

## Colorado Juvenile Risk Assessment

Youth ID	Last	First	Date Initiated
12345678	Smith	Joan	1/1/2012 12:00:00 PM

### DOMAIN 1: Criminal History

Referrals, not offenses, are used to assess the persistence of re-offending by the youth. Include only referrals that resulted in a Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction (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 Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction.
  - ☐ Over 16
  - ☐ 16
  - ☐ 15
  - ☐ 13 to 14
  - ☐ Under 13

**Felony and misdemeanor referrals:** Items 2 and 3 are mutually exclusive and should add to the total number of referrals that resulted in a Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction.

2. **Misdemeanor referrals:** Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in a Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction.
  - ☐ None or one
  - ☐ Two
  - ☐ Three or four
  - ☐ Five or more
3. **Felony referrals:** Total number of referrals for a felony offense that resulted in a Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction.
  - ☐ None
  - ☐ One
  - ☐ Two
  - ☐ Three or more

**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 Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction (regardless of whether successfully completed).

4. **Weapon referrals:** Total number of referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.
  - ☐ None
  - ☐ One or More
5. **Against-person misdemeanor referrals:** Total referrals for which the most serious offense was an against-person misdemeanor, including sexual misconduct.
  - ☐ None
  - ☐ One

An against-person misdemeanor involves threats, force, or physical harm to another person.

☐ Two or more

6. **Against-person felony referrals:** Total referrals for an against-person felony, including sex offenses. An against-person felony involves force or physical harm to another person.

☐ None  
☐ One or two  
☐ Three or more

**Sex offense referrals:** Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve unlawful sexual behavior or another offense, the underlying factual basis of which involves unlawful sexual behavior that resulted in a Diversion, Deferred Adjudication, Adjudication, Commitment to the Division of Youth Corrections, or Conviction.

7. **Misdemeanor sex offense referrals:** Total misdemeanor sex offenses or misdemeanors where the underlying factual basis involves unlawful sexual behavior.

☐ None  
☐ One  
☐ Two or more

8. **Felony sex offense referrals:** Total felony sex offenses or felonies where the underlying factual basis involves unlawful sexual behavior.

☐ None  
☐ One  
☐ Two or more

9. **Disposition orders where youth served at least one day confined in detention:** Total number of disposition orders and modification orders for which the youth served at least one day physically confined in a detention facility. A day served includes credit for time served.

☐ None  
☐ One  
☐ Two  
☐ Three or more

10. **Disposition orders where youth served at least one day confined under DYC:** Total disposition and modification orders for which the youth served at least one day confined under the authority of the Division of Youth Corrections (DYC).

☐ None  
☐ One  
☐ Two or more

11. **Escapes:** Total number of attempted or actual escape filings.

☐ None  
☐ One  
☐ Two or more

12. **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.

☐ None  
☐ One  
☐ Two or more

**Domain 1 Note**

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DOMAIN 2: Demographics

1.

Last Name

2.

First Name

3.

Middle Initial

4.

Ethnicity

White (Non-Hispanic)

5.

Gender

☐ Male

Male

☐ Female

Female

6.

Date of Birth

format: MMDDYYYY

7.

Youth ID

**Domain 2 Note**

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DOMAIN 3: School

DOMAIN 3A: School History

1. **Youth is a special education student or has a formal diagnosis of a special education need:**
  - ☐ Not a Special Education Student
  - ☐ Behavioral
  - ☐ ADHD/ADD
  - ☐ Learning
  - ☐ Mental retardation
2. **History of expulsions and suspensions since the first grade:**
  - ☐ No expel/suspend
  - ☐ 1 expel/suspend
  - ☐ 2 or 3
  - ☐ 4 or 5
  - ☐ 6 or 7
  - ☐ More than 7
3. **Age at first expulsion or suspension:**
  - ☐ No expulsions
  - ☐ 5 to 9 years old
  - ☐ 10 to 13 years old
  - ☐ 14 to 15 years old
  - ☐ 16 to 18 years old
4. **Youth has been enrolled in a community school during the last 6 months, regardless of attendance:**
  - ☐ No, graduated/GED and not attending school
  - ☐ No, dropped-out, expelled or in placement for more than six months
  - ☐ Yes [continue and complete Domain 3B]

