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

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

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.

   - Over 16
   - 16
   - 15
   - 13 to 14
   - Under 13

2. **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.

   - None or one
   - Two
   - Three
   - Five or more

3. **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, including sex offenses, that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).

   - None
   - One
   - Two or more

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

   - None
   - One
   - Two or more
## Domain 3A: School History

1. Youth is a special education student or has a formal diagnosis of a special education need (check all that apply).
   - Not a special education student
   - Specific learning disorder.
   - Specific emotional disorder.
   - Mental retardation
   - ADHD/ADD
   - Autism
   - Orthopedic impairment
   - Visual impairment
   - Speech/language impairment
   - Developmental Disability
   - Hearing impairment
   - Traumatic Brain Injury

2. Youth experienced success in school (check all that apply).
   - Experienced success
   - Never experienced success

3. History of expulsions and suspensions since the first grade.
   - No expulsions/suspensions
   - 1 expel/suspend
   - 2 or 3
   - 4 or 5
   - 6 or 7
   - More than 7

4. Age at first expulsion or suspension.
   - No expulsions/suspensions
   - 5 to 9 years old
   - 10 to 13 years old
   - 14 to 15 years old
   - 16 to 18 years old

5. Youth was enrolled in a community school sometime during the last six (6) months prior to adjudication, regardless of attendance.
   - Not enrolled last six months, graduated/GED
   - Not enrolled last six months, dropped out or expelled
   - Enrolled last six months

## Domain 3B: Current School Status

For initial assessment, current is the most recent term in the last six (6) months; for re-assessments and final assessments current is the last four (4) weeks in the most recent term.

1. Youth's current school enrollment status, regardless of attendance: 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.
   - Not enrolled
   - Graduated/GED
   - Enrolled full-time
   - Enrolled part-time
   - Suspended
   - Dropped out
   - Expelled

2. Type of school in which youth is enrolled:
   - Public
   - Vocational
   - Alternative
   - GED Program
   - Private academic
   - Home school
   - College
   - Tribal
   - Other

3. Youth believes there is value in getting an education:
   - Believes getting an education is of value
   - Somewhat believes education is of value
   - Does not believe school is of value

4. Youth believes school provides an encouraging environment for him or her:
   - Believes school is encouraging
   - Somewhat believes school encouraging
   - Does not believe school is encouraging

5. Youth's family support for educational success: (check all that apply)
   - Parents
   - Guardians
   - Sibling
   - Extended family
   - Partner
   - Godparent
   - Friends
   - Mentor
   - Spiritual leader
   - Youth has not support for education
6. Teachers, staff, or coaches the youth likes or feels comfortable talking with.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not close to any teachers, staff, or coaches</td>
</tr>
<tr>
<td>Close to 1</td>
</tr>
<tr>
<td>Close to 2</td>
</tr>
<tr>
<td>Close to 3</td>
</tr>
<tr>
<td>Close to 4 or more</td>
</tr>
</tbody>
</table>

7. Youth's involvement in school activities during most recent term: School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved in 2 or more school activities</td>
</tr>
<tr>
<td>Involved in 1 school activity</td>
</tr>
<tr>
<td>Interested but not involved</td>
</tr>
<tr>
<td>Not interested in school activities</td>
</tr>
</tbody>
</table>

8. Youth’s conduct in the most recent term: Fighting students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.  

<table>
<thead>
<tr>
<th>Choice</th>
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<tbody>
<tr>
<td>Recognition for good behavior</td>
</tr>
<tr>
<td>No problems with school conduct</td>
</tr>
<tr>
<td>Problems reported by teachers</td>
</tr>
<tr>
<td>Problem calls to parents</td>
</tr>
<tr>
<td>Calls to police</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Choice</th>
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</thead>
<tbody>
<tr>
<td>No expel/suspend</td>
</tr>
<tr>
<td>1 expel/suspension</td>
</tr>
<tr>
<td>2 or 3</td>
</tr>
<tr>
<td>Over 3</td>
</tr>
</tbody>
</table>

