at risk for anti-social behavior. Second, youth who receive little support, encouragement and affection are more likely to experience difficulties in adolescence. Third, poorly defined and poorly communicated rules and expectations for behavior appear to play a major role in child problematic behavior. Discipline for inappropriate behavior that is inconsistent or excessively severe further contributes to difficulties for the youth. Finally, youth who witness or experience abuse are at greater risk for behavioral and emotional problems.

If the youth is returning to a dysfunctional family environment, research indicates that family-based interventions may be effective in reducing risk.

In addition to the environment in which the youth was raised, research suggests the youth's current living arrangements have an impact on the youth's level of risk.

#### ***General Instructions***

- Parents in this assessment include the youth's mother and father or any individuals who are legally responsible for raising the youth. A mother includes the youth's primary female adult caretaker. A father includes the youth's primary male adult caretaker.
- Section 7A concerns family history.
- Section 7B concerns current family/living arrangements. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

## 7A. Family History

1. History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:

Exclude JRA commitments.

- No out-of-home placements exceeding 30 days
  - 1 out-of-home placement
  - 2 out-of-home placements
  - 3 or more out-of-home placements
- In determining the number of times the youth has had an out-of-home placement, a youth does not have to be returned home between placements since this may not be possible for some youths.
  - Include all court ordered and DSHS voluntary out-of-home placements and shelter care placements exceeding 30 days. (Include only those voluntary programs that have official agency involvement).
  - Exclude respite care, detention, and shelter care under 30 days. Exclude sending the youth to live with other relatives as out-of-home placement unless officially recognized as an out-of-home placement. The intent of this risk factor encompasses situations in which there is no extended family structure.

2. History of running away or getting kicked out of home:

Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.

- No history of running away or being kicked out
  - 1 instance of running away/kicked out
  - 2 to 3 instances of running away/kicked out
  - 4 to 5 instances of running away/kicked out
  - Over 5 instances of running away/kicked out
- Determine the number of times the youth has run away from home, been kicked out of home, or had any placement where the youth did not voluntarily return within 24 hours.
  - Include incidents not reported by or to law enforcement. Include times the youth did not voluntarily return within 24 hours.
  - Include incidents not reported by or to law enforcement.

## 3. History of petitions filed:

Include all petitions regardless of whether the petition was granted.

- No petitions filed
- Youth-at-risk
- CHINS
- ARP
- Dependency

- Check all that apply.
- Check as many as apply for dependency petitions.
- Look in JUVIS and do a Search Index in SCOMIS for dependency cases.
- Although ARP has been eliminated as a dependency petition, these petitions may exist for the youth from prior years. Look for a history of ARP petitions.
- Include any petition filed, even if not granted.

## 4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months: (Check all that apply.)

- No jail/imprisonment history in family
- Mother/female caretaker
- Father/male caretaker
- Older sibling
- Younger sibling
- Other member

## 5. Youth has been living under any “adult supervision”:

Adult supervision must be someone who is responsible for providing for the youth’s welfare.

- No, living with peers without adult supervision, do not complete Domain 7B
- No, living alone without adult supervision, do not complete Domain 7B
- No, transient without adult supervision, do not complete Domain 7B
- Yes, must complete Domain 7B

**Note: Youth who are not under the supervision and guidance of an adult are at higher risk of getting into trouble. Domain 7B cannot be completed because no one is providing any of those parental responsibilities.**

## **7B. Current Living Arrangements**

### **General Instructions**

- In this section, it is important to determine risk and protective factors in the youth's current living arrangements.
- Parents in this assessment include the youth's mother and father or any individuals who are legally responsible for raising the youth.
- For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

### **Relationship to Re-offending**

In addition to the environment in which the youth was raised, research suggests the youth's current living arrangements have an impact on the youth's level of risk.

Once again, it is important to examine who is present in the youth's environment to provide support and encouragement and to discourage anti-social behavior. A thorough assessment of how the youth is supervised, disciplined, and reinforced is critical.

*Complete this section if the youth is currently under any adult supervision. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.*

1. All persons with whom youth is currently living: (Check all that apply.)

- Living alone
- Transient (street, moving around)
- Biological mother
- Biological father
- Non-biological mother
- Non-biological father
- Older sibling(s)
- Younger sibling(s)
- Grandparent(s)
- Other relative(s)
- Long-term parental partner(s)
- Short-term parental partner(s)
- Youth's romantic partner
- Youth's child
- Foster/group home
- Youth's friends

2. Annual combined income of youth and family:

- Under \$15,000
- \$15,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 and over

- Annual income is the money available to the household responsible for the youth.
- Because this can be an embarrassing item, one court suggested having the income question on a separate piece of paper that you can ask the family to complete without verbally asking them for the information. They also suggested asking the family for this information in an apologetic way, stating that the court needs to know what resources are available to the youth as a protective factor. In addition, you could assure them that this information will not be used for court costs or other financial obligations. You can add that the court makes you collect this information, and you do not like it anymore than they do.
- Your court may already ask this information when they are determining financial obligations and the family's ability to pay those obligations.
- If child support is being provided to the youth, include only the child support payment, not the income of the person paying child support, in the total income.
- If the youth is working to partially or totally support him/herself, be sure that the employment box is checked and write on the assessment that the youth is financially self-supported through employment.

3. Jail/imprisonment history of persons who are currently involved with the household: (Check all that apply.)

- No jail/imprisonment history of persons currently in household
- Mother/female caretaker
- Father/male caretaker
- Older sibling
- Younger sibling
- Other member
- Check jail/imprisonment if either parent or siblings were ever incarcerated. This includes time frame before youth was born.
- Asking your local law enforcement about family criminal history could be the most reliable and valid method for obtaining this information. Using any self-reported information from either the youth or a parent is a valid way to reduce your search effort. JUVIS can be used to determine the juvenile court records of the youth's siblings. At the state level, you could do a Search Index in SCOMIS for court records. For parents and siblings, you may need their birth date, in addition to name, for identification.

4. Problem history of parents who are currently involved with the household:

- No problem history of parents currently in household
  - Parental alcohol problem history
  - Parental drug problem history
  - Parental physical health problem history
  - Parental mental health problem history
  - Parental employment problem history
- Check all that apply.
  - Include any problem(s) the parents/caretakers currently involved in the household have ever experienced.
  - Interviewing the youth separately from the parents may help provide this information as well as asking the parents directly without the youth being present. Other sources of information are school counselors, law enforcement, and drug/alcohol providers who know the youth or youth's family.
  - Problem history for drug and/or alcohol use involves disrupted function in four life areas: employment, family conflict, health, and legal consequences.
    - ✓ Disruption of employment as evidenced by problems with work, lack of work, absence from work, or poor job performance.
    - ✓ Disruption of family life as the result of absence from the family life or conflicts (fighting) over alcohol or drug use.
    - ✓ Disruption in health as evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.
    - ✓ Problems with legal system such as DUIs, loss of driver's license, arrests for alcohol or drug offenses, or criminal activity involving or as the result of alcohol or drug use.

5. Problem history of siblings who are currently involved with the household: (Check all that apply.)

- No siblings in household
- No problem history of siblings in household
- Sibling alcohol problem history
- Sibling drug problem history
- Sibling physical health problem history
- Sibling mental health problem history
- Sibling employment problem history

## 6. Support network for family:

Extended family and/or family friends who can provide additional support to the family.

- No support network
- Some support network
- Strong support network

## 7. Family willingness to help support youth:

- Consistently willing to support youth
- Inconsistently willing to support youth
- Little or no willingness to support youth
- Hostile, berating, and/or belittling of youth
- If the youth indicates that she or he feels loved, supported, and cared for, ask the youth to indicate how this is expressed by the parent or caretaker.
- Look for signs of affection, such as giving compliments, supportive statements for something well done, increasing time spent together, and other ways of communicating approval and respect.
- Try to get a global feeling of the level of affection, respect, and caring experienced by the youth.

**Relationship to re-offending:** Lack of parental affection and parental rejection of the youth have been consistently linked to criminal behavior.

## 8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:

- No opportunities for involvement provided
- Some opportunities for involvement provided
- Opportunities for involvement provided
- Look for a range of opportunities to do things as a family on a regular basis.
- The family gives the youth a chance to be part of pro-social family events and activities.
- The youth feels included in the family.
- The youth is given the opportunity to be attached to the family.

## 9. Youth has run away or been kicked out of home:

*Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.*

- Has not run away/been kicked out of home
- Has run away/been kicked out
- Is currently kicked out of home or is a runaway

10. Family member(s) youth feels close to or has good relationship with: (Check all that apply.)

- Does not feel close to any family member
- Feels close to mother/female caretaker
- Feels close to father/male caretaker
- Feels close to male sibling
- Feels close to female sibling
- Feels close to extended family

11. Level of conflict between parents, between youth and parents, among siblings:

- Some conflict that is well managed
- Verbal intimidation, yelling, heated arguments
- Threats of physical abuse
- Domestic violence: physical/sexual abuse

Since several forms of conflict may be present, check the most severe level of conflict.

**Relationship to re-offending:** The level of conflict experienced by the youth has been linked to increased risk for problematic behavior. Youth who are repeatedly exposed to violence and abuse are at greater risk for perpetrating acts of violence or further victimization.

12. Parental supervision:

*Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.*

- Consistent, good supervision
- Sporadic supervision
- Inadequate supervision
- Good supervision implies encouraging and guiding youth to engage in pro-social activities and influences.
- Parental supervision is evidenced by the parents knowing and approving whom youth is with, when youth will return, where youth is going, and what youth is doing?
- Knowledge alone is not good supervision. Knowing that a youth is with gang members is not good supervision. This implies supervision is inadequate. Look for efforts on the parent's part to monitor the youth.

For example, does the youth know how to reach the parent at all times? Does the parent know where the youth is at all times, even when she or he is at work or out of the house? If parents are at work when the youth returns from school, what efforts have been put into place to ensure the youth is properly supervised?

**Relationship to re-offending:** Parental supervision is a critical risk factor in predicting anti-social behavior. Youth who are not supervised are free to spend time with other anti-social youth and engage in anti-social behavior.



## 13. Parental authority and control:

- Youth usually obeys and follows rules
- Youth sometimes obeys or obeys some rules
- Youth consistently disobeys and/or is hostile
  
- The focus of this risk factor is the level of parental control.
  
- Determine if the family has rules and expectations and how frequently the youth follows through and obeys them. Probe carefully when the youth indicates there are no rules or expectations. Typically the youth has some type of restriction placed on his or her behavior.
  
- You can consider what the parents say as a confirming source about what the youth says, although if you suspect the parents are denying this problem, you may need to refer to another source.
  
- The time of the offense can indicate parental control. If a youth commits a crime in the middle of the night, the parent may not have the control to keep the youth in the house.

## 14. Consistent, appropriate punishment for bad behavior:

*Appropriate means clear communication, timely response, and response proportionate to conduct.*

- Consistently appropriate punishment
- Consistently overly severe punishment
- Consistently insufficient punishment
- Inconsistent or erratic punishment
  
- Consistent refers to timely response (closely follows target behavior).
  
- Appropriate punishment means clear communication of the undesired behavior and response or consequence that is proportionate to conduct and that is non-coercive or abusive.

**Relationship to re-offending:** Research suggests that little, insufficient (used erratically or infrequently), or overly severe punishment (severe consequences in relation to the problem behavior) are related to delinquency.

15. Consistent, appropriate rewards for good behavior:

- Consistently appropriate rewards
  - Consistently overly indulgent/overly protective
  - Consistently insufficient rewards
  - Inconsistent or erratic rewards
- Consistent refers to timely response (closely follows target behavior).
  - Appropriate rewards means clear communication of the desired behavior and a response that could include affection, praise, or other tangible means.

16. Parental characterization of youth's anti-social behavior:

- Disapproves of youth's anti-social behavior
- Minimizes, denies, justifies, excuses behavior, or blames others/circumstances
- Accepts youth's anti-social behavior as okay
- Proud of youth's anti-social behavior

Determine if the parent colludes with the youth and/or promotes anti-social behavior by denying the significance of the offense or minimizing the youth's responsibility.

**Relationship to re-offending:** There is significant evidence to suggest that parents who condone or ignore anti-social acts exhibited by their children may actually reinforce and promote their child's criminal behavior.

### Sample Interview Questions

#### 7A. Family History

1. History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:	Search court records for petitions. Contact DSHS for placement and other social service records. Have you ever had to go to court to determine with whom you were to live?
2. History of running away or getting kicked out of home:	Have you ever felt like running away from home? How many times did you actually do it? How long did you stay away? Have your parents ever threatened to kick you out of the house? How many times have they actually done it? For how long?
3. History of petitions filed:	Search court records for petitions. Contact DSHS for placement and other social service records
4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:	Has anyone you have ever lived with been arrested? What happened to them?
5. Youth has been living under any "adult supervision":	Where have you been living during the last four weeks? With whom have you been living?

#### 7B. Current Living Arrangements For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. All persons with whom youth is currently living:	Who do you currently live with? How long have you been living there? Who else lives with you now?
2. Annual combined income of youth and family:	Do your parents work?
3. Jail/imprisonment history of persons who are currently involved with the household:	Has anyone involved with your current household ever been arrested? What happened to them?
4. Problem history of parents who are currently involved with the household:	What sorts of problems do members of your family have? Does your mother, father, or brothers or sisters have any problems with their health, work, or getting along, drinking or drugs?
5. Problem history of siblings who are currently involved with the household:	Were they ever hospitalized or received help for these problems? How are they doing with these problems right now? Has anyone in your family ever been arrested? What happened to them? Were they locked up? Where? Still?
6. Support network for family:	What are the extended family, friends, and organizations from whom the youth's family can receive additional support?