## DOMAIN 3B: Current School Status

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.
  - ☐ Graduated, GED
  - ☐ Enrolled full-time
  - ☐ Enrolled part-time
  - ☐ Suspended
  - ☐ Dropped out
  - ☐ Expelled
  
2. **Type of school in which youth is enrolled:**  
 Name of School: 
  - ☐ Public academic
  - ☐ Vocational
  - ☐ Alternative
  - ☐ GED program
  - ☐ Private academic
  - ☐ Home school
  - ☐ College
  - ☐ 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 education is of value
  
4. **Youth believes school provides an encouraging environment for him or her:**
  - ☐ Believes school is encouraging
  - ☐ Somewhat believes school is encouraging
  - ☐ Does not believe school is encouraging
  
5. **Teachers, staff, or coaches the youth likes or feels comfortable talking with:**
  - ☐ Not close to any teachers, staff, or coaches
  - ☐ Close to 1
  - ☐ Close to 2
  - ☐ Close to 3
  - ☐ Close to 4 or more
  
6. **Youth's involvement in school activities during most recent term:** School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.
  - ☐ Involved in 2 or more activities
  - ☐ Involved in 1 activity
  - ☐ Interested but not involved in any activities
  - ☐ Not interested in school activities
  
7. **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.
  - ☐ Recognition for good behavior
  - ☐ No problems with school conduct
  - ☐ Problems reported by teachers
  - ☐ Problem calls to parents
  - ☐ Calls to police
  
8. **Number of expulsions and suspensions in the most recent term:**
  - ☐ No expel/suspend
  - ☐ 1 expel/suspend
  - ☐ 2 or 3
  - ☐ Over 3

9. **Youth's attendance in the most recent term:**  
Partial-day absence means attending majority of classes and missing minority. Full-day absence means missing majority of classes. A truancy petition is equal to 7 unexcused absences in a month or 10 in a year.
10. **Youth's academic performance in the most recent school term:**
11. **Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:**
- ☐ Good attendance; few excused absences
  - ☐ No unexcused absences
  - ☐ Some partial-day unexcused absences
  - ☐ Some full-day unexcused absences
  - ☐ Truancy petition/equivalent or withdrawn
- ☐ Honor student (mostly As)
  - ☐ Above 3.0 (mostly As and Bs)
  - ☐ 2.0 to 3.0 (mostly Bs and Cs, no Fs)
  - ☐ 1.0 to 2.0 (mostly Cs and Ds, some Fs)
  - ☐ Below 1.0 (some Ds and mostly Fs)
- ☐ Very likely to stay in school and graduate
  - ☐ Uncertain if youth will stay and graduate
  - ☐ Not very likely to stay and graduate

**Domain 3 Note**

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DOMAIN 4: Use of Free Time

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.

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

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

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

**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.
  - ☐ Currently involved in 2 or more structured activities
  - ☐ Currently involved in 1 structured activity
  - ☐ Currently interested but not involved
  - ☐ Currently not interested in any structured activities
2. **Types of structured recreational activities in which youth currently participates:**
  - ☐ Community/cultural group
  - ☐ Hobby group or club
  - ☐ Athletics
  - ☐ Religious group/church
  - ☐ Volunteer organization
3. **Current interest and involvement in unstructured recreational activities:**  
Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.
  - ☐ Currently involved in 2 or more unstructured activities
  - ☐ Currently involved in 1 unstructured activity
  - ☐ Currently interested but not involved
  - ☐ Currently not interested in any unstructured activities

**Domain 4 Note**

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DOMAIN 5: Employment

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 successfully employed
  - ☐ Has been successfully employed
3. **History of problems while employed:**
  - ☐ Never fired or quit because of problems
  - ☐ Fired or quit because of poor performance
  - ☐ Fired or quit because he or she could not get along with employer or coworkers
4. **History of positive personal relationship(s) with past employer(s) or adult coworker(s):**
  - ☐ Never had any positive relationships
  - ☐ Had 1 positive relationship
  - ☐ Had 2 or more positive relationships