10. Youth’s attendance in the most recent term:  

<table>
<thead>
<tr>
<th>Choice</th>
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</thead>
<tbody>
<tr>
<td>Good attendance; few excused absences</td>
</tr>
<tr>
<td>No unexcused absences</td>
</tr>
<tr>
<td>Some partial-day unexcused absences</td>
</tr>
<tr>
<td>Some full-day unexcused absences</td>
</tr>
<tr>
<td>Truancy petition/equivalent or withdrawn</td>
</tr>
</tbody>
</table>

11. Youth’s academic performance in the most recent school term:  

<table>
<thead>
<tr>
<th>Choice</th>
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</thead>
<tbody>
<tr>
<td>Mostly A’s</td>
</tr>
<tr>
<td>Mostly A’s and B’s</td>
</tr>
<tr>
<td>Mostly B’s and C’s, no F’s</td>
</tr>
<tr>
<td>Mostly C’s and D’s, some F’s</td>
</tr>
<tr>
<td>Some D’s and mostly F’s</td>
</tr>
</tbody>
</table>

12. Interviewer’s assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely to stay in school and graduate</td>
</tr>
<tr>
<td>Uncertain if youth will stay and graduate</td>
</tr>
<tr>
<td>Not very likely to stay and graduate</td>
</tr>
</tbody>
</table>

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

1. History of structured recreational activities within the past 5 years: Youth has participated in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved in 2 or more structured activities</td>
</tr>
<tr>
<td>Involved in 1 structured activity</td>
</tr>
<tr>
<td>Never involved in structured activities</td>
</tr>
</tbody>
</table>

2. History of unstructured pro-social recreational activities within the past 5 years: Youth has engaged in activities that positively occupy the youth’s time, such as reading, hobbies, etc.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved in 2 or more pro-social structured activities</td>
</tr>
<tr>
<td>Involved in 1 pro-social structured activity</td>
</tr>
<tr>
<td>Never involved in pro-social structured activities</td>
</tr>
</tbody>
</table>

3. Barriers to participate in structured or unstructured activities:  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>No barriers</td>
</tr>
<tr>
<td>Lack of knowledge of resources</td>
</tr>
<tr>
<td>Lack of opportunity to engage in activities</td>
</tr>
<tr>
<td>No resources in my community</td>
</tr>
<tr>
<td>No desire to participate in activities</td>
</tr>
</tbody>
</table>

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

1. Current interest and involvement in structured recreational activities: Youth participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activity.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently involved in 2 or more structured activities</td>
</tr>
<tr>
<td>Currently involved in 1 structured activity</td>
</tr>
<tr>
<td>Currently interested but not involved</td>
</tr>
<tr>
<td>Currently not interested in any structured activities</td>
</tr>
</tbody>
</table>

2. Structured recreational activities in which youth currently participates: (check all that apply)  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>No structured recreational activities</td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>Community/cultural group</td>
</tr>
<tr>
<td>Hobby group or club</td>
</tr>
<tr>
<td>Religious group/church</td>
</tr>
<tr>
<td>Volunteer organization</td>
</tr>
</tbody>
</table>

3. Current interest and involvement in unstructured recreational activities: Youth engages in activities that positively occupy his/her time, such as reading, hobbies, etc.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently involved in 2 or more unstructured activities</td>
</tr>
<tr>
<td>Currently involved in 1 unstructured activity</td>
</tr>
<tr>
<td>Currently interested but not involved</td>
</tr>
<tr>
<td>Currently not interested in any unstructured activities</td>
</tr>
</tbody>
</table>

4. Current use of unstructured time: Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.  

<table>
<thead>
<tr>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative use of unstructured time, gets in trouble</td>
</tr>
<tr>
<td>Neither positive nor negative use of unstructured time</td>
</tr>
<tr>
<td>Positive use of unstructured time, pursues pro-social interest</td>
</tr>
</tbody>
</table>
5. **Availability of resources in your community:** *(check all that apply)*

- Boys and Girls club
- After school activities
- Sport teams
- Church activities
- Parks
- Entertainment (malls, movies, game rooms, etc.)
- No available resources in my community

**DOMAIN 5A: Employment History**

1. **History of employment:**
   - Too young for employment consideration
   - Never been employed
   - Has been employed
2. **History of successful employment:**
   - Never been successfully employed
   - Has been successfully employed
3. **History of problems while employed:**
   - Never fired or quit because of problems
   - Fired or quit because of poor performance
   - Fired or quit because he or she could not get along with employer or coworkers
4. **History of positive personal relationships with past employers or coworkers:**
   - Never had any positive relationships
   - Had 1 positive relationship
   - Had 2 or more positive relationships

