

Washington State
Juvenile Court Assessment
Manual Version 2.0

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CHAPTER ONE: INTRODUCTION

I. History of the Washington Association of Juvenile Court Administrators Risk Assessment (WAJCA-RA)

The 1997 Washington State Legislature established the Community Juvenile Accountability Act. 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, establishes guidelines for the Community Juvenile Accountability Programs. The Act requires that guidelines contain the following requirements for programs. The programs must:

- (a) Target diverted and adjudicated juvenile offenders;
- (b) Use a risk assessment to determine which programs are most likely to be effective with particular juvenile offenders;
- (c) Use maximum structured community supervision to the greatest extent possible;
- (d) Promote good work ethic values and educational skills;
- (e) Maximize delivery of services that reduce risk factors associated with juvenile offending;
- (f) For juveniles released from confinement, maximize the reintegration of offenders into the community;
- (g) Maximize the juvenile offender's opportunity to make full restitution to victims and the community;
- (h) Encourage court discretion in imposing community-based interventions;
- (i) Be compatible with research that shows which prevention and early intervention strategies work with juvenile offenders;
- (j) Be outcome-based;
- (k) Include an evaluation component; and
- (l) 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 stated that the standardized assessment must be able to assist professionals working with juvenile offenders to:

1. 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.
2. 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.
3. 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.
4. Monitor the youth's progress in reducing risk factors and increasing protective factors to know whether the case management strategy is effective.
5. Reduce paperwork through the use of computerized assessment and monitoring software.
6. 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 risk/need assessment designed to meet the requirements of the Washington State Association of Juvenile Court Administrators and the 1997 CJAA.

The development of the risk assessment has been a collaborative process. The current instrument is called the Washington Association of Juvenile Court Administrators – Risk Assessment (WAJCA-RA).

Helping Manage Youth on Community Supervision: Focusing on Risk and Increasing Protective Factors

Providing juvenile probation counselors with a tool to help keep youth from further entrenchment in the criminal justice system by changing risk and protective factors.

Background

The Washington State Association of Juvenile Court Administrators asked the Washington State Institute for Public Policy to develop the risk assessment specified in the 1997 Community Juvenile Accountability Act. The Association stated that the standardized assessment must assist juvenile probation counselors to:

- Determine the *level of risk for re-offending* posed by juvenile offenders.
- Identify *recidivism risk and protective factors* that need attention.
- Develop a *supervision plan* to reduce risk and increase protective factors.
- *Monitor the youth's progress* in reducing risk factors and increasing protective factors.
- *Reduce paperwork* with computerized assessment and monitoring software.
- Assess the *program effectiveness* by measuring changes in risk and protective factors at program completion rather than waiting 30 months to measure recidivism.

The resulting risk assessment process was a collaborative development between the Institute and the juvenile courts. The current instrument is called the Washington Association of Juvenile Court Administrators—Risk Assessment (WAJCA-RA).

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 the juvenile probation counselor in their work.

A Process, Not an Event

The WAJCA-RA 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 youth's family to gather the risk and protective factor information. The juvenile probation counselor uses their 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.

A **Pre-Screen Assessment** is a shortened version of the full assessment that takes much less time. 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 optionally place the youth into an **intervention** designed for the youth's risk profile.

A **correction of an existing Initial Assessment** may be necessary when new or different information is obtained after the Initial Assessment is completed. 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.

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.

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.

Final Assessment: The last re-assessment done while the youth is under this period of supervision whether the youth successfully or unsuccessfully completed 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.

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-Systematic 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.

The WAJCA-RA 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. Before the instrument is described a brief look at the evolution of risk assessment is provided.

II Evolution of Risk Assessment

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

- 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 WAJCA-RA, an implementation protocol has been proposed. The protocol provides information on who can implement the tool, certification, and 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, s/he will not consider the assessment valid. To enhance face validity of the WAJCA-RA, 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. Preliminary validation of the WAJCA-RA will be obtained within a year to 18 months of implementation in a representative sample of youth.

It is anticipated that the validation of the tool 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.

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:¹

- (a) provision of clear operational definitions to avoid ambiguity;
- (b) adequate reliability across raters and decision makers;
- (c) sufficient validity with respect to what is to be predicted by the assessment system;
- (d) sufficient dynamic properties so that changes in attributes, behavior, or status would be reflected by a change in assessment status;
- (e) implications for treatment or intervention; and
- (f) 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,² 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 report provides a brief description of these measurement considerations and attempts to use a theoretical framework and organization to compare the JRA assessments 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 a name that symbolically represents the youth within the group. A typology developed for use with juveniles is Lerner's Strategies for Juvenile Supervision³ (SJS), which was piloted at Maple Lane. The purpose of

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

² Farrington and Tarling, 1985.

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

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 risk 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.

Major Domains of Information: The next consideration concerns what information should be included in the classification model. The Washington State Juvenile Court Risk 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 11 domains of the WAJCA-RA and the 12th domain for progress while confined are:

1. Criminal History
2. School
3. Use of Free Time
4. Employment
5. Relationships
6. Family
7. Alcohol and Drugs
8. Mental Health
9. Attitudes
10. Social Skills
11. Progress on Community Supervision
12. Progress While Confined

Types of Items That Measure Each Domain: There are two types of items that may be involved in the measurement of each domain: risk and protective factors. David Hawkins and Richard Catalano⁴ have developed a prevention model that includes protective factors as well as risk factors. 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 the 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.

⁴ 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.

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 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 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.

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"⁵ 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

⁵ 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.

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 doing 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.

CHAPTER TWO: INTRODUCTION TO THE WAJCA-RA

I Development of the WAJCA-Risk Assessment

The Washington Association of Juvenile Court Administrators 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's and Don Andrews' recent book, *Assessing the Youthful Offender, Issues and Techniques*,⁶ 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*⁷ is an excellent source of practical information. David Farrington's and Roger Tarling's *Prediction in Criminology*,⁸ provides a good review of methodology as does Peter R. Jones's article *Risk Prediction in Criminal Justice*.⁹

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 assessment. In addition, a review of the protective factors research such as the work of Hawkins and Catalano was conducted.

The WAJCA-RA 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.

The WAJCA-RA was created by combining the concepts of both types of instruments using research on the theory of delinquency and recidivism. In addition, the WAJCA-RA includes a life or social skills

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

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

⁸ Farrington and Tarling, 1985.

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

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 a juvenile's life 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 WAJCA-RA.

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

Bob DeComo, Donna Hamparian and Patricia Hardyman of National Center on Crime and Delinquency;
Del Elliot and Jennifer Grotperter 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,
Vern Quinsey of Queen's University at Kingston Ontario,
David Farrington of Cambridge University, England.

In addition, a number of juvenile court professionals from the State of Washington worked with the Institute during focus groups and in 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.

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 WAJCA-RA 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.

II Summary of Items and Instrument

The Washington Association of Juvenile Court Administrators- Risk Assessment consists of 10 domains. The assessment includes measures of dynamic and static risk factors and also measures of dynamic and static protective factors. The entire instrument is summarized below.

SECTION 1: Criminal History

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. Confinement orders to detention:
8. Confinement orders to state institution:
9. Escapes:
10. Failure to appear warrants:

SECTION 2: School

1. Current school enrollment status
2. Type of school in which youth is enrolled:
3. Special education student or has a formal diagnosis of a special education need:
4. Believes there is value in getting an education:
5. Believes school provides an encouraging environment for him or her:
6. Number of expulsions and suspensions since the first grade:
7. Age at first expulsion or suspension:
8. Teachers /staff/coaches the youth likes or feels comfortable talking with:
9. Involvement in school activities during most recent term:
10. Conduct in the most recent term:
11. Attendance in the most recent term:
12. Performance in the most recent school term:
13. Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational education:

SECTION 3: Use of Free Time

1. Structured recreational activities:
2. Unstructured recreational activities:

SECTION 4: Employment

1. History of successful employment:
2. Total number of times youth has been employed:

3. Longest period of employment:
4. Positive personal relationship(s) with employer(s) or adult coworker(s):
5. Youth is currently employed:

SECTION 5: Relationships

1. Existing positive adult non-family relationships:
2. Pro-social community ties:
3. Friends the youth spends his or her time with:
4. Role of youth among peers:
5. Admiration/emulation of tougher anti-social peers:
6. Length of association with anti-social friends/gang:
7. Amount of free time spent with antisocial peers:
8. Strength of loyalty to anti-social peers:
9. Strength of anti-social peer influence:

SECTION 6A: Environment in Which the Youth Was Primarily Raised

1. Age when last living with biological parents:
2. Problems of family members living in household.
3. Court ordered or voluntary out-of-home and shelter care placements exceeding 30 days.
4. Runaways or times kicked out of home
5. Petitions filed:
6. Love and support for youth:
7. Family member(s) has good relationship with:
8. Family provides opportunities for youth to participate in activities and decisions:
9. Level of conflict between parents, between youth and parents, among siblings:
10. Supervision:
11. Rule enforcement and control:
12. Consistent appropriate discipline:
13. Characterization of discipline:
14. Disapproval of youth's anti-social behavior:

SECTION 6B: Current Living Arrangements

1. Currently living with family in which primarily raised; or length of time living with current family:
2. Current living arrangements:
3. Family annual income:
4. Health insurance and Title 19 eligibility
5. Support network for family; extended family and friends that can provide additional support:

Complete only if different from family in which raised.

1. Problems of family members in household:
2. Love and support for youth:
3. Family member(s) has good relationship with:
4. Family provides opportunities for youth to participate and decisions affecting the youth:
5. Level of conflict between parents, between youth and parents, among siblings:
6. Supervision:
7. Rule enforcement and control:
8. Consistent appropriate discipline
9. Characterization of discipline:
10. Disapproval of youth's anti-social behavior:

SECTION 7: Alcohol and Drugs

1. Alcohol abuse:
2. Drug abuse:
3. Alcohol contributes to criminal behavior:
4. Drugs contributes to criminal behavior:

SECTION 8: Mental Health

1. Victim of physical or sexual abuse:
2. Victim of neglect:
3. Mental health problems
4. Violence/Anger:
5. Sexual aggression:
6. Sexual vulnerability/exploitation

SECTION 9: Attitudes/Behaviors

1. Attitude before, during and after crime(s):
2. Purpose for committing crime(s):
3. Accepts responsibility for anti-social behavior:
4. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:
5. Fatalistic attitude:
6. Loss of control over antisocial behavior:
7. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:
8. Pro-social values/conventions:

9. Respect for authority figures:
10. Tolerance for frustration:
11. Belief in use of aggression to resolve a disagreement or conflict:
12. Readiness for change:
13. Successfully meet conditions of supervision:

SECTION 10: Skills

1. Consequential thinking skills:
2. Critical thinking skills:
3. Problem-solving skills:
4. Self-monitoring skills for triggers that can lead to trouble:
5. Self-control skills to avoid getting into trouble:
6. Interpersonal skills:

Section 11 Progress on supervision

- Current status:
 1. Fulfillment of court ordered obligations:
 2. Type of intervention program:
 3. Fulfillment of intervention plan:
 4. Occurrence of an event that increases the youth's risk for re-offense:
 5. Occurrence of an event that reduces the youth's risk for re-offense:::
 6. Length of time completed on supervision:
 7. Number of times revoked or referred to court:
 8. Number of violations of supervision conditions:
 9. Number of days on unauthorized leave or whereabouts unknown
 10. Number of days spent in confinement
 11. Number of days spent in in-patient treatment:
 12. Length of time in current intervention program:

The WAJCA-RA Pre-Screen instrument is a subset of items from the full assessment. The following summarizes the Pre-Screen items.

Criminal History

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. Confinement orders to detention:
8. Confinement orders to state institution:
9. Escapes:
10. Failure to appear warrants:

Social History

1. Male Gender
2. School attendance, grades and misconduct
3. Friends, pro-social, anti-social and gang
4. Court-ordered/DSHS voluntary out-of-home and shelter care placements exceeding 30 days
5. Runaways or times kicked out of home:
6. Family members have been to jail prison
7. Current parental rule enforcement and control
8. Alcohol/Drugs disrupt functioning
9. Victim of Physical/sexual abuse
10. Victim of Neglect
11. Mental Problems

II. Empirical Development of Levels of Risk:

A risk assessment contains items that measure a wide range of behaviors, attitudes, skills and experiences related to continued criminal activity. Once the items have been constructed, a method for combining them to yield a classification of the level of risk must be developed. The method for deriving a risk level classification is empirically based. A large sample of youth is assessed and responses to each item on the assessment are recorded.

The youth is placed in the community and, following a sufficiently long follow-up period, it is determined whether the youth has re-offended. Statistical techniques are then used to derive a procedure for combining the information from the items and domains that discriminates between those who recidivate within the follow-up period and those who did not. Typically, each item is given a weight or score and these scores are summed to produce a total risk assessment score. The total risk scores are grouped into categories such as low, moderate or high risk.

Long Term Timeframes for Validation

The WAJCA-RA must to be validated for juvenile offenders in Washington State.¹⁰ Validating the WAJCA-RA 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.¹¹ Thus, to validate fully the WAJCA-RA requires selecting a representative cohort of youth given the WAJCA-RA during a 12-month period, and then waiting 2 1/2 years to measure their recidivism. The earliest date for conducting a full validation study of the WAJCA-RA is the year 2002.

¹⁰ 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.

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

CHAPTER THREE

I General Overview of the Administration Process

This chapter provides detailed information on each of the domains of the WAJCA-RA.

These key points must be followed when administering the WAJCA-RA:

- 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 WAJCA-RA 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.

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 is possible. This becomes a reference tool for the person interviewing the parents.
- The Washington State Institute for Public Policy may develop a self-administered version of the assessment for use by the youth and the youth's family. The questionnaire can increase the efficiency and possibly the effectiveness of the interview process.

Recording Identifying Information

Before proceeding with the assessment it is important to ensure that the following information is recorded.

Name:

The youth's name, with the last name entered first.

JUVIS Control Number:

The JUVIS control number is necessary to link the Risk Assessment data with JUVIS data for reporting and evaluation. It is very important to associate the correct JUVIS control number with the person being given the risk assessment.

JUVIS Referral Number:

The JUVIS referral number for the current adjudication causing the risk assessment to be done. This number is necessary to link the Risk Assessment data with JUVIS data for reporting and evaluation.

Superior Court Case Number:

Enter the superior court case number (SCOMIS number) associated with this referral. The form of the case number is yy-8-sssss-c. Leave this area blank if the youth is be sent to diversion. *Allow for multiple case numbers.*

Date Risk Assessment Initiated:

The date the risk assessment was initiated and then the date it was completed.

The WAJCA-RA consists of 10 Domains. For ease of presentation this chapter has been subdivided into 10 parts. Each part has been further separated into five areas:

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

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 WAJCA-RA 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 upon 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 if the case was subsequently dismissed.
- Include any 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.

Items

Youth has been living in Washington State since age: _____ Enter 0 if from birth.

Other states in which youth has lived since age 10: _____

Relationship to re-offending: This item is a reminder that a youth who was not born and raised in Washington State may have convictions in other states.

Instructions: Enter the age the youth moved into Washington State. If the youth was born and raised in Washington State enter a zero.

If the youth has lived in other states since age 10, indicate the other states in which the youth has lived.

1. _____ Age at first offense:

*Enter 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:

Enter 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:

Enter 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 must only be counted as an against-person felony 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 a against-person misdemeanor referral.

4. _____ Weapon referrals:

Enter 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:

Enter the total number of referrals where the most serious offense was an against-person 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:

Enter 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 harassing phone call, etc.

Burglary 1 should not be included if you know that the youth was charged by law enforcement with Burglary 1 when they were 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.

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

Enter 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.

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

Enter 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.

9. _____ Escapes:

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

10. _____ Failure to appear in court warrants:

Enter 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:

Since the criminal history section can be primarily derived from the JUVIS Form 5 report, few sample questions are needed.

Were you born in Washington State?

If not,

How old were you when you moved into Washington State?

What other states have you lived in since age 10?

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.

Many practitioners feel that it is important to ask the youth about their criminal history and involvement. This information can be extremely helpful to respond to questions later in the interview. Please use your discretion when gathering information for this section. Begin with a general question:

How old were you the first time you had contact with the police?

What was the reason?

What happened to you at that time?

Then as time permits, review items on the JUVIS form 5 and ask the youth to describe each offense and resulting court action.