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

2. **Current interest in employment:**

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

3. **Current employment status:**

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

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

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

**Domain 5 Note**

DOMAIN 6: Relationships

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 adult relationships
  - ☐ 1 positive adult relationship
  - ☐ 2 positive adult relationships
  - ☐ 3 or more positive adults 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
  - ☐ Only had pro-social friends
  - ☐ Had pro-social friends and anti-social friends
  - ☐ Only had anti-social friends
3. **History of gang membership/association:**
  - ☐ Never been a gang member/associate
  - ☐ Been gang member/associate

## DOMAIN 6B: Current Relationships (within last four weeks)

- |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. <b>Current positive adult non-family relationships not connected to school or employment:</b><br/>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.</p> | <p><input type="radio"/> No positive adult relationships</p> <p><input type="radio"/> 1 positive adult relationship</p> <p><input type="radio"/> 2 positive adult relationships</p> <p><input type="radio"/> 3 or more positive adults relationships</p>                                     |
| <p>2. <b>Current pro-social community ties:</b><br/>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.</p>                                                                                                | <p><input type="radio"/> No pro-social community ties</p> <p><input type="radio"/> Some pro-social community ties</p> <p><input type="radio"/> Has strong pro-social community ties</p>                                                                                                      |
| <p>3. <b>Current friends/companions youth actually spends time with:</b></p>                                                                                                                                                                                                                      | <p><input type="radio"/> No consistent friends or companions</p> <p><input type="radio"/> Only pro-social friends</p> <p><input type="radio"/> Pro-social friends and anti-social friends</p> <p><input type="radio"/> Only anti-social friends</p>                                          |
| <p>4. <b>Currently a gang member/associate:</b></p>                                                                                                                                                                                                                                               | <p><input type="radio"/> Not a gang member/associate</p> <p><input type="radio"/> Gang member/associate</p>                                                                                                                                                                                  |
| <p>5. <b>Currently in a "romantic," intimate, or sexual relationship:</b></p>                                                                                                                                                                                                                     | <p><input type="radio"/> Not romantically involved with anyone</p> <p><input type="radio"/> Romantically involved with a pro-social person</p> <p><input type="radio"/> Romantically involved with an anti-social person/criminal</p>                                                        |
| <p>6. <b>Currently admires/emulates anti-social peers:</b></p>                                                                                                                                                                                                                                    | <p><input type="radio"/> Does not admire, emulate anti-social peers</p> <p><input type="radio"/> Somewhat admires, emulates anti-social peers</p> <p><input type="radio"/> Admires, emulates anti-social peers</p>                                                                           |
| <p>7. <b>Current resistance to anti-social peer influence:</b></p>                                                                                                                                                                                                                                | <p><input type="radio"/> Does not associate with anti-social friends</p> <p><input type="radio"/> Usually resists going along with anti-social peers</p> <p><input type="radio"/> Rarely resists going along with anti-social peers</p> <p><input type="radio"/> Leads anti-social peers</p> |

## Domain 6 Note

DOMAIN 7: Family

DOMAIN 7A: Family History

1. **History of court-ordered or DSS voluntary out-of-home and shelter care placements exceeding 30 days:** Exclude NYC 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 or being kicked out
  - ☐ 1 instance of running away/kicked out
  - ☐ 2 to 3 instances of running away/kicked out
  - ☐ 4 to 5 instances of running away/kicked out
  - ☐ Over 5 instances of running away/kicked out
3. **History of petitions filed:** Include all petitions regardless of whether the petition was granted:
  - ☐ Truancy
  - ☐ Dependency
4. **History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:**
  - ☐ Mother/female caretaker
  - ☐ Father/male caretaker
  - ☐ Older sibling
  - ☐ Younger sibling
  - ☐ Other member
5. **Youth has been living under any "adult supervision" during the last 4 weeks.** Adult supervision must be someone who is responsible for the youth's welfare, either legally or with parental consent.
  - ☐ No, living with peers without adult supervision
  - ☐ No, living alone without adult supervision
  - ☐ No, transient without adult supervision
  - ☐ Yes (must complete Domain 7B)

## DOMAIN 7B: Current Living Arrangements

Complete this section if the youth has been living under any adult supervision during the last 4 weeks.