<p>7. Family willingness to help support youth:</p>	<p>Who in your family is it easy to talk to?          Who could you turn to for help?          Tell me how well you get along with your parents?          How do you think your parents feel about you?          How do they try to help you out? Support you?          Let you know they care about you?          Talk about your good points, your strengths?          How do you get along with your brothers and sisters?</p>
<p>8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:</p>	<p>What sorts of things does your family do together?          How do your parents feel about doing fun things with you?          How do your parents make family decisions affecting you?</p>
<p>9. Youth has run away or been kicked out of home:</p>	<p>Have you run away or been kicked out of your home recently?          What happened?</p>
<p>10. Family member(s) youth feels close to or has good relationship with:</p>	<p>Who is easy to talk to in your family?          Whom could you turn to for help?</p>
<p>11. Level of conflict between parents, between youth and parents, among siblings:</p>	<p>How does your family express disagreement?          Do they call each other names, threaten each other, throw things, hit, or in any other way try to harm each other?          Have the police ever had to come to your home because of fighting?          How safe do you feel in your home?</p>
<p>12. Parental supervision:</p>	<p>Who is in the house when you get home from school?          If your parents aren't at home, how can you get in touch with them?          How often do your parents ask you where you are going, what you are going to do, and who you will be with when you leave the house?          What would your parents say about your friends? Do they know your friends' names? Your friends' parents?</p>
<p>13. Parental authority and control:</p>	<p>What are the rules for you in your family?          What actually happens if you do not follow the rules?          How often does that happen?          How much influence or control over your behavior would you say your parents have?</p>
<p>14. Consistent appropriate punishment for bad behavior:</p>	<p>If your parents say they are going to punish you, how often can you find a way out of it, or how often do they just forget it?          How often do you think that the kind of punishment you get depends on your parent's mood?          Do you think your parents' punishment is too severe? Is a joke?          Do think you can pretty much get away with anything?</p>
<p>15. Consistent appropriate rewards for good behavior:</p>	<p>How often do you get praised or receive a reward for something?          In what kinds of circumstances?          What kind of reward do you get?</p>

16. Parental characterization of youth's anti-social behavior:	How did your parents feel about you getting into trouble with the law? What do they think about how the police and courts handled your case? What do they think about the courts, the law, and society's rules?
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## Scoring

### 7A. Family History

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:	No out-of-home placements		1		
	1 out-of-home placement	1			
	2 out-of-home placements	2			
	3 or more out-of-home placements	3			
2. History of running away or getting kicked out of home:	No history of running away/kicked out		1		
	1 instance of running away/kicked out	1			
	2 to 3 instances of running away/kicked out	2			
	4 to 5 instances of running away/kicked out	3			
	Over 5 instances of running away/kicked out	4			
3. History of petitions filed: <i>One point for each type of petition for a maximum of 3 points</i>	No dependency petitions		1		
	Youth-at-risk	1			
	ARP	1			
	CHINS	1			
4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months: <i>One point for each for a maximum of 3 points</i>	Dependency	1			
	No family history jail/imprisonment		1		
	Mother/female caretaker history jail/imprisonment	1			
	Father/male caretaker history jail/imprisonment	1			
	Older sibling history jail/imprisonment	1			
	Younger sibling history jail/imprisonment	1			
	Other family member history jail/imprisonment	1			
5. Youth has been living under any "adult supervision":	Living with peers, no adult supervision			1	
	Living alone, no adult supervision			1	
	Transient no adult supervision			1	
	Living under adult supervision				1
<b>Maximum</b>		<b>13</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Lower 33%</b>		<b>0-0</b>			
<b>Middle</b>		<b>1-2</b>			
<b>Upper 33%</b>		<b>3-13</b>			

**7B. Current Living Arrangements**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Youth is currently living with: <i>(Sum protective factors for a maximum of 4 points)</i> :	Living Alone			0	
	Transient living			1	
	Biological mother				2
	Biological father				2
	Non-biological mother				1
	Non-biological father				1
	Older sibling(s)				0
	Younger sibling(s)				0
	Grandparent(s)				0
	Other relative(s)				0
	Long-term parental partner(s)				0
	Short-term parental partner(s)				0
	Youth's romantic partner				0
	Youth's child				0
	Foster/group home				0
Youth's friends				0	
2. Annual combined income of youth and family:	Annual income under \$15,000			2	
	Annual income \$15,000 to \$34,999			1	
	Annual income \$35,000 to \$49,999				1
	Annual income \$50,000 and over				2
3. Jail/imprisonment history of persons who are currently involved with the household: <i>One point for a maximum of 3 points</i>	No jail/imprisonment in current family				1
	Current mother/female caretaker jail/imprisonment			1	
	Current father/male caretaker jail/imprisonment			1	
	Current older sibling jail/imprisonment			1	
	Current younger sibling jail/imprisonment			1	
	Current other family member jail/imprisonment			1	
4. Problem history of parents who are currently involved with the household: <i>Score one point per problem up to a maximum of 3 points, but print all problems checked.</i>	No current parent problems				1
	Current parent alcohol problem			1	
	Current parent drugs problem			1	
	Current parent mental health problem			1	
	Current parent physical health problem			1	
	Current parent employment problem			1	
5. Problem history of siblings who are currently involved with the household: <i>Score one point per problem up to a maximum of 3 points, but print all problems checked.</i>	No siblings in household			0	
	No current sibling problems				1
	Current sibling alcohol problem			1	
	Current sibling drug problem			1	
	Current sibling mental health problem			1	
	Current sibling physical health problem			1	
	Current sibling employment problem			1	
6. Support network for family:	No family support network			0	
	Some family support network				1
	Strong family support network				2

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
7. Family willingness to help support of youth:	Family willing to support youth				1
	Family inconsistently supports youth			1	
	Family not willingness to support youth			2	
	Family hostile, berating, belittling of youth			3	
8. Family provides opportunities for youth to participate in family activities and decisions:	No opportunities for family involvement			2	
	Some opportunities for family involvement			1	
	Opportunities for family involvement				1
9. Youth has run away or been kicked out of home:	No run away/kicked out				1
	Run away/kicked out			1	
	Currently a runaway/kicked out			2	
10. Family member(s) youth feels close to or has good relation with: <i>Score one point per member up to a maximum of 3 points</i>	Not close to family members			1	
	Close to mother/female caretaker				1
	Close to father/male caretaker				1
	Close to male sibling				1
	Close to female sibling				1
	Close to extended family				1
11. Level of conflict between parents, between youth and parents, among siblings:	Some family conflict: well managed				1
	Family verbal intimidation, arguments			1	
	Family threats of physical abuse			2	
	Domestic violence: physical/sexual abuse			3	
12. Parental supervision:	Consistent good parental supervision				1
	Sporadic parental supervision			1	
	Inadequate parental supervision			2	
13. Parental authority and control:	Usually follows family rules				1
	Sometimes follows family rules			1	
	Consistently disobeys family/is hostile			2	
14. Consistent appropriate punishment for bad behavior:	Consistently appropriate punishment				1
	Consistently overly severe punishment			1	
	Consistently insufficient punishment			1	
	Inconsistent or erratic punishment			2	
15. Consistent appropriate rewards for good behavior:	Consistently appropriate rewards				1
	Consistently overly indulgent/overly protective			1	
	Consistently insufficient rewards			1	
	Inconsistent or erratic rewards			2	
16. Parental characterization of youth's anti-social behavior:	Parents disapprove of youth's anti-social behavior				1
	Parents minimize/excuse youth's anti-social behavior			1	
	Youth's anti-social behavior ok with parents			2	
	Parents proud of youth's anti-social behavior			3	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>34</b>	<b>23</b>
<b>Lower 33%</b>				<b>0-4</b>	
<b>Middle</b>				<b>5-8</b>	
<b>Upper 33%</b>				<b>9-34</b>	



## DOMAIN 8: ALCOHOL AND DRUGS

### *Relationship to Re-offending*

Substance use disorders represent the most frequently occurring mental health problem in the general population and are over-represented in the criminal justice population, with estimates ranging from 60% to 85%.

Youth with an early behavioral history of experimentation with drugs are at greater risk for criminal behavior. Drug usage is also linked with academic and conduct problems at school and may involve associations with anti-social youth.

### *General Instructions*

- Assess any alcohol and drug usage by the youth relative to its disruption of the youth's life. Disrupted functioning involves problems in any one of these four life areas: education, family conflict, peer relationships, or health consequences. Disrupted functioning usually indicates that treatment is warranted.
  - ✓ *Disruption of education* is evidenced by problems with attendance or poor school performance (grades).
  - ✓ *Disruption of family life* is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
  - ✓ *Disruption in peer relationships* is evidenced by most of the youth's friends using alcohol or drugs.
  - ✓ *Disruption in health* is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.
- If youths are using these substances four or five days a week in an amount that alters their ability to function "normally" and you conclude they are in need of treatment, then consider the youths to have a disruptive alcohol/drug abuse problem.
- Section 8A concerns history of alcohol and drug use.
- Section 8B concerns current alcohol and drug use. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

## 8A. Alcohol and Drug History

1. History of alcohol use: (Check all that apply.)
  - No past alcohol use
  - Past alcohol use
  - Alcohol caused family conflict
  - Alcohol disrupted education
  - Alcohol caused health problems
  - Alcohol interfered with keeping pro-social friends
  - Alcohol contributed to criminal behavior
  
2. History of drug use: (Check all that apply.)
  - No past drug use
  - Past drug use
  - Drugs caused family conflict
  - Drugs disrupted education
  - Drugs caused health problems
  - Drugs interfered with keeping pro-social friends
  - Drugs contributed to criminal behavior

Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the youth's criminal activity is related to alcohol and/or drug use. Answering yes means the youth may need alcohol or drug treatment. If a youth is a minor in possession with no indication of dependence on alcohol or drugs, then answer no.

3. History of referrals for alcohol/drug assessment:
  - Never referred for drug/alcohol assessment
  - Diagnosed as no problem
  - Referred but never assessed
  - Diagnosed as abuse
  - Diagnosed as dependent/addicted
  
4. History of attending alcohol/drug education classes for an alcohol/drug problem:
  - Never attended drug/alcohol education classes
  - Voluntarily attended drug/alcohol education classes
  - Attended classes by parent, school, or other agency request
  - Attended classes at court direction

5. History of participating in alcohol/drug treatment program:
- Never participated in treatment program
  - Participated once in treatment program
  - Participated several times in treatment programs
6. Youth using alcohol or drugs:
- No, do not complete Domain 8B
  - Yes, must complete Domain 8B

### **8B. Current Alcohol and Drugs**

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the youth's criminal activity is related to alcohol and/or drug use. Answering yes means the youth may need alcohol or drug treatment. If a youth is a minor in possession with no indication of dependence on alcohol or drugs, then answer no.

1. Alcohol use: (Check all that apply.)
- No current alcohol use
  - Current alcohol use
  - Alcohol causing family conflict
  - Alcohol disrupting education
  - Alcohol causing health problems
  - Alcohol interfering with keeping pro-social friends
  - Alcohol contributing to criminal behavior
2. Drug use: (Check all that apply.)
- No current drug use
  - Current drug use
  - Drugs causing family conflict
  - Drugs disrupting education
  - Drugs causing health problems
  - Drugs interfering with keeping pro-social friends
  - Drugs contributing to criminal behavior

## 3. Type of drugs used: (Check all that apply.)

- No current drug use
- Marijuana/hashish
- Inhalants (glue/gasoline)
- Cocaine (crack/rock)
- Cocaine (coke)
- Amphetamines (uppers/speed/ecstasy)
- Barbiturates (Tuinal/Seconal/downers)
- Tranquilizers/sedatives (Valium/Libnum/Dalmane/Ketamine)
- Hallucinogens (LSD/acid/mushrooms/GHB)
- Phencyclidine (PCP/angel dust)
- Heroin
- Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycontin)
- Other drugs (List in comment)

## 4. Alcohol/drug treatment program participation:

- Alcohol/drug treatment not warranted
- Not currently attending needed alcohol/drug treatment program
- Currently attending alcohol/drug treatment program
- Successfully completed alcohol/drug treatment program

## Sample Interview Questions

### 8A. Alcohol and Drug History

<p>1. History of alcohol use: <i>Check with community mental health, drug/alcohol treatment, and other sources for information.</i></p>	<p>What do you think about drinking? Have you ever tried drinking? If the youth has used alcohol: When did you start using or experimenting with alcohol? What happens when you drink? Have you had an accident? Gotten sick? Gotten into an argument or fight while using alcohol? Had problems in school? Had problems at home? Have you ever had to see someone, like a counselor, for your drinking? Do you think you have a problem with drinking?</p>
<p>2. History of drug use: <i>Check with community mental health, drug/alcohol treatment, and other sources for information.</i></p>	<p>What do you think about taking drugs? Have you ever tried taking drugs? If the youth has used drugs: When did you start using or experimenting with drugs? What happens when you get high? Have you had an accident? Gotten sick? Gotten into an argument or fight while using drugs? Had problems in school? Had problems at home? Caused you to get in trouble with the law? Have you ever had to see someone, like a counselor, for drugs? Do you think you have a problem with drugs?</p>
<p>3. History of referrals for alcohol/drug assessment:</p>	<p>Have you ever had to talk to a professional about drugs or alcohol?</p>
<p>4. History of attending alcohol/drug <u>education classes</u> for an alcohol/drug problem:</p>	<p>Have you ever had to take a drug or alcohol education class?</p>
<p>5. History of participating in alcohol/drug <u>treatment program</u>:</p>	<p>Have you ever had to participate in treatment for drugs or alcohol?</p>
<p>6. Youth using alcohol or drugs:</p>	<p>What has been happening during the last four weeks?</p>

**8B. Current Alcohol and Drugs** For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current alcohol use:	Were you drinking before you committed this crime? How do you see your drinking related to getting yourself into trouble?
2. Current drug use:	Were you taking drugs before you committed this crime? How do you see your taking drugs related to getting yourself into trouble?
3. Type of drugs currently using:	What drugs are you using?
4. Alcohol/drug treatment program participation:	Are you participating in drug/alcohol treatment program?