Scoring

Item	Response	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Age at First Offense:	Over 16	.	0	.	.
	16	1	.	.	.
	15	2	.	.	.
	13 to 14	3	.	.	.
	Under 23	4	.	.	.
2. Misdemeanors:	None or one	.	0	.	.
	Two	1	.	.	.
	Three or four	2	.	.	.
	Five or more	3	.	.	.
3. Felonies:	None	.	0	.	.
	One	2	.	.	.
	Two	4	.	.	.
	Three or more	6	.	.	.
4. Weapon referrals:	None	.	0	.	.
	One or more	1	.	.	.
5. Against Person Misdemeanors	None	.	0	.	.
	One	1	.	.	.
	Two or more	2	.	.	.
6. Against Person Felonies:	None	.	0	.	.
	One	2	.	.	.
	Two or more	4	.	.	.
7. Confinement Orders to Detention:	None	.	0	.	.
	One	1	.	.	.
	Two	2	.	.	.
	Three or more	3	.	.	.
8. Confinement Orders to State Institution:	None	.	0	.	.
	One	2	.	.	.
	Two or more	4	.	.	.
9. Escapes:	None	.	0	.	.
	One	1	.	.	.
	Two or more	2	.	.	.
10. Warrants:	None	.	0	.	.
	One	1	.	.	.
	Two or more	2	.	.	.
Maximum Score		31	0	0	0

DOMAIN 2: 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 items 1 through 7.

Complete items 8 through 13 if the youth has been enrolled in community school for any time during the last six months, regardless of attendance and whether the youth is currently enrolled.

School Items

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

- | | | | |
|--------------------------|---------------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Graduated, GED | <input type="checkbox"/> | Suspended |
| <input type="checkbox"/> | Enrolled full-time | <input type="checkbox"/> | Dropped out |
| <input type="checkbox"/> | Enrolled part-time | <input type="checkbox"/> | 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 or was last enrolled:

- | | | | |
|--------------------------|------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | Public academic | <input type="checkbox"/> | Private academic |
| <input type="checkbox"/> | Vocational | <input type="checkbox"/> | Home school |
| <input type="checkbox"/> | Alternative | <input type="checkbox"/> | College |
| <input type="checkbox"/> | GED Program | <input type="checkbox"/> | Other _____ |

Name of School _____

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

Highest-grade level attained _____

*Indicate the highest grade level attained by the youth. **If youth has dropped out or been expelled, use last grade completed.***

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

- | | | | |
|--------------------------|-------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | Learning | <input type="checkbox"/> | Mental retardation |
| <input type="checkbox"/> | Behavioral | <input type="checkbox"/> | (ADHD/ADD) |
| <input type="checkbox"/> | Other: | _____ | |

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 their receiving special treatment in school.

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 antisocial youth who can lead them into criminal activities.

4. Youth believes there is value in getting an education: (From youth's perspective)

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

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.

5. Youth believes school provides an encouraging environment for him or her: (From youth's perspective)

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

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.

6. Total number of expulsions and suspensions since the first grade:

_____ **Number of expulsions or suspensions**

Enter the number up to 10. Enter 0 if none.

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 has established a persistent pattern of anti-social behavior that may continue as criminal activity.

7. Age at first expulsion or suspension:

_____ **Age at first expulsion or suspension**

Leave blank if never expelled or suspended.

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 that become persistent and surface as continuing criminal activity.

Complete items 8 through 13 if the youth has been enrolled in community school during the last six months, regardless of attendance and whether the youth is currently enrolled.

Note: 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.

Note: 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.

8. Teachers/staff/coaches the youth likes or feels comfortable talking with:

_____ Number of teachers/staff/coaches

Names: _____

Enter the number of adults; if none, enter 0.

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.

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

- Involved in two or more activities
- Involved in one activity
- Interested but not involved in any activities
- No interest in school activities

Examples of the types of school activities include:

- School leadership
- Social service clubs
- Music, dance **programs**
- Drama, art
- 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.

10. Youth's conduct in the most recent term:

- No problems**
- Problems reported by teachers**
- Calls to parents**
- Calls to police**

Check all that apply.

Examples of the types of problematic conduct include:

- *Fighting or threatening students*
- *Threatening teachers/staff*
- *Overly disruptive behavior*
- *Drug/alcohol use*
- *Crimes, e.g., theft, vandalism*
- *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 .

11. Youth's attendance in the most recent term:.

- No unexcused absences**
- Some partial-day absences**
- Some full-day unexcused absences**
- Truancy petition filed, or equivalent full-day unexcused absences, or withdrawn within last six months**

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.

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

- Honor student Failing some classes
 C or better Failing most classes
 Lower than C

Check all that apply.

*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 they are 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 for the youth.

13. Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational education:

- 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 life style, develop the skills for future employment, develop a sense of accomplishment, and avoid future legal troubles.

Sample Interview Questions

<p>1. Current school enrollment status</p>	<p>Where are you currently enrolled in school? If not enrolled, what do you think about going back to school?</p>
<p>2. Type of school in which enrolled</p>	<p>What kind of a school is it?</p>
<p>3. Special education student</p>	<p>Tell me about the classes that you have taken. Were any of these special ed. classes?</p>
<p>4. Youth believes there is value in getting an education</p>	<p>Do you think you can get ahead by going to school? Can you get ahead without going to school?</p>
<p>5. Encouraging school environment</p>	<p>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?</p>
<p>6. Expulsions and suspensions since the first grade</p>	<p>Have you ever been suspended or expelled from school? About how many times altogether?</p>
<p>7. Age at first expulsion or suspension from school.</p>	<p>When was the first time you were suspended or expelled from school? When was the last time? Why?</p>
<p>8. Teacher/staff the youth likes or feels comfortable talking with</p>	<p>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?</p>
<p>9. Involvement in school during most recent term</p>	<p>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?</p>
<p>10. Conduct in most recent term</p>	<p>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>
<p>11. Attendance in 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>12. 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>13. Interviewer's assessment of the youth staying in school</p>	<p>How would you describe your progress towards graduating from school? When do you think you will graduate?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Current School Enrollment:	Graduated or GED	.	.	.	0
	Currently enrolled full-time	.	.	.	0
	Currently enrolled part-time	.	.	.	0
	Currently Suspended from school	.	.	3	.
	Currently dropped out of school	.	.	14	.
	Currently expelled from school	.	.	14	.
2. Type of School:	
3. Special Education Student: (One point for any, maximum score of one)	Not a Special Education Student	.	0	.	.
	<i>Learning, Behavior, Mental Retardation, ADHD/ADD (list all checked)</i>	1	.	.	.
4. Youth believes there is value in getting education:	Believes				0
	Somewhat believes	.	.	1	.
	Does not believe	.	.	2	.
5. Youth believes school provides an encouraging environment for him or her:	Believes	.	.	0	.
	Somewhat	.	.	1	.
	Does not believe	.	.	2	.
6. Total number of expulsions and suspensions since the first grade:	Never expelled or suspended	.	0	.	.
	Once	1	.	.	.
	<i>More than once</i>	2	.	.	.
7. Age at first expulsion or suspension:		0	.	.	.

<i>Score this section only if the youth has been enrolled in school during the last six months.</i>					
8. Teachers/staff/coaches the youth likes or feels comfortable talking with:	None	.	.	.	0
	One	.	.	.	1
	More than one	.	.	.	2
9. Youth's involvement in school activities during most recent term:	Not interested in any	.	.	1	.
	Not involved	.	.	0	.
	Involved in one	.	.	.	1
	Involved on more than one	.	.	.	2
10. Youth's conduct in the most recent term: <i>Sum one point for each type of report for a maximum of 3, print all boxes checked</i>	None	.	.	.	0
	Conduct problems reported by teachers, calls to parents, calls to police	.	.	3	.
11. Youth's attendance in the most recent term:	No unexcused absences	.	.	.	0
	Some partial-day absences	.	.	1	.
	Some full-day unexcused absences	.	.	2	.
	Truancy petition filed, or equivalent full-day unexcused absences, or withdrawn within most recent term	.	.	3	.
12. Youth's performance in the most recent school term:	Honor student	.	.	.	2
	C or better grades	.	.	.	1
	Lower than C grades	.	.	0	.
	Failing some classes	.	.	1	.
	Failing most classes	.	.	2	.
13. Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational education:	Very likely	.	.	.	0
	Uncertain	.	.	1	.
	Not very likely	.	.	2	.
Maximum		3	0	17	5

3: USE OF FREE TIME

Relationship to Re-offending

Research suggests that involvement in organized/structured activities provides the youth with the opportunity 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

Consider current involvement in activities as occurring within the last six months. Exclude activities sponsored by the youth's school since those activities are already considered in the school section.

Items

1. **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 activity.
 - Involved in two or more activities**
 - Involved in one activity**
 - Not involved but interested**
 - Not interested in any activities**

Be sure that the youth is actually participating in these activities and not just saying they are. 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. Unstructured recreational activities: Youth engages in activities that positively occupy the youth's time, such as reading, hobbies, etc.

- Involved in two or more activities
- Involved in one activity
- Not involved but interested
- Not interest in any activities

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.

Sample Questions

1. Structured recreational activities	How do you like to spend your free time outside of school? What clubs, groups, churches or activities do you do? How often do you participate? What do you like about these? What adults are involved? How often do you do these things?
2. 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

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Structured recreational activities:	Two or more				2
	One				1
	None			1	
	Not interested			2	
2. Unstructured recreational activities:	Two or more				2
	One				1
	Not involved but interested			1	
	Not interested			2	
Maximum		0	0	4	4

DOMAIN 4: 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

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 Items**1. History of successful employment: *Check all that apply***

- Never employed
- Successfully employed
- Was fired or quit because of poor performance
- Was fired or quit because he or she could not get along with employer or coworkers

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

2. Total number of times youth has been employed:

_____ Number of Times

3. Number of weeks of longest period of employment:

_____ Number of Weeks

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

_____ Number of Adults

5. Youth is currently employed:

- No
- Yes

Sample Interview Questions

1. History of employment	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?
2. Total number of times youth has been employed	About how many different jobs would you say you have had?
3. Number of weeks of longest period of employment	What job did you have for the longest period of time? How long did you have that job?
4. Positive relationship with employer(s) and adult coworker(s)	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?
5. Currently employed	Do you have a job now?

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. History of successful employment:	Never employed	.	.	0	.
	Successfully employed	.	1	.	.
	Fired or quit because of poor performance	1	.	.	.
	Fired or quit because could not get along	1	.	.	.
<i>Score items for following section only if the youth has ever been employed.</i>					
2. Total number of times youth has been employed:		.	.	.	0
3. Number of weeks of longest period of employment:	Longest employment: less than one month	.	.	.	0
	Longest employment: one to six months	.	.	.	1
	Longest employment: over six months	.	.	.	2
4. Positive personal relationship(s) with employer(s) or adult coworker(s):	No positive adult employment relationship	.	.	0	.
	One positive adult employment relationship	.	.	.	1
	More than one positive adult employment relationship	.	.	.	2
5. Youth is currently employed:	Currently employed	.	.	.	1
	Not currently employed	.	.	0	.
Maximum		2	1	0	5

5: 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 the 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. **This section specifically relates to relationships the youth is involved with currently.**

Relationship Items:

1. _____ Number of existing positive adult non-family relationships.

Enter number of adults up to five. Enter 0 if there are none.

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 and school staff since that information is included in the school section.

2. 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
- Somewhat
- Yes

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.

3. Friends the youth actually spends his or her time with:.

- No friends or companions, no consistent friends**
- Friends who have a positive pro-social influence**
- Friends who have a negative anti-social influence**
- Gang member/associate**

Check all that apply.

Relationship to re-offending: Research has repeatedly shown that peers have a potentially large influence over the youth. Who the youth associates with, who 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. Role of youth among peers:.

- A leader who gets others into trouble**
- A peer who gets into trouble when in a group**
- An immature follower who gets into trouble for attention, status and acceptance**
- An independent youth who gets into trouble on his or her own**

Check all that apply

5. Admiration/emulation of tougher anti-social peers:

- Youth does not admire, emulate tougher anti-social peers**
- Youth minimally admires, emulates tougher peers**
- Youth admires, emulates tougher 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

Complete the following information for a youth who associates with an antisocial peer group or gang.

Associating means being a partner, companion, ally, or friend; regularly accompanying or spending with another.

6. Number of months the youth has been associating with anti-social friends/gang:

_____ **Months has associated with antisocial friends**

_____ **Months has associated with gang**

Relationship to re-offending: The longer the relationship of the youth to the peer group, the more entrenched the youth will be in the group's antisocial behaviors.

7. Amount of free time the youth spends with antisocial peer group:

- Spends one or two hours of free time per week
- Spends three to seven hours of free time per week
- Spends eight to 14 hours of free time per week
- Spends all or nearly all of free time per week

Relationship to re-offending: The more time a youth spends with anti-social peers, the more at risk the youth is of re-offending. Reducing this time should lead to reduced risk.

8. Strength of loyalty to anti-social peers:

- Would sometimes lie or cheat for peers
- Would consistently lie or cheat for peers
- Would sometimes steal, fight or do other serious acts for peers
- Would consistently steal, fight or do other serious acts for peers

Check all that apply.

Relationship to re-offending: Having strong bonds of loyalty to friends is a positive attribute. Loyalty to anti-social peers in a form that supports the anti-social attitude of the group indicates the youth's commitment to anti-social behaviors. It also indicates the influence of the peer group over the youth.

9. Strength of anti-social peer influence:

- Often does not go along with the antisocial peers
- Usually goes along with the antisocial peers
- Almost always goes along with the antisocial peers
- Leads the antisocial peers

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

Sample Interview Questions

1. Number of positive adult non-family relationships	<p>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?</p>
2. Pro-social community ties	<p>How do you feel about the people in your neighborhood? Who is interested in what you do? Who discourages you from getting into trouble?</p>
3. Friends the youth actually spends his or her time with	<p>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 belong to a gang? Do you belong to a gang?</p>
4. Role of youth among peers	<p>Do any of your friends help to keep you out of trouble? When you are with your friends, who usually figures out what you are going to do? Do you help figure it out? Would you rather let some else figure out what to do? When you do these things with your friends, how does it make you feel?</p>
5. Admiration/emulation of tougher peers	<p>Who do you look up to? Why?</p>
6. Months associating with gang or anti-social peer group.	<p>How long have you been hanging out with this group of friends?</p>
7. Free time spent with anti-social peers	<p>How much time you spend each day out of school with these friends? How many days a week?</p>
8. Strength of loyalty to anti-social peer group	<p>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?</p>
9. Strength of anti-social influence	<p>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?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Existing positive adult non-family relationships:	None	.	.	0	.
	One	.	.	.	2
	More than one	.	.	.	4
2. Pro-social community ties:	Feels community is not concerned or willing to help	.	.	0	.
	Feels community is somewhat concerned and willing to help	.	.	.	1
	Feels community is concerned and willing to help him/her	.	.	.	2
3. Friends the youth actually spends his or her time with:	No consistent friends or companions	.	.	1	.
	Friends are a positive pro-social influence	.	.	.	1
	Friends are a negative antisocial influence	.	.	3	.
	Gang member/associate	.	.	4	.
4. Role of youth among peers:	Leader who gets others into trouble	.	.	0	.
	Peer who gets into trouble when in a group	.	.	0	.
	Immature follower	.	.	0	.
	Independent youth	.	.	0	.
5. Admiration/emulation of tougher antisocial peers	Does not admire tougher antisocial peers	.	.	.	1
	Minimally admires, emulates tougher peers	.	.	1	.
	Admires, emulates tougher peers	.	.	2	.
<i>Score the following items only if youth associates with antisocial peers/gang.</i>					
6a. Number of months the youth has been associating with antisocial friends.	Associating less than three months	.	.	0	.
	Associating between three and six months	.	.	1	.
	Associating between six and 12 months	.	.	2	.
	Associating for 12 or more months	.	.	3	.
6b. Number of months the youth has been associating with antisocial gang.	Associating less than three months	.	.	2	.
	Associating between three and six months	.	.	3	.
	Associating between six and 12 months	.	.	4	.
	Associating for 12 or more months	.	.	5	.
7. Amount of free time the youth spends with antisocial peer group	One or two hours of free time per week	.	.	0	.
	Three to seven hours of free time per week	.	.	1	.
	Eight to 14 hours of free time per week	.	.	2	.
	More than 14 hours of free time per week	.	.	3	.
8. Strength of loyalty to antisocial peers:	Sometimes lie or cheat for peers	.	.	0	.
	Consistently lie or cheat for peers	.	.	1	.
	Sometimes steal, fight or do other serious acts for peers	.	.	1	.
	Consistently steal, fight or do other serious acts for peers	.	.	2	.
9. Strength of antisocial peer influence:	Often does not go along with antisocial peers	.	.	0	.
	Usually goes along with antisocial peers	.	.	1	.
	Almost always goes along with antisocial peers	.	.	2	.
	Leads the antisocial peers	.	.	3	.
Maximum		0	0	23	8

6A: ENVIRONMENT IN WHICH THE YOUTH WAS PRIMARILY RAISED**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 6A and 6B include parent characteristics and family management practices.