- |    |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>All persons with whom youth is currently living (within the last 4 weeks):</b>                      | <input type="checkbox"/> Biological mother<br><input type="checkbox"/> Biological father<br><input type="checkbox"/> Non-biological mother<br><input type="checkbox"/> Non-biological father<br><input type="checkbox"/> Older sibling(s)<br><input type="checkbox"/> Younger sibling(s)<br><input type="checkbox"/> Grandparent(s)<br><input type="checkbox"/> Other relative(s)<br><input type="checkbox"/> Long-term parental partner(s)<br><input type="checkbox"/> Short-term parental partner(s)<br><input type="checkbox"/> Youth's romantic partner<br><input type="checkbox"/> Youth's child<br><input type="checkbox"/> Foster/group home/RTC/DYC commitment or other out of home placement<br><input type="checkbox"/> Youth's friends<br><input type="checkbox"/> Transient (street, moving around) |
| 2. | <b>Annual combined income of youth and family:</b>                                                     | <input type="radio"/> Under \$15,000<br><input type="radio"/> \$15,000 to \$34,999<br><input type="radio"/> \$35,000 to \$49,999<br><input type="radio"/> \$50,000 and over                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. | <b>Jail/imprisonment history of persons who are currently involved with the household:</b>             | <input type="checkbox"/> Mother/female caretaker<br><input type="checkbox"/> Father/male caretaker<br><input type="checkbox"/> Older sibling<br><input type="checkbox"/> Younger sibling<br><input type="checkbox"/> Other member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. | <b>Problem history of parents who are currently involved with the household:</b>                       | <input type="checkbox"/> Alcohol<br><input type="checkbox"/> Drugs<br><input type="checkbox"/> Mental health<br><input type="checkbox"/> Physical health<br><input type="checkbox"/> Employment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5. | <b>Problem history of siblings who are currently involved with the household:</b>                      | <input type="checkbox"/> Alcohol<br><input type="checkbox"/> Drugs<br><input type="checkbox"/> Mental health<br><input type="checkbox"/> Physical health<br><input type="checkbox"/> Employment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. | <b>Support network for family:</b><br>Extended family and/or family friends who can provide additional | <input type="radio"/> No support network<br><input type="radio"/> Some support network<br><input type="radio"/> Strong support network                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

- support to the family.
7. **Family willingness to help support youth:**
    - ☐ Consistently willing to support youth
    - ☐ Inconsistently willing to support youth
    - ☐ Little or no willingness to support youth
    - ☐ Hostile, berating, and/or belittling of youth
  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
  9. **Youth has run away or been kicked out of home within the last 4 weeks:**  
 Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.
    - ☐ Has not run away/kicked out of home
    - ☐ Has run away/kicked out within last 4 weeks
    - ☐ Is currently kicked out of home or is a runaway
  10. **Family member(s) youth feels close to or has good relationship with:**
    - ☐ Mother/female caretaker
    - ☐ Father/male caretaker
    - ☐ Male sibling
    - ☐ Female sibling
    - ☐ Extended family
  11. **Level of conflict between parents, between youth and parents, among siblings:**
    - ☐ Some conflict that is well managed
    - ☐ Verbal intimidation, yelling, heated arguments
    - ☐ Threats of physical abuse
    - ☐ Domestic violence: physical/sexual abuse
  12. **Parental supervision:**  
 Parents know whom youth is with, when youth will return, where youth is going, and what youth is
    - ☐ Consistent good supervision
    - ☐ Sporadic supervision
    - ☐ Inadequate supervision

doing.

13. **Parental authority and control:**
- ☐ Youth usually obeys and follows rules
  - ☐ Youth sometimes obeys or obeys some rules
  - ☐ Youth consistently disobeys and/or is hostile

14. **Consistent appropriate punishment for bad behavior:**  
Appropriate means clear communication, timely response, and response proportionate to conduct.
- ☐ Consistently appropriate punishment
  - ☐ Consistently overly severe punishment
  - ☐ Consistently insufficient punishment
  - ☐ Inconsistent or erratic punishment

15. **Consistent appropriate rewards for good behavior:**  
Appropriate 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