## Scoring

### 8A. Alcohol and Drug History

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of alcohol use: <i>Sum points for a maximum of 6 points. List all factoids that are checked.</i>	No past alcohol use		2		
	Past alcohol use	0			
	Past alcohol use disrupted education	1			
	Past alcohol use caused family conflict	1			
	Past alcohol use interfered with pro-social friendships	1			
	Past alcohol use caused health problems	1			
	Past alcohol use contributed to criminal behavior	2			
2. History of drug use: <i>Sum points for a maximum of 13 points. List all factoids that are checked.</i>	No past drug use		2		
	Past drug use	1			
	Past drug use disrupted education	2			
	Past drug use caused family conflict	2			
	Past drug use interfered with pro-social friendships	2			
	Past drug use caused health problems	2			
	Past drug use contributed to criminal behavior	4			
3. History of referrals for drug/alcohol assessment:	Never referred for drug/alcohol assessment		0		
	Diagnosed: no drug/alcohol problem		0		
	Referred but not assessed for drug/alcohol	1			
	Diagnosed drug/alcohol abuse	2			
	Diagnosed drug/alcohol dependency	3			
4. History of attending alcohol/drug education classes for an alcohol/drug problem:	Never attended drug/alcohol education		0		
	Voluntarily attended drug/alcohol education		3		
	Parent, school directed drug/alcohol education		2		
	Court directed drug/alcohol education		1		
5. History of participating in alcohol/drug treatment program:	Never participated in drug/alcohol treatment		0		
	Participated once in drug/alcohol treatment		1		
	Participated several times drug/alcohol treatment		1		
6. Youth using alcohol/drugs:	No alcohol/drug use				3
	Alcohol/drug use			1	
<b>Maximum</b>		<b>22</b>	<b>8</b>	<b>1</b>	<b>3</b>
<b>Lower 33%</b>		<b>0-2</b>			
<b>Middle</b>		<b>3-5</b>			
<b>Upper 33%</b>		<b>6-22</b>			

**8B. Current Alcohol and Drugs**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Alcohol use: <i>Sum points for a maximum of 11 points.</i>	No current alcohol use		0		
	Current alcohol use not disrupting functioning			1	
	Alcohol disrupts education			2	
	Alcohol causes family conflict			2	
	Alcohol interferes with pro-social friendships			2	
	Alcohol causes health problems			2	
	Alcohol contributes criminal behavior			3	
2. Current drug use: <i>Sum points for a maximum of 12 points.</i>	No current drug use		0		
	Current drug use not disrupting functioning			2	
	Drug use disrupts education			2	
	Drug use causes family conflict			2	
	Drug use interferes pro-social friendships			2	
	Drug use causes health problems last			2	
	Drug contributes criminal behavior			4	
3. Type of drugs currently used. <i>(Not scored, information only)</i>	Current drug use: <i>List all yes's</i>				
	Marijuana/Hashish			0	
	Amphetamines			0	
	Cocaine (coke)			0	
	Cocaine (crack/rock)			0	
	Heroin			0	
	Inhalants			0	
	Barbiturates			0	
	Tranquilizers/sedatives			0	
	Hallucinogens			0	
	Phencyclidine			0	
	Other opiates			0	
	Other Drugs (List in Comment)			0	
4. Alcohol/drug treatment program participation:	Alcohol/drug treatment not warranted				0
	Currently need alcohol/drug treatment			1	
	Currently attending alcohol/drug treatment				1
	Successfully completed alcohol/drug treatment				2
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>24</b>	<b>2</b>
<b>Lower 33%</b>				<b>0-2</b>	
<b>Middle</b>				<b>3-5</b>	
<b>Upper 33%</b>				<b>6-24</b>	



## DOMAIN 9: MENTAL HEALTH

### *Relationship to Re-offending*

Considerable research has been conducted to examine the relationship between mental health and criminal behavior. For example, there is some evidence to suggest that a large number of youth entering the criminal justice system have experienced or witnessed some form of physical, emotional, or sexual abuse. Studies of victims suggest an array of emotional and behavioral consequences that vary dramatically across victims. Though abuse in and of itself may not be a causal factor of criminal behavior, many investigators consider a history of early victimization to contribute to further experiences of victimization and to increased risk for self-destructive behaviors (i.e., substance abuse, self-mutilation, suicide attempts, etc.), particularly for women. In addition, abuse is seen as one of the crucial antecedents to sexually and physically violent behavior.

Regardless of the causal factor, violent and aggressive behavior is viewed as a stable predictor of difficulties throughout the life span. That is, youth who rely on physically aggressive ways at an early age are more likely to continue this behavior into adulthood.

The strength of the relationship between mental health factors and criminal behavior is less well understood than some of the factors previewed earlier. Of considerable importance is the investigation of these issues to assess current level of personal safety, community safety, and ability to cope with major life events and daily stressors.

**Note:** *If you suspect the youth is suicidal or at risk to harm self or others, please inform a supervisor immediately.*

### **General Instructions**

- Physical abuse includes mental abuse as well as physical abuse. Child Protective Services defines physical abuse as any non-accidental physical injury, such as bruises, burns, fractures, bites, or internal injuries. Mental abuse includes, by accident or omission, the damaging of the intellectual, psychological, or emotional functioning of the child.
- Sexual abuse includes acts such as indecent liberties, communication with a minor for immoral purposes, sexual exploitation of a child, child molestation, sexual misconduct with a minor, rape of a child, and rape.

Child Protective Services' (CPS) definition of neglect includes negligent or maltreatment (dangerous act) or omission that constitutes a clear and present danger to the child's health, welfare, and safety, such as:

- ✓ Failure to provide adequate food, clothing, shelter, emotional nurturing, or health care.
  - ✓ Failure to provide adequate supervision in relation to the child's level of development.
  - ✓ An act of abandonment with the intent to forego parental responsibilities despite an ability to do so.
  - ✓ An act of exploitation, such as requiring the child to be involved in criminal activity, imposing unreasonable work standards, etc.
  - ✓ An act of reckless endangerment, such as a parent driving under the influence of alcohol or drugs with children present.
  - ✓ Other dangerous acts, such as hitting, kicking, throwing, choking a child, or shaking an infant.
- Include any history of being a victim of physical or sexual abuse or neglect that is suspected, whether or not substantiated. Exclude reports of abuse or neglect that have been proven to be false.
  - If you suspect that self-reported abuse is being used to get back at the youth's parents, it may be necessary to confirm this risk factor even if a youth affirmatively replies. Parental/caretaker self-report can be considered confirmation. Children and Family Services may be the last place to look after asking the youth, parents, and the school counselor. This risk factor is for suspected abuse that may or may not be confirmed. Therefore, a school counselor may suspect abuse but may not call DSHS. However, you would need to exercise your discretion to evaluate the counselor's suspicion concerning abuse.
  - Determine the existence of abuse by asking the youth and by contacting a qualified professional, e.g., CPS worker, school counselor, social worker, health care professional.
    - ✓ Qualified professionals are individuals with the necessary training or experience that enables them to determine, either directly from the youth or indirectly from family, relatives, or other sources, whether the juvenile was abused.
    - ✓ Qualified professionals include CPS workers, social workers, health care workers, drug or alcohol counselors, or school counselors.
  - Section 9A concerns history of mental health.
  - Section 9B concerns current mental health. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

## 9A. Mental Health History

### 1. History of suicidal ideation:

- Has never thought about suicide
- Has had serious thoughts about suicide
- Has made a plan to commit suicide
- Has attempted to commit suicide

### 2. History of physical abuse: (Check all that apply.)

*Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.*

- Not a victim of physical abuse
- Physically abused by family member
- Physically abused by someone outside the family

### 3. History of sexual abuse: (Check all that apply.)

*Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.*

- Not a victim of sexual abuse
- Sexually abused by family member
- Sexually abused by someone outside the family

### 4. History of being a victim of neglect:

*Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.*

- Not a victim of neglect
- Victim of neglect

### 5. History of ADD/ADHD:

*Confirmed by a professional in the social service/healthcare field.*

- No history of ADD/ADHD
- Diagnosed with ADD/ADHD
- Only ADD/ADHD medication prescribed
- Only ADD/ADHD treatment prescribed
- ADD/ADHD medication and treatment prescribed

## 6. History of mental health problems:

*Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field.*

- No history of mental health problem(s)
  - Diagnosed with mental health problem(s)
  - Only mental health medication prescribed
  - Only mental health treatment prescribed
  - Mental health medication and treatment prescribed
- To determine if the youth has any mental health problems, start by asking the youth and parents about any history of taking medication or receiving counseling/mental health treatment. Since the family may be embarrassed by the youth having a problem, use your discretion about seeking another source of information to confirm the youth/family denying the use of medication or counseling. If you know from self-report about the medication and/or treatment, checking with whomever prescribed the medication or provided treatment will give a solid answer to whether the youth has a problem and whether it is severe.
  - Any history of emotional/behavioral problems, as evidenced by the youth ever having: been prescribed medication, or received treatment/counseling, or been diagnosed for any emotional or behavioral problem.

*Confirm by a professional in the mental health care field.*

## 7. Currently has health insurance:

- No health insurance
- Public insurance (Medicaid)
- Private insurance

## 8. Current mental health problem status:

- No mental health problem(s), do not complete Domain 9B
- Mental health problem(s), must complete Domain 9B

## 9B. Current Mental Health

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current suicidal ideation:

- Does not have thoughts about suicide
- Has serious thoughts about suicide
- Has recently made a plan to commit suicide
- Has recently attempted to commit suicide

2. Currently diagnosed with ADD/ADHD:

*Confirmed by a professional in the social service/healthcare field.*

Type of medication: \_\_\_\_\_

- No ADD/ADHD diagnosis
- No ADD/ADHD medication currently prescribed
- Currently taking ADD/ADHD medication
- ADD/ADHD medication currently prescribed, but not taking

3. Mental health treatment currently prescribed, excluding ADD/ADHD treatment:

- No current mental health problem
- No mental health treatment currently prescribed
- Attending mental health treatment
- Treatment currently prescribed, but not attending

4. Mental health medication currently prescribed, excluding ADD/ADHD medication:

Type of medication: \_\_\_\_\_

- No current mental health problem
- No mental health medication currently prescribed
- Currently taking mental health medication
- Mental health medication currently prescribed, but not taking

5. Mental health problems currently interfere in working with the youth:

- No current mental health problem
- Mental health problem(s) do not interfere in work with youth
- Mental health problem(s) interfere in work with youth

**Note:** *This is based on the interviewer's or collateral contact's perspective.*

## Sample Interview Questions

### 9A. Mental Health History

1. History of suicidal ideation:	Have you ever felt really sad? Have you ever thought about hurting yourself?
2. History of physical abuse: <i>Check with child protective services, community mental health, and other sources for information.</i>	Has an adult ever physically hurt you? Tell me what happened. How often? Last time?
3. History of sexual abuse: <i>Check with child protective services, community mental health, and other sources for information.</i>	Has anyone ever touched you in a way that made you feel uncomfortable? Who was it? How often? Last time? Did you ever feel someone was trying to take advantage of you sexually? Insisting on sexual activity? Who was it?
4. History of being a victim of neglect: <i>Check with child protective services, community mental health, and other sources for information.</i>	Child Protective Services defines neglect to include negligent or maltreatment (dangerous act) or omission that constitutes a clear and present danger to the child's health, welfare, and safety. Have you always been taken care of, given enough to eat?
5. History of ADD/ADHD:	What kind of medication have you taken in the past?
6. History of mental health problems: <i>Check with community mental health and other sources for information.</i>	What was it for? Who prescribed it? For how long a period of time? What are you taking now? Have you ever seen anyone for problems with your behavior or feelings? For how long a period of time? Do you see them now?
7. Currently has health insurance:	
8. Current mental health problem status:	

**9B. Current Mental Health** For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

1. Current suicidal ideation:	Have you recently felt really sad? Have you been thinking about hurting yourself?
2. Currently diagnosed with ADD/ADHD:	Are you seeing anyone for problems with your behavior or feelings? How often? What kind of medication are you taking? What is it for? Who prescribed it?
3. Mental health treatment currently prescribed, excluding ADD/ADHD treatment:	For how long a period of time?
4. Mental health medication currently prescribed, excluding ADD/ADHD medication:	
5. Mental health problems currently interfere in working with the youth:	<b>Note:</b> <i>This is the interviewer's or collateral's opinion of whether the youth's mental health problems might interfere with the case plan.</i>

**Scoring**

**9A. Mental Health History**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of suicidal ideation:	Never thought of suicide		0		
	Had serious thoughts of suicide	0			
	Made a plan to commit suicide	0			
	Attempted to commit suicide	0			
2. History of physical abuse: <i>Maximum score one point</i>	Not a victim of physical abuse		1		
	Physically abused by family member	1			
	Physically abused: outside the family	1			
3. History of sexual abuse: <i>Maximum score of one point.</i>	Not a victim of sexual abuse		1		
	Sexually abused by family member	1			
	Sexually abused: outside the family	1			
4. History of being a victim of neglect:	Not a victim of neglect		1		
	Victim of neglect	3			
5. History of ADD/ADHD:	No history of ADD/ADHD		1		
	Diagnosed with ADD/ADHD	1			
	ADD/ADHD medication prescribed	1			
	ADD/ADHD treatment prescribed	1			
	ADD/ADHD medication and treatment prescribed	2			
6. History of mental health problems:	No history of mental health problem(s)		1		
	Diagnosed with mental health problem(s)	1			
	Mental health medication prescribed	1			
	Mental health treatment prescribed	1			
	Mental health medication and treatment prescribed	2			
7. Health insurance:	No health insurance			1	
	Public insurance (Medicaid)				1
	Private insurance				1
8. Current mental health problem status:	No current mental health problem(s)				4
	Current mental health problem(s)			1	
<b>Maximum</b>		<b>9</b>	<b>5</b>	<b>2</b>	<b>5</b>
<b>Lower 33%</b>			<b>0-0</b>		
<b>Middle</b>			<b>1-1</b>		
<b>Upper 33%</b>			<b>2-5</b>		



**9B. Current Mental Health**

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Current suicide ideation:	No recent thoughts of suicide				0
	Recent serious thoughts of suicide			0	
	Recently planned suicide			0	
	Recently attempted suicide			0	
2. Currently diagnosed with ADD/ADHD:	No ADD/ADHD diagnosis				0
	No ADD/ADHD medication currently prescribed			0	
	Currently taking ADD/ADHD medication				1
	ADD/ADHD medication currently prescribed, but not taking			1	
3. Mental health treatment currently prescribed, excluding ADD/ADHD treatment:	No current mental health problem				0
	No mental health treatment currently prescribed			0	
	Attending mental health treatment				1
	Mental health treatment prescribed but not attending			1	
4. Mental health medication currently prescribed excluding ADD/ADHD medication:	No current mental health problem				0
	No mental health medication currently prescribed			0	
	Currently taking mental health medication				1
	Mental health medication currently prescribed, but not taking			1	
5. Mental health problems currently interfere with working with the youth:	No current mental health problem				0
	Mental health does not interfere in work with youth			0	
	Mental health interferes in work with youth			1	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>
<b>Lower 33%</b>				<b>0-0</b>	
<b>Middle</b>				<b>1-1</b>	
<b>Upper 33%</b>				<b>2-4</b>	



## DOMAIN 10: ATTITUDES/BEHAVIORS

### *Relationship to Re-offending*

Perhaps one of the most important and consistently identified factors linked to criminal behavior is anti-social attitudes, values, and beliefs. Most people will deny responsibility or minimize the impact of negative behavior when placed in a difficult or embarrassing situation. However, offenders tend to minimize, deny, or excuse their behavior more frequently and across a broader range of situations than non-offenders. Typically, statements include negative comments about the law, courts, and police; conventional activities or practices in general; conventional people; and statements that suggest a lack of empathy for the victim. Other statements may attempt to diminish the impact of the offense. For example, the offender may deny responsibility, deny that any injury was done, blame the victim, blame the system, or claim that they had to do the crime to protect someone else.

Research has shown that anti-social attitudes are directly related to criminal behavior. A number of intervention strategies have been developed in an effort to teach offenders to identify and replace pro-criminal expressions with pro-social statements.