Research has consistently identified factors that 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 antisocial 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, then the research indicates that family-based interventions may be effective in reducing 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 caregiver. A father includes the youth's primary male adult caretaker.

A large portion of youth have not been raised by their biological parents. Many have been raised in several different family environments.

If the youth has lived with several families/caretakers, then consider the overall family/caretaker environment in which the youth was raised.

This section characterizes the environment in which the youth has spent most his or her time up the age of 12.

Items:

1. Age when last living with biological parents:

	<u>Mother:</u>	<u>Father</u>
Still Living with, or	<input type="checkbox"/>	<input type="checkbox"/>
Age last living with	_____	_____

If the youth was adopted before the youth's first birthday, then enter zeros for age.

Note: Only item 1 deals with the biological parents. The remaining items deal with the individuals legally responsible for raising the youth. Again, a mother means the youth's primary female adult caretaker. A father means the youth's primary male adult caretaker

2. Problems of family members/ caretakers who were living in the household:

	<u>Female</u>	<u>Male</u>	<u>Sibling</u>
	<u>Caretaker</u>		
No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply.

Check jail/imprisonment if either parent or siblings were incarcerated. This includes time frame before youth was born.

Disrupted functioning that results from drug and/or alcohol abuse involves problems 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.*

3. _____ Number of court ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days:

Enter zero if none.

Enter up to a maximum of 5 placements.

Exclude JRA commitments.

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.

4. Runaways or times kicked out of home:

_____ **Number of runaways**

_____ **Times kicked out**

Enter zero if none.

Enter up to a maximum of 5.

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.

5. Petitions filed: *Check all that apply.*

- No dependency petitions**
- Youth-at-risk** **ARP**
- CHINS** **Dependency**

Check as many boxes 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.

6. Parental love, caring, and support of youth:

- Consistent love, caring and support
- Inconsistent love, caring and support
- Indifferent, uncaring, uninterested, unwilling to help
- Hostile towards youth, berated and belittled

If the youth indicates that s/he feels loved, supported and cared for, ask them to indicate how the parent or caretaker expresses this. 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.

7. Family member(s) youth feels close to or has good relationship with:

- Father/male caretaker Mother/female caretaker
- Male Sibling Female sibling
- Extended family No one

Check all that apply.

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.

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

- Some conflict that was well managed
- Verbal intimidation, yelling, heated arguments
- Threats of physical abuse
- Physical abuse/sexual abuse/domestic violence

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.

10. Parental supervision:

- Good supervision
- Some good supervision
- Inadequate supervision, neglect

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 who 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 antisocial behavior. Youth who are not supervised are free to spend time with other antisocial youth and engage in antisocial behavior.

11. Parental rule enforcement and control:

- Youth usually obeys and follows rules
- Youth sometimes obeys or obeys some rules
- Youth consistently disobeys, 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.

12. Consistent appropriate discipline: punishment for bad behavior and rewards for good behavior:

Appropriate Punishment

- Usually
- Sometimes
- Rarely

Appropriate Rewards

- Usually
- Sometimes
- Rarely

Check all that apply.

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.

Appropriate rewards means clear communication of the desired behavior and a response that could include affection, praise, or other tangible means.

13. Characterization of discipline:

- | | |
|--|--|
| <input type="checkbox"/> Appropriate punishment | <input type="checkbox"/> Appropriate rewards |
| <input type="checkbox"/> Overly severe punishment | <input type="checkbox"/> Overly indulgent |
| <input type="checkbox"/> Insufficient punishment | <input type="checkbox"/> Overly protective |
| <input type="checkbox"/> Little or no punishment | <input type="checkbox"/> Little or no rewards |

Check all that apply. Determine if parents generally use appropriate rewards or discipline and if they consistently apply them.

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.

14. 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 antisocial 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 parent's who, condone or ignore antisocial acts exhibited by their children may actually reinforce and promote their child's criminal behavior.

Sample Interview Questions

SECTION VIA: Environment in which the youth was primarily raised	
1. Age when last living with biological parents	<p>Let's talk about your family Have you always lived with the parents to whom you were born? If not, how old were you when you last lived with your mother? Your father? Do you have any brothers or sisters? Who primarily raised you?</p>
2. Family problems	<p>What sorts of problems did members of your family have when you were growing up? Did your mother, father or brothers or sisters have any problems with their health, work, or getting along, drinking or drugs? 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?</p>
3. Number of prior out-of-home placements/petitions	<p><i>Search court records for petitions. Contact DSHS for placement and other social service records.</i> Have you ever had to go to court to determine within whom you were to live?</p>
4. Number of prior runaways or times kicked out of home	<p>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?</p>
5. Petitions filed	<p><i>Search court records for petitions.</i> <i>Contact DSHS for placement and other social service records</i></p>
6. Parents/caretaker love, caring and support	<p>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>

7. Family member the youth feels close to	Who in your family is it easy to talk to? Who could you turn to help?
8. Opportunities for participation	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?
9. Family conflict	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?
10. Parents/caretaker supervision	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?
11. Rule enforcement and parents/caretaker control	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?
12. Punishment	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? How often do you get praised or receive a reward for something? In what kinds of circumstances? What kind of reward do you get?
13. Characterization of discipline	Do you think your parents' punishment is too severe? Is a joke? Do think you can pretty much get away with anything?
14. Parents/caretaker disapproval of 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?

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Age when last living with biological parents:	Currently living with biological mother	.	.	.	1
	Age when last living with biological mother	0	.	.	.
	Currently living with biological father	.	.	.	1
	Age when last living with biological father	0	.	.	.
2. Problems of members of family in which raised. <i>Score one point per problem up to a maximum of 3 point</i>	Mother has no history of problems	.	0	.	.
	Mother has a history of problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	3	.	.	.
<i>Score one point per problem up to a maximum of 3 points</i>	Father has no history of problems	.	0	.	.
	Father has a history of problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	3	.	.	.
<i>Score one point per problem up to a maximum of 3 points.</i>	Sibling has no history of problems	.	0	.	.
	Sibling has a history of problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	3	.	.	.
3. Court ordered, voluntary out-of-home, and shelter care placements exceeding 30 days.	None	.	0	.	.
	One	1	.	.	.
	More than one	2	.	.	.
4. Runaways or times kicked out of home:	None	.	0	.	.
	One	1	.	.	.
	More than one	2	.	.	.
5. Petitions filed: <i>One point for each type of petition for a maximum of 3</i>	None	.	0	.	.
	Petitions filed for family in which raised: <i>youth-at-risk, CHINS, ARP, dependency</i>	3	.	.	.
6. Parent/caretaker love, caring, and support of youth:	Consistent	.	0	.	.
	Inconsistent	1	.	.	.
	Indifferent, uncaring, uninterested, no support	2	.	.	.
	Hostile towards youth, berated and belittled	3	.	.	.
7. 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>	Does not feel close to any family members	1	.	.	.
	Feels close to: <i>father, mother, brother(s), sister(s), extended family member</i>	.	3	.	.
8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth	No opportunities	2	.	.	.
	Some opportunities	1	.	.	.
	Opportunities	.	0	.	.
9. Level of conflict between parents, between youth and parents, among siblings	Conflict well managed	.	0	.	.
	Verbal intimidation, yelling, heated arguments	1	.	.	.
	Threats of physical abuse	2	.	.	.
	Physical/sexual abuse: domestic violence	3	.	.	.

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
10. Parents/caretaker supervision:	Good supervision	0	.	.	.
	Some good supervision	1	.	.	.
	Inadequate supervision, neglect	2	.	.	.
11. Parents/caretaker rule enforcement and control:	Youth usually obeys and follows rules	.	0	.	.
	Youth sometimes obeys or obeys some rules	1	.	.	.
	Youth consistently disobeys, is hostile	2	.	.	.
12a. Consistent appropriate discipline: punishment for bad behavior	Usually consistent appropriate punishment	.	0	.	.
	Sometimes appropriate punishment	1	.	.	.
	Rarely appropriate punishment	2	.	.	.
12b. Consistent appropriate discipline: rewards for good behavior:	Usually appropriate rewards	.	0	.	.
	Sometimes appropriate rewards	1	.	.	.
	Rarely appropriate rewards	2	.	.	.
13a. Characterization of punishment	Usually appropriate punishment	.	0	.	.
	Overly severe punishment	1	.	.	.
	Insufficient punishment	1	.	.	.
	No punishment	2	.	.	.
13b. Characterization of rewards	Usually appropriate rewards	.	0	.	.
	Overly indulgent rewards	1	.	.	.
	Overly protective	1	.	.	.
	Little or no rewards	2	.	.	.
14. Parent's/caretaker's disapproval of youth's antisocial behavior:	Disapproval	.	0	.	.
	Minimizes, denies, justifies, excuses behavior, or blames others/circumstances	1	.	.	.
	Accepts youth's antisocial behavior as okay	2	.	.	.
	Proud of youth's antisocial behavior	3	.	.	.
Maximum		40	3	0	2

6B: Current Living Arrangements

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 antisocial behavior. A thorough assessment of how the youth is supervised, disciplined, and reinforced is critical.

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.

Items:

1. Currently living with family in which primarily raised; or length of time living with current family:

- Living with family in which primarily raised; or
 ____ Years and ____ months living with current family

Either check that the youth is currently living in family in which raised, or enter the years and months living with current family.

These two items are mutually exclusive.

2. The youth's current living arrangements:.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Father | <input type="checkbox"/> Mother | <input type="checkbox"/> Stepparent |
| <input type="checkbox"/> Siblings | <input type="checkbox"/> Other Relatives | <input type="checkbox"/> Other adult |
| <input type="checkbox"/> Foster/Group Home | <input type="checkbox"/> Independent | |
| <input type="checkbox"/> Transient | <input type="checkbox"/> Other _____ | |

Check all that apply.

Independent means that the youth is living on their own without adult supervision.

Transient means the youth is moving around and not consistently living in the same environment.

Complete items 3 to 5 if the youth is living with at least one adult caretaker/parent.

3. Family annual income:

- Under \$15,000 \$15,000 - \$34,999
 \$35,000 - \$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 the youth, or whoever is responsible for the youth, is receiving child support, include only the child support payment, not the father's income, in the total income.

If youths are working to partially or totally support themselves, be sure that the employment box is checked and write on the assessment that the youth is financially self-supported through employment.

4. Health insurance and Title 19 eligibility:

- Has health insurance Medical Coupons
 Eligible for Title 19 Enrolled in Title 19:

Check all that apply.

If nothing is checked, the factor will be recorded as a no.

Include only private health insurance through an employer or a private policy and exclude public health insurance.

5. Support network for family; extended family and friends that can provide additional support:

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

Complete the following section only if different from family in which primarily raised.

Note: if the current family is the same as the family in which raised, the computer software will copy all of the family in which raised items to the current family section. It will still be possible to modify items 6 through 14 in 6B, the current family environment since some of the information may have changed recently.

6. Problems of family members who are currently living in the household

	<u>Mother</u>	<u>Father</u>	<u>Sibling(s)</u>
No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply

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.

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.

7. Current parental love, caring, and support of youth:

- Love, caring and support consistently given
- Inconsistent love, caring and support given
- Indifferent, uncaring, uninterested, unwilling to help
- Hostile towards youth, berates and belittles

8. Current family member(s) youth feels close to or has good relationship with:

- Father/male caretaker
- Mother/female caretaker
- Male Sibling
- Female sibling
- Extended family
- No one

Check all that apply.

9. Current 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

10. Current 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
- Physical/sexual abuse: domestic violence

11. Current parental supervision:

- Good supervision
- Some good supervision
- Inadequate supervision, neglect

Parents/caretaker know: who youth is with, when youth will return, where youth is going, and what youth is doing.

12. Current parental rule enforcement and control:

- Youth usually obeys and follows rules
- Youth sometimes obeys or obeys some rules
- Youth consistently disobeys, is hostile

13. Current consistent appropriate discipline: punishment for bad behavior and rewards for good behavior:.

- | | |
|--|---|
| <input type="checkbox"/> <u>Appropriate Punishment</u> | <input type="checkbox"/> <u>Appropriate Rewards</u> |
| <input type="checkbox"/> Usually | <input type="checkbox"/> Usually |
| <input type="checkbox"/> Sometimes | <input type="checkbox"/> Sometimes |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Rarely |

Check all that apply.

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

14. Current characterization of discipline:

- | | |
|---|---|
| <input type="checkbox"/> Appropriate punishment | <input type="checkbox"/> Appropriate rewards |
| <input type="checkbox"/> Overly severe punishment | <input type="checkbox"/> Overly indulgent |
| <input type="checkbox"/> Insufficient punishment | <input type="checkbox"/> Overly protective |
| <input type="checkbox"/> Little or no punishment | <input type="checkbox"/> Little or no rewards |

Check all that apply.

15. Current parental characterization of youth's anti-social behavior:

- Disapproves of youth's anti-social behavior
- Minimizes, denies, justifies, excuses behavior
- Accepts youth's anti-social behavior as okay
- Proud of youth's anti-social behavior

Sample Interview Questions

1. Length of time in current living arrangement	Who do you currently live with? How long have you been living there?
2. The youth's current living arrangement	Who else lives with you now?
<i>Answers to questions 3, 4 and 5 need to be obtained from the parents/caretaker</i>	
3. Family annual income	
4. Health Insurance and Title 19	Do you have any health insurance? Title 19 eligibility
5. Family support network	What are the extended family, friends and organizations from whom the youth's family can receive additional support?
<i>Complete the following section only if the current environment is not the environment in which the youth was primarily raised</i>	
1. Family problems	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? 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?
2. Parents/caretaker love, caring and support	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?
3. Family member the youth feels close to	Who in your family is it easy to talk to? Who could you turn to help?
4. Opportunities for participation	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?
5. Family conflict	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>6. Parents/caretaker 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>7. Rule enforcement and parents/caretaker 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>8. Punishment</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? 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>
<p>9. Characterization of discipline</p>	<p>Do you think your parents' punishment is too severe? Is a joke? Do think you can pretty much get away with anything?</p>
<p>10. Parents/caretaker disapproval of anti-social behavior</p>	<p>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?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Current family is environment in which primarily raised	Currently part of the family in which raised	.	0		
	Currently not part of the family in which raised	0			
2. The youth's current living arrangements: <i>1 risk point if transient and 1 protective point if father</i>	Currently with: <i>mother, father, siblings, stepparent, other relative, other adult, foster/group home, independent, transient, other</i>	.		1	1
3. Family annual income	Under \$15,000	.		1	
	\$15,000 - \$34,999	.		0	
	\$35,000 - \$49,999	.			0
	\$50,000 and over	.			1
4. Health insurance and Title 19 eligibility	Has health insurance	.			0
	Has Medical Coupons	.			0
	Is eligible for Title 19	.			0
	Is enrolled in Title 19	.			0
5. Support network for family; extended family and friends that can provide additional support:	No family support network for current family	.			0
	Some family support network for current family	.			1
	Strong family support network for current family	.			2
If current family is family in which raised, then use scores from 6A: Items 2 and Item 6 to 14					
6. Problems of current family members. <i>Score one point per problem up to a maximum of 3 points</i>	Mother has no problems	.			0
	Mother has problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	.		3	
<i>Score one point per problem up to a maximum of 3 points.</i>	Father has no problems	.			0
	Father has problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	.		3	
<i>Score one point per problem up to a maximum of 3 points.</i>	Sibling(s) has no problems	.			0
	Sibling(s) has problems with: <i>alcohol, drugs, mental health, physical health, employment, finances, jail/imprisonment</i>	.		3	
7. Parent/caretaker love, caring, and support of youth:	Love, caring and support consistently given	.			0
	Inconsistent love, caring and support	.		1	
	Indifferent, uncaring, uninterested, no support	.		2	
	Hostile towards youth, berated and belittled	.		3	
8. 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>	Does not feel close to any family member(s).	.		1	
	Feels close to: <i>_father, mother, brother(s), sister(s), extended family member.</i>	.			3

9. Current family provides opportunities for youth to participate in family activities and decisions affecting the youth	No opportunities for involvement	.		2	
	Some opportunities for involvement	.		1	
	Opportunities for involvement	.			0
10. Level of current conflict between parents, between youth and parents, among siblings	Conflict is well managed	.			0
	Verbal intimidation, yelling, heated arguments	.		1	
	Threats of physical abuse in family	.		2	
	Physical/sexual abuse: domestic violence	.		3	
11. Current parents/caretaker supervision:	Good supervision	.			0
	Some good supervision	.		1	
	Inadequate supervision, neglect	.		2	
12. Current parents/caretaker rule enforcement and control:	Youth usually obeys and follows rules	.			0
	Youth sometimes obeys or obeys some rules	.		1	
	Youth consistently disobeys, is hostile	.		2	
13a. Current family consistent appropriate discipline: punishment for bad behavior	Usually consistent appropriate punishment	.			0
	Sometimes appropriate punishment	.		1	
	Rarely appropriate punishment	.		2	
13b. Current family consistent appropriate discipline: rewards for good behavior:	Usually appropriate rewards	.			0
	Sometimes appropriate rewards	.		1	
	Rarely appropriate rewards	.		2	
14a. Characterization of punishment	Appropriate punishment	.			0
	Overly severe punishment	.		1	
	Insufficient punishment	.		1	
	No punishment	.		2	
14b. Characterization of rewards	Appropriate rewards	.			0
	Overly indulgent rewards	.		1	
	Overly protective	.		1	
	No rewards	.		2	
15. Parent's/caretaker's disapproval of youth's antisocial behavior:	Disapproval	.			0
	Minimizes, denies, justifies, excuses behavior	.		1	
	Antisocial behavior is accepted as okay	.		2	
	Proud of youth's antisocial behavior	.		3	
Maximum		13	0	35	7

7: 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 60-85%.