**DOMAIN 5B: Current Employment**

1. **Understanding of what is required to maintain a job:**
   - Lacks knowledge of what it takes to maintain a job
   - Has knowledge of abilities to maintain a job
   - Has demonstrated ability to maintain a job
   - Too young for employment consideration
2. **Current interest in employment:**
   - Currently employed
   - Not employed but highly interested in employment
   - Not employed but somewhat interested in employment
   - Not employed but not interested in employment
   - Too young for employment consideration
3. **Current employment status:**
   - Employment currently going well
   - Having problems with current employment
   - Not currently employed
4. **Barriers to employment:** *(check all that apply)*
   - No barriers
   - Lacks education
   - Lacks employment experience
   - Lacks motivation to seek or maintain legal employment
   - Personal disabilities (mental health, developmental, etc.)
   - Punctuality
   - Social skills
   - Poor work habits
   - Chemical dependency
   - Lack of transportation
5. **Current positive personal relationship(s) with employer(s) or adult coworker(s):**
   - Employed but no positive relationships
   - At least 1 current positive relationship
   - Not currently employed
6. **Attitude toward current employment:**
   - Not employed
   - Disruptive
   - Complains while doing task
   - Performs without complaining
   - Positive helpful attitude towards job
7. **Performance while employed:**
   - Above average job performance
   - Good job performance
   - No problem while employed
   - Fired or quit because of poor performance
   - Fired or quit because of interpersonal problems with employer or coworkers
   - Fired or quit because of anti-social behavior on the job
   - Fired or quit because of problems unrelated to employment
### DOMAIN 6A: History of Relationships

1. History of positive adult non-family relationships not connected to school or employment: *Adults, who are not teachers and not part of the youth’s family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.*

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

2. History of anti-social friends/companions: *Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others.*

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

### DOMAIN 6B: Current Relationships

1. Current positive adult non-family relationships not connected to school or employment: *Adults, who are not teachers and not part of the youth’s family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.*

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

2. Current positive extended family relationship for youth:

   - No positive extended family members
   - 1 positive extended family member
   - 2 positive extended family members
   - 3 or more positive extended family members

3. Current pro-social community ties: *Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth*

   - No pro-social community ties
   - Some pro-social community ties
   - Strong pro-social community ties

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

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

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

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

6. Currently admires/emulates anti-social peers:

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

7. Current resistance to anti-social peer influence:

   - Does not associate with anti-social peers
   - Usually resists anti-social peer influence
   - Rarely resists anti-social peer influence
   - Leads anti-social peers

### DOMAIN 7A: Family History

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

   - No out-of-home placements exceeding 30 days
   - 1 out-of-home placement
   - 2 out-of-home placements
   - 3 or more out-of-home placements

2. History of running away or getting kicked out of home: *Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.*

   - No history of running away/kicked out
   - 1 instance of running away/kicked out
   - 2 to 3 instances of running away/kicked out
   - 4 to 5 instances of running away/kicked out
   - Over 5 instances of running away/kicked out

3. History of petitions filed: *Include all petitions regardless of whether the petition was granted:*

   - No dependency petitions
   - Dependency petitions
   - Youth-At-Risk Petition
   - ARP
   - Child in Need of Services (CHINS)

4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:

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

5. Youth currently living under any “adult supervision”: *(Adult supervision must be someone who is responsible for the youth’s welfare, either legally or with parental consent. For Initial Assessments current means within the last six months, for Re-assessments and Final Assessments, current means within the last four weeks)*

   - Living with peers, no adult supervision
   - Living alone without adult supervision
   - Transient alone, without supervision
   - Living with adult supervision
1. **DOMAIN 7B: Current Living Arrangements**

   1. All persons with whom youth is currently living:
      - Living independently
      - Biological mother
      - Non-biological mother
      - Older sibling(s)
      - Grandparent(s)
      - Long-term parental partner(s)
      - Youth’s romantic partner
      - Foster/group home
      - Transient
      - Biological father
      - Non-biological father
      - Younger sibling(s)
      - Other relative(s)
      - Short-term parental partner(s)
      - Youth’s child
      - Youth’s friend