In addition to anti-social attitudes, this domain is also concerned with how the offender views the future and his or her level of motivation to change. Research suggests that individuals may come into the system at different stages of readiness or willingness to change. Prochaska and DiClemente (1991) have identified six stages of change. The first two stages, pre-contemplation and contemplation, characterize individuals who deny they have a problem and who are not prepared to participate in the change process. The remaining stages, determination, action, maintenance, and relapse, characterize individuals who recognize that a problem exists and who are beginning to do something about the problem.

Readiness to change has been linked to success in altering anti-social and other destructive behaviors. A youth who is motivated to stay out of the criminal justice system is more likely to comply with supervision guidelines and to benefit from intervention.

### *General Instructions*

- Use the information collected throughout the interview to respond to these items. Encourage an open discussion with the youth by asking them to describe how they felt, what they thought, and what they did—prior, during, and immediately after committing offenses.
- Most items in this section deal with thinking errors (cognitive distortions) which increase the youth's likelihood of continuing anti-social behavior and getting into trouble.
- **Use the last offense as well as offenses within the last six months to assess current attitudes and behaviors.**

**Note:** Domain 10 concerns **current** attitudes and behaviors. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessments current is within the last 4 weeks.

## 10. Attitudes/Behaviors

1. Primary emotion when committing crime(s) within the last 6 months:

- Nervous, afraid, worried, ambivalent, uncertain, or indecisive
- Hyper, excited, or stimulated
- Unconcerned or indifferent
- Confident or brags about not getting caught

Primary emotion means the predominant or most consistent feeling the youth has when committing crimes. This item is looking for the current, most consistent or predominant pattern.

2. Primary purpose for committing crime(s) within the last 6 months:

- Anger
- Revenge
- Impulse
- Sexual desire
- Money or material gain, including drugs
- Excitement, amusement, or fun
- Peer status, acceptance, or attention

3. Optimism:

Youth talks about future in positive way with plans or aspirations of a better life that could include employment, education, raising a family, travel, or other pro-social life goals.

- High aspirations: sense of purpose, commitment to better life
- Normal aspirations: some sense of purpose
- Low aspirations: little sense of purpose or plans for better life
- Believes nothing matters; he or she will be dead before long

4. Impulsive; acts before thinking:

- Uses self-control; usually thinks before acting
- Some self-control; sometimes thinks before acting
- Impulsive; often acts before thinking
- Highly impulsive; usually acts before thinking

5. Belief in control over anti-social behavior:

- Believes he or she can avoid/stop anti-social behavior
- Somewhat believes anti-social behavior is controllable
- Believes his or her anti-social behavior is out of his or her control

6. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:

- Has empathy for his or her victim(s)
- Has some empathy for his or her victim(s)
- Does not have empathy for his or her victim(s)

Determine the youth's empathy, remorse, sympathy, or feelings for the victims of their criminal behavior; the degree to which the youth sees how the victim is affected and whether they care how the victim feels.

The response "*has some empathy*" includes having some amount of empathy for all victims as well as having empathy for some, but not all, victims.

**Relationship to re-offending:** The youth's lack of concern for others allows them to harm others without the normal social constraint. The youth may have inadequate guilt feelings that allow them to continue their anti-social activities.

7. Respect for property of others:

- Respects property of others
- Respects personal property but not publicly accessible property: "It's not hurting anybody."
- Conditional respect for personal property: "If they are stupid enough to leave it out, they deserve losing it."
- No respect for property: "If I want something, it should be mine."

Determine the degree to which the youth has a problematic attitude toward the property of others.

**Relationship to re-offending:** The youth's attitude toward the property of others makes them more likely to steal or damage property.

8. Respect for authority figures:

- Respects most authority figures
- Does not respect authority figures, and may resent some
- Resents most authority figures
- Defies or is hostile toward most authority figures

Determine the degree to which the youth has a problematic attitude toward authority—refusing to follow directions from parents, teachers, employers, coaches, etc.—or resents or is hostile to authority, being openly defiant authority. This assessment must be made relative to a normal teenager who is typically a little rebellious.

**Relationship to re-offending:** The youth's attitude toward authority makes them difficult to deal with and provide helpful interventions, refusing help or advice.

## 9. Attitude toward pro-social rules/conventions in society:

- Believes pro-social rules/conventions apply to him or her
- Believes some pro-social rules/conventions sometime apply to him or her
- Does not believe pro-social rules/conventions apply to him or her
- Resents or is defiant toward pro-social rules/conventions

*Believes pro-social rules/conventions apply to him or her* means the youth understands the value of pro-social rules to themselves and to society; seeing beyond their own personal needs.

*Believes some pro-social rules/conventions sometimes apply to him or her* means the youth understands the value of some pro-social rules when they benefit their own personal needs.

*Does not believe pro-social rules/conventions apply to him or her* means the youth does not see a value in pro-social rules because they can not see beyond their own personal needs.

*Defiant and resents pro-social rules/conventions* means the youth rejects these values because they might interfere in their obtaining their own personal needs - what they want when they want it.

**Relationship to re-offending:** The youth's lack of belief in the rules and conventions of society is almost the definition for not being a pro-social individual but an individual with a low level of cognitive moral development.

## 10. Accepts responsibility for anti-social behavior:

- Accepts responsibility for anti-social behavior
- Minimizes, denies, justifies, excuses, or blames others
- Accepts anti-social behavior as okay
- Proud of anti-social behavior

Determine the degree to which the youth minimizes, justifies, or excuses their criminal actions or blames others or circumstances; not accepting responsibility for their actions, or even accepting their criminal behavior as OK or being proud of it.

**Relationship to re-offending:** The youth's lack of responsibility for their own actions allows them to commit behaviors without any second thoughts.

## 11. Youth's belief in successfully meeting conditions of court supervision:

- Believes he or she will be successful
- Unsure if he or she will be successful
- Does not believe he or she will be successful

## Sample Interview Questions

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

### 10. Attitudes/Behaviors

1. Primary emotion when committing crime(s) within the last 6 months:	Once you decided to commit this crime, how would you say you felt? Nervous, uncertain, indifferent, excited, confident? How about while you were committing the crime? And then afterwards?
2. Primary purpose for committing crime(s) within the last 6 months:	Why did you commit this crime? Because you were angry? For revenge? For money? Did not think about it, just did it? It was fun, exciting? To prove yourself?
3. Optimism:	What matters the most to you? Do you see yourself achieving that? What do you think your chances are of staying out of trouble? Where do you see yourself in a couple of years?
4. Impulsive; acts before thinking:	Thinking about how you recently got into trouble, how much control do you feel you have over what is going to happen next?
5. Belief in control over anti-social behavior:	
6. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	Who was affected by this crime? Who was the victim? What kind of effects did the offense have on the victim? When you think about them, what do you think?
7. Respect for property of others	Have you ever taken anything from someone else? How do you feel about that? When is it ok to take something without permission?
8. Respect for authority figures:	How do you feel when a teacher or other adult tells you to do something? What happens when you have a disagreement with an adult? How many times have you gotten mad at an adult and what do you usually do?
9. Attitude toward pro-social rules/conventions in society:	Why do you think there are rules and laws? How fair are they? Who follows them? Who does not follow them? How do you feel about following them?
10. Accepts responsibility for anti-social behavior:	What choices did you have in committing this crime? Or, did someone else make you do it? Who is to blame?
11. Youth's belief in successfully meeting conditions of court supervision:	What are the conditions for your supervision? What do you think about meeting these conditions? Are they realistic? Can they be met?

## Scoring

### 10. Attitudes/Behaviors

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Primary emotion when committing last crime(s) within the last 6 months:	During crime: nervous, afraid, worried, uncertain				1
	During crime: excited, or stimulated			1	
	During crime: unconcerned or indifferent			1	
	During crime: confident/bragging			1	
2. Primary purpose for committing crime(s) within the last 6 months: <i>(Item not scored, is for information only)</i>	Crime purpose: Anger			0	
	Crime purpose: Revenge			0	
	Crime purpose: Impulse			0	
	Crime purpose: Sexual desire			0	
	Crime purpose: Money, material gain, drugs			0	
	Crime purpose: Excitement, amusement			0	
3. Optimism:	High aspirations: sense of purpose, commitment to better life				2
	Normal aspirations: some sense of purpose				1
	Low aspirations: little sense of purpose or plans for better life			1	
	Believes nothing matters: he or she will be dead before long			2	
4. Impulsive; acts before thinking:	Uses self-control: usually thinks before acting				2
	Uses some self-control: sometimes thinks before acting				1
	Impulsive: often acts before thinking			1	
	Highly impulsive: usually acts before thinking			2	
5. Belief in control over anti-social behavior:	Believes can stop anti-social behavior				2
	Somewhat believes can stop anti-social behavior			1	
	Believes cannot stop anti-social behavior			2	
6. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	Has empathy for his or her victim(s)				2
	Has some empathy for victim(s)				1
	Does not have empathy for victim(s)			2	



Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
7. Respect for property of others:	Respects property of others				2
	Respects personal, not publicly accessible, property			1	
	Conditional respect for personal property:			2	
	No respect for personal/public property			3	
8. Respect for authority figures:	Respects most authority figures				2
	Does not respect authority figures			1	
	Resents most authority figures			2	
	Defies/hostile toward most authority figures			3	
9. Attitude toward pro-social rules/conventions in society:	Believes pro-social rules apply				2
	Believes pro-social rules sometimes apply			1	
	Does not believe pro-social rules apply			2	
	Resents or is defiant toward rules			3	
10. Accepts responsibility for anti-social behavior:	Accepts responsibility for behavior				2
	Minimizes, denies, justifies, excuses, or blames others for own behavior			1	
	Accepts own anti-social behavior as okay			2	
	Proud of own anti-social behavior			3	
11. Youth's belief in successfully meeting conditions of court supervision:	Believes will be successful under supervision				1
	Unsure of success under supervision			1	
	Does not believe will be successful under supervision			2	
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>23</b>	<b>18</b>
<b>Lower 33%</b>				<b>0-1</b>	
<b>Middle</b>				<b>2-3</b>	
<b>Upper 33%</b>				<b>4-23</b>	



## **DOMAIN 11: AGGRESSION**

### ***Relationship to Re-offending***

The National Center for Health Statistics defines violence as the threatened or actual use of physical force or power that results in or has a high likelihood of resulting in death, injury, or deprivation. Aggression refers to the intent to hurt or gain advantage over others, without necessarily involving physical attack.

Aggressive behavior is of particular concern to the courts and the public because of the fear that aggression leads to violent crimes. Violent crime is more severe than other forms of criminal activity because of the harm to the victim, as well as the greater costs incurred by society. Research supports the notion that aggression is one of the important precursors of risk for later serious and violent offending.

The literature discusses two purposes or motivations for violent behavior:

- Purely hostile or angry violence which can be impulsive or the reaction of an emotion or excitation (heat of the moment).
- Instrumental violence is a more deliberate act to obtain some goal, goods, or services.

As currently designed, the aggression domain captures more information relating to angry violence than to instrumental violence. The attitudes/behaviors domain picks up information concerning instrumental anti-social behavior.

### ***General Instructions***

Complete this domain based on your conversation with the youth and family, and any collateral contacts.

## 11. Aggression

For Initial Assessments, rate items 1 to 4 based on the last 6 months; for Re-assessments and Final Assessments use the last 4 weeks.

### 1. Tolerance for frustration:

- Rarely gets upset over small things or has temper tantrums
- Sometimes gets upset over small things or has temper tantrums
- Often gets upset over small things or has temper tantrums

Determine the degree to which the youth is able to tolerate frustration of even small matters without acting out. This assessment must be made relative to a normal teenager who is typically a little emotionally volatile.

**Relationship to re-offending:** The youth's inability to tolerate frustration can lead to impulsive reactions and over-reacting to situations. A youth may not be able to fulfill a perceived need and a low tolerance for this frustration may cause them to resort to anti-social means of fulfilling that need.

### 2. Hostile interpretation of actions and intentions of others in a common, non-confrontational setting:

- Primarily positive view of intentions of others
- Primarily negative view of intentions of others
- Primarily hostile view of intentions of others

Determine the degree to which the youth attributes hostility to the actions or intentions of others when there is no such hostility.

**Relationship to re-offending:** Attributing hostility is called attributional bias in the delinquency research literature. Because the youth sees others as hostile, their anti-social reaction may seem perfectly reasonable to them. This attitude can also help them justify their anti-social actions.

### 3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:

- Believes verbal aggression is rarely appropriate
- Believes verbal aggression is sometimes appropriate
- Believes verbal aggression is often appropriate

Determine the degree to which the youth believes verbal aggression is an appropriate way of expressing themselves and in dealing with others to get what they want or is an appropriate response when prevented from getting what they want. The youth believes that shouting, yelling, and verbally intimidating others are appropriate; or that pushing, punching, or fighting are appropriate means for obtaining what they want.

**Relationship to re-offending:** Youth's aggressiveness and hostility dispose them toward becoming violent, or given the situation they would use verbal or physical aggression to get what they want or intimidate others, being the leader to perform anti-social activities.

4. Belief in fighting and physical aggression to resolve a disagreement or conflict:
- Believes physical aggression is never appropriate
  - Believes physical aggression is rarely appropriate
  - Believes physical aggression is sometimes appropriate
  - Believes physical aggression is often appropriate

Determine the degree to which the youth believes physical aggression is an appropriate way of expressing themselves and in dealing with others to get what they want or is an appropriate response when prevented from getting what they want. The youth believes that shouting, yelling, and verbally intimidating others are appropriate; or that pushing, punching, or fighting are appropriate means for obtaining what they want.

For Initial Assessments, include the entire history of reports; for Re-assessments and Final Assessment include reports within the last 4 weeks.

5. Reports/evidence of violence not included in criminal history: (Check all that apply.)
- No reports/evidence of violence
  - Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm
  - Deliberately inflicting physical pain
  - Using/threatening with a weapon
  - Fire starting
  - Violent destruction of property
  - Animal cruelty

**Note:** This is a history of ever exhibiting these behaviors.

6. Reports of problem with sexual aggression not included in criminal history: (Check all that apply.)

Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.

- No reports/evidence of sexual aggression
- Aggressive sex
- Sex for power
- Young sex partners
- Child sex
- Voyeurism
- Exposure

**Note:** This is a history of ever exhibiting these behaviors.

## Sample Interview Questions

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment current is within the last 4 weeks.