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 antisocial 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.

Items**1. Alcohol abuse:**

- None
Use
Use disrupts function

2. Drug abuse:

- None
Use
Use disrupts function

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.

3. Alcohol use contributes to the youth's criminal behavior:

- No Somewhat Yes

4. Drug use contributes to the youth's criminal behavior:

- No Somewhat Yes

Sample Interview Questions

<p>1 Alcohol abuse <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? <i>If the youth has used alcohol:</i> 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? 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 Drug abuse <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? <i>If the youth has used drugs:</i> 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? 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 Alcohol use contributes to youth's criminal behavior</p>	<p>Were you drinking before you committed this crime? How do you see your drinking related to getting yourself into trouble?</p>
<p>4 Drug use contributors to youth's criminal behavior</p>	<p>Were you taking drugs before you committed this crime? How do you see your taking drugs related to getting yourself into trouble?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Alcohol abuse:	No alcohol use				0
	Alcohol use not disrupting functioning			1	
	Disrupted function from alcohol use			2	
2. Drug abuse:	No drug use				0
	Drug use not disrupting functioning			2	
	Disrupted function from drug use			4	
3. Alcohol use contributes to the youth's criminal behavior:	Alcohol does not contribute to criminal behavior				0
	Alcohol somewhat contributes to criminal behavior			1	
	Alcohol contributes to criminal behavior			2	
4. Drug use contributes to the youth's criminal behavior:	Drugs do not contribute to criminal behavior				0
	Drugs somewhat contribute to criminal behavior			2	
	Drugs contribute to criminal behavior			4	
Maximum		0	0	12	0

8: 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 depressed, suicidal or at risk to harm self or others please inform a supervisor immediately. A suicide assessment outline is presented at the end of this domain. It should be used only by practitioners who have been trained in this method.

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 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 such as:
 - Failure to provide adequate food, clothing, shelter, emotional nurturing, or health care.
 - Failure to provide adequate supervision in relation to a 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.

Items

1. Victim of physical or sexual abuse:

Abused by:	<u>Parent</u>	<u>Sibling</u>	<u>Other Family</u>	<u>Outside Family</u>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents include biological parents, stepparents, adopted parents and legal guardian or caretaker.

Check all that apply.

If there is no abuse, please check none for parent, sibling, other family, and outside family.

Note: within each perpetrator of the abuse (column). checking none is mutually exclusive with checking physical or sexual abuse.

2. Victim of neglect:

- No Yes

3. Mental health problems:

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. Check all that apply.

- None
- Diagnosed with mental health problem(s)
- Medication prescribed
- Treatment

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.

NOTE: If a youth has been diagnosed as ADHD, these diagnosis should be noted in the school section, however, if the youth has been prescribed medication for this condition, please mark the medication in this section.

Confirm by a professional in the mental health care field.

This following set of three items is measuring any reported indications that the youth has exhibited or has the potential for violence, sexual aggression or sexual vulnerability. In addition, to reported incidents, you can also ask the youth questions about any of these behaviors.

4. **Violence/Anger:** Reports of displaying a weapon, fighting, threatening people, violent outbursts, violent temper, fire starting, animal cruelty, destructiveness, volatility, intense reactions.
 No reports Reports

5. **Sexual aggression:** Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.
 No reports Reports

6. **Sexual vulnerability/exploitation:** Reports that youth is being sexually exploited or being taken advantage of by an older or more sophisticated person including prostitution.
 No reports Reports

Sample Interview Questions

<p>1. Victim of physical or sexual abuse <i>Check with child protective services, community mental health, and other sources for information.</i></p>	<p>Has an adult ever beaten you up? Who was it? Why? How often? Last time? Has anyone ever tried anything funny with you sexually? Who was it? Why? How often? Last time?</p>
<p>2. Victim of neglect <i>Check with child protective services, community mental health, and other sources for information.</i></p>	<p>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</p>
<p>3. Emotional problems <i>Check with community mental health and other sources for information.</i></p>	<p>What kind of medication have you taken in the past? 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?</p>
<p>4. Violence/anger</p>	<p><i>Check with the youth's family, school, police, employers etc. to determine if there are any incidents of violence or anger management problems.</i> <i>Questions that can be asked:</i> What would you do if another kid got in your way? Pushed you? Punched you? Have you ever gotten really mad? Gotten into a fight? How did it happen? Have you ever wanted to destroy property, hurt some animal, or set fire to something because you were angry or in a bad mood? Have you ever done it?</p>

<p>5. Sexual aggression</p>	<p><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></p> <p><i>Questions that can be asked:</i></p> <p>Have you ever had a boyfriend (girlfriend)? How old is he (she)?</p> <p>What is he (she) like? How did you spend your time together?</p> <p>Have you ever been bothered by your sexual behavior?</p> <p>Do you think you have any problems with your attitude toward sex?</p>
<p>6. Sexual vulnerability</p>	<p><i>Check with the youth's family, school, police, employers etc. to determine if there are any incidents of sexual exploitation of the youth.</i></p> <p><i>Questions that can be asked:</i></p> <p>Did you ever feel some one was trying to take advantage of you sexually? Kind of insisting on sexual activity? Who was this? How did you feel about that and what did you do?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1. Victim of physical or sexual abuse: <i>Score one point for abuse by anyone</i> <i>Score one point for abuse by anyone</i>	Not a victim	.	0		
	Physical abuse by: <i>a parent, sibling, other family member, person outside the family</i>	1			
	Sexual abuse by: <i>a parent, sibling, other family member, person outside the family</i>	1			
2. Victim of neglect:	Not a victim of neglect	.	0		
	Victim of neglect	3			
3. Mental health problems: <i>Score one point for any indication of a mental health history</i>	No record of mental health problems	.	0		
	Diagnosed,	1			
	Prescribed medication	1			
	Receives treatment	1			
4. Violence/Anger:	No reports	.			0
	Reports	.		1	
5. Sexual aggression:	No reports	.			0
	Reports	.		1	
6. Sexual vulnerability/exploitation:	No indication	.			0
	Indication	.		1	
Maximum		6	0	3	0

SUICIDE ASSESSMENT OUTLINE

NOTE: Use only if you have received training in suicide assessment.

Assessing self-destructive threats, gestures, and suicide potential refers to the degree of probability that a person may harm or attempt to kill themselves in the immediate or near future.

1. Assessing suicidal ideation

- A. Ask directly if they have thoughts of suicide.
- B. Are the thoughts pervasive or intermittent with a definite relationship to a given situation.
- C. Do they have a plan; if so how extensive is the plan.
- D. Lethality of the means/method defined.
- E. Is there access to the identified means.

2. Risk factors

- A. Intention and history
 - 1. recent/prior attempt or gestures
 - 2. direct or indirect communication of intent
 - 3. extensiveness of plan
 - 4. lethality of means
 - 5. access to means
 - 6. family history of suicidal behaviors
- B. Demographics
 - 1. age (teens, middle age, and elderly are at highest risk)
 - 2. gender (males more often succeed at suicide attempts because of the lethality of means, but females make more attempts)
 - 3. marital status (separated, widowed, divorced)
 - 4. social support (lack of support system, living alone)
 - 5. employment status (change in status, or performance)

- C. Behavioral and Social Clues (Adolescent suicide)
1. heavy drug use
 2. change in academic performance
 3. recent loss of a love object, or impending loss
 4. pregnancy
 5. homosexuality (if not accepted, not supported)
 6. running away
 7. prior suicide attempts or family history of suicide
 8. intense anger
 9. preoccupation of violent death of another person
 10. impulsivity
 11. learning disability
 12. ineffective coping
 13. lack of resources and feelings of alienation
 14. hopelessness and depression
 15. risk-taking behaviors
 16. loss of support system
 17. recent move, change in school
 18. loss of family status (family member leaves or is removed from home, change in economic level of family)
 19. feeling anonymous and unimportant
 20. peer group activity associated with issues of death

Young people are sometimes ineffective in expressing depression or suicidal ideation. Look for evidence of somatic complaints, boredom, and substance abuse.

9: ATTITUDES/BEHAVIORS

Relationship to Re-Offending

Perhaps one of the most important and consistently identified factors linked to criminal behavior is antisocial 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 antisocial 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, 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 antisocial 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, the last offense.

Items

1. Attitude before, during and after committing crime(s):

Before	During	After	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nervous, afraid, or worried
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ambivalent, uncertain or indecisive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unconcerned or indifferent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hyper, excited, stimulated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confident, brags about not getting caught

Check all that apply.

2. Purpose for committing crime(s):

- | | |
|--|---|
| <input type="checkbox"/> Anger | <input type="checkbox"/> Money or material gain including drugs |
| <input type="checkbox"/> Revenge | <input type="checkbox"/> Excitement, amusement or fun |
| <input type="checkbox"/> Impulse | <input type="checkbox"/> Peer status, acceptance, attention |
| <input type="checkbox"/> Sexual desire | <input type="checkbox"/> Other |

Check all that apply.

3. Accepts responsibility for anti-social behavior:

- Accepts responsibility
- Minimizes, denies, justifies, excuses, 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.

4. 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, and 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 which allows them to continue their anti-social activities.

5. Fatalistic attitude:

- Believes some things matter and he or she has a future**
- Believes little matters because he or she has no future**
- Believes nothing matters; he or she will be dead before long**

Determine the degree to which the youth does or does not care about the future or believe they have any positive future. How fatalistic is their attitude and how much does this fatalism allow them to do whatever they want because it really does not matter what happens to them.

Relation to re-offending: Because the youth does not care about the future, they do not concern themselves with their criminal actions and their consequences.

6. Loss of control over anti-social behavior:

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

Determine the degree to which the youth believes they have control over their anti-social behavior. How hopeless or incapable do feel they are to stop this behavior.

Relation to re-offending: Because the youth does not believe they can control their anti-social behavior, they may not be motivated to change that behavior and will continue their offending.

7. 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.

Relation 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.

8. Pro-social values/conventions:

- Primarily positive attitude toward pro-social values/conventions**
- Somewhat positive attitude; or, positive towards some values/conventions**
- Does not think pro-social values/conventions apply to him or her**
- Resents or is hostile to pro-social values/conventions**

Determine the degree to which the youth does not know that there are pro-social rules in society, does not respect or believe in those rules or does not think the rules apply to them, does not follow the normal pro-social rules, believes the pro-social rules are wrong, or resents or is hostile to pro-social rules.

Relation to re-offending: The youth does not understand, believe in, or live a life that is within the bounds of the normal social rules. Pro-criminal attitudes are supportive of a criminal or anti-conventional life style.

9. Respect for authority figures:

- Respects most authority figures**
- Resents some authority figures**
- 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.

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

10. Tolerance for frustration:

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

Relation 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.

11. Belief in use of aggression to resolve a disagreement or conflict:

*Verbal: yelling and verbal intimidation
Physical: fighting and physical intimidation*

<u>Believes use of aggression is:</u>	<u>Verbal</u>	<u>Physical</u>
Rarely appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Often appropriate	<input type="checkbox"/>	<input type="checkbox"/>

Note: be sure to check one box in the verbal column and one box in the physical column.

Determine the degree to which the youth believes verbal or physical aggression is an appropriate way of expressing themselves and in dealing with others to get what they want or are 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.

Relation 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 intimate others, being the leader to perform anti-social activities.

12. Readiness for change:

- Hostile toward change or unwilling to change
- Does not see any need for change
- Believes there may be a need to change
- Committed to changing or working on changing

Determine the stage of change for the youth.

Relation to re-offending: Youth motivation and readiness for changing their current situation to avoid criminal behavior influences their future. Youth refuses help or actively resists help. A youth who is not willing to accept help or resists help is more likely to continue in their pattern of criminal behavior and not benefit from any interventions.

13. Successfully meet conditions of supervision:

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

Determine whether the youth believes they can meet condition of probation and avoid future criminal activity. Does the youth believe they have or lack the skills/power/resources to overcome obstacles.

Relation to re-offending: The youth's attitude towards their own chances of success on supervision may be a predictor of that success.

Sample Interview Questions

<p>1. Attitude before, during and after committing crime.</p>	<p>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?</p>
<p>2. Purpose for committing the crime</p>	<p>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?</p>
<p>3. Responsibility for anti-social behavior</p>	<p>What choices did you have in committing this crime? Or, did someone else make you do it? Who is to blame?</p>
<p>4. Empathy</p>	<p>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?</p>
<p>5. Fatalistic attitude</p>	<p>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?</p>
<p>6. Loss of control over antisocial behavior</p>	<p>Thinking about how you recently got into trouble, how much control do you feel you have over what is going to happen next?</p>
<p>7. Hostile interpretation of actions and intentions of others</p>	<p>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?</p>
<p>8. Pro-social values/conventions</p>	<p>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?</p>
<p>9. Respect for authority figures</p>	<p>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?</p>

<p>10. Tolerance for frustration</p>	<p>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?</p>
<p>11. Use of aggression in dealing with others</p>	<p>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? 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?</p>
<p>12. Readiness for change</p>	<p>What, if anything, needs to change in your life? How would you describe your need for change in your life? What changes are you thinking about? What changes are you working?</p>
<p>13. Successfully meet conditions of supervision</p>	<p>What are the conditions for your supervision? What do you think about meeting these conditions? Are they realistic? Can they be met?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1a. Attitude before committing crime(s):	Nervous, afraid, or worried	.	1		
	Ambivalent, uncertain or indecisive	.	1		
	Unconcerned or indifferent	1			
	Hyper, excited, stimulated	1			
	Confident, bragging about not getting caught	1			
1b. Attitude while committing crime(s):	Nervous, afraid, or worried	.	1		
	Ambivalent, uncertain or indecisive	.	1		
	Unconcerned or indifferent	1			
	Hyper, excited, stimulated	1			
	Confident, bragging about not getting caught	1			
1c. Attitude after committing crime(s):	Nervous, afraid, or worried	.	1		
	Ambivalent, uncertain or indecisive	.	1		
	Unconcerned or indifferent	1			
	Hyper, excited, stimulated	1			
	Confident, bragging about not getting caught	1			
2. Purpose for committing crime(s):	Crime committed because of: <i>anger; revenge impulse; sexual desire; money or material gain; amusement, excitement or fun, peer status, acceptance, or attention; other purpose</i>	0			
3. Accepts responsibility for antisocial behavior:	Accepts responsibility for antisocial behavior	.			0
	Minimizes, denies, justifies, excuses behavior	.		1	
	Accepts antisocial behavior as okay	.		2	
	Proud of antisocial behavior	.		3	
4. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	Has empathy	.			0
	Sometimes has empathy or empathy for some	.		1	
	Does not have empathy	.		2	
5. Fatalistic attitude:	Believes some things matter and he or she has a future	.			0
	Believes little matters because he or she has no future	.		1	
	Believes nothing matters; he or she will be dead before long	.		2	
6. Loss of control over antisocial behavior:	Believes can avoid/stop antisocial behavior	.			0
	Somewhat believes can avoid/stop antisocial behavior	.		1	
	Believes cannot avoid/stop antisocial behavior	.		2	
7. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	Primarily positive	.			0
	Primarily negative	.		1	
	Primarily hostile	.		2	
8. Pro-social values/conventions:	Primarily positive	.			0
	Somewhat positive or positive attitude towards some pro-social rules	.		1	
	Does not think pro-social rules apply	.		2	
	Resents or is hostile to pro-social rules	.		3	

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
9. Respect for authority figures:	Respects all or most	.			0
	Respects few and resents some	.		1	
	Respects no and resents many	.		2	
	Defies or is hostile toward most	.		3	
10. Tolerance for frustration:	Rarely gets upset	.			0
	Sometimes gets upset	.		1	
	Often gets upset	.		2	
11a. Belief in use of verbal aggression to resolve a disagreement or conflict:	Rarely believes is appropriate	.			0
	Sometimes believes is appropriate	.		1	
	Often believes is appropriate	.		2	
11b. Belief in use of physical aggression to resolve a disagreement or conflict:	Rarely believes is appropriate	.			0
	Sometimes believes is appropriate	.		1	
	Often believes is appropriate	.		2	
12. Readiness for change:	Hostile toward or unwilling to change	.		3	
	Does not see a need for change	.		1	
	Believes there may be a need to change	.			0
	Committed to changing, or working on changing	.			1
13. Successfully meet conditions of supervision:	Believes he or she will be successful	.			1
	Unsure if he or she will be successful	.		1	
	Does not believe her or she will be successful	.		2	
Maximum		9	6	28	2

10: SKILLS**Relationship To Re-Offending**

A critical developmental task for pre-school children is to gain increasing control over attention (became task-focussed), 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

There is a three point rating scale for each skill item: Yes, Somewhat, and No. Use this scale to indicate how well the youth possesses each skill.