2. Annual combined income of youth and family:
   - Under $15,000
   - $15,000 to $34,999
   - $35,000 to $49,000
   - $50,000 and over

3. Status of jail/imprisonment history of person who are currently involved with the household:
   - No jail/imprisonment in current family
   - Current Mother/female caretaker
   - Current Father/male caretaker
   - Current Older sibling
   - Current Younger sibling
   - Current Other member

4. Status of problem history of parents who are currently involved with the household:
   - No current parent problems
   - Current parent alcohol problem
   - Current parent drug problem
   - Current parent mental health problem
   - Current parent physical health problem
   - Current parent employment problem

5. Problem history of siblings who are currently involved with the household:
   - No siblings in household
   - No current sibling problem
   - Current sibling alcohol problem
   - Current sibling drug problem
   - Current sibling mental health problem
   - Current sibling physical health problem
   - Current sibling employment problem

6. Support network for family: Extended family and/or family friends who can provide additional support to the family
   - No family support network
   - Some family support network
   - Strong family support network

7. Family willingness to help support youth:
   - Consistently willing to support youth
   - Inconsistently willing to support youth
   - Little or no willingness to support youth
   - Hostile, berating, and/or belittling youth

8. Family support for offense specific treatment for youth:
   - Family participates in treatment
   - Family is supportive of treatment
   - Family does not participate in treatment process
   - Family denies offense behavior
   - Family undermines treatment process

9. 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. Youth has run away or been kicked out of home: Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.
    - Has not run away/not kicked out
    - Has run away/kicked out
    - Is current kicked out of home or is a runaway

11. Family member(s) youth feels close to or has good relationship with:
    - Does not feel close to any family member
    - Close to mother/female caretaker
    - Close to father/male caretaker
    - Close to male sibling
    - Close to female sibling
    - Close to extended family

12. Level of conflict between parent, between youth and parents, among siblings:
    - No conflict
    - Some conflict that is well managed
    - Verbal intimidation, yelling, heated arguments
    - Threats of physical abuse
    - Domestic violence: physical/sexual abuse

13. Parental supervision: Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing
    - Consistent good parental supervision
    - Sporadic parental supervision
    - Inadequate parental supervision
1. **Parental authority and control**

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

2. **Consistent appropriate punishment for bad behavior: Appropriately means clear communication, timely response, and response proportionate to conduct**

- Consistently appropriate punishment
- Consistently overly severe punishment
- Consistently insufficient punishment
- Inconsistent or erratic punishment

3. **Consistent appropriate rewards for good behavior: Appropriately means clear communication, timely response, and response proportionate to conduct; rewards mean affection, praise, etc.**

- Consistently appropriate rewards
- Consistently overly indulgent/overly protective
- Consistently insufficient rewards
- Inconsistent or erratic rewards

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

- Disapprove of youth's anti-social behavior
- Minimize, denies, justifies, excuses behavior, or blames others/circumstances
- Accepts youth's anti-social behavior as okay
- Parents proud of youth's anti-social behavior

---

**DOMAIN 7C: Independent Living**

1. **All persons with whom youth is currently living:**

- Living alone
- Sibling
- Roommate(s)
- Romantic Partner
- Romantic partner's family
- Friend
- Friend's family
- Transient
- Youth's child

2. **Annual income of independent youth:**

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

3. **Jail/Imprisonment history of persons who are currently involved with the household:**

- Living alone
- No jail/imprisonment
- Siblings
- Roommate(s)
- Romantic Partner
- Romantic Partner's family
- Friend
- Friend's family

4. **Known problem history of roommate(s) who are currently involved with the household:**

- Living alone
- No problem history
- Roommate has alcohol problem history
- Roommate has drug problem history
- Roommate has physical health problem history
- Roommate has mental health problem history
- Roommate has employment problem history

5. **Support network for household: Extended social network who can provide additional support to the family**

- No support network
- Some peers/romantic partner/friends/extended family support
- Strong peers/romantic partner/friends/extended family support

6. **Household members willingness to help support youth:**

- Consistently willing to support youth
- Inconsistently willing to support youth
- Little or no willingness to support youth
- Hostile, berating, and/or belittling youth