### 11. Aggression

For Initial Assessments, rate items 1 to 4 based on the last 6 months; for Re-assessments and Final Assessments use the last 4 weeks.	
1. Tolerance for frustration:	What happens if you have to wait to do or get these things? In general, what kinds of things frustrate you? Make you impatient? What do you usually do about it?
2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	When someone disagrees with you, why do you think they disagree? When people say they are doing you a favor or trying to help you, what do you think is going on? Why are they doing that? Who do you think is angry with you right now and why?
3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:	When is yelling at someone a good idea? How often does yelling help you get what you want? How would you feel after yelling at someone?
4. Belief in fighting and physical aggression to resolve a disagreement or conflict:	When is hitting someone a good idea? How often does hitting help you get what you want? How would you feel after you hit someone?
For Initial Assessments, include the entire history of reports; for Re-assessments and Final Assessment include reports within the last 4 weeks.	
5. Reports/evidence of violence not included in criminal history:	<i>Check with the youth's family, school, police, employers, etc. to determine if there are any incidents.</i>
6. Reports of problem with sexual aggression not included in criminal history:	<i>Check with the youth's family, school, police, employers, etc. to determine if there are any incidents of sexual aggression or problems managing sexual feelings.</i> <i>Questions that can be asked:</i> Have you ever been bothered by your sexual behavior? Do you think you have any problems with your attitude toward sex?

11. Aggression

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Tolerance for frustration:	Rarely gets upset/temper tantrums				2
	Sometimes gets upset/temper tantrums			1	
	Often gets upset/temper tantrums			2	
2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	Primarily positive view of intentions of others				2
	Primarily negative view of intentions of others			1	
	Primarily hostile view of intentions of others			2	
3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:	Believes verbal aggression is rarely appropriate				2
	Believes verbal aggression is sometimes appropriate			1	
	Believes verbal aggression is often appropriate			2	
4. Belief in fighting and physical aggression to resolve a disagreement or conflict:	Believes physical aggression is never appropriate				2
	Believes physical aggression is rarely appropriate				1
	Believes physical aggression is sometimes appropriate			2	
	Believes physical aggression is often appropriate			3	
5. Reports/evidence of violence not included in criminal history (Maximum of 2 points)	No reports of violence outside of criminal history				0
	Violent destruction of property			1	
	Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm			1	
	Deliberately inflicted physical pain			1	
	Used/threatened with a weapon			1	
	Fire starting reports			1	
	Animal cruelty reports			1	
6. Reports/evidence of sexual aggression not included in criminal history (Maximum of 2 points)	No reports of sexual aggression outside of criminal history				0
	Reports of aggressive sex			1	
	Reports of sex for power			1	
	Reports of young sex partners			1	
	Reports of child sex			1	
	Reports of voyeurism			1	
Reports of exposure			1		
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>13</b>	<b>8</b>
<b>Lower 33%</b>				<b>0-0</b>	
<b>Middle</b>				<b>1-2</b>	
<b>Upper 33%</b>				<b>3-13</b>	





## **DOMAIN 12: SKILLS**

### ***Relationship to Re-offending***

A critical developmental task for preschool children is to gain increasing control over attention (become task-focused), emotions (anger, frustration, anxiety, disappointment, etc.), and behavior. This is commonly referred to as self-regulation and self-monitoring. Over time, the child must learn to acquire more complicated and sophisticated self-management skills in order to participate fully in academic and social pursuits.

Research suggests that the child's disposition and temperament play an important role in ensuring the development of self-monitoring and self-management skills. Youth in contact with the criminal justice system often display difficulties in focusing their attention, regulating, and controlling impulsive behavior, and in solving problems.

The research literature indicates that interventions most successful with juvenile offenders are those that take a cognitive-behavioral approach. This approach focuses on correcting the cognitive deficits that the youth has and then giving the youth the skills to more appropriately manage themselves and their environment. The "Skills" section measures these skill factors and the progress that a juvenile is making in improving these skills while under supervision. There are six factors, each measured by two or three individual items.

### ***General Instructions***

Use a general pattern of current behavior and not a single instance.

## 12. Skills

This domain is based on your opinion of the youth's skills and not the youth's opinion. Use the information collected throughout the interview to respond to these items. Use a general pattern of current behavior and not a single instance.

### 1. Consequential thinking:

- Does not understand there are consequences to actions
- Understands there are consequences to actions
- Identifies consequences of actions
- Acts to obtain desired consequences—good consequential thinking

A youth who lacks this skill does not understand that there are consequences, both good and bad, to their actions. The youth does not understand that if they do that, then this will happen to them. If they get a good grade in school it was luck or the teacher was easy. If they get a poor grade it was bad luck or the teacher does not like them.

**Relationship to re-offending:** Because the youth does not understand cause and effect concerning their actions, they do not understand that they can avoid bad consequences and can obtain good consequences.

### 2. Goal setting: In order to set positive realistic goals, the youth must have consequential thinking skills (understand there is a cause and effect to their actions).

- Does not set goals
- Sets unrealistic goals
- Sets somewhat realistic goals
- Sets realistic goals

### 3. Problem-solving:

- Cannot identify problem behaviors
- Identifies problem behaviors
- Thinks of solutions for problem behaviors
- Applies appropriate solutions to problem behaviors

A youth who lacks this skill does not know how to solve problems. Because of poor problem solving skills, the youth does not know how to resolve problem situations that can get them into trouble. The youth must possess the consequential thinking and critical thinking skills to be a problem solver. First, the youth must be able to recognize that something is a problem—in particular their criminal behavior. Then they must be able to apply their critical thinking skills to think of alternative solutions to their criminal behavior. Finally, they must be able to apply or live out the best solution that will keep them from re-offending.

4. Situational perception: Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill
  - Cannot analyze the situation for use of a pro-social skill
  - Can analyze but not choose the best pro-social skill
  - Can choose the best skill but cannot select the best time and place
  - Can select the best time and place to use the best pro-social skill
  
5. Dealing with others: Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.
  - Lacks basic social skills in dealing with others
  - Has basic social skills, lacks advanced skills in dealing with others
  - Sometimes uses advanced social skills in dealing with others
  - Often uses advanced social skills in dealing with others
  
6. Dealing with difficult situations: Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.
  - Lacks skills in dealing with difficult situations
  - Rarely uses skills in dealing with difficult situations
  - Sometimes uses skills in dealing with difficult situations
  - Often uses skills in dealing with difficult situations
  
7. Dealing with feelings/emotions: Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.
  - Lacks skills in dealing with feelings/emotions
  - Rarely uses skills in dealing with feelings/emotions
  - Sometimes uses skills in dealing with feelings/emotions
  - Often uses skills in dealing with feelings/emotions

8. Monitoring of internal triggers, *distorted thoughts*, that can lead to trouble:

- Cannot identify internal triggers
- Identifies internal triggers
- Actively monitors/controls internal triggers

A youth who is not able to recognize and monitor those triggers that lead them into trouble is at risk of repeating their criminal behavior. There are two types of triggers: internal and external. Internal triggers are thoughts, images needs, or emotions. External triggers are situations, people, and events outside of themselves. A youth who does not understand those situations that get them into further trouble may find themselves in those situations again and commit another crime. The youth must know what the triggers are and then be able to monitor their conduct to be aware when a trigger is present.

9. Monitoring of external triggers, *events or situations*, that can lead to trouble:

- Cannot identify external triggers
- Identifies external triggers
- Actively monitors/controls external triggers

A youth who is not able to recognize and monitor those triggers that lead them into trouble is at risk of repeating their criminal behavior. There are two types of triggers: internal and external. External triggers are situations, people, and events outside of themselves. A youth who does not understand those situations that get them into further trouble may find themselves in those situations again and commit another crime. The youth must know what the triggers are and then be able to monitor their conduct to be aware when a trigger is present.

10. Control of impulsive behaviors that get youth into trouble:

Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.

- Never had a problem with impulsive behavior
- Does not know techniques to control impulsive behavior
- Knows techniques to control impulsive behavior
- Uses techniques to control impulsive behavior

Youths who have little ability to control themselves will have a difficult time avoiding re-offending if they encounter triggers that lead them to re-offend. These youth lack the ability to avoid criminal behaviors, responding to external or internal triggers without thinking or stopping. These youth may be impulsive, excitable, and overly active with a low tolerance for frustration. These youth may also be controlled by immediate gratification.

This skill goes beyond monitoring the trigger to being able to control themselves to either avoid the trigger or diffuse its impact upon them. There are techniques for self-control that are taught in cognitive-behaviorally oriented skill building interventions. These techniques include reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, and relapse prevention.

11. Control of aggression:

Includes asking permission, sharing thoughts, helping others, negotiating, using self control, standing up for one's rights, responding to teasing, avoiding trouble with others, and keeping out of fights.

- Never had a problem with aggression
- Lacks alternatives to aggression
- Rarely uses alternatives to aggression
- Sometimes uses alternatives to aggression
- Often uses alternatives to aggression

## Sample Interview Questions

### 12. Skills

1. Consequential thinking:	This domain is based on your opinion of the youth's skills and not the youth's opinion. Use the information collected throughout the interview to respond to these items. Use a general pattern of current behavior and not a single instance.
2. Goal setting:	
3. Problem-solving:	
4. Situational perception:	
5. Dealing with others:	
6. Dealing with difficult situations:	
7. Dealing with feelings/emotions:	
8. Monitoring of internal triggers (distorted thoughts) that can lead to trouble:	
9. Monitoring of external triggers, (events or situations) that can lead to trouble:	
10. Control of impulsive behaviors that get youth into trouble:	
11. Control of aggression:	

## Scoring

### 12. Skills

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Consequential thinking:	Does not understand about consequences of actions			1	
	Understands about consequences to actions				1
	Identifies consequences of actions				2
	Good consequential thinking and acting				3
2. Goal setting:	Does not set any goals			2	
	Sets unrealistic goals			1	
	Sets somewhat realistic goals				1
	Sets realistic goals				2
3. Problem-solving:	Cannot identify problem behaviors			1	
	Identifies problem behaviors				1
	Thinks of solutions for problem behaviors				2
	Applies appropriate solutions to problem behaviors				3
4. Situational perception:	Cannot analyze the situation for use of a pro-social skill			1	
	Does not choose the best pro-social skill				1
	Chooses best skill but not best time and place				2
	Selects the best time and place for best skill				3
5. Dealing with others:	Lacks basic social skills in dealing with others			1	
	Lacks advanced skills in dealing with others				1
	Sometimes uses advanced social skills in dealing with others				2
	Often uses advanced social skills in dealing with others				3
6. Dealing with difficult situations:	Lacks skills in dealing with difficult situations			2	
	Rarely uses skills in dealing with difficult situations			1	
	Sometimes uses skills in dealing with difficult situations				1
	Often uses skills in dealing with difficult situations				2
7. Dealing with feelings/emotions:	Lacks skills in dealing with feelings/emotions			2	
	Rarely uses skills in dealing with feelings/emotions			1	
	Sometimes uses skills in dealing with feelings/emotions				1
	Often uses skills in dealing with feelings/emotions				2
8. Monitoring of internal triggers (distorted thoughts) that can lead to trouble:	Cannot identify internal triggers			2	
	Identifies internal triggers				1
	Actively monitors/controls internal triggers				2

Item	Factoid	Static		Dynamic	
		Risk	Protective	Risk	Protective
9. Monitoring of external triggers (events or situations) that can lead to trouble:	Cannot identify external triggers			2	
	Identifies external triggers				1
	Actively monitors/controls external triggers				2
10. Control of impulsive behaviors that get youth into trouble:	Never a problem with impulsive behavior				3
	Lacks techniques to control impulsive behavior			2	
	Knows techniques to control impulsive behavior				1
	Uses techniques to control impulsive behavior				2
11. Control of aggression:	Never a problem with aggression				3
	Lacks alternatives to aggression			2	
	Rarely uses alternatives to aggression			1	
	Sometimes uses alternatives to aggression				1
	Often uses alternatives to aggression				2
<b>Maximum</b>		<b>0</b>	<b>0</b>	<b>18</b>	<b>28</b>
<b>Lower 33%</b>				<b>0-0</b>	
<b>Middle</b>				<b>1-2</b>	
<b>Upper 33%</b>				<b>3-18</b>	



## CHAPTER 4: WSJCA EVIDENCE BASED INTERVENTIONS

### I. Coordination of Services Eligibility

COS is a program designed for low-risk youth without significant family problems. To be eligible for COS, a youth must have:

- A low risk level, and
- Current good parental authority and control (Pre-Screen Social History Item 7 Current parental authority and control: 0-youth usually obeys and follows rules).

### II. Aggression Replacement Training Eligibility

ART is a program designed for moderate- or high-risk youth who have problems with aggression, their attitude, or their skills. To be eligible for ART, a youth must have:

- At least a moderate risk level, and one of the following:
- Aggression problems as indicated by a static risk factor score of at least one for a weapon, violent misdemeanor, or felony conviction (Domain 1 Items 4, 5, or 6).
- A dynamic risk factor score of at least 2 out of 13 on Domain 11 Aggression.
- Attitude problems as indicated by a dynamic risk factor score of at least 5 out of 23 on Domain 10 Attitudes/Behavior.
- Skill problems as indicated by a dynamic risk factor score of at least 4 out of 18 on Domain 12 Skills.

### III. Functional Family Therapy Eligibility

FFT is a program designed for moderate- or high-risk youth with significant family problems. To be eligible for FFT, a youth must have:

- At least a moderate risk level, and
- Family problems as indicated by a dynamic risk factor score of at least 8 out of 34 on Domain 7b current living.

### IV. Multi-Systemic Therapy Eligibility

MST is a program designed for high-risk youth with significant family problems. To be eligible for MST a youth must have:

- A high risk level, and
- Family problems as indicated by a dynamic risk factor score of at least 8 out of 34 on Domain 7b current living.