Yes means the youth possesses the skill as well as any pro-social teenager and that this skill is now a protective factor that will help keep the youth from re-offending.

No means the youth lacks this skill more so than a pro-social teenage and that this deficit places the youth at higher risk for re-offending.

Somewhat means the youth possesses the skill to a degree but has not reached the level of competency where the skill is a protective factor for the youth.

NOTE: Use a general pattern of behaving and not a single instance.

Items

1. Consequential thinking skills:

Youth understands there are consequences, good and bad, to his or her actions.

Youth acts to obtain good and to avoid bad consequences.

Youth sets positive realistic goals.

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. Critical thinking skills:

Youth sees that there are two sides to an argument or a situation.

Youth weighs or evaluates the merits of each side.

Youth arrives at a conclusion or makes a decision based on this evaluation.

A youth who lacks this skill cannot recognize that most situations involve alternatives, that each alternative has its pros and cons, and that reaching a thoughtful conclusion requires thinking about the pros and cons of each alternative. These three items form a hierarchy of skill. The youth cannot possess the third level of skill without having the other skills in place. First, the youth must be able to recognize that they have a choice. After they recognize they have a choice, they must be able to think about the outcome for each choice. After they have thought through the outcome of each choice, they must be able to decide which choice is the best for them.

3. Problem-solving skills:

Youth can identify/describe problem behaviors.

Youth can think of different solutions to resolve the problem.

Youth can apply the solution.

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. As a result, problem solving is complex skill that is also hierarchical.

4. Self-monitoring skills for triggers that can lead to trouble:

Identifies external triggers: peers, drug use, situations that lead to trouble.

Identifies internal triggers: thoughts, emotions like anger that lead to trouble.

Actively monitors 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. This is also a hierarchical skill. The youth must know what the triggers are and then be able to monitor their conduct to be aware when a trigger is present.

5. Self-control skills to avoid getting into trouble:

Can stop thoughts or actions that get him or her into trouble.

Knows some self-control techniques to keep from getting into trouble.

Uses a self-control technique to keep from getting into trouble.

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 maybe 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.

6. Interpersonal skills:

Appropriately expresses his or her needs and feelings.

Negotiates with others.

Carries on a meaningful conversation.

A youth that lacks interpersonal skills is not able to effectively interact with others. This inability may antagonize people around the youth, further alienating the youth from others and potential help. The youth's actions may also create hostility and conflict, leading them into aggressive behavior. In addition, the youth who cannot recognize or take an interest in others is at risk for acting without regard or concern for safety of others. The results of lacking interpersonal skills places the youth at risk because they are not able to meet their needs in a pro-social manner and may use anti-social means to obtain what they need and want.

Sample Interview Questions

<p>1. Consequential thinking skills</p>	<p>Tell me about one good and one bad thing that has happened to you. Why did it happen? What did you have to do with it happening? What did you think might happen when you thought about committing the crime?</p>
<p>2. Critical thinking skills</p>	<p>When you are trying to convince someone of something, is it hard to figure out what to say? When someone is trying to convince you of something, is it hard to figure out what to say back to him or her? Are you not able to say what you mean so it is understood you?</p>
<p>3. Problem solving skills</p>	<p>Tell me about a problem you had in the last week. How did the problem come up? And, what did you do about it? How well did that work? Looking back at it, what would you do differently?</p>
<p>4. Self-monitoring skills</p>	<p>What sorts of situations tend to get you into trouble? What will happen once you start to get into that situation?</p>
<p>5. Self-control skills</p>	<p>Are you able to avoid these situations? When you cannot avoid these situations, what can you do to stop yourself from acting?</p>
<p>6. Interpersonal skills</p>	<p>How well do you know your friends? What do they like to do? What if you and your friend were going to the movies and you each wanted to see a different picture, what would happen? If you were having trouble doing a task, how would you go about getting some help?</p>

Scoring

Item	Response Category	Static		Dynamic	
		Risk	Protective	Risk	Protective
1a. Consequential thinking skills: Understands there are consequences, good and bad, to his or her actions.	Understands.	.			1
	Somewhat understands	.		1	
	Does not understand.	.		2	
1b. Consequential thinking skills: Acts to obtain good and avoid bad consequences.	Acts to obtain	.			1
	Sometimes acts to obtain	.		1	
	Does not act to obtain	.		2	
1c. Consequential thinking skills: Sets positive realistic goals.	Sets positive realistic goals.	.			1
	Sometimes sets positive realistic goals.	.		1	
	Does not set positive realistic goals.	.		2	
2a. Critical thinking skills: Sees that there are two sides to an argument or a situation	Sees that there are two sides	.			1
	Sometimes sees that there are two sides	.		1	
	Does not see that there are two sides	.		2	
2b. Critical thinking skills: Weighs or evaluates the merits of each side of an argument or a situation	Weighs or evaluates the merits	.			1
	Sometimes weighs or evaluates the merits	.		1	
	Does not weigh or evaluate the merits	.		2	
2c. Critical thinking skills: Arrives at a conclusion or makes a decision based on weighing two sides to a situation	Arrives at a conclusion.	.			1
	Sometimes arrives at a conclusion.	.		1	
	Does not arrive at a conclusion.	.		2	
3a. Problem-solving skills: Can identify/describe problem behaviors.	Can identify/describe problem behaviors.	.			1
	Sometimes can identify/describe problem behaviors.	.		1	
	Cannot identify/describe problem behaviors.	.		2	
3b. Problem-solving skills: Thinks of a number of different solutions to resolve the problem.	Thinks of a number of different solutions	.			1
	Sometimes thinks of a number of different solutions	.		1	
	Does not think of a number of different solutions	.		2	
3c. Problem-solving skills: Applies a good or appropriate solution to resolve a problem.	Applies a good or appropriate solution	.			1
	Sometimes applies a good or appropriate solution	.		1	
	Does not apply a good or appropriate solution	.		2	

4a. Self-monitoring skills for triggers that can lead to trouble: Identifies external triggers: peers, drug use, situations that lead to trouble.	Identifies external triggers	.			1
	Sometimes identifies external triggers	.		1	
	Cannot identify external triggers	.		2	
4b. Self-monitoring skills for triggers that can lead to trouble: Identifies internal triggers: thoughts, emotions like anger that lead to trouble.	Identifies internal triggers	.			1
	Sometimes identifies internal triggers	.		1	
	Cannot identify internal triggers	.		2	
4c. Self-monitoring skills for triggers that can lead to trouble: Actively monitors triggers that lead to trouble.	Actively monitors triggers	.			1
	Sometimes actively monitors triggers	.		1	
	Does not actively monitor triggers	.		2	
5a. Self-control skills to avoid getting into trouble: Can stop thoughts or actions that get him or her into trouble.	Can stop thoughts or actions	.			1
	Sometimes can stop thoughts or actions	.		1	
	Cannot stop thoughts or actions	.		2	
5b. Self-control skills to avoid getting into trouble: Knows some self-control techniques to keep from getting into trouble.	Knows some self-control techniques	.			1
	Somewhat knows some self-control techniques	.		1	
	Does not know any self-control techniques	.		2	
5c. Self-control skills to avoid getting into trouble: Uses a self-control technique to keep from getting into trouble.	Uses a self-control technique	.			1
	Sometimes uses a self-control technique	.		1	
	Does not use any self-control techniques	.		2	
6a. Interpersonal skills: Appropriately expresses his or her needs and feelings.	Appropriately expresses.	.			1
	Sometimes appropriately expresses	.		1	
	Does not appropriately expresses	.		2	
6b. Interpersonal skills: Can negotiate with others	Can negotiate	.			1
	Can somewhat negotiate	.		1	
	Does not negotiate	.		2	
6c. Interpersonal skills: Carries on a meaningful conversation.	Carries on a meaningful conversation.	.			1
	Carries on a somewhat meaningful conversation.	.		1	
	Does not carry on a meaningful conversation.	.		2	
Maximum		0	0	36	18

CHAPTER 4: THE WSJCA-RA Pre-Screen Assessment

During the fall of 1998, the juvenile courts started implementing the WSJCA-RA. The courts needed to assess the recidivism risk levels for workload balancing and program eligibility. Some courts have requested a quick, valid, and empirically based pre-screening assessment to determine a youth's level of risk early in the court process.

In response, the Institute developed empirically validated recidivism risk levels from a sub-set of items on the WSJCA-RA. The items validated include those in the Criminal History Domain and a few items measuring parental control, peer influences and drug/alcohol abuse. Two samples of youth were used in the study: youth adjudicated during 1995 and youth administered the Early Intervention Program (EIP) Risk Assessment. Chapter 2 contains a detailed description of the validity of the Pre-Screen Assessment.

The EIP assessment did not include information measuring a youth anti-social attitude and social skill deficits. Therefore the Pre-Screen does not include a scoring for this information. So it is possible that a youths' level of risk maybe higher than that indicated by the Pre-Screen. As a caution, Pre-Screen Attitude/Behavior Indicators were added to capture some information that may indicate the youth is of higher risk.

I. Intended Use of the Pre-Screen Risk Assessment:

The use of the pre-screen instrument is at the discretion of the courts. The pre-screen can be used at intake or at any subsequent point in the adjudication process to identify the youth's level of risk.

II. Scoring the Pre-Screen Risk Assessment:

There are three sections on the Pre-Screen Risk Assessment: Criminal History, Social History, and Pre-Screen Attitude/Behavior Indicators. The Criminal History and Social History sections are scored separately and the two scores are used to determine the level of risk in the Risk Level Definition table at the end of the Pre-Screen instrument.

The Pre-Screen Attitude/Behavior Indicators are provided as a pre-caution to determine whether a low pre-screen level of risk needs to be overridden and a full assessment done. Since the pre-screen does not include any items for attitudes and skills, it may incorrectly classify a youth low risk when in fact the youth's attitude and skill deficit indicates a higher risk level.

Once the Pre-Screen is completed, the responses to each item must be entered into the risk assessment software. The full assessment can then be completed using the pre-screen information already entered.

For the Criminal History section, the score for each of the 10 items is given in the column on the right. The appropriate number is entered for each item, and then the score corresponding to the number is circled in the last column.

To illustrate, assume a youth was 15 years old at the time of the offense for which the youth was referred to juvenile court for the first time. You would enter 15 in the second column and then circle the score of 2 indicating the youth was 15.

Each item is scored and the total number of points for all 10 criminal history items is entered in the Criminal History Score row.

In the Social History section, determining an item score may require answering one or more questions and then circling the appropriate score based on the set of answers.

For example, determining a youth's school score requires answering four questions about enrollment, conduct, attendance and academic performance respectively. A youth who was enrolled in school and had calls to police, or a truancy petition or equivalent, or was failing most classes would get a score of 1.

Each item is scored and the total number of points for all items is entered in the Social History Score row.

The youth level of risk is determined from the Risk Level Definition table using both the Criminal History Score and the Social History Score. For example, assume a youth has a Criminal History score of 6 and a Social History score of 8. Go down the column labeled Criminal History until you hit the row 5 to 7 which includes the Criminal History score of 6. Now go across the row until you come to the Social History Risk Score column labeled 6 to 9 which includes the Social History Score of 8. This cell is labeled *Moderate*, which means the youth has a moderate level of risk.

After the risk level is determined, review the Pre-Screen Attitude/Behavior Indicators to be sure that the youth does not appear to have a higher level of risk than indicated by the pre-screen scoring. If the Pre-Screen Attitude/Behavior Indicators reveal that the youth may be of higher risk, then have a complete assessment done for the youth.

Note the scoring of the social history items on the Pre-Screen does not have to match the full screen scoring.

III. Empirical Development of WSJCA-RA Levels of Risk

During the fall of 1998, the juvenile courts started implementing the WSJCA-RA. The courts need to assess the recidivism risk levels for workload balancing and CJAA program eligibility. In response, the WSJCA-RA Pre-Screen was developed from a subset of items on the WSJCA-RA. The items included in the Pre-Screen are those in the Criminal History Domain of the WSJCA-RA and a few items measuring parental control, peer influences and drug/alcohol abuse. Two samples of youth were used in a validation study: youth adjudicated during 1995 and youth administered the Early Intervention Program (EIP) Risk Assessment. The validation study established empirically validated recidivism risk levels for the WSJCA-RA Pre-Screen.

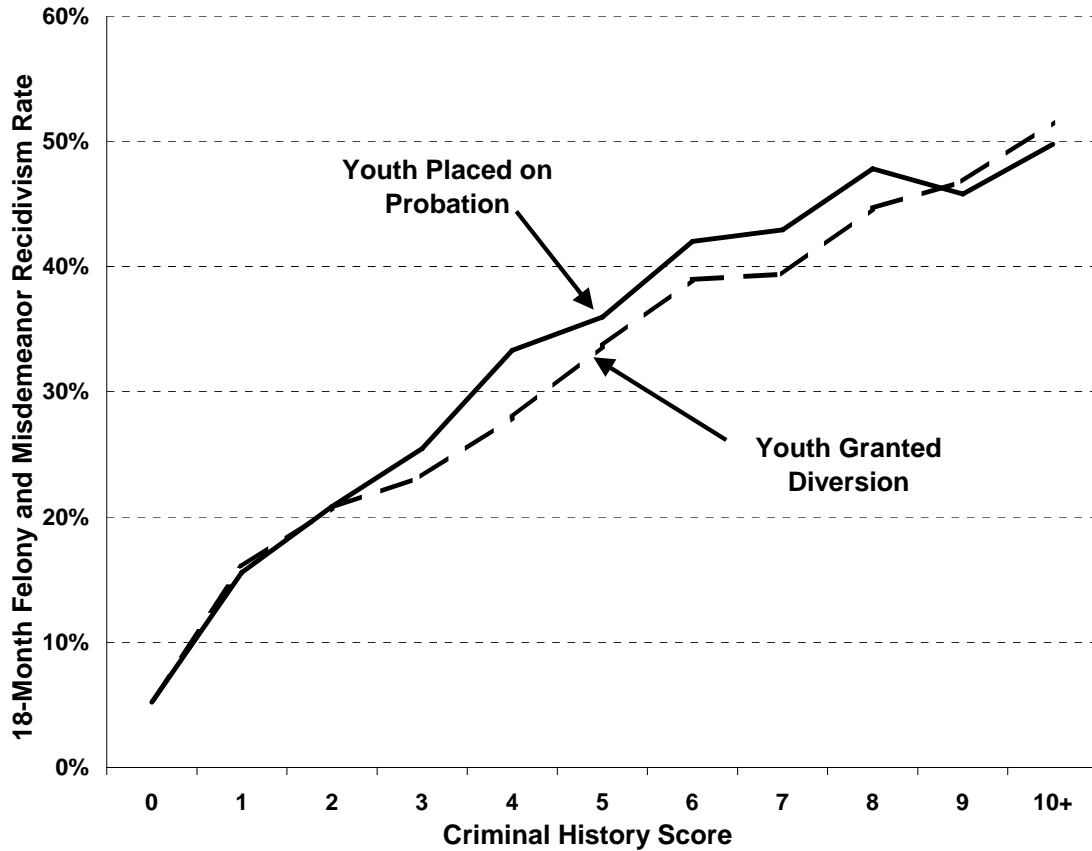
The validity of the criminal history domain on the WSJCA-RA. JUVIS was analyzed using data for youth adjudicated during 1995. These youth have an 18-month follow-up period and a 12-month justice system process period, in order for the criminal history domain to be fully validated using these data.

Items from the EIP Risk Assessment were validated using data from youth, who were administered the Washington State EIP Risk Assessment. The WSJCA-RA includes all but one of the items that are on the EIP Risk Assessment. The ability of the EIP Assessment to predict the six-month recidivism rate for this sample of youth was analyzed. This is a limited validation because the sample group consists of youth placed on probation for the first time; and there is only six-month recidivism data for these youth.