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

- Does not feel close to any household member
- Feels close to sibling(s) living in household
- Feels close to roommate
- Feels close to romantic partner
- Feels close to romantic partner's family
- Feels close to friend(s) living in household
- Feels close to friend's family living in household

8. **Level of conflict between household members and youth:**

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

9. **Primary household member's 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
**DOMAIN 8A: Alcohol and Drug History**

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

1. **Age when first got high on alcohol**
   - Never
   - Before 10
   - 10-12
   - 13-15
   - Over 15

2. **What happens when stopped alcohol use (check all that apply)**
   - Nothing
   - Miss Using
   - Need to use more to reach desired effect
   - Yearn to use
   - Feel sick without using

3. **History of alcohol use: (Check all that apply)**
   - Past use of alcohol
   - Alcohol disrupted education
   - Alcohol caused family conflict
   - Alcohol interfered with keeping pro-social friends
   - Alcohol caused health problems
   - Alcohol contributed to criminal behavior

4. **With whom was alcohol typically used: (check all that apply)**
   - Alone
   - With same-age people
   - With younger people
   - With older people
   - With Adults
   - With parents

5. **Occasions when alcohol was typically used: (check all that apply)**
   - Friend’s house/apartment
   - Parties
   - School events
   - At home
   - Adult’s house
   - At work
   - On the street

6. **Age when first got high on drugs**
   - Never
   - Before 10
   - 10-12
   - 13-15
   - Over 15

7. **What happens when stopped drug use (check all that apply)**
   - No use of drugs
   - Nothing
   - Miss Using
   - Yearn to use
   - Feel sick without using
   - Need to use more to reach desired effect

8. **History of drug use: (Check all that apply)**
   - Drug use disrupted education
   - Drug use caused family conflict
   - Drug use interfered with keeping pro-social friends
   - Drug use caused health problems
   - Drug use contributed to criminal behavior

9. **With whom were drugs typically used: (check all that apply)**
   - Alone
   - With parents
   - With same-age people
   - With younger people
   - With older people
   - With Adults

10. **Occasions when drugs were typically used: (check all that apply)**
    - Friend’s house/apartment
    - Parties
    - School events
    - Adult’s house
    - Work
    - On the street
    - At home

11. **When drinking or using drugs, has youth ever: (Check all that apply)**
    - No past use
    - Got sick
    - Passed out
    - Experienced alcohol poisoning
    - Admitted to detoxification facility
    - Blacked out
    - Been hospitalized
    - Overdosed
    - Driven a car

12. **How were drugs or alcohol obtained? (check all that apply)**
    - Given, not paid for
    - From allowance
    - From job
    - As favors/exchange
    - From selling drugs
    - From parents
    - From crimes

13. **History of referrals for alcohol/drug assessment:**
    - Never referred for drug/alcohol assessment
    - Diagnosed as no problem
    - Referred but never assessed
    - Diagnosed as abuse
    - Diagnosed as dependent/addicted

14. **History of attending alcohol/drug education classes for a alcohol/drug problem:**
    - Never attended drug/alcohol education classes
    - Voluntarily attended drug/alcohol education classes
    - Attended classes at parent, school or other request
    - Attended classes at court direction

15. **History of participating in alcohol/drug treatment program:**
    - Never participated in treatment program
    - Participated once in treatment program
    - Participated several times in treatment program

16. **Youth using alcohol or drugs during the previous 4 weeks:**
    - No, alcohol/drug use
    - Yes, alcohol/drug use

For initial Assessments, current is last 6 months; for Re-assessments and Final Assessment, it is the last 4 weeks.
### DOMAIN 8B: Current Alcohol and Drug

1. **Current alcohol use:** (Check all that apply)
   - [ ] No current alcohol use
   - [ ] Alcohol disrupting education
   - [ ] Alcohol causing family conflict
   - [ ] Alcohol interferes with pro-social friendships
   - [ ] Alcohol causes health problems
   - [ ] Alcohol contributes to criminal behavior

2. **With whom is alcohol used:** (check all that apply)
   - [ ] Alone
   - [ ] With younger people
   - [ ] With same aged people
   - [ ] With older people
   - [ ] With parents

3. **Occasions when alcohol is used:** (check all that apply)
   - [ ] Friend’s apartment/house
   - [ ] At parties
   - [ ] At school events
   - [ ] Adult’s house
   - [ ] At work
   - [ ] On the street
   - [ ] At home

4. **Example of current drug use:** (Check all that apply)
   - [ ] No current drug use
   - [ ] Drug use disrupts education
   - [ ] Drug use causes family conflict
   - [ ] Drug use interferes with keeping pro-social friendships
   - [ ] Drug use causes health problems
   - [ ] Drug use contributes to criminal behavior

5. **Types of drugs currently used:** (Check all that apply)
   - [ ] Amphetamine (uppers/speed/ecstasy)
   - [ ] Barbiturates (Tuinal/Seconal/downers)
   - [ ] Cocaine (coke)
   - [ ] Cocaine (crack/rock)
   - [ ] Hallucinogens (LSD/acid/mushrooms/GHB)
   - [ ] Heroin
   - [ ] Inhalants (glue/gasoline)
   - [ ] Marijuana/hash
   - [ ] Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycontin)
   - [ ] Phencyclidine (PCP/angel dust)
   - [ ] Tranquilizers/sedatives (Valium/Libnum/Dalmane/Ketamine)
   - [ ] Other drugs

6. **With whom are drugs used:** (check all that apply)
   - [ ] Alone
   - [ ] With younger people
   - [ ] With same aged people
   - [ ] With older people
   - [ ] With adults
   - [ ] With parents

7. **Occasions when drugs are used:** (check all that apply)
   - [ ] Friend’s apartment/house
   - [ ] At parties
   - [ ] At school events
   - [ ] Adult’s house
   - [ ] At work
   - [ ] On the street
   - [ ] At home

8. **How are drugs or alcohol obtained:** (check all that apply)
   - [ ] Given, not paid for
   - [ ] From allowance
   - [ ] From job
   - [ ] As favors/exchange
   - [ ] From selling drugs
   - [ ] From crimes
   - [ ] From parents

9. **Current alcohol/drug treatment program participation:**
   - [ ] Alcohol/drug treatment not warranted
   - [ ] Currently need alcohol/drug treatment
   - [ ] Currently attending alcohol/drug treatment
   - [ ] Successfully completed alcohol/drug treatment

10. **Attitude toward use of drugs and alcohol:**
    - [ ] No history of use warranting treatment
    - [ ] Now believes drug use must be avoided
    - [ ] Now believes occasional drug use is ok
    - [ ] Now believes there is not a problem regularly using drugs

### DOMAIN 9A: Mental Health History

1. **History of suicidal behavior:**
   - [ ] Never thought about suicide
   - [ ] Had thoughts about suicide
   - [ ] Made a plan to commit suicide
   - [ ] Attempted to commit suicide

2. **History of self-harm behavior**
   - [ ] Has never thought of self-harm behavior
   - [ ] Has had thoughts about self-harm behavior
   - [ ] Has made a plan to engage in self-harm behavior
   - [ ] Has engaged in self-harm behavior

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

3. **History of physical abuse:** (check all that apply)
   - [ ] Not a victim of physical abuse
   - [ ] Physically abused by family member
   - [ ] Physically abused outside the family

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| 4. History of sexual abuse: (check all that apply) | Not a victim of sexual abuse | Sexually abused by family member | Sexually abused by someone outside the family |
| 5. History of being a victim of neglect: | Not a victim of neglect | Victim of neglect |
| 6. History of ADD/ADHD: (Confirmed by a professional in the social service/healthcare field) | No history of ADD/ADHD | Diagnosed with ADD/ADHD | Only ADD/ADHD medication prescribed | Only ADD/ADHD treatment prescribed | ADD/ADHD medication and treatment prescribed |
| 7. History of mental health problems: Such as schizophrenia, bi-polar, mood, thought, personality and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field. | No history of mental health problem(s) | Diagnosed with mental health problem(s) | Only mental health medication prescribed | Only mental health treatment prescribed | Mental health medication and treatment prescribed |
| 8. Currently has health insurance | No health insurance | Public insurance (Medicaid) | Private insurance |
| 9. Current mental health problem status: For initial Assessments, current is last 6 months; for Re-assessments and Final Assessment, it is the last 4 weeks. | No current mental health problem(s). | Current mental health problem(s) |

**DOMAIN 9B: Current Mental Health**

1. Current suicidal behavior: | Does not have thoughts about suicide | Has thoughts about suicide | Has recently made a plan to commit suicide | Has recently attempted to commit suicide |
2. Current self-harm behavior: | Does not have thoughts of self-harm behavior | Has thoughts of self-harm behavior | Has recently made a plan for self-harm behavior | Has recently engaged in self-harm behavior |
3. Current Diagnosed with ADD/ADHD: Confirmed by a profession in the social service/healthcare field. | No ADD/ADHD diagnosis | No ADD/ADHD medication currently prescribed | Currently taking ADD/ADHD medication | ADD/ADHD medication currently prescribed but not taking |
4. Mental health treatment currently prescribed excluding ADD/ADHD treatment: | No current mental health problems | No mental health treatment currently prescribed | Attending mental health treatment | Mental health treatment currently prescribed, but not attending |
5. Mental health medication currently prescribed excluding ADD/ADHD medications: | No current mental health problem | No mental health medication currently prescribed | Currently taking mental health medication | Mental health medication currently prescribed, but not taking |
6. Mental health problems currently interfere in working with youth | No current mental health problem | Mental problem(s) do not interfere in work with youth | Mental health problem(s) interfere in work with youth |

**DOMAIN 10: Attitudes/Beliefs**

1. Primary emotion when committing crime(s) within the last six months: | Nervous, afraid, worried, ambivalent, uncertain, or indecisive | Hyper, excited, or stimulated | Unconcerned or indifferent | Confident or brags about not getting caught |
2. Primary purpose for committing crime(s) within the last six months: | Anger | Revenge | Impulse | Sexual desire | Money or material gain, including drugs | Excitement, amusement, or fun | Peer status, acceptance, or attention | Coercion | Other |
3. Optimism: Youth talks about future in positive way with plans or aspirations of a better life that could include employment, education, raising a family, travel, or other pro-social life goals:

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

4. Impulsive; acts before thinking:

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

5. Belief in control over anti-social behavior:

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

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

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

7. Respect for property of others:

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

8. Respect for authority figures:

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

9. Attitude toward responsible law abiding behavior

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

10. Accepts responsibility for anti-social behavior:

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

11. Youths beliefs or attitudes state that it is Ok to use any of these to get what you want: (check all that apply)

- Physical restraint
- Threatening behavior (with or without a weapon)
- Verbal threats
- Intimidation/Coercion
- Trickery
- Getting someone high (slip them drugs)
- Do not believe any of these thoughts/beliefs are ok

12. Youth’s belief in being successful during JRA commitment:

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

13. Compliance with facility regulations (this includes detention stay before current commitment)?

- High level of compliance or not applicable
- Moderate compliance
- None or minimal compliance

14. Youth believes there is a value in participating in treatment

- Believes participation in treatment is of value
- Somewhat believes participating in treatment is of value
- Does not believe participation in treatment is of value

15. Youth's overall involvement in treatment:

- Attended treatment and actively participated
- Attended treatment, not actively participating
- Sporadic involvement in treatment
- Not involved in any treatment
16. Attitude toward using skills:
- Believes skills are useful and plans to use them
- Believes skills are useful and plans not to use them
- Believes skills are not useful and plans not to use them

**DOMAIN 11: Aggression**

1. Tolerance for frustration:
- Rarely gets upset over small things or has temper tantrums
- Sometimes gets upset over small things or has temper tantrums
- Often gets upset over small things or has temper tantrums

2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:
- Primarily positive view of intentions of others
- Primarily negative view of intentions of others
- Primarily hostile view of intentions of others

3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:
- Believes verbal aggression is rarely appropriate
- Believes verbal aggression is sometimes appropriate
- Believes verbal aggression is often appropriate

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

5. With whom is youth assaultive: (Check all that apply)
- Authority (parents, grandparents, guardians, teachers, law enforcement, etc.)
- Peers
- Family members (aunts/uncles, siblings, cousins, etc.)
- Random stranger assaults (peers, adults, etc.)
- Not assaultive

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

7. Reports of problem with sexual aggression: (check all that apply)
- No reports/evidence of sexual aggression
- Exposure
- Voyeurism
- Aggressive sex
- Young sex partners
- Child sex

8. Reports of sexual arousal/interest to children (defined in manual): (check all that apply)
- No reported arousal to children
- Reports use of child pornography
- Reports sexual arousal to children
- Engaged in sexual act with child
- Unknown

**DOMAIN 12: Skills**

1. Consequential thinking:  
   - Good cause and effect thinking; can identify what behaviors can get youth into trouble; can identify what behaviors can achieve good outcomes.
   - Does not understand there are consequences to actions
   - Understands there are consequences to actions
   - Identifies consequences of actions
   - Acts to obtain desired consequences—good consequential thinking

2. Goal setting:  
   - Identifies and sets goals; applies self to attaining goals; follows through with set goals; able to set goals that they can achieve.
   - Does not set goals
   - Sets unrealistic goals
   - Sets somewhat realistic goals
   - Sets realistic goals

3. Solving Problems:  
   - Identifies problems to be solved; Approaches other to work on problems; Listen to others ideas; TRIES to find a common solution; Puts plans into action; Troubleshoots the plan if not working; Evaluates self in managing the situation; Thinks ahead about consequences of behavior.
   - Cannot identify problem behavior
   - Identifies problem behavior
   - Thinks of solutions for problem behavior
   - Applies appropriate solutions to problem behavior(s)
4. Responding to Discrimination/Prejudice:

| Has and uses the skills to deal with discrimination effectively | Intermittently uses skills to deal with discrimination effectively | Internalizes feelings around discrimination | Escalates to aggression and/or violence when facing discrimination |
---|---|---|---|
| | | | |

**Application of Skills**

5. Situational perception: Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.

| Cannot analyze the situation for use of a pro-social skill | Can analyze but not choose the best pro-social skill | Can choose the best skill but cannot select the best time and place | Can select the best time and place to use the best pro-social skill |
---|---|---|---|
| | | | |

**Interpersonal Effectiveness Skills**

6. Dealing with others: Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following ins

| Lacks basic social skills in dealing with others | Has basic social skills, lacks advanced skills in dealing with others | Sometimes uses advanced social skills in dealing with others | Often uses advanced social skills in dealing with others |
---|---|---|---|
| | | | |

7. Dealing with difficult situations: Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.

| Lacks skills in dealing with difficult situations | Rarely uses skills in dealing with difficult situations | Sometimes uses skills in dealing with difficult situations | Often uses skills in dealing with difficult situations |
---|---|---|---|
| | | | |

**Emotion Regulation Skills**

8. Dealing with feelings/emotions: Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.

| Lacks skills in dealing with feelings/emotions | Rarely uses skills in dealing with feelings/emotions | Sometimes uses skills in dealing with feelings/emotions | Often uses skills in dealing with feelings/emotions |
---|---|---|---|
| | | | |

**Impulse Control Skills**

9. Monitoring of internal triggers, distorted thoughts, that can lead to trouble

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

10. Monitoring of external triggers, events or situations, that can lead to trouble

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

11. Control of impulse behaviors that get youth into trouble: Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.

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

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

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

**Distress Tolerance Skills**

13. Dealing with distress: Identifies what is distress that must be tolerated; Remains calm when under stress; Responds to others anger calmly; Takes time to himself/herself when upset; Finds ways to self-soothe (Deep breathing, counting backwards, Pleasant imagery); Engages in activities to distract self from problems; manages hopelessness by looking for ways "it could be worse"; Demonstrates an acceptance of difficult realities; Uses positive self-talk to manage situation; Manages disappointing situations

| Never had a problem dealing with distress | Lacks skills in dealing with distress | Rarely uses skills in dealing with distress | Sometimes uses skills in dealing with distress | Often uses skills in dealing with distress |
---|---|---|---|---|
| | | | | |
### Mindfulness Skills

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<thead>
<tr>
<th>14. Staying in the moment:</th>
<th>Lacks skills in staying in the moment</th>
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<tbody>
<tr>
<td>Works to stay in the moment; Talks about the present; Stays focused on tasks at hand; Approaches situations with an open mind; Alert and attentive to things around him/her; Focuses what works; Lets go of anger and other things are not working.</td>
<td>Rarely uses skills in staying in the moment</td>
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<td>Sometimes uses skills in staying in the moment</td>
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