**Domain 1: Record of Referrals Resulting in Conviction, Diversion, or Deferred Adjudication/Disposition**

*Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth. Include only referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).*

1. <b>Age at first offense:</b> The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> Under 13
<b>Felony and misdemeanor referrals:</b> Items 2 and 3 are mutually exclusive and should add to the total number of referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.	
2. <b>Misdemeanor referrals:</b> Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	<input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more
3. <b>Felony referrals:</b> Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
<b>Against-person or weapon referrals:</b> Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals that involve an against-person or weapon offense, including sex offenses, that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	
4. <b>Weapon referrals:</b> Total referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.	<input type="radio"/> None <input type="radio"/> One or more
5. <b>Against-person misdemeanor referrals:</b> Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
6. <b>Against-person felony referrals:</b> Number of referrals involving force or physical harm to another person including sexual misconduct (homicide, manslaughter, assault, robbery, kidnapping, rape, domestic violence, harassment, criminal mistreatment, intimidation, coercion, etc.).	<input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more
<b>Sex offense referrals:</b> Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.	
7. <b>Sexual misconduct misdemeanor referrals:</b> Number of referrals for which the most serious offense was a sexual misconduct misdemeanor including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
8. <b>Felony sex offense referrals:</b> Referrals for a felony sex offense or involving sexual motivation including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape, sexual misconduct, or voyeurism.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
9. <b>Disposition orders where youth served at least one day confined in detention:</b> Total disposition and modification orders for which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
10. <b>Disposition orders where youth served at least one day confined under JRA:</b> Total number of disposition orders and modification orders for which the youth served at least one day confined under JRA authority. A day served includes credit for time served.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
11. <b>Escapes:</b> Total number of attempted or actual escapes that resulted in a conviction.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
12. <b>Failure-to-appear in court warrants:</b> Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more

<b>Social History</b> (Current is defined as behaviors occurring within the last six months)	
1. <b>Youth's Gender</b>	<input type="radio"/> Male <input type="radio"/> Female
2a. <b>Youth's current school enrollment status, regardless of attendance:</b> If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box, otherwise check enrolled.	<input type="radio"/> Graduated, GED <input type="radio"/> Enrolled full-time <input type="radio"/> Enrolled part-time <input type="radio"/> Suspended <input type="radio"/> Dropped out <input type="radio"/> Expelled
2b. <b>Youth's conduct in the most recent term:</b> Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, e.g., theft, vandalism; lying, cheating, dishonesty.	<input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems reported by teachers <input type="radio"/> Problem calls to parents <input type="radio"/> Calls to police
2c. <b>Youth's attendance in the most recent term:</b> Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority. A truancy petition is equal to 7 unexcused absences in a month or 10 in a year.	<input type="radio"/> Good attendance with few absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Truancy petition/equivalent or withdrawn
2d. <b>Youth's academic performance in the most recent school term:</b>	<input type="radio"/> Honor student (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Fs) <input type="radio"/> Below 1.0 (some Ds and mostly Fs)
3a. <b>History of anti-social friends/companions:</b> Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others. <i>(Check all that apply.)</i>	<input type="checkbox"/> Never had consistent friends or companions <input type="checkbox"/> Had pro-social friends <input type="checkbox"/> Had anti-social friends <input type="checkbox"/> Been a gang member/associate
3b. <b>Current friends/companions youth actually spends time with:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No consistent friends or companions <input type="checkbox"/> Pro-social friends <input type="checkbox"/> Anti-social friends <input type="checkbox"/> Gang member/associate
4. <b>History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:</b> Exclude JRA commitments.	<input type="radio"/> No out-of-home placements exceeding 30 days <input type="radio"/> 1 out-of-home placement <input type="radio"/> 2 out-of-home placements <input type="radio"/> 3 or more out-of-home placements
5. <b>History of runaways or times kicked out of home:</b> Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement	<input type="radio"/> No history of running away/being kicked out <input type="radio"/> 1 instance of running away/kicked out <input type="radio"/> 2 to 3 instances of running away/kicked out <input type="radio"/> 4 to 5 instances of running away/kicked out <input type="radio"/> Over 5 instances of running away/kicked out
6a. <b>History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history in family <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member
6b. <b>History of jail/imprisonment history of persons who are currently involved with the household:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history of persons currently in household <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member
6c. <b>Problem history of parents who are currently involved with the household:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No problem history of parents in household <input type="checkbox"/> Parental alcohol problem history <input type="checkbox"/> Parental drug problem history <input type="checkbox"/> Parental physical health problem history <input type="checkbox"/> Parental mental health problem history <input type="checkbox"/> Parental employment problem history

7. <b>Current parental authority and control:</b>	<input type="radio"/> Youth usually obeys and follows rules <input type="radio"/> Sometimes obeys or obeys some rules <input type="radio"/> Consistently disobeys, and/or is hostile
8a. <b>History of alcohol use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No past alcohol use <input type="checkbox"/> Past alcohol use <input type="checkbox"/> Alcohol caused family conflict <input type="checkbox"/> Alcohol disrupted education <input type="checkbox"/> Alcohol caused health problems <input type="checkbox"/> Alcohol interfered with keeping pro-social friends <input type="checkbox"/> Past alcohol contributed to criminal behavior
8b. <b>History of drug use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No past drug use <input type="checkbox"/> Past drug use <input type="checkbox"/> Drugs caused family conflict <input type="checkbox"/> Drugs disrupted education <input type="checkbox"/> Drugs caused health problems <input type="checkbox"/> Drugs s interfered with keeping pro-social friends <input type="checkbox"/> Drugs contributed to criminal behavior
8c. <b>Current alcohol use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No current alcohol use <input type="checkbox"/> Current alcohol use <input type="checkbox"/> Alcohol causing family conflict <input type="checkbox"/> Alcohol disrupting education <input type="checkbox"/> Alcohol causing health problems <input type="checkbox"/> Alcohol interfering with keeping pro-social friends <input type="checkbox"/> Alcohol contributing to criminal behavior
8d. <b>Current drug use:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No current drug use <input type="checkbox"/> Current drug use <input type="checkbox"/> Drugs causing family conflict <input type="checkbox"/> Drugs disrupting education <input type="checkbox"/> Drugs causing health problems <input type="checkbox"/> Drugs interfering with keeping pro-social friends <input type="checkbox"/> Drugs contributing to criminal behavior
<i>For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.</i>	
9a. <b>History of physical abuse:</b> Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false. <i>(Check all that apply.)</i>	<input type="checkbox"/> Not a victim of physical abuse <input type="checkbox"/> Physically abused by family member <input type="checkbox"/> Physically abused by someone outside the family
9b. <b>History of sexual abuse:</b> Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false. <i>(Check all that apply.)</i>	<input type="checkbox"/> Not a victim of sexual abuse <input type="checkbox"/> Sexually abused by family member <input type="checkbox"/> Sexually abused by someone outside the family
10. <b>History of being a victim of neglect:</b> Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.	<input type="radio"/> Not victim of neglect <input type="radio"/> Victim of neglect
11. <b>History of mental health problems:</b> Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude substance abuse and special education since those issues are considered elsewhere. Confirm by a professional in the social service/healthcare field.	<input type="radio"/> No history of mental health problem(s) <input type="radio"/> Diagnosed with mental health problem(s) <input type="radio"/> Only mental health medication prescribed <input type="radio"/> Only mental health treatment prescribed <input type="radio"/> Mental health medication and treatment prescribed

<b>Attitude/Behavior Indicators</b>	
<b>1. Attitude toward responsible law abiding behavior:</b>	<input type="radio"/> Abides by conventions/values <input type="radio"/> Believes conventions/values sometime apply to him or her <input type="radio"/> Does not believe conventions/values apply to him or her <input type="radio"/> Resents or is hostile toward responsible behavior
<b>2. Accepts responsibility for anti-social behavior:</b>	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior
<b>3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes verbal aggression is rarely appropriate <input type="radio"/> Believes verbal aggression is sometimes appropriate <input type="radio"/> Believes verbal aggression is often appropriate
<b>4. Belief in fighting and physical aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes physical aggression is never appropriate <input type="radio"/> Believes physical aggression is rarely appropriate <input type="radio"/> Believes physical aggression is sometimes appropriate <input type="radio"/> Believes physical aggression is often appropriate
<b>5. Reports/evidence of violence not included in criminal history: (Check all that apply.)</b>	<input type="checkbox"/> No reports/evidence of violence <input type="checkbox"/> Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm <input type="checkbox"/> Deliberately inflicting physical pain <input type="checkbox"/> Using/threatening with a weapon <input type="checkbox"/> Fire starting <input type="checkbox"/> Violent destruction of property <input type="checkbox"/> Animal cruelty
<b>6. Reports of problem with sexual aggression not included in criminal history: (Check all that apply.)</b>	<input type="checkbox"/> No reports/evidence of sexual aggression <input type="checkbox"/> Aggressive sex <input type="checkbox"/> Sex for power <input type="checkbox"/> Young sex partners <input type="checkbox"/> Child sex <input type="checkbox"/> Voyeurism <input type="checkbox"/> Exposure

<b>DOMAIN 1: Record of Referrals Resulting in Conviction, Diversion, or Deferred Adjudication/Disposition</b>	
<i>Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth. Include only referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</i>	
1. <b>Age at first offense:</b> <i>The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.</i>	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> Under 13
<b>Felony and misdemeanor referrals:</b> <i>Items 2 and 3 are mutually exclusive and should add to the total number of referrals that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.</i>	
2. <b>Misdemeanor referrals:</b> <i>Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</i>	<input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more
3. <b>Felony referrals:</b> <i>Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
<b>Against-person or weapon referrals:</b> <i>Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals that involve an against-person or weapon offense, including sex offenses, that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</i>	
4. <b>Weapon referrals:</b> <i>Total referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.</i>	<input type="radio"/> None <input type="radio"/> One or more
5. <b>Against-person misdemeanor referrals:</b> <i>Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
6. <b>Against-person felony referrals:</b> <i>Number of referrals involving force or physical harm to another person including sexual misconduct (homicide, manslaughter, assault, robbery, kidnapping, rape, domestic violence, harassment, criminal mistreatment, intimidation, coercion, etc.)</i>	<input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more
<b>Sex offense referrals:</b> <i>Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.</i>	
7. <b>Sexual misconduct misdemeanor referrals:</b> <i>Number of referrals for which the most serious offense was a sexual misconduct misdemeanor including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
8. <b>Felony sex offense referrals:</b> <i>Referrals for a felony sex offense or involving sexual motivation including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape, sexual misconduct, or voyeurism</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
9. <b>Disposition orders where youth served at least one day confined in detention:</b> <i>Total disposition and modification orders for which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served.</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
10. <b>Disposition orders where youth served at least one day confined under JRA:</b> <i>Total number of disposition orders and modification orders for which the youth served at least one day confined under JRA authority. A day served includes credit for time served.</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
11. <b>Escapes:</b> <i>Total number of attempted or actual escapes that resulted in a conviction.</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
12. <b>Failure-to-appear in court warrants:</b> <i>Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.</i>	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more

<b>DOMAIN 2: Demographics</b>	
1. <b>Gender:</b>	<input type="radio"/> Male <input type="radio"/> Female

DOMAIN 3A: School History	
1. Youth is a special education student or has a formal diagnosis of a special education need: <i>(Check all that apply.)</i>	<input type="checkbox"/> No special education need <input type="checkbox"/> Learning <input type="checkbox"/> Mental retardation <input type="checkbox"/> Behavioral <input type="checkbox"/> ADHD/ADD
2. History of expulsions and suspensions since the first grade:	<input type="radio"/> No expel/suspend <input type="radio"/> 4 or 5 <input type="radio"/> 1 expel/suspend <input type="radio"/> 6 or 7 <input type="radio"/> 2 or 3 <input type="radio"/> More than 7
3. Age at first expulsion or suspension:	<input type="radio"/> No expulsions <input type="radio"/> 14 to 15 years old <input type="radio"/> 5 to 9 years old <input type="radio"/> 16 to 18 years old <input type="radio"/> 10 to 13 years old
4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance:	<input type="radio"/> No, graduated/GED and not attending school, do not complete Domain 3B <input type="radio"/> No, dropped-out or expelled for more than six months, do not complete Domain 3B <input type="radio"/> Yes, must complete Domain 3B

<b>DOMAIN 3B: Current School Status</b>
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For Initial Assessments, current is the most recent term in last 6 months; for Re-assessments and Final Assessments current is the last 4 weeks in the most recent term.

1. Youth's current school enrollment status, regardless of attendance: <i>If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box; otherwise check enrolled, if in home school.</i>	<input type="radio"/> Graduated/GED <input type="radio"/> Suspended <input type="radio"/> Enrolled full-time <input type="radio"/> Dropped out <input type="radio"/> Enrolled part-time <input type="radio"/> Expelled
2. Type of school in which youth is enrolled:  Name of School _____	<input type="radio"/> Public academic <input type="radio"/> Private academic <input type="radio"/> Vocational <input type="radio"/> Home school <input type="radio"/> Alternative <input type="radio"/> College <input type="radio"/> GED program <input type="radio"/> Other _____
3. Youth believes there is value in getting an education:	<input type="radio"/> Believes getting an education is of value <input type="radio"/> Somewhat believes education is of value <input type="radio"/> Does not believe education is of value
4. Youth believes school provides an encouraging environment for him or her:	<input type="radio"/> Believes school is encouraging <input type="radio"/> Somewhat believes school is encouraging <input type="radio"/> Does not believe school is encouraging
5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:	<input type="radio"/> Not close to any teachers, staff, or coaches <input type="radio"/> Close to 1 <input type="radio"/> Close to 3 <input type="radio"/> Close to 2 <input type="radio"/> Close to 4 or more
6. Youth's involvement in school activities during most recent term: <i>School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.</i>	<input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved in any activities <input type="radio"/> Not interested in school activities
7. Youth's conduct in the most recent term: <i>Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.</i>	<input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems reported by teachers <input type="radio"/> Problem calls to parents <input type="radio"/> Calls to police
8. Number of expulsions and suspensions in the most recent term:	<input type="radio"/> No expel/suspend <input type="radio"/> 2 or 3 <input type="radio"/> 1 expel/suspend <input type="radio"/> Over 3
9. Youth's attendance in the most recent term: <i>Partial-day absence means attending majority of classes and missing minority. Full-day absence means missing majority of classes. A truancy petition is equal to 7 unexcused absences in a month or 10 in a year.</i>	<input type="radio"/> Good attendance; few excused absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Truancy petition/equivalent or withdrawn
10. Youth's academic performance in the most recent school term:	<input type="radio"/> Honor student (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Fs) <input type="radio"/> Below 1.0 (some Ds and mostly Fs)
11. Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:	<input type="radio"/> Very likely to stay in school and graduate <input type="radio"/> Uncertain if youth will stay and graduate <input type="radio"/> Not very likely to stay and graduate

DOMAIN 4A: Historic Use of Free Time	
<p>1. <b>History of structured recreational activities within the past 5 years:</b> <i>Youth has participated in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.</i></p>	<p><input type="radio"/> Involved in 2 or more structured activities  <input type="radio"/> Involved in 1 structured activity  <input type="radio"/> Never involved in structured activities</p>
<p>2. <b>History of unstructured pro-social recreational activities within the past 5 years:</b> <i>Youth has engaged in activities that positively occupy the youth's time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Involved in 2 or more pro-social unstructured activities  <input type="radio"/> Involved in 1 pro-social unstructured activity  <input type="radio"/> Never involved in pro-social unstructured activities</p>
DOMAIN 4B: Current Use of Free Time (For Initial Assessments, current means behaviors during the last six-month, for Re-assessments and Final Assessments, current means behaviors during the last four-weeks)	
<p>1. <b>Current interest and involvement in structured recreational activities:</b> <i>Youth participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activity.</i></p>	<p><input type="radio"/> Currently involved in 2 or more structured activities  <input type="radio"/> Currently involved in 1 structured activity  <input type="radio"/> Currently interested but not involved  <input type="radio"/> Currently not interested in any structured activities</p>
<p>2. <b>Types of structured recreational activities in which youth currently participates:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No structured recreational activities  <input type="checkbox"/> Athletics  <input type="checkbox"/> Community/cultural group  <input type="checkbox"/> Hobby group or club  <input type="checkbox"/> Religious group/church  <input type="checkbox"/> Volunteer organization</p>
<p>3. <b>Current interest and involvement in unstructured recreational activities:</b> <i>Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Currently involved in 2 or more unstructured activities  <input type="radio"/> Currently involved in 1 unstructured activity  <input type="radio"/> Currently interested but not involved  <input type="radio"/> Currently not interested in any unstructured activities</p>