16. **Parental characterization of youth's anti-social behavior:**
- ☐ Disapproves of youth's anti-social behavior
  - ☐ Minimizes, denies, justifies, excuses behavior, or blames others/circumstances
  - ☐ Accepts youth's anti-social behavior as okay
  - ☐ Proud of youth's anti-social behavior

**Domain 7 Note**

## DOMAIN 8: Alcohol and Drugs

## 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. **History of alcohol use:**
  - ☐ 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
2. **History of drug use:**
  - ☐ Past use of drugs
  - ☐ Drugs disrupted education
  - ☐ Drugs caused family conflict
  - ☐ Drugs interfered with keeping pro-social friends
  - ☐ Drugs caused health problems
  - ☐ Drugs contributed to criminal behavior
3. **History of referrals for alcohol/drug assessment:**
  - ☐ Never referred for drug/alcohol assessment
  - ☐ Diagnosed as no problem
  - ☐ Referred but never assessed
  - ☐ Diagnosed as abuse
  - ☐ Diagnosed as dependent/addicted
4. **History of attending alcohol/drug education classes for a alcohol/drug problem:**
  - ☐ Never attended drug/alcohol education classes
  - ☐ Voluntarily attended drug/alcohol education classes
  - ☐ Attended classes by parent, school, or other agency request
  - ☐ Attended classes at court direction
5. **History of participating in alcohol/drug treatment program:**
  - ☐ Never participated in treatment program
  - ☐ Participated once in treatment program
  - ☐ Participated several times in treatment programs
6. **Youth using alcohol or drugs during the previous 6 months:**
  - ☐ No
  - ☐ Yes (complete domain 8B)

DOMAIN 8B: Current Alcohol and Drugs (During the Last 6 Months)

1. **Alcohol use within the previous 6 months:**
  - ☐ Current alcohol use not disrupting functioning
  - ☐ Alcohol disrupts education
  - ☐ Alcohol causes family conflict
  - ☐ Alcohol interferes with keeping pro-social friends
  - ☐ Alcohol causes health problems
  - ☐ Alcohol contributes to criminal behavior
2. **Drug use within the previous 6 months:**
  - ☐ Current drug use not disrupting functioning
  - ☐ Drugs disrupt education
  - ☐ Drugs cause family conflict
  - ☐ Drugs interfere with keeping pro-social friends
  - ☐ Drugs cause health problems
  - ☐ Drugs contribute to criminal behavior
3. **Alcohol/drug treatment program participation within the previous 6 months:**
  - ☐ Alcohol/drug treatment not warranted
  - ☐ Not currently attending needed alcohol/drug treatment program
  - ☐ Currently attending alcohol/drug treatment program
  - ☐ Successfully completed alcohol/drug treatment program
4. **Type of drugs used within the previous 6 months**
  - ☐ Marijuana/hashish
  - ☐ Amphetamines (uppers/speed/ecstasy)
  - ☐ Cocaine (coke)
  - ☐ Cocaine (crack/rock)
  - ☐ Heroin
  - ☐ Inhalants (glue/gasoline)
  - ☐ Barbiturates (Tuinal/Seconal/downers)
  - ☐ Tranquilizers/Sedatives (Valium/Libnum/Dalmane/ Ketamine)
  - ☐ Hallucinogens (LSD/acid/mushrooms/GHB)
  - ☐ Phencyclidine (PCP/angel dust)
  - ☐ Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycontin)
  - ☐ Methamphetamine

**Domain 8 Note**

DOMAIN 9: Mental Health

DOMAIN 9A: Mental Health History

1. **History of suicidal ideation:**
  - ☐ Has never thought about suicide
  - ☐ Has had serious thoughts about suicide
  - ☐ Has made a plan to commit suicide
  - ☐ Has attempted to commit suicide
  
2. **History of physical abuse:**  
 Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.
  - ☐ Not a victim of physical abuse
  - ☐ Physically abused by family member
  - ☐ Physically abused by someone outside the family
  
3. **History of sexual abuse:**  
 Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.
  - ☐ Not a victim of sexual abuse
  - ☐ Sexually abused by family member
  - ☐ Sexually abused by someone outside the family
  
4. **History of being a victim of neglect:**  
 Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.
  - ☐ Not a victim of neglect
  - ☐ Victim of neglect
  
5. **History of ADD/ADHD:**  
 Confirmed by a professional in the social service/healthcare field.
  - ☐ No history of ADD/ADHD
  - ☐ Diagnosed with ADD/ADHD
  - ☐ Only ADD/ADHD medication prescribed
  - ☐ Only ADD/ADHD treatment prescribed
  - ☐ ADD/ADHD medication and treatment prescribed
  
6. **History of mental health problems:**  
 Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field.
  - ☐ No history of mental health problem(s)
  - ☐ Diagnosed with mental health problem(s)
  - ☐ Only mental health medication prescribed
  - ☐ Only mental health treatment prescribed
  - ☐ Mental health medication and treatment prescribed
  
7. **Currently has health insurance:**
  - ☐ No health insurance
  - ☐ Public insurance (Medicaid)
  - ☐ Private insurance
  
8. **Current mental health problem status:**
  - ☐ No mental health problem(s)
  - ☐ Mental health problem(s) (complete Domain 9B)

DOMAIN 9B: Current Mental Health (Within the last 4 weeks)

1. **Current suicidal ideation within the previous 4 weeks:**
  - ☐ Does not have thoughts about suicide
  - ☐ Has had serious thoughts about suicide
  - ☐ Has recently made a plan to commit suicide
  - ☐ Has recently attempted to commit suicide
  
2. **Currently diagnosed with ADD/ADHD:**  
 Confirmed by a professional in the social service/healthcare field.
  - ☐ No ADD/ADHD diagnosis
  - ☐ No ADD/ADHD medication currently prescribed
  - ☐ Currently taking ADD/ADHD medication (specify)
  - ☐ ADD/ADHD medication prescribed, but not taking (specify)

Type of medication:
  
3. **Mental health treatment currently prescribed excluding ADD/ADHD treatment:**
  - ☐ No current mental health problem
  - ☐ No mental health treatment currently prescribed
  - ☐ Attending mental health treatment
  - ☐ Treatment currently prescribed, but not attending
  
4. **Mental health medication currently prescribed excluding ADD/ADHD medication:**
  - ☐ No current mental health problem
  - ☐ No mental health medication currently prescribed
  - ☐ Currently taking mental health medication (specify)
  - ☐ Mental health medication prescribed, but not taking (specify)

Type of medication:
  
5. **Mental health problems currently interfere with working with the youth:**
  - ☐ No current mental health problem
  - ☐ Mental health problem(s) do not interfere in work with youth
  - ☐ Mental health problem(s) interfere in work with youth

**Domain 9 Note**

DOMAIN 10: Attitudes/Behaviors

1. **Primary emotion when committing crime(s) within the last 6-months:**
  - ☐ Nervous, afraid, worried, ambivalent, uncertain, or indecisive
  - ☐ Hyper, excited, or stimulated
  - ☐ Unconcerned or indifferent
  - ☐ Confident or brags about not getting caught
2. **Primary purpose for committing crime(s) within the last 6-months:**
  - ☐ Anger
  - ☐ Revenge
  - ☐ Impulse
  - ☐ Sexual desire
  - ☐ Money or material gain, including drugs
  - ☐ Excitement, amusement, or fun
  - ☐ Peer status, acceptance, or attention
3. **Optimism:**  
Youth talks about future in positive way with plans or aspirations of a better life that could include: employment, education, raising a family, travel, or other pro-social life goals.
  - ☐ High aspirations: sense of purpose, commitment to better life
  - ☐ Normal aspirations: some sense of purpose
  - ☐ Low aspirations: little sense of purpose or plans for better life
  - ☐ Believes nothing matters; he or she will be dead before long
4. **Impulsive; acts before thinking:**
  - ☐ Uses self-control; usually thinks before acting
  - ☐ Some self-control; sometimes thinks before acting
  - ☐ Impulsive; often acts before thinking
  - ☐ Highly Impulsive; usually acts before thinking
5. **Belief in control over anti-social behavior:**
  - ☐ Believes he or she can avoid/stop anti-social behavior
  - ☐ Somewhat believes anti-social behavior is controllable
  - ☐ Believes his or her anti-social behavior is out of his or her control
6. **Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:**
  - ☐ Has empathy for his or her victim(s)
  - ☐ Has some empathy for his or her victim(s)
  - ☐ Does not have empathy for his or her victim(s)
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:**
  - ☐ Abides by conventions/values
  - ☐ Believes conventions/values sometime apply to him or her
  - ☐ Does not believe conventions/values apply to him or her
  - ☐ Resents or is hostile toward responsible behavior
- 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. **Youth's belief in successfully meeting conditions of court supervision:**
  - ☐ Believes he or she will be successful
  - ☐ Unsure if he or she will be successful
  - ☐ Does not believe he or she will be successful