Validating the Criminal History Domain of the WSJCA-RA

The WSJCA-RA criminal history score of youth adjudicated during 1995 was constructed from JUVIS data. The relationship between this criminal history score and 18-month recidivism was analyzed. Figure 1 illustrates this relationship for two groups of youth: youth granted diversion and youth placed on probation. Group membership was also based on JUVIS data.

Figure 1: The 18-Month Recidivism Rate Increases With Increasing Criminal History Risk Score for Two Groups of Youth Adjudicated During 1995



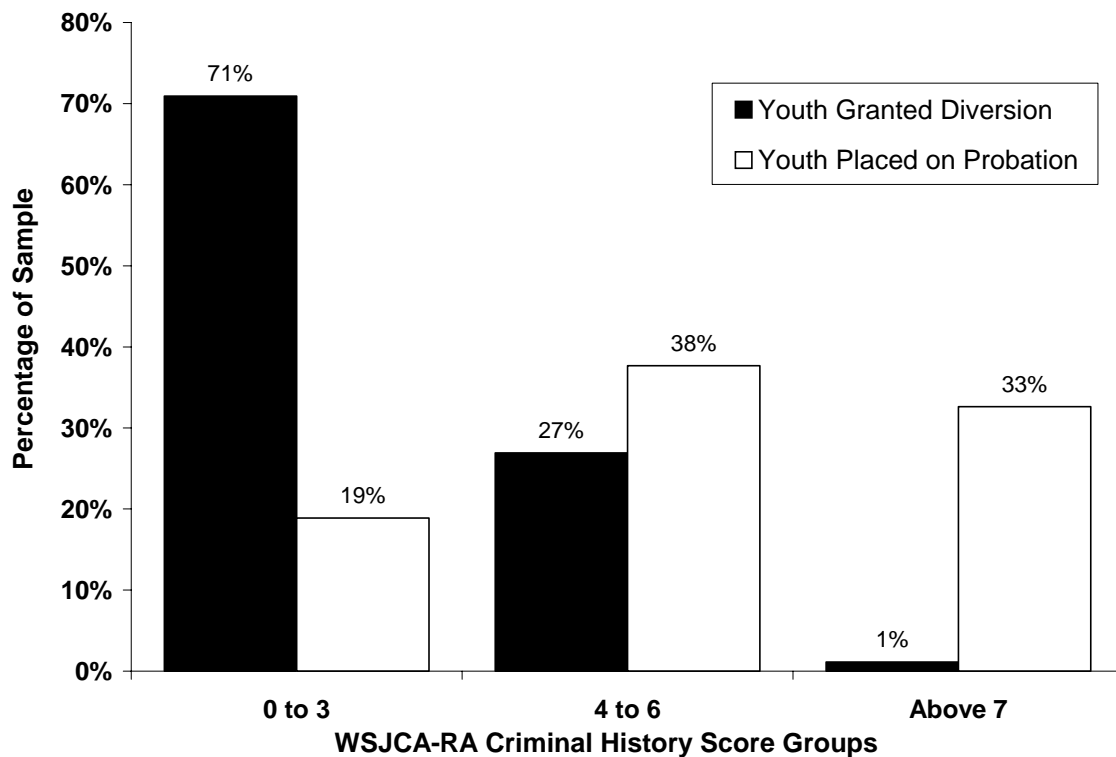
For a given criminal history score, the 18-month recidivism rate for the diversion and probation groups are nearly identical. That is, the criminal history score is a valid predictor for both groups of youth.

A multivariate statistical analysis (logistic regression) was conducted to determine which criminal history variables contributed to prediction. All the variables except escapes make a statistically significant contribution. Escapes had a low incidence rate in the population.

Results: The WSJCA-RA criminal history domain is a valid predictor of 18-month recidivism.

Figure 2 illustrates the distribution of criminal history scores for the two groups. Seventy-one percent of the youth placed on diversion have criminal history scores below 3 compared to 19 percent for youth placed on probation. Thirty-three percent of youth placed on probation had scores above 7 compared to 1 percent of the youth given diversion.

Figure 2: Percentage of Youth With a Criminal History Score for Youth Adjudicated During 1995

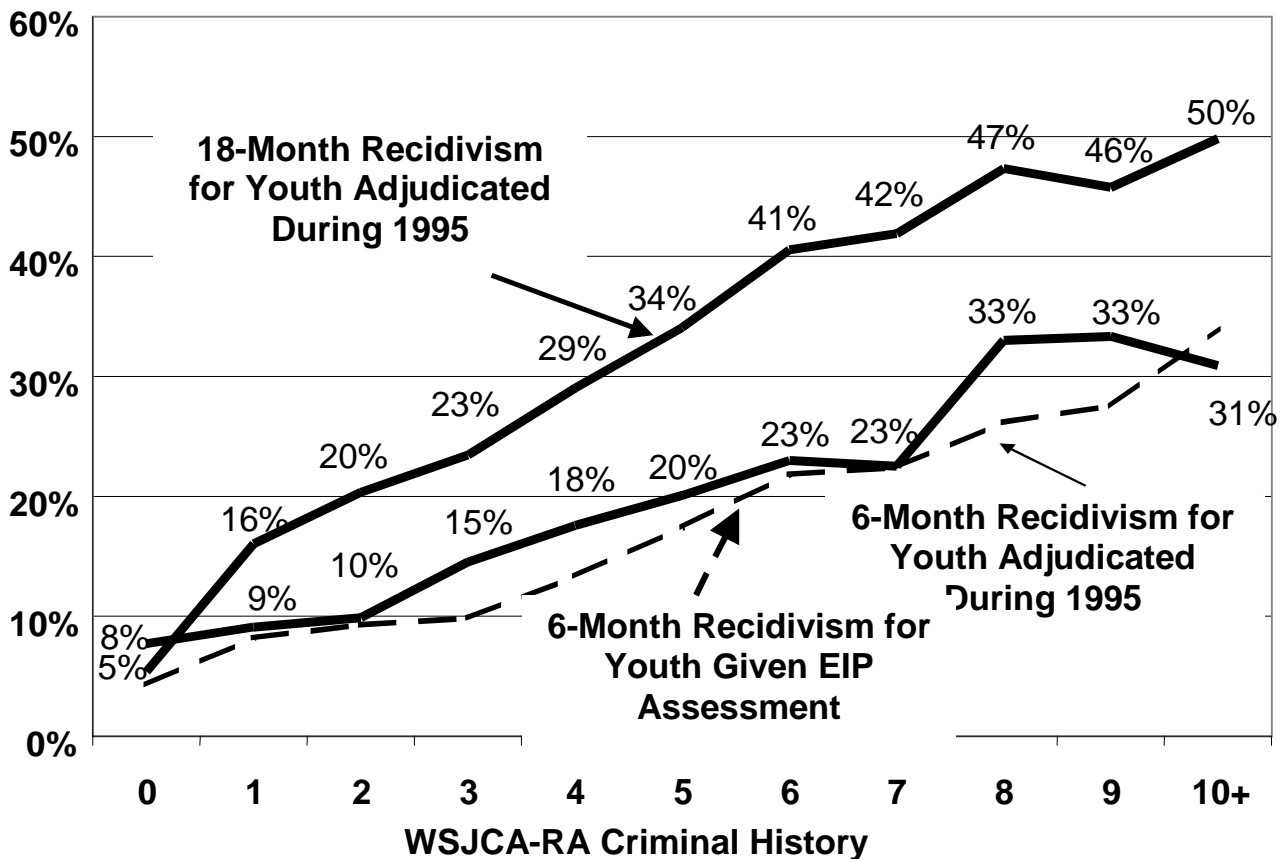


Results: The criminal history domain of the WSJCA-RA is a valid predictor of recidivism for youth granted diversion and youth placed on probation. The two community supervision groups have different distributions of criminal history risk scores.

Preliminary Validity From the EIP Risk Assessment

Figure 3 illustrates the correspondence between the predictive capability of the criminal history domain of the WSJCA-RA for youth adjudicated in 1995 and youth given the EIP Risk Assessment. The recidivism rate for the EIP assessment sample is lower than the 1995 sample since the EIP rate is based on a six-month follow-up period. The six-month recidivism rate of the youth given the EIP assessment, however, is nearly identical to the six-month rate for the 1995 adjudication group. All recidivism rates increase with increasing risk score rates. Very few youth given the EIP assessment have criminal history risk scores above 7 because the EIP sample includes only youth placed on probation for the first time.

Figure 3: WSJCA-RA Criminal History Scores and Recidivism for Youth Adjudicated in 1995 and Youth Given the EIP Risk Assessment



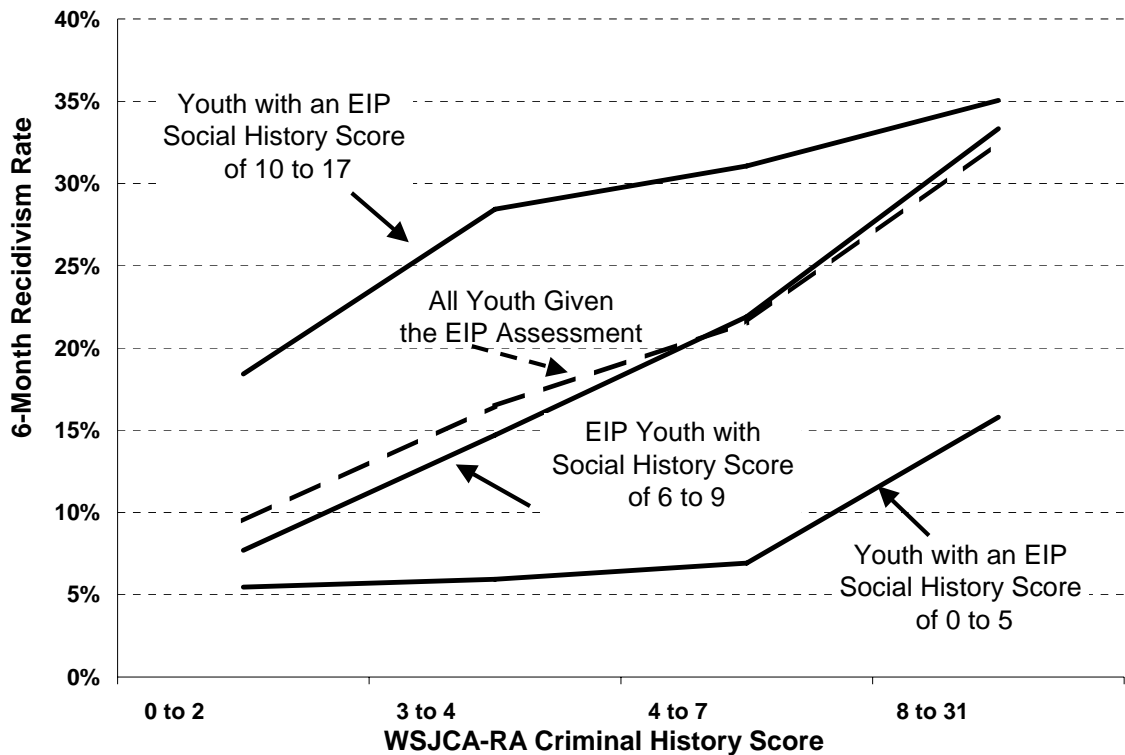
Results: The WSJCA-RA criminal history domain is a valid predictor of recidivism for youth placed on probation for the first time and given the EIP assessment. The six-month recidivism rates of the EIP sample and the 1995 adjudication group are nearly identical. The difference between the six-month and 18-month recidivism rates increase as criminal history increases. The higher the risk level of a group, the more the six-month recidivism rate underestimates the 18-month rate.

Social History Items

The next question is whether the social history items on the EIP Risk Assessment that are also on the WSJCA-RA add to the predictive capability of the criminal history items. These items include personal, school, family, and peer risk factors. Figure 4 illustrates for youth given the EIP assessment how a high social history risk score raises the recidivism rate for youth with a given criminal history score, and how a low social history risk score lowers the recidivism rate. The dashed line in Figure 4 represents the recidivism rates of all youth given the EIP assessment regardless of their social history risk score. Youth with a moderate social history risk score of 5 to 10 have a recidivism rate identical to that of the entire group of youth.

If the influence of the social history risk score with these data was additive, all the lines would be parallel and differ by an average of 10 percentage points. However, the recidivism rate for youth with low social history risk scores remains low as the criminal history score increases. The recidivism rates for high social history risk scores remain high even at low criminal history scores.

Figure 4: The Relationship Between Recidivism Rates and Criminal History Is Affected by the Social History



Results: Low social history risk reduces the recidivism of youth with higher criminal history scores, and high social history risk increases the recidivism of youth with lower criminal history scores.

Table 1 presents the number and percentage of youth in the EIP sample by each combination of criminal history and social history risk score displayed in Figure 4. These data under-represent higher criminal history scores because they are based on youth placed on probation for the first time.

Table 1: Number and Percentage of EIP Assessment Youth for Each Combination of Criminal History and Pre-Screen Social History Risk Scores

Criminal History Score	Minimal Social History Risk Score			Total
	0 to 5	6 to 9	10 to 17	
0 to 2	55 (4%)	65 (5%)	38 (3%)	158 (11%)
3 to 4	101 (7%)	136 (10%)	109 (8%)	346 (25%)
5 to 7	159 (11%)	306 (22%)	235 (17%)	700 (50%)
8 to 31	19 (1%)	84 (6%)	97 (7%)	200 (14%)
Total	334 (24%)	591 (42%)	479 (34%)	1,404 (100%)

Risk Levels Based on Pre-Screen Risk Assessment

Table 2 illustrates how the WSJCA-RA criminal history and the EIP social history risk scores can be combined to define levels of risk. Groups of youth with 6-month recidivism rates of 10 percent or less are defined as low risk. Recidivism rates of 11 to 25 percent define as moderate risk, and 6-month recidivism rates above 25 percent are high risk.

Table 2: Risk Level Definitions Using Criminal History and EIP Social History Risk Scores

Criminal History Score	EIP Social History Risk Score		
	0 to 5	6 to 9	10 to 18
0 to 2	<i>Low (5%)</i>	<i>Low (8%)</i>	<i>Moderate (18%)</i>
3 to 4	<i>Low (6%)</i>	<i>Moderate (15%)</i>	<i>High (28%)</i>
5 to 7	<i>Low (7%)</i>	<i>Moderate (22%)</i>	<i>High (31%)</i>
8 to 31	<i>Moderate (16%)</i>	<i>High (33%)</i>	<i>High (35%)</i>

Conclusions:

The Institute has empirically determined that the criminal history domain and items from the WSJCA-RA that are on the EIP Risk Assessment can determine risk levels. These items may be used as a pre-screen to identify low risk youth early in the juvenile justice process. Chapter 4 describes the WSJCA-RA in detail.

The Institute recommends the juvenile probation counselor complete the full WSJCA-RA on all youth within 30 days of being placed on supervision. The full assessment is

needed to validate the WSJCA-RA and is needed to discover whether other items on the WSJCA-RA are more predictive than items on the pre-screen tool.

Washington State Juvenile Court Pre-Screen Risk Assessment

Name _____ <small style="margin-left: 40px;">Last First</small>	JUVIS Control Number __ __ __ __ __ __ __ __	Referral R __ __ __
Initiated ____/____/____ <small style="margin-left: 20px;">Month Day Year</small>	SCOMIS Number __ __ __ 8- __ __ __ __ __ __	

Criminal History

Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth.