<b>DOMAIN 5A: Employment History</b>	
<b>1. History of employment:</b>	<input type="radio"/> Too young for employment consideration <input type="radio"/> Never been employed <input type="radio"/> Has been employed
<b>2. History of successful employment:</b>	<input type="radio"/> Never successfully employed <input type="radio"/> Has been successfully employed
<b>3. History of problems while employed:</b>	<input type="radio"/> Never fired or quit because of problems <input type="radio"/> Fired or quit because of poor performance <input type="radio"/> Fired or quit because he or she could not get along with employer or coworkers
<b>4. History of positive personal relationship(s) with past employer(s) or adult coworker(s):</b>	<input type="radio"/> Never had any positive relationships <input type="radio"/> Had 1 positive relationship <input type="radio"/> Had 2 or more positive relationships
<b>DOMAIN 5B: Current Employment</b> (For Initial Assessments, current means behaviors during the last six-month, for Re-assessments and Final Assessments, current means behaviors during the last four-weeks)	
<b>1. Understanding of what is required to maintain a job:</b>	<input type="radio"/> Lacks knowledge of what it takes to maintain a job <input type="radio"/> Has knowledge of abilities to maintain a job <input type="radio"/> Has demonstrated ability to maintain a job
<b>2. Current interest in employment:</b>	<input type="radio"/> Currently employed <input type="radio"/> Not employed but highly interested in employment <input type="radio"/> Not employed but somewhat interested <input type="radio"/> Not employed and not interested in employment <input type="radio"/> Too young for employment consideration
<b>3. Current employment status:</b>	<input type="radio"/> Not currently employed <input type="radio"/> Employment is currently going well <input type="radio"/> Having problems with current employment
<b>4. Current positive personal relationship(s) with employer(s) or adult coworker(s):</b>	<input type="radio"/> Not currently employed <input type="radio"/> Employed but no positive relationships <input type="radio"/> At least 1 positive relationship

<b>DOMAIN 6A: History of Relationships</b>	
1. <b>History of positive adult non-family relationships not connected to school or employment:</b> <i>Adults, who are not teachers and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.</i>	<input type="radio"/> No positive adult relationships <input type="radio"/> 1 positive adult relationship <input type="radio"/> 2 positive adult relationships <input type="radio"/> 3 or more positive adults relationships
2. <b>History of anti-social friends/companions:</b> <i>Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others. (Check all that apply.)</i>	<input type="checkbox"/> Never had consistent friends or companions <input type="checkbox"/> Had pro-social friends <input type="checkbox"/> Had anti-social friends <input type="checkbox"/> Been a gang member/associate
<b>DOMAIN 6B: Current Relationships</b> (For Initial Assessments, current means behaviors during the last six-month, for Re-assessments and Final Assessments, current means behaviors during the last four-weeks)	
1. <b>Current positive adult non-family relationships not connected to school or employment:</b> <i>Adults, who are not teachers and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.</i>	<input type="radio"/> No positive adult relationships <input type="radio"/> 1 positive adult relationship <input type="radio"/> 2 positive adult relationships <input type="radio"/> 3 or more positive adults relationships
2. <b>Current pro-social community ties:</b> <i>Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.</i>	<input type="radio"/> No pro-social community ties <input type="radio"/> Some pro-social community ties <input type="radio"/> Has strong pro-social community ties
3. <b>Current friends/companions youth actually spends time with:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No consistent friends or companions <input type="checkbox"/> Pro-social friends <input type="checkbox"/> Anti-social friends <input type="checkbox"/> Gang member/associate
4. <b>Currently in a "romantic," intimate, or sexual relationship:</b>	<input type="radio"/> Not romantically involved with anyone <input type="radio"/> Romantically involved with a pro-social person <input type="radio"/> Romantically involved with an anti-social person/criminal
5. <b>Currently admires/emulates anti-social peers:</b>	<input type="radio"/> Does not admire, emulate anti-social peers <input type="radio"/> Somewhat admires, emulates anti-social peers <input type="radio"/> Admires, emulates anti-social peers
6. <b>Current resistance to anti-social peer influence:</b>	<input type="radio"/> Does not associate with anti-social peers <input type="radio"/> Usually resists going along with anti-social peers <input type="radio"/> Rarely resists goes along with anti-social peers <input type="radio"/> Leads anti-social peers

**DOMAIN 7A: Family History**

<p>1. <b>History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:</b> <i>Exclude JRA commitments.</i></p>	<p><input type="radio"/> No out-of-home placements exceeding 30 days  <input type="radio"/> 1 out-of-home placement  <input type="radio"/> 2 out-of-home placements  <input type="radio"/> 3 or more out-of-home placements</p>
<p>2. <b>History of running away or getting kicked out of home:</b> <i>Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i></p>	<p><input type="radio"/> No history of running away or being kicked out  <input type="radio"/> 1 instance of running away/kicked out  <input type="radio"/> 2 to 3 instances of running away/kicked out  <input type="radio"/> 4 to 5 instances of running away/kicked out  <input type="radio"/> Over 5 instances of running away/kicked out</p>
<p>3. <b>History of petitions filed:</b> <i>Include all petitions regardless of whether the petition was granted. (Check all that apply.)</i></p>	<p><input type="checkbox"/> No petitions filed  <input type="checkbox"/> Youth-at-risk  <input type="checkbox"/> CHINS  <input type="checkbox"/> ARP  <input type="checkbox"/> Dependency</p>
<p>4. <b>History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No jail/imprisonment history in family  <input type="checkbox"/> Mother/female caretaker  <input type="checkbox"/> Father/male caretaker  <input type="checkbox"/> Older sibling  <input type="checkbox"/> Younger sibling  <input type="checkbox"/> Other member</p>
<p>5. <b>Youth currently living under any "adult supervision":</b> <i>Adult supervision must be someone who is responsible for the youth's welfare, either legally or with parental consent. For Initial Assessments, current means within the last six-month, for Re-assessments and Final Assessments, current means within the last four weeks.</i></p>	<p><input type="radio"/> No, living with peers without adult supervision, do not complete Domain 7B  <input type="radio"/> No, living alone without adult supervision, do not complete Domain 7B  <input type="radio"/> No, transient without adult supervision, do not complete Domain 7B  <input type="radio"/> Yes, living under adult supervision, must complete Domain 7B</p>

**DOMAIN 7B: Current Living Arrangements**

(For Initial Assessments, current means behaviors during the last six-month, for Re-assessments and Final Assessments, current means behaviors during the last four-weeks)

<p>1. <b>All persons with whom youth is currently living:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> Living alone  <input type="checkbox"/> Biological mother  <input type="checkbox"/> Non-biological mother  <input type="checkbox"/> Older sibling(s)  <input type="checkbox"/> Grandparent(s)  <input type="checkbox"/> Long-term parental partner(s)  <input type="checkbox"/> Youth's romantic partner  <input type="checkbox"/> Foster/group home</p> <p><input type="checkbox"/> Transient (street, moving around)  <input type="checkbox"/> Biological father  <input type="checkbox"/> Non-biological father  <input type="checkbox"/> Younger sibling(s)  <input type="checkbox"/> Other relative(s)  <input type="checkbox"/> Short-term parental partner(s)  <input type="checkbox"/> Youth's child  <input type="checkbox"/> Youth's friends</p>
<p>2. <b>Annual combined income of youth and family:</b></p>	<p><input type="radio"/> Under \$15,000  <input type="radio"/> \$15,000 to \$34,999  <input type="radio"/> \$35,000 to \$49,999  <input type="radio"/> \$50,000 and over</p>
<p>3. <b>Jail/imprisonment history of persons who are currently involved with the household:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No jail/imprisonment history of persons currently in household  <input type="checkbox"/> Mother/female caretaker  <input type="checkbox"/> Father/male caretaker  <input type="checkbox"/> Older sibling  <input type="checkbox"/> Younger sibling  <input type="checkbox"/> Other member</p>
<p>4. <b>Problem history of parents who are currently involved with the household:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No problem history of parents in household  <input type="checkbox"/> Parental alcohol problem history  <input type="checkbox"/> Parental drug problem history  <input type="checkbox"/> Parental physical health problem history  <input type="checkbox"/> Parental mental health problem history  <input type="checkbox"/> Parental employment problem history</p>

<p>5. <b>Problem history of siblings who are currently involved with the household:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No siblings currently in household  <input type="checkbox"/> No problem history of siblings in household  <input type="checkbox"/> Sibling alcohol problem history  <input type="checkbox"/> Sibling drug problem history  <input type="checkbox"/> Sibling physical health problem history  <input type="checkbox"/> Sibling mental health problem history  <input type="checkbox"/> Sibling employment problem history</p>
<p>6. <b>Support network for family:</b> <i>Extended family and/or family friends who can provide additional support to the family.</i></p>	<p><input type="radio"/> No support network  <input type="radio"/> Some support network  <input type="radio"/> Strong support network</p>
<p>7. <b>Family willingness to help support youth:</b></p>	<p><input type="radio"/> Consistently willing to support youth  <input type="radio"/> Inconsistently willing to support youth  <input type="radio"/> Little or no willingness to support youth  <input type="radio"/> Hostile, berating, and/or belittling of youth</p>
<p>8. <b>Family provides opportunities for youth to participate in family activities and decisions affecting the youth:</b></p>	<p><input type="radio"/> No opportunities for involvement provided  <input type="radio"/> Some opportunities for involvement provided  <input type="radio"/> Opportunities for involvement provided</p>
<p>9. <b>Youth has run away or been kicked out of home:</b> <i>Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i></p>	<p><input type="radio"/> Has not run away/kicked out of home  <input type="radio"/> Has run away/kicked out  <input type="radio"/> Is currently kicked out of home or is a runaway</p>
<p>10. <b>Family member(s) youth feels close to or has good relationship with:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> Does not feel close to any family member  <input type="checkbox"/> Feels close to mother/female caretaker  <input type="checkbox"/> Feels close to father/male caretaker  <input type="checkbox"/> Feels close to male sibling  <input type="checkbox"/> Feels close to female sibling  <input type="checkbox"/> Feels close to extended family</p>
<p>11. <b>Level of conflict between parents, between youth and parents, among siblings:</b></p>	<p><input type="radio"/> Some conflict that is well managed  <input type="radio"/> Verbal intimidation, yelling, heated arguments  <input type="radio"/> Threats of physical abuse  <input type="radio"/> Domestic violence: physical/sexual abuse</p>
<p>12. <b>Parental supervision:</b> <i>Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.</i></p>	<p><input type="radio"/> Consistent good supervision  <input type="radio"/> Sporadic supervision  <input type="radio"/> Inadequate supervision</p>
<p>13. <b>Parental authority and control:</b></p>	<p><input type="radio"/> Youth usually obeys and follows rules  <input type="radio"/> Youth sometimes obeys or obeys some rules  <input type="radio"/> Youth consistently disobeys and/or is hostile</p>
<p>14. <b>Consistent appropriate punishment for bad behavior:</b> <i>Appropriate means clear communication, timely response, and response proportionate to conduct.</i></p>	<p><input type="radio"/> Consistently appropriate punishment  <input type="radio"/> Consistently overly severe punishment  <input type="radio"/> Consistently insufficient punishment  <input type="radio"/> Inconsistent or erratic punishment</p>
<p>15. <b>Consistent appropriate rewards for good behavior:</b> <i>Appropriate means clear communication, timely response, and response proportionate to conduct; rewards mean affection, praise, etc.</i></p>	<p><input type="radio"/> Consistently appropriate rewards  <input type="radio"/> Consistently overly indulgent/overly protective  <input type="radio"/> Consistently insufficient rewards  <input type="radio"/> Inconsistent or erratic rewards</p>
<p>16. <b>Parental characterization of youth's anti-social behavior:</b></p>	<p><input type="radio"/> Disapproves of youth's anti-social behavior  <input type="radio"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances  <input type="radio"/> Accepts youth's anti-social behavior as okay  <input type="radio"/> Proud of youth's anti-social behavior</p>

**DOMAIN 8A: Alcohol and Drug History**

*Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is*

<p>1. <b>History of alcohol use:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No past alcohol use <span style="float: right;"><input type="checkbox"/> Past alcohol use</span>  <input type="checkbox"/> Alcohol caused family conflict  <input type="checkbox"/> Alcohol disrupted education  <input type="checkbox"/> Alcohol caused health problems  <input type="checkbox"/> Alcohol interfered with keeping pro-social friends  <input type="checkbox"/> Alcohol contributed to criminal behavior</p>
<p>2. <b>History of drug use:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No past drug use <span style="float: right;"><input type="checkbox"/> Past drug use</span>  <input type="checkbox"/> Drugs caused family conflict  <input type="checkbox"/> Drugs disrupted education  <input type="checkbox"/> Drugs caused health problems  <input type="checkbox"/> Drugs interfered with keeping pro-social friends  <input type="checkbox"/> Drugs contributed to criminal behavior</p>
<p>3. <b>History of referrals for alcohol/drug assessment:</b></p>	<p><input type="radio"/> Never referred for drug/alcohol assessment  <input type="radio"/> Diagnosed as no problem  <input type="radio"/> Referred but never assessed  <input type="radio"/> Diagnosed as abuse  <input type="radio"/> Diagnosed as dependent/addicted</p>
<p>4. <b>History of attending alcohol/drug education classes for an alcohol/drug problem:</b></p>	<p><input type="radio"/> Never attended drug/alcohol education classes  <input type="radio"/> Voluntarily attended drug/alcohol education classes  <input type="radio"/> Attended classes by parent, school, or other agency request  <input type="radio"/> Attended classes at court direction</p>
<p>5. <b>History of participating in alcohol/drug treatment program:</b></p>	<p><input type="radio"/> Never participated in treatment program  <input type="radio"/> Participated once in treatment program  <input type="radio"/> Participated several times in treatment programs</p>
<p><b>Youth currently using alcohol or drugs:</b> <i>For Initial Assessments, current is the last six-month, for Re-assessments/Final Assessments, it's 4 weeks</i></p>	<p><input type="radio"/> No current use, do not compete Domain 8B  <input type="radio"/> Current use, must complete domain 8B</p>

**DOMAIN 8B: Current Alcohol and Drugs**

*(For Initial Assessments. current is the last six-months. for Re-assessments/Final Assessments. it's the last four-weeks)*

<p>1. <b>Current alcohol use:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No current alcohol use <span style="float: right;"><input type="checkbox"/> Current alcohol use</span>  <input type="checkbox"/> Alcohol causing family conflict  <input type="checkbox"/> Alcohol disrupting education  <input type="checkbox"/> Alcohol causing health problems  <input type="checkbox"/> Alcohol interfering with keeping pro-social friends  <input type="checkbox"/> Alcohol contributing to criminal behavior</p>
<p>2. <b>Current drug use:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No current drug use <span style="float: right;"><input type="checkbox"/> Current drug use</span>  <input type="checkbox"/> Drugs causing family conflict  <input type="checkbox"/> Drugs disrupting education  <input type="checkbox"/> Drugs causing health problems  <input type="checkbox"/> Drugs interfering with keeping pro-social friends  <input type="checkbox"/> Drugs contributing to criminal behavior</p>
<p>3. <b>Type of drugs currently used:</b> <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No current drug use  <input type="checkbox"/> Amphetamines (uppers/speed/ecstasy)  <input type="checkbox"/> Barbiturates (Tuinal/Seconal/downers)  <input type="checkbox"/> Cocaine (coke)  <input type="checkbox"/> Cocaine (crack/rock)  <input type="checkbox"/> Hallucinogens (LSD/acid/mushrooms/GHB)  <input type="checkbox"/> Heroin  <input type="checkbox"/> Inhalants (glue/gasoline) Marijuana/hashish  <input type="checkbox"/> Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycontin)  <input type="checkbox"/> Phencyclidine (PCP/angel dust)  <input type="checkbox"/> Tranquilizers/sedatives (Valium/Libnum/Dalmane/ Ketamine)  <input type="checkbox"/> Other drugs (List in comment)</p>
<p>4. <b>Current alcohol/drug treatment program participation:</b></p>	<p><input type="radio"/> Alcohol/drug treatment not warranted  <input type="radio"/> Not currently attending needed alcohol/drug treatment program  <input type="radio"/> Currently attending alcohol/drug treatment program  <input type="radio"/> Successfully completed alcohol/drug treatment program</p>

<b>DOMAIN 9A: Mental Health History</b>	
<b>1. History of suicidal ideation:</b>	<input type="radio"/> Has never thought about suicide <input type="radio"/> Has had serious thoughts about suicide <input type="radio"/> Has made a plan to commit suicide <input type="radio"/> Has attempted to commit suicide
<i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.</i>	
<b>2. History of physical abuse:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> Not a victim of physical abuse <input type="checkbox"/> Physically abused by family member <input type="checkbox"/> Physically abused by someone outside the family
<b>3. History of sexual abuse:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> Not a victim of sexual abuse <input type="checkbox"/> Sexually abused by family member <input type="checkbox"/> Sexually abused by someone outside the family
<b>4. History of being a victim of neglect:</b>	<input type="radio"/> Not a victim of neglect <input type="radio"/> Victim of neglect
<b>5. History of ADD/ADHD:</b> <i>Confirmed by a professional in the social service/healthcare field.</i>	<input type="radio"/> No history of ADD/ADHD <input type="radio"/> Diagnosed with ADD/ADHD <input type="radio"/> Only ADD/ADHD medication prescribed <input type="radio"/> Only ADD/ADHD treatment prescribed <input type="radio"/> ADD/ADHD medication and treatment prescribed
<b>6. History of mental health problems:</b> <i>Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field.</i>	<input type="radio"/> No history of mental health problem(s) <input type="radio"/> Diagnosed with mental health problem(s) <input type="radio"/> Only mental health medication prescribed <input type="radio"/> Only mental health treatment prescribed <input type="radio"/> Mental health medication and treatment prescribed
<b>7. Currently has health insurance:</b>	<input type="radio"/> No health insurance <input type="radio"/> Public insurance (Medicaid) <input type="radio"/> Private insurance
<b>8. Current mental health problem status:</b> <i>For Initial Assessments, current is the last 6 months; for Re-assessments and Final Assessment it is the last 4 weeks</i>	<input type="radio"/> No current mental health problem(s), do not complete Domain 9B <input type="radio"/> Current mental health problem(s), must complete Domain 9B
<b>DOMAIN 9B: Current Mental Health</b>	
<i>(For Initial Assessments, current means behaviors during the last six-month, for Re-assessments and Final Assessments, current means behaviors during the last four-weeks)</i>	
<b>1. Current suicidal ideation:</b>	<input type="radio"/> Does not have thoughts about suicide <input type="radio"/> Has serious thoughts about suicide <input type="radio"/> Has recently made a plan to commit suicide <input type="radio"/> Has recently attempted to commit suicide
<b>2. Currently diagnosed with ADD/ADHD:</b> <i>Confirmed by a professional in the social service/healthcare field.</i> <b>Type of medication:</b> _____	<input type="radio"/> No ADD/ADHD diagnosis <input type="radio"/> No ADD/ADHD medication currently prescribed <input type="radio"/> Currently taking ADD/ADHD medication <input type="radio"/> ADD/ADHD medication currently prescribed, but not taking
<b>3. Mental health treatment currently prescribed excluding ADD/ADHD treatment:</b>	<input type="radio"/> No current mental health problem <input type="radio"/> No mental health treatment currently prescribed <input type="radio"/> Attending mental health treatment <input type="radio"/> Treatment currently prescribed, but not attending
<b>4. Mental health medication currently prescribed excluding ADD/ADHD medication:</b> <b>Type of medication:</b> _____	<input type="radio"/> No current mental health problem <input type="radio"/> No mental health medication currently prescribed <input type="radio"/> Currently taking mental health medication <input type="radio"/> Mental health medication currently prescribed, but not taking
<b>5. Mental health problems currently interfere in working with the youth:</b>	<input type="radio"/> No current mental health problem <input type="radio"/> Mental health problem(s) do not interfere in work with youth <input type="radio"/> Mental health problem(s) interfere in work with youth

<b>DOMAIN 10: Attitudes/Behaviors</b> <b>(For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessments current is within the last 4 weeks.)</b>	
1. <b>Primary emotion when committing crime(s) within the last 6 months:</b>	<input type="radio"/> Nervous, afraid, worried, ambivalent, uncertain, or indecisive <input type="radio"/> Hyper, excited, or stimulated <input type="radio"/> Unconcerned or indifferent <input type="radio"/> Confident or brags about not getting caught
2. <b>Primary purpose for committing crime(s) within the last 6 months:</b>	<input type="radio"/> Anger <input type="radio"/> Revenge <input type="radio"/> Impulse <input type="radio"/> Sexual desire <input type="radio"/> Money or material gain, including drugs <input type="radio"/> Excitement, amusement, or fun <input type="radio"/> Peer status, acceptance, or attention
3. <b>Optimism:</b> <i>Youth talks about future in positive way with plans or aspirations of a better life that could include employment, education, raising a family, travel, or other pro-social life goals.</i>	<input type="radio"/> High aspirations: sense of purpose, commitment to better life <input type="radio"/> Normal aspirations: some sense of purpose <input type="radio"/> Low aspirations: little sense of purpose or plans for better life <input type="radio"/> Believes nothing matters; he or she will be dead before long
4. <b>Impulsive; acts before thinking:</b>	<input type="radio"/> Uses self-control; usually thinks before acting <input type="radio"/> Some self-control; sometimes thinks before acting <input type="radio"/> Impulsive; often acts before thinking <input type="radio"/> Highly Impulsive; usually acts before thinking
5. <b>Belief in control over anti-social behavior:</b>	<input type="radio"/> Believes he or she can avoid/stop anti-social behavior <input type="radio"/> Somewhat believes anti-social behavior is controllable <input type="radio"/> Believes his or her anti-social behavior is out of his or her control
6. <b>Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:</b>	<input type="radio"/> Has empathy for his or her victim(s) <input type="radio"/> Has some empathy for his or her victim(s) <input type="radio"/> Does not have empathy for his or her victim(s)
7. <b>Respect for property of others:</b>	<input type="radio"/> Respects property of others <input type="radio"/> Respects personal property but not publicly accessible property: "It's not hurting anybody." <input type="radio"/> Conditional respect for personal property: "If they are stupid enough to leave it out, they deserve losing it." <input type="radio"/> No respect for property: "If I want something, it should be mine."
8. <b>Respect for authority figures:</b>	<input type="radio"/> Respects most authority figures <input type="radio"/> Does not respect authority figures, and may resent some <input type="radio"/> Resents most authority figures <input type="radio"/> Defies or is hostile toward most authority figures
9. <b>Attitude toward pro-social rules/conventions in society:</b>	<input type="radio"/> Believes pro-social rules/conventions apply to him or her <input type="radio"/> Believes some pro-social rules/conventions sometimes apply to him or her <input type="radio"/> Does not believe pro-social rules/conventions apply to him or her <input type="radio"/> Resents or is defiant toward pro-social rules/conventions
10. <b>Accepts responsibility for anti-social behavior:</b>	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior
11. <b>Youth's belief in successfully meeting conditions of court supervision:</b>	<input type="radio"/> Believes he or she will be successful <input type="radio"/> Unsure if he or she will be successful <input type="radio"/> Does not believe he or she will be successful

**DOMAIN 11: Aggression**

*For Initial Assessments, rate items 1 to 4 based on the last 6 months; for Re-assessments and Final Assessments use the last 4 weeks.*

1. <b>Tolerance for frustration:</b>	<input type="radio"/> Rarely gets upset over small things or has temper tantrums <input type="radio"/> Sometimes gets upset over small things or has temper tantrums <input type="radio"/> Often gets upset over small things or has temper tantrums
2. <b>Hostile interpretation of actions and intentions of others in a common non-confrontational setting:</b>	<input type="radio"/> Primarily positive view of intentions of others <input type="radio"/> Primarily negative view of intentions of others <input type="radio"/> Primarily hostile view of intentions of others
3. <b>Belief in yelling and verbal aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes verbal aggression is rarely appropriate <input type="radio"/> Believes verbal aggression is sometimes appropriate <input type="radio"/> Believes verbal aggression is often appropriate
4. <b>Belief in fighting and physical aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes physical aggression is never appropriate <input type="radio"/> Believes physical aggression is rarely appropriate <input type="radio"/> Believes physical aggression is sometimes appropriate <input type="radio"/> Believes physical aggression is often appropriate

*For Initial Assessments, include the entire history of reports; for Re-assessments and Final Assessment include reports within the last 4 weeks.*

5. <b>Reports/evidence of violence not included in criminal history:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of violence <input type="checkbox"/> Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm <input type="checkbox"/> Deliberately inflicting physical pain <input type="checkbox"/> Using/threatening with a weapon <input type="checkbox"/> Fire starting <input type="checkbox"/> Violent destruction of property <input type="checkbox"/> Animal cruelty
6. <b>Reports of problem with sexual aggression not included in criminal history:</b> <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of sexual aggression <input type="checkbox"/> Aggressive sex <input type="checkbox"/> Sex for power <input type="checkbox"/> Young sex partners <input type="checkbox"/> Child sex <input type="checkbox"/> Voyeurism <input type="checkbox"/> Exposure



**DOMAIN 12: Skills****(Use a general pattern of current behavior and not a single instance.)**

1. <b>Consequential thinking:</b>	<input type="radio"/> Does not understand there are consequences to actions <input type="radio"/> Understands there are consequences to actions <input type="radio"/> Identifies consequences of actions <input type="radio"/> Acts to obtain desired consequences—good consequential thinking
2. <b>Goal setting:</b>	<input type="radio"/> Does not set goals <input type="radio"/> Sets unrealistic goals <input type="radio"/> Sets somewhat realistic goals <input type="radio"/> Sets realistic goals
3. <b>Problem-solving:</b>	<input type="radio"/> Cannot identify problem behaviors <input type="radio"/> Identifies problem behaviors <input type="radio"/> Thinks of solutions for problem behaviors <input type="radio"/> Applies appropriate solutions to problem behaviors
4. <b>Situational perception:</b> <i>Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.</i>	<input type="radio"/> Cannot analyze the situation for use of a pro-social skill <input type="radio"/> Can analyze but not choose the best pro-social skill <input type="radio"/> Can choose the best skill but cannot select the best time and place <input type="radio"/> Can select the best time and place to use the best pro-social skill
5. <b>Dealing with others:</b> <i>Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.</i>	<input type="radio"/> Lacks basic social skills in dealing with others <input type="radio"/> Has basic social skills, lacks advanced skills in dealing with others <input type="radio"/> Sometimes uses advanced social skills in dealing with others <input type="radio"/> Often uses advanced social skills in dealing with others
6. <b>Dealing with difficult situations:</b> <i>Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.</i>	<input type="radio"/> Lacks skills in dealing with difficult situations <input type="radio"/> Rarely uses skills in dealing with difficult situations <input type="radio"/> Sometimes uses skills in dealing with difficult situations <input type="radio"/> Often uses skills in dealing with difficult situations
7. <b>Dealing with feelings/emotions:</b> <i>Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.</i>	<input type="radio"/> Lacks skills in dealing with feelings/emotions <input type="radio"/> Rarely uses skills in dealing with feelings/emotions <input type="radio"/> Sometimes uses skills in dealing with feelings/emotions <input type="radio"/> Often uses skills in dealing with feelings/emotions
8. <b>Monitoring of internal triggers, distorted thoughts, that can lead to trouble:</b>	<input type="radio"/> Cannot identify internal triggers <input type="radio"/> Identifies internal triggers <input type="radio"/> Actively monitors/controls internal triggers
9. <b>Monitoring of external triggers, events or situations, that can lead to trouble:</b>	<input type="radio"/> Cannot identify external triggers <input type="radio"/> Identifies external triggers <input type="radio"/> Actively monitors/controls external triggers
10. <b>Control of impulsive behaviors that get youth into trouble:</b> <i>Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i>	<input type="radio"/> Never had a problem with impulsive behavior <input type="radio"/> Does not know techniques to control impulsive behavior <input type="radio"/> Knows techniques to control impulsive behavior <input type="radio"/> Uses techniques to control impulsive behavior
11. <b>Control of aggression:</b> <i>Includes asking permission, sharing thoughts, helping others, negotiating, using self control, standing up for one's rights, responding to teasing, avoiding trouble with others, and keeping out of fights.</i>	<input type="radio"/> Never had a problem with aggression <input type="radio"/> Lacks alternatives to aggression <input type="radio"/> Rarely uses alternatives to aggression <input type="radio"/> Sometimes uses alternatives to aggression <input type="radio"/> Often uses alternatives to aggression