**Domain 10 Note**

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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. **Reports/evidence of violence not included in criminal history:**
  - ☐ Violent destruction of property
  - ☐ Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm
  - ☐ Deliberately inflicting physical pain
  - ☐ Using/threatening with a weapon
  - ☐ Fire starting
  - ☐ Animal cruelty
6. **Reports of problem with sexual aggression not included in criminal history:**
  - ☐ Aggressive sex
  - ☐ Sex for power
  - ☐ Young sex partners
  - ☐ Child sex
  - ☐ Voyeurism
  - ☐ Exposure

Domain 11 Note

DOMAIN 12: Skills

1. **Consequential thinking:**
  - ☐ Does not understand there are consequences to actions
  - ☐ Understands there are consequences to actions
  - ☐ Identifies consequences of actions
  - ☐ Acts to obtain desired consequences-good consequential thinking
  
2. **Goal setting:**
  - ☐ Does not set goals
  - ☐ Sets unrealistic goals
  - ☐ Sets somewhat realistic goals
  - ☐ Sets realistic goals
  
3. **Problem-solving:**
  - ☐ Cannot identify problem behaviors
  - ☐ Identifies problem behaviors
  - ☐ Thinks of solutions for problem behaviors
  - ☐ Applies appropriate solutions to problem behaviors
  
4. **Situational perception:**  
 Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.
  - ☐ Cannot analyze the situation for use of a pro-social skill
  - ☐ Can analyze but not choose the best pro-social skill
  - ☐ Can choose the best skill but cannot select the best time and place
  - ☐ Can select the best time and place to use the best pro-social skill
  
5. **Dealing with others:**  
 Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment.  
 Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.
  - ☐ Lacks basic social skills in dealing with others
  - ☐ Has basic social skills, lacks advanced skills in dealing with others
  - ☐ Sometimes uses advanced social skills in dealing with others
  - ☐ Often uses advanced social skills in dealing with others
  
6. **Dealing with difficult situations:**  
 Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation,
  - ☐ 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

getting ready for a difficult conversation, and dealing with group pressure.

7. **Dealing with feelings/emotions:**  
Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.
  - ☐ Lacks skills in dealing with feelings/emotions
  - ☐ Rarely uses skills in dealing with feelings/emotions
  - ☐ Sometimes uses skills in dealing with feelings/emotions
  - ☐ Often uses skills in dealing with feelings/emotions
8. **Monitoring of internal triggers, distorted thoughts, that can lead to trouble:**
  - ☐ Cannot identify internal triggers
  - ☐ Identifies internal triggers
  - ☐ Actively monitors/controls internal triggers
9. **Monitoring of external triggers, events or situations, that can lead to trouble:**
  - ☐ Cannot identify external triggers
  - ☐ Identifies external triggers
  - ☐ Actively monitors/controls external triggers
10. **Control of impulsive behaviors that get youth into trouble:**  
Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.
  - ☐ Never had a problem with impulsive behavior
  - ☐ Does not know techniques to control impulsive behavior
  - ☐ Knows techniques to control impulsive behavior
  - ☐ Uses techniques to control impulsive behavior
11. **Control of aggression:**  
Includes asking permission, sharing thoughts, helping others, negotiating, using self control, standing up for one's rights, responding to teasing, avoiding trouble with others, and keeping out of fights.
  - ☐ Never had a problem with aggression
  - ☐ Lacks alternatives to aggression
  - ☐ Rarely uses alternatives to aggression
  - ☐ Sometimes uses alternatives to aggression
  - ☐ Often uses alternatives to aggression

**Domain 12 Note**