Youth has been living in Washington State since age: _____ *Enter 0 if from birth*
Other states in which youth has lived since age 10: _____

	<i>Enter the number and then circle the appropriate score</i>	
1. Age at first offense: 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.	_____	0 – Over 16 1 – 16 2 – 15 3 – 13 to 14 4 – Under 13
2. Misdemeanor referrals: Total number of referrals in 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).	_____	0 – None or one 1 – Two 2 – Three or four 3 – Five or more
3. Felony referrals: Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).	_____	0 – None 2 – One 4 – Two 6 – Three or more
4. Weapon referrals: Total number of referrals in which 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), or a weapon enhancement finding.	_____	0 – None 1 – One or more
5. Against-person misdemeanor referrals: Total number of referrals in which the most serious offense was an against-person misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An against-person misdemeanor involves threats, force, or physical harm to another person such as an assault, sex, coercion, harassment, obscene phone call, etc.	_____	0 – None 1 – One 2 – Two or more
6. Against-person felony referrals: 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 harassing phone call, etc.	_____	0 – None 2 – One or two 4 – Three or more
7. Disposition orders where youth served at least one day confined in detention: Total number of disposition and modification orders in which 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.	_____	0 – None 1 – One 2 – Two 3 – Three or more
8. Disposition orders where youth served at least one day confined under JRA: 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.	_____	0 – None 2 – One 4 – Two or more
9. Escapes: Total number of attempted or actual escapes that resulted in a conviction.	_____	0 – None 1 – One 2 – Two or more
10. Failure-to-appear in court warrants: Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.	_____	0 – None 1 – One 2 – Two or more

Criminal History Score: (Maximum of 31 points) _____

Washington State Juvenile Court Pre-Screen Risk Assessment

Social History

Check the boxes and then circle the appropriate score

Youth's Gender		Male:	1	
<p>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.</i></p> <p>Youth's conduct in the most recent term: Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, e.g., theft, vandalism; lying, cheating, dishonesty. <i>Check all that apply.</i></p> <p>Youth's attendance in the most recent term: <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></p> <p>Youth's academic performance in the most recent school term: <i>Check all that apply.</i></p>	<input type="checkbox"/> Graduated, GED <input type="checkbox"/> Suspended <input type="checkbox"/> Enrolled full-time <input type="checkbox"/> Dropped out <input type="checkbox"/> Enrolled part-time <input type="checkbox"/> Expelled			
	<input type="checkbox"/> No problems <input type="checkbox"/> Problems reported by teachers <input type="checkbox"/> Calls to parents <input type="checkbox"/> Calls to police			
	<input type="checkbox"/> No unexcused absences <input type="checkbox"/> Some partial-day unexcused absences <input type="checkbox"/> Some full-day unexcused absences <input type="checkbox"/> Truancy petition filed, or equivalent full-day unexcused absences, or withdrawn within last six months			
	<input type="checkbox"/> Honor student <input type="checkbox"/> Failing some classes <input type="checkbox"/> C or better <input type="checkbox"/> Failing most classes <input type="checkbox"/> Lower than C			
	Enrolled and: misconduct reported but no police calls, or some full-day unexcused absences, or failing some classes.		1	
	Enrolled and: calls to police, or truancy petition or equivalent, or failing most classes.		2	
	Dropped out, expelled or suspended.		2	
<p>Friends the youth actually spends his or her time with: <i>Check all that apply.</i></p>	<input type="checkbox"/> No companions, no consistent friends <input type="checkbox"/> Positive pro-social friends <input type="checkbox"/> Negative anti-social friends <input type="checkbox"/> Gang member/associate			
	No friends or positive and negative friends		1	
	All negative anti-social friends Gang member/associate		2 3	
<p>Court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days: <i>Enter zero if none, up to a maximum of 5 placements. Exclude JRA commitments.</i></p>	_____ Placements			
	One or more		1	
<p>Runaways or times kicked out of home: <i>Include times the youth did not voluntarily return within 24 hours. Include incidents not reported by or to law enforcement. Enter up to a maximum of 5.</i></p>	_____ Runaways _____ Kicked out			
	One		1	
	Two or more		2	
<p>Problems of family members who are currently living in the household: <i>Check all that apply. Mother and father refer to current parent or legal guardian.</i></p>	Mother Father Sibling(s)			
	No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Sibling(s), mother or father jail/imprisonment		1	
<p>Current parental rule enforcement and control:</p>	<input type="checkbox"/> Youth usually obeys and follows rules <input type="checkbox"/> Sometimes obeys or obeys some rules <input type="checkbox"/> Consistently disobeys, and/or is hostile		0 1 2	

Washington State Juvenile Court Pre-Screen Risk Assessment

Assess whether alcohol or drug use disrupts the youth's life. Disrupted functioning involves problems in: education, family conflict, peer relationships, or health consequences. Disrupted functioning usually indicates that treatment is warranted. Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates committing a crime, there is evidence or reason to believe the youth's criminal activity is related to alcohol and/or drug use.

Alcohol use:	<input type="checkbox"/> None	<input type="checkbox"/> Use	<input type="checkbox"/> Use disrupts function	
Drug use:	<input type="checkbox"/> None	<input type="checkbox"/> Use	<input type="checkbox"/> Use disrupts function	
Alcohol use contributes to criminal behavior:	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	
Drug use contributes to criminal behavior:	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	
Disrupted function or contributes to crime				2

For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.

Victim of physical or sexual abuse: Parents include biological parents, stepparents, adopted parents and legal guardian or caretaker. Check all that apply.					
Abused by:	<u>Parent</u>	<u>Sibling</u>	<u>Other Family</u>	<u>Outside Family</u>	
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Physical abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Victim of physical or sexual abuse:					1

Victim of neglect:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Victim of neglect: Yes:			2

Mental health problems: 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. Check all that apply.	<input type="checkbox"/> None		
	<input type="checkbox"/> Diagnosed with mental health problem(s)		
	<input type="checkbox"/> Medication prescribed		
	<input type="checkbox"/> Treatment		
Mental health problems: Yes:			1

Social History Score: (Maximum of 18 points) _____

Pre-Screen Attitude/Behavior Indicators

Violence/anger: Reports of displaying a weapon, fighting, threats, violent outbursts, violent temper, fire starting, animal cruelty, destructiveness, volatility, intense reactions.	<input type="checkbox"/> No reports	<input type="checkbox"/> Reports								
Sexual aggression: Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.	<input type="checkbox"/> No reports	<input type="checkbox"/> Reports								
Accepts responsibility for anti-social behavior:	<input type="checkbox"/> Accepts responsibility <input type="checkbox"/> Minimizes, denies, justifies, excuses, or blames others <input type="checkbox"/> Accepts anti-social behavior as okay <input type="checkbox"/> Proud of anti-social behavior									
Pro-social values/conventions:	<input type="checkbox"/> Primarily positive attitude towards <input type="checkbox"/> Somewhat positive attitude, positive attitude toward some <input type="checkbox"/> Does not think they apply to him or her <input type="checkbox"/> Resents or is hostile to pro-social values/conventions									
Belief in use of aggression to resolve a disagreement or conflict: Verbal: yelling and verbal intimidation Physical: fighting and physical intimidation	Believes use of aggression is:	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>Verbal</u></td> <td style="text-align: center;"><u>Physical</u></td> </tr> <tr> <td>Rarely appropriate</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sometimes appropriate</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Often appropriate</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<u>Verbal</u>	<u>Physical</u>	Rarely appropriate	<input type="checkbox"/>	Sometimes appropriate	<input type="checkbox"/>	Often appropriate	<input type="checkbox"/>
<u>Verbal</u>	<u>Physical</u>									
Rarely appropriate	<input type="checkbox"/>									
Sometimes appropriate	<input type="checkbox"/>									
Often appropriate	<input type="checkbox"/>									

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	Low	Low	Moderate
3 to 4	Low	Moderate	High
5 to 7	Low	Moderate	High
8 to 31	Moderate	High	High

Risk Level: _____

Washington State Juvenile Court Risk Assessment

Name _____	JUVIS Control Number __ _ _ _ _ _ _ _ _	Referral R __ _ _ _
Last First		
Initiated ____/____/____	SCOMIS Number __ _ -8- _ _ _ _ _ _ _ _	
Month Day Year		

SECTION 1: Criminal History

Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth.

Youth has been living in Washington State since age: _____ *Enter 0 if from birth*

Other states in which youth has lived since age 10: _____

_____	1. Age at first offense: 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.
-------	---

Felony and Misdemeanor Referrals: *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. Misdemeanor referrals: Total number of referrals in 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).
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_____	3. Felony referrals: Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).
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Against person or weapon referrals: *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 that resulted in a conviction, diversion, deferred adjudication, or deferred disposition*

_____	4. Weapon referrals: Total number of referrals in which 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), or a weapon enhancement finding.
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_____	5. Against-person misdemeanor referrals: Total number of referrals in which the most serious offense was an against-person misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An against-person misdemeanor involves threats, force, or physical harm to another person such as an assault, sex, coercion, harassment, obscene phone call, etc.
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_____	6. Against-person felony referrals: 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 harassing phone call, etc.
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_____	7. Disposition orders where youth served at least one day confined in detention: 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.
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_____	8. Disposition orders where youth served at least one day confined under JRA: 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.
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_____	9. Escapes: Total number of attempted or actual escapes that resulted in a conviction.
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_____	10. Failure-to-appear in court warrants: Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.
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Washington State Juvenile Court Risk Assessment

SECTION 2: School

From school records and from the interview:

<p>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></p>	<input type="checkbox"/> Graduated, GED <input type="checkbox"/> Suspended <input type="checkbox"/> Enrolled full-time <input type="checkbox"/> Dropped out <input type="checkbox"/> Enrolled part-time <input type="checkbox"/> Expelled
<p>2. Type of school in which youth is enrolled: Name of School _____ Current or highest grade level attained _____</p>	<input type="checkbox"/> Public academic <input type="checkbox"/> Private academic <input type="checkbox"/> Vocational <input type="checkbox"/> Home school <input type="checkbox"/> Alternative <input type="checkbox"/> College <input type="checkbox"/> GED Program Other _____
<p>3. <input type="checkbox"/> Youth is a special education student or has a formal diagnosis of a special education need: <i>Check all that apply.</i></p>	<input type="checkbox"/> Learning <input type="checkbox"/> Mental retardation <input type="checkbox"/> Behavioral <input type="checkbox"/> (ADHD/ADD) <input type="checkbox"/> Other: _____
<p>4. Youth believes there is value in getting an education:</p>	<input type="checkbox"/> Believes getting an education is of value <input type="checkbox"/> Somewhat believes education is of value <input type="checkbox"/> Does not believe education is of value
<p>5. Youth believes school provides an encouraging environment for him or her:</p>	<input type="checkbox"/> Believes school is encouraging <input type="checkbox"/> Somewhat believes <input type="checkbox"/> Does not believe
<p>6. Total number of expulsions and suspensions since the first grade: <i>Enter the number up to 10. Enter 0 if none.</i></p>	_____ Number of expulsions or suspensions
<p>7. Age at first expulsion or suspension: <i>Leave blank if never expelled or suspended.</i></p>	_____ Age at first expulsion or suspension
<p><input type="checkbox"/> <i>Check this box and complete the following section if the youth has been enrolled in a community school during the last six months, regardless of attendance.</i></p>	
<p>8. Teachers/staff/coaches the youth likes or feels comfortable talking with: <i>Enter the number of adults; if none, enter 0.</i> Names: _____</p>	_____ Number of teachers/staff/coaches
<p>9. Youth's involvement in school activities during most recent term: school leadership; social service clubs; music, dance; drama, art; athletics; other extracurricular activities.</p>	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved in any activities <input type="checkbox"/> No interest in school activities
<p>10. Youth's conduct in the most recent term: fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, e.g., theft, vandalism; lying, cheating, dishonesty. <i>Check all that apply.</i></p>	<input type="checkbox"/> No problems <input type="checkbox"/> Problems reported by teachers <input type="checkbox"/> Calls to parents <input type="checkbox"/> Calls to police
<p>11. Youth's attendance in the most recent term: <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></p>	<input type="checkbox"/> No unexcused absences <input type="checkbox"/> Some partial-day unexcused absences <input type="checkbox"/> Some full-day unexcused absences <input type="checkbox"/> Truancy petition filed, or equivalent full-day unexcused absences, or withdrawn within last six months
<p>12. Youth's academic performance in the most recent school term: <i>Check all that apply.</i></p>	<input type="checkbox"/> Honor student <input type="checkbox"/> Failing some classes <input type="checkbox"/> C or better <input type="checkbox"/> Failing most classes <input type="checkbox"/> Lower than C
<p>13. Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational school:</p>	<input type="checkbox"/> Very likely to stay in school and graduate <input type="checkbox"/> Uncertain if youth will stay and graduate <input type="checkbox"/> Not very likely to stay and graduate

Washington State Juvenile Court Risk Assessment

SECTION 3: Use of Free Time

1. 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 activity.	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved <input type="checkbox"/> Not interested in any activities
2. Unstructured recreational activities: Youth engages in activities that positively occupy the youth's time, such as reading, hobbies, etc.	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved <input type="checkbox"/> Not interested in any activities

SECTION 4: Employment

1. History of employment: <i>Check all that apply.</i>	<input type="checkbox"/> Never employed <input type="checkbox"/> Has been successfully employed <input type="checkbox"/> Was fired or quit because of poor performance <input type="checkbox"/> Was fired or quit because he or she could not get along with employer or coworkers
<i>Complete following section only if the youth has ever been employed.</i>	
2. Total number of times youth has been employed:	_____ Number of times
3. Number of weeks of longest period of employment:	_____ Number of weeks
4. Positive personal relationship(s) with employer(s) or adult coworker(s):	_____ Number of adults
5. Youth is currently employed:	<input type="checkbox"/> No <input type="checkbox"/> Yes

Washington State Juvenile Court Risk Assessment

SECTION 5: Relationships

1. Number of existing positive adult non-family relationships: Adults who can provide support and model pro-social behavior, such as religious leader, club member, community person, or any other non-family adult(s). <i>Enter number of adults up to five. Enter 0 if there are none.</i>	_____ Number of existing non-family adult relationship(s)
2. 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.	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes
<i>Anti-social peers are youth who are hostile to or disruptive of the legal social order; who violate the law and the rights of others.</i>	
3. Friends the youth actually spends his or her time with: <i>Check all that apply.</i>	<input type="checkbox"/> No friends or companions, no consistent friends <input type="checkbox"/> Friends who have a positive pro-social influence <input type="checkbox"/> Friends who have a negative anti-social influence <input type="checkbox"/> Gang member/associate
4. Role of youth among peers: <i>Check all that apply.</i>	<input type="checkbox"/> A leader who gets others into trouble <input type="checkbox"/> A peer who gets into trouble when in a group <input type="checkbox"/> An immature follower who gets into trouble for attention, status and acceptance <input type="checkbox"/> An independent youth who gets into trouble on his or her own
5. Admiration/emulation of tougher anti-social peers:	<input type="checkbox"/> Youth does not admire, emulate tougher anti-social peers <input type="checkbox"/> Youth minimally admires, emulates tougher peers <input type="checkbox"/> Youth admires, emulates tougher peers
<i>Complete the following information for a youth who associates with an anti-social peer group or gang.</i>	
6. Number of months the youth has been associating with anti-social friends/gang:	_____ Months has associated with anti-social friends _____ Months has associated with gang
7. Amount of free time the youth spends with anti-social peer group:	<input type="checkbox"/> Spends one or two hours of free time per week <input type="checkbox"/> Spends three to seven hours of free time per week <input type="checkbox"/> Spends eight to 14 hours of free time per week <input type="checkbox"/> Spends all or nearly all of free time
8. Strength of loyalty to anti-social peers: <i>Check all that apply.</i>	<input type="checkbox"/> Would sometimes lie or cheat for peers <input type="checkbox"/> Would consistently lie or cheat for peers <input type="checkbox"/> Would sometimes steal, fight, or do other serious acts for peers <input type="checkbox"/> Would consistently steal, fight, or do other serious acts for peers
9. Strength of anti-social peer influence:	<input type="checkbox"/> Often does not go along with the anti-social peers <input type="checkbox"/> Usually goes along with the anti-social peers <input type="checkbox"/> Almost always goes along with the anti-social peers <input type="checkbox"/> Leads the anti-social peers

Washington State Juvenile Court Risk Assessment

SECTION 6A: Environment in Which the Youth Was Primarily Raised

<p>1. Age when last living with biological parents: <i>Parents refers to parents or legal guardians responsible for youth.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;"><u>Mother</u></th> <th style="width: 20%; text-align: center;"><u>Father</u></th> </tr> </thead> <tbody> <tr> <td>Still living with, or age last living with</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		<u>Mother</u>	<u>Father</u>	Still living with, or age last living with	<input type="checkbox"/>	<input type="checkbox"/>																														
	<u>Mother</u>	<u>Father</u>																																			
Still living with, or age last living with	<input type="checkbox"/>	<input type="checkbox"/>																																			
<p>2. Problems of family members who were living in the household: <i>Check all that apply.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 16.6%; text-align: center;"><u>Mother</u></th> <th style="width: 16.6%; text-align: center;"><u>Father</u></th> <th style="width: 6.2%; text-align: center;"><u>Sibling</u></th> </tr> </thead> <tbody> <tr><td>No problems</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Alcohol</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Drug</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Mental health</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Physical health</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Employment</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Financial</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Jail/imprisonment</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </tbody> </table>		<u>Mother</u>	<u>Father</u>	<u>Sibling</u>	No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																		
<p>3. Court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days: <i>Enter zero if none, up to a maximum of 5 placements. Exclude JRA commitments.</i></p>	<p>_____ Number of placements</p>																																				
<p>4. Runaways or times kicked out of home: <i>Include times the youth did not voluntarily return within 24 hours. Include incidents not reported by or to law enforcement. Enter zero if none, up to a maximum of 5.</i></p>	<p>_____ Number of runaways _____ Times kicked out</p>																																				
<p>5. Petitions filed: <i>Check all that apply.</i></p>	<p><input type="checkbox"/> No dependency petitions <input type="checkbox"/> Youth-at-risk <input type="checkbox"/> ARP <input type="checkbox"/> CHINS <input type="checkbox"/> Dependency</p>																																				
<p>6. Parental love, caring, and support of youth:</p>	<p><input type="checkbox"/> Consistent love, caring, and support <input type="checkbox"/> Inconsistent love, caring, and support <input type="checkbox"/> Indifferent, uncaring, uninterested, unwilling to help <input type="checkbox"/> Hostile toward youth, berated and belittled</p>																																				
<p>7. Family member(s) youth feels close to or has good relationship with: <i>Check all that apply.</i></p>	<p><input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Male Sibling <input type="checkbox"/> Female sibling <input type="checkbox"/> Extended family <input type="checkbox"/> No one</p>																																				
<p>8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:</p>	<p><input type="checkbox"/> No opportunities for involvement provided <input type="checkbox"/> Some opportunities for involvement provided <input type="checkbox"/> Opportunities for involvement provided</p>																																				
<p>9. Level of conflict between parents, between youth and parents, among siblings: <i>Check the most serious level that applies.</i></p>	<p><input type="checkbox"/> Some conflict that was well managed <input type="checkbox"/> Verbal intimidation, yelling, heated arguments <input type="checkbox"/> Threats of physical abuse <input type="checkbox"/> Physical/sexual abuse: domestic violence</p>																																				
<p>10. Parental supervision: <i>Parents know who youth is with, when youth will return, where youth is going, and what youth is doing.</i></p>	<p><input type="checkbox"/> Good supervision <input type="checkbox"/> Some good supervision <input type="checkbox"/> Inadequate supervision</p>																																				
<p>11. Parental rule enforcement and control:</p>	<p><input type="checkbox"/> Youth usually obeys and follows rules <input type="checkbox"/> Youth sometimes obeys or obeys some rules <input type="checkbox"/> Youth consistently disobeys, and/or is hostile</p>																																				
<p>12. Consistent appropriate discipline—punishment for bad behavior and rewards for good behavior: <i>Check all that apply. Appropriate means clear communication, timely response, and response proportionate to conduct. Rewards include affection, praise, or other tangible means.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;"><u>Appropriate Punishment</u></th> <th style="width: 50%; text-align: left;"><u>Appropriate Rewards</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Usually</td> <td><input type="checkbox"/> Usually</td> </tr> <tr> <td><input type="checkbox"/> Sometimes</td> <td><input type="checkbox"/> Sometimes</td> </tr> <tr> <td><input type="checkbox"/> Rarely</td> <td><input type="checkbox"/> Rarely</td> </tr> </tbody> </table>	<u>Appropriate Punishment</u>	<u>Appropriate Rewards</u>	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely																												
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<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely																																				
<p>13. Characterization of discipline: <i>Check all that apply.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><input type="checkbox"/> Appropriate punishment</td> <td><input type="checkbox"/> Appropriate rewards</td> </tr> <tr> <td><input type="checkbox"/> Overly severe punishment</td> <td><input type="checkbox"/> Overly indulgent</td> </tr> <tr> <td><input type="checkbox"/> Insufficient punishment</td> <td><input type="checkbox"/> Overly protective</td> </tr> <tr> <td><input type="checkbox"/> Little or no punishment</td> <td><input type="checkbox"/> Little or no rewards</td> </tr> </tbody> </table>	<input type="checkbox"/> Appropriate punishment	<input type="checkbox"/> Appropriate rewards	<input type="checkbox"/> Overly severe punishment	<input type="checkbox"/> Overly indulgent	<input type="checkbox"/> Insufficient punishment	<input type="checkbox"/> Overly protective	<input type="checkbox"/> Little or no punishment	<input type="checkbox"/> Little or no rewards																												
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<input type="checkbox"/> Little or no punishment	<input type="checkbox"/> Little or no rewards																																				
<p>14. Parental characterization of youth's anti-social behavior:</p>	<p><input type="checkbox"/> Disapproves of youth's anti-social behavior <input type="checkbox"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances <input type="checkbox"/> Accepts youth's anti-social behavior as okay <input type="checkbox"/> Proud of youth's anti-social behavior</p>																																				

Washington State Juvenile Court Risk Assessment

SECTION 6B: Current Living Arrangements

1. Currently living with family in which primarily raised; or length of time living with current family:	<input type="checkbox"/> Living with family in which primarily raised; or _____ Years and _____ months living with current family																																				
2. The youth's current living arrangements: <i>Check all that apply.</i>	<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Stepparent <input type="checkbox"/> Siblings <input type="checkbox"/> Other relatives <input type="checkbox"/> Other adult <input type="checkbox"/> Foster/group home <input type="checkbox"/> Independent <input type="checkbox"/> Transient <input type="checkbox"/> Other _____																																				
<input type="checkbox"/> <i>Check this box and complete items 3 - 5 if youth is living with at least one adult caretaker/parent.</i>																																					
3. Family annual income:	<input type="checkbox"/> Under \$15,000 <input type="checkbox"/> \$15,000 - \$34,999 <input type="checkbox"/> \$35,000 - \$49,999 <input type="checkbox"/> \$50,000 and over																																				
4. Health insurance and Title 19 eligibility: <i>Check all that apply.</i>	<input type="checkbox"/> Has health insurance <input type="checkbox"/> Medical Coupons <input type="checkbox"/> Eligible for Title 19 <input type="checkbox"/> Enrolled in Title 19																																				
5. Support network for family; extended family and friends who can provide additional support:	<input type="checkbox"/> No family support network <input type="checkbox"/> Some family support network <input type="checkbox"/> Strong family support network																																				
<i>Complete the following section only if different from family in which primarily raised.</i>																																					
6. Problems of family members who are currently living in the household: <i>Check all that apply. Mother and father refer to current parent or legal guardian.</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">Mother</th> <th style="width: 10%; text-align: center;">Father</th> <th style="width: 20%; text-align: center;">Sibling(s)</th> </tr> </thead> <tbody> <tr><td>No problems</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Alcohol</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Drug</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Mental health</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Physical health</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Employment</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Financial</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Jail/imprisonment</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </tbody> </table>		Mother	Father	Sibling(s)	No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. Current family member(s) youth feels close to or has good relationship with: <i>Check all that apply.</i>	<input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Male sibling <input type="checkbox"/> Female sibling <input type="checkbox"/> Extended family <input type="checkbox"/> No one																																				
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11. Current parental supervision: <i>Parents know who youth is with, when youth will return, where youth is going, and what youth is doing.</i>	<input type="checkbox"/> Good supervision <input type="checkbox"/> Some good supervision <input type="checkbox"/> Inadequate supervision																																				
12. Current parental rule enforcement and control:	<input type="checkbox"/> Youth usually obeys and follows rules <input type="checkbox"/> Youth sometimes obeys or obeys some rules <input type="checkbox"/> Youth consistently disobeys, and/or is hostile																																				
13. Current consistent appropriate discipline—punishment for bad behavior and rewards for good behavior: <i>Check all that apply. Appropriate means clear communication, timely response, and response proportionate to conduct. Rewards mean affection, praise, etc.</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;"><u>Appropriate Punishment</u></th> <th style="width: 50%; text-align: left;"><u>Appropriate Rewards</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Usually</td> <td><input type="checkbox"/> Usually</td> </tr> <tr> <td><input type="checkbox"/> Sometimes</td> <td><input type="checkbox"/> Sometimes</td> </tr> <tr> <td><input type="checkbox"/> Rarely</td> <td><input type="checkbox"/> Rarely</td> </tr> </tbody> </table>	<u>Appropriate Punishment</u>	<u>Appropriate Rewards</u>	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely																												
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<input type="checkbox"/> Sometimes	<input type="checkbox"/> Sometimes																																				
<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely																																				
14. Current characterization of discipline: <i>Check all that apply.</i>	<input type="checkbox"/> Appropriate punishment <input type="checkbox"/> Appropriate rewards <input type="checkbox"/> Overly severe punishment <input type="checkbox"/> Overly indulgent <input type="checkbox"/> Insufficient punishment <input type="checkbox"/> Overly protective <input type="checkbox"/> Little or no punishment <input type="checkbox"/> Little or no rewards																																				
15. Current parental characterization of youth's anti-social behavior:	<input type="checkbox"/> Disapproves of youth's anti-social behavior <input type="checkbox"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances <input type="checkbox"/> Accepts youth's anti-social behavior as okay <input type="checkbox"/> Proud of youth's anti-social behavior																																				

Washington State Juvenile Court Risk Assessment

SECTION 7: Alcohol and Drugs

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.

1. Alcohol use:	<input type="checkbox"/> None <input type="checkbox"/> Use <input type="checkbox"/> Use disrupts function
2. Drug use:	<input type="checkbox"/> None <input type="checkbox"/> Use <input type="checkbox"/> Use disrupts function
<i>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.</i>	
3. Alcohol use contributes to the youth's criminal behavior:	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes
4. Drug use contributes to the youth's criminal behavior:	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes

SECTION 8: Mental Health

For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.

1. Victim of physical or sexual abuse: Parents include biological parents, stepparents, adopted parents and legal guardian or caretaker. <i>Check all that apply.</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Abused by:</td> <td style="border-bottom: 1px solid black; text-align: center;"><u>Parent</u></td> <td style="border-bottom: 1px solid black; text-align: center;"><u>Sibling</u></td> <td style="border-bottom: 1px solid black; text-align: center;"><u>Other Family</u></td> <td style="border-bottom: 1px solid black; text-align: center;"><u>Outside Family</u></td> </tr> <tr> <td>None</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Physical abuse</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sexual abuse</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Abused by:	<u>Parent</u>	<u>Sibling</u>	<u>Other Family</u>	<u>Outside Family</u>	None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																	
2. Victim of neglect:	<input type="checkbox"/> No <input type="checkbox"/> Yes																				
3. Mental health problems: 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>Check all that apply.</i>	<input type="checkbox"/> None <input type="checkbox"/> Diagnosed with mental health problem(s) <input type="checkbox"/> Medication prescribed <input type="checkbox"/> Treatment																				
4. Violence/anger: Reports of displaying a weapon, fighting, threatening people, violent outbursts, violent temper, fire starting, animal cruelty, destructiveness, volatility, intense reactions.	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				
5. Sexual aggression: Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				
6. Sexual vulnerability/exploitation: Reports that youth is being sexually exploited or being taken advantage of by an older or more sophisticated person, including prostitution.	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				

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SECTION 9: Attitudes/Behaviors

1. Attitude before, during and after committing crime(s): <i>Check all that apply.</i>	<table border="0"> <thead> <tr> <th>Before</th> <th>During</th> <th>After</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Nervous, afraid, or worried</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Ambivalent, uncertain, or indecisive</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Unconcerned or indifferent</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Hyper, excited, or stimulated</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> Confident, or brags about not getting caught</td> </tr> </tbody> </table>	Before	During	After	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nervous, afraid, or worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Ambivalent, uncertain, or indecisive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Unconcerned or indifferent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hyper, excited, or stimulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Confident, or brags about not getting caught
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2. Purpose for committing crime(s): <i>Check all that apply.</i>	<table border="0"> <tbody> <tr> <td><input type="checkbox"/> Anger</td> <td><input type="checkbox"/> Money or material gain including drugs</td> </tr> <tr> <td><input type="checkbox"/> Revenge</td> <td><input type="checkbox"/> Excitement, amusement, or fun</td> </tr> <tr> <td><input type="checkbox"/> Impulse</td> <td><input type="checkbox"/> Peer status, acceptance, or attention</td> </tr> <tr> <td><input type="checkbox"/> Sexual desire</td> <td>Other _____</td> </tr> </tbody> </table>	<input type="checkbox"/> Anger	<input type="checkbox"/> Money or material gain including drugs	<input type="checkbox"/> Revenge	<input type="checkbox"/> Excitement, amusement, or fun	<input type="checkbox"/> Impulse	<input type="checkbox"/> Peer status, acceptance, or attention	<input type="checkbox"/> Sexual desire	Other _____										
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3. Accepts responsibility for anti-social behavior:	<input type="checkbox"/> Accepts responsibility <input type="checkbox"/> Minimizes, denies, justifies, excuses, or blames others <input type="checkbox"/> Accepts anti-social behavior as okay <input type="checkbox"/> Proud of anti-social behavior																		
4. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	<input type="checkbox"/> Has empathy for his or her victim(s) <input type="checkbox"/> Has some empathy for his or her victim(s) <input type="checkbox"/> Does not have empathy for his or her victim(s)																		
5. Fatalistic attitude:	<input type="checkbox"/> Believes some things matter and he or she has a future <input type="checkbox"/> Believes little matters because he or she has no future <input type="checkbox"/> Believes nothing matters; he or she will be dead before long																		
6. Loss of control over anti-social behavior:	<input type="checkbox"/> Believes he or she can avoid/stop anti-social behavior <input type="checkbox"/> Somewhat believes anti-social behavior is controllable <input type="checkbox"/> Believes his or her anti-social behavior is out of his or her control																		
7. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	<input type="checkbox"/> Primarily positive view of intentions of others <input type="checkbox"/> Primarily negative view of intentions of others <input type="checkbox"/> Primarily hostile view of intentions of others																		
8. Pro-social values/conventions:	<input type="checkbox"/> Primarily positive attitude toward pro-social values/conventions <input type="checkbox"/> Somewhat positive attitude; or, positive attitude toward some values/conventions <input type="checkbox"/> Does not think pro-social values/conventions apply to him or her <input type="checkbox"/> Resents or is hostile to pro-social values/conventions																		
9. Respect for authority figures:	<input type="checkbox"/> Respects most authority figures <input type="checkbox"/> Resents some authority figures <input type="checkbox"/> Resents most authority figures <input type="checkbox"/> Defies or is hostile toward most authority figures																		
10. Tolerance for frustration:	<input type="checkbox"/> Rarely gets upset over small things or has tantrums <input type="checkbox"/> Sometimes gets upset over small things or has temper tantrums <input type="checkbox"/> Often gets upset over small things or has tantrums																		
11. Belief in use of aggression to resolve a disagreement or conflict: Verbal: yelling and verbal intimidation Physical: fighting and physical intimidation	<table border="0"> <thead> <tr> <th>Believes use of aggression is:</th> <th>Verbal</th> <th>Physical</th> </tr> </thead> <tbody> <tr> <td>Rarely appropriate</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Sometimes appropriate</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Often appropriate</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Believes use of aggression is:	Verbal	Physical	Rarely appropriate	<input type="checkbox"/>	<input type="checkbox"/>	Sometimes appropriate	<input type="checkbox"/>	<input type="checkbox"/>	Often appropriate	<input type="checkbox"/>	<input type="checkbox"/>						
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Sometimes appropriate	<input type="checkbox"/>	<input type="checkbox"/>																	
Often appropriate	<input type="checkbox"/>	<input type="checkbox"/>																	
12. Readiness for change:	<input type="checkbox"/> Hostile toward change or unwilling to change <input type="checkbox"/> Does not see any need for change <input type="checkbox"/> Believes there may be a need to change <input type="checkbox"/> Committed to changing or working on changing																		
13. Successfully meeting conditions of supervision:	<input type="checkbox"/> Believes he or she will be successful <input type="checkbox"/> Unsure if he or she will be successful <input type="checkbox"/> Does not believe he or she will be successful																		

Washington State Juvenile Court Risk Assessment

SECTION 10: Skills

	Yes	Somewhat	No
1. Consequential thinking skills: Youth understands there are consequences, good and bad, to his or her actions. Youth acts to obtain good and to avoid bad consequences. Youth sets positive, realistic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Critical thinking skills: Youth sees that there are two sides to an argument or a situation. Youth weighs or evaluates the merits of each side. Youth arrives at a conclusion or makes a decision based on this evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Problem-solving skills: Youth can identify/describe problem behaviors. Youth can think of different solutions to resolve the problem. Youth can apply an appropriate solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Self-monitoring skills for triggers that can lead to trouble: Identifies external triggers: peers, drug use, situations that lead to trouble. Identifies internal triggers: thoughts, emotions, like anger, that lead to trouble. Actively monitors triggers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Self-control skills to avoid getting into trouble: Can stop thoughts or actions that get him or her into trouble. Knows some self-control techniques to keep from getting into trouble. Uses a self-control technique to keep from getting into trouble. <i>Techniques include reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Interpersonal skills: Appropriately expresses his or her needs and feelings. Negotiates with others. Carries on a meaningful conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>