

Full Assessment Youth Assessment & Screening Instrument



Name	<input style="width: 90%;" type="text"/> <small>Last First</small>	NC-JOIN ID #	<input style="width: 90%;" type="text"/>	Date Administered	<input style="width: 90%;" type="text"/> <small>MM/DD/YYYY</small>
DOB	<input style="width: 90%;" type="text"/> <small>MM/DD/YYYY</small>	<input type="radio"/> Male <input type="radio"/> Female	Zip Code	<input style="width: 90%;" type="text"/>	Court Counselor
Type:	<input type="radio"/> Probation <input type="radio"/> Commitment	<input type="radio"/> Diversion <input type="radio"/> Post Release	<input type="radio"/> Referred to Court (outcome pending)	<input type="radio"/> Informal Supervision	<input type="radio"/> Protective Supervision

Section 1	Legal History
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▶ Enter "0" in the boxes if there were no occurrences of the identified incidents. These items must include information about the current referral/offense or current circumstances.

- No
 Yes
- 1. Previous referrals for delinquent/criminal offenses:** Check **No** if this is the first referral. Check **Yes** if there were any previous referrals that resulted in adjudication/conviction, diversion/station adjustment, deferred adjudication, or continued disposition (regardless of whether successfully completed).
- 2. Age at first referral for delinquent/criminal offense:** Include any referrals for delinquent/criminal offenses that resulted in adjudication/conviction, diversion plan/contract, continued adjudication, or continued disposition (regardless of whether successfully completed).
- 3. Number of referrals:** Total number of referrals for any delinquent/criminal offense that resulted in adjudication/conviction, diversion plan/contract, continued adjudication, or continued disposition (regardless of whether successfully completed).
- No
 Yes
- 4. Referrals for felony offenses:** Referrals for felony offenses that resulted in adjudication/conviction, diversion/station adjustment, continued adjudication, or continued disposition (regardless of whether successfully completed).
- 5. Transfers to adult Superior court:** Total number of transfers to adult criminal Superior court.
- 6. Weapon offenses:** Total number of referrals for firearm/weapon offenses that resulted in adjudication/conviction, diversion plan/contract, continued adjudication, or continued disposition (regardless of whether successfully completed).
- No
 Yes
- 7. Referrals for offenses against another person:** Total number of referrals for offenses against another person that resulted in adjudication/conviction, diversion plan/contract, continued adjudication, or continued disposition (regardless of whether successfully completed). Includes threats, force, or physical harm to another person such as homicide, murder, manslaughter, assault, any sexual offenses, robbery, kidnapping, domestic violence, coercion, harassment, intimidation, obscene, or harassing phone call, etc.
- 8. Referrals for felony offenses against another person:** Referrals for felony offenses against another person that resulted in adjudication/conviction, diversion plan/contract, continued adjudication, or continued disposition (regardless whether successfully completed).
- 9. Placements:** Total number of residential placements that did not occur as a result of a delinquency proceeding.
- 10. Juvenile Detention:** Total number of times youth has been confined in a juvenile detention center *for any reason*.
- 11. YDC Custody:** Total number of times youth has been committed to a YDC facility *for any reason* including evaluations.
- 12. Escapes:** Total number of attempted or actual escapes from detention center or a YDC.
- 13. Failure-to-appear in court:** Total number of failures-to-appear in court (juvenile or adult) that resulted in a Secure Custody Order being issued.
- 14. Number of Motions for Review alleging Violations of Probation or other type of Supervision:** Total number of petitions or requests for petitions for violations of probation or other type of supervision. If any, check all types that apply: Technical Violation New Offense Absconder

Check if family items do not apply to this client :

1. **Runaways or times kicked out of home:** Include times the youth did not voluntarily return within 24 hours. Include incidents not reported by or to law enforcement. *Enter 0 if none, up to a maximum of 5.*

Times kicked out/locked out
 Number of runaways

2. **Has there ever been a family court finding of any child neglect** (relating to a custodial parent):

No Yes

3. **Compliance with parental rules:**

- Youth usually obeys and follows rules
- Youth sometimes obeys or obeys some rules
- Youth often disobeys rules
- Youth consistently disobeys, and/or is hostile
- No pro-social rules in place
- Not applicable

4. **Circumstances of family members who are living in the household:**

• *Check all that apply.*

Non-applicable

No problems

Alcohol/Drug problems

Mental Health Problems

JD/Criminal Record

JD/Violent Criminal Record

	Mother	Father	Step-Parent	Sibling	Other
Non-applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/Drug problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JD/Criminal Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JD/Violent Criminal Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **Historic problems of family members who lived where the youth was primarily raised:**

• *Check all that apply.*

Not applicable

No problems

Alcohol/drug problems

Mental health problems

JD/criminal record

JD/violent criminal record

	Mother	Father	Step-Parent	Sibling	Other
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/drug problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JD/criminal record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JD/violent criminal record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **Youth's current living arrangements:**

• *Check all that apply.*

- Mother (biological or adoptive)
- Father (biological or adoptive)
- Stepparent

- Siblings
- Other relatives
- Other adult
- Foster/group home
- Independent
- No permanent address/shelter
- Other _____

7. **Parental/custodial supervision:** Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.

- Good supervision
- Some good supervision
- Some inadequate supervision
- Frequent inadequate supervision
- Consistently inadequate supervision
- Not Applicable

8. **Appropriate consequences for bad behavior:** Appropriate means clear communication, timely response, and response proportionate to conduct.

- Consistently appropriate consequences
- Usually appropriate consequences
- Sometimes appropriate consequences
- Usually not appropriate consequences
- Never appropriate or no consequences
- Not applicable

- 9. Appropriate rewards for good behavior.** Rewards include affection, praise, or other tangible means.
- Consistently appropriate rewards
 - Usually appropriate rewards
 - Sometimes appropriate rewards
 - Usually not appropriate rewards
 - Never appropriate or no rewards
 - Not Applicable
- 10. Parental attitude toward youth's maladaptive behavior:**
- Disapproves of youth's maladaptive behavior
 - Some disapproval of youth's maladaptive behavior
 - Minimizes, denies, justifies youth's maladaptive behavior
 - Accepts youth's maladaptive behavior
 - Proud of youth's maladaptive behavior
 - Not applicable
- 11. Support network for family; extended family and friends who can provide additional support:**
- Strong family support network
 - Some family support network
 - No family support network
 - Not Applicable
- 12. Family member(s) youth feels close to or has good relationship with:**
• Check all that apply.
- | | |
|--|--|
| <input type="checkbox"/> Mother/female caretaker | <input type="checkbox"/> Male sibling |
| <input type="checkbox"/> Father/male caretaker | <input type="checkbox"/> Extended family |
| <input type="checkbox"/> Female sibling | <input type="checkbox"/> No one |
- 13. Family provides opportunities for youth to participate in family activities and decisions affection the youth.**
- Family engages in frequent or regular activities
 - Engages in some activities
 - No engagement in activities as a family
 - Not Applicable
- 14. Family provides opportunity for youth to learn, grow and succeed:**
- Ongoing opportunities for growth provided
 - Some opportunities for growth provided
 - No opportunities for growth provided
 - Not Applicable
- 15. Parental love, caring, and support of youth:**
- Consistent love, caring, and support
 - Usually demonstrates love, caring, support
 - Inconsistent love, caring, and support
 - Indifferent, uncaring, uninterested, unwilling to help
 - Hostile toward youth, berated and belittled
 - Not Applicable
- 16. Level of conflict between parents, between youth and parents, and among siblings:**
• Check all that apply.
- No Conflict
 - Some conflict that is well managed
 - Some conflict that is distressing
 - Verbal intimidation, yelling, heated arguments
 - Threats of physical violence
 - Physical violence between parents
 - Physical violence between parents and children
 - Physical violence between siblings
 - Not Applicable

1. Food Worries

The family worried that food would run out within the last 3 months.

- Never
 Sometimes
 Often

2. No Food

The family ran out of food within the last 3 months.

- Never
 Sometimes
 Often

3. Other Needs

• *Check all that apply.*

- Housing problems led the family or youth to stay outside; in a car; in a tent; in an overnight shelter; or temporarily in someone else's home (couch-surfing) in the last three months
- Youth or family is currently worried about losing housing
- Family or youth was unable to get utilities (water, heat, electricity) in the last 3 months
- Lack of transportation kept youth or family from school/work, school/work activities, medical appointments or from doing things needed for daily living in the last 3 months
- None of the above

4. Material Goods: Within the past 3 months, youth lacked access to:

• *Check all that apply.*

- No Lack of Material Goods
- Clean clothing
- Weather-appropriate shoes or clothing that fits properly
- School supplies
- Household goods like dishes, working appliances, furniture
- Hygiene items (e.g., menstruation or other hygiene items)

5. Immediate Needs: Identify which of these needs are urgent:

• *Check all that apply.*

- No Immediate Needs
- Food
- Housing
- Transportation
- Material Goods

Check if family items do not apply to this client :

▶ Complete this section based on information from the interview, school records, contacts with the school.

Highest grade completed

- 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 Dropped out
 Enrolled full-time Suspended
 Enrolled part-time Expelled
 Not Applicable
- 2. Youth's attendance in the last 3 months of school:** Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority.
- Attends regularly (at least 90% of time)
 Some partial-day unexcused absences
 Some full-day unexcused absences
 Five or more full-day unexcused absences per quarter
 Not Applicable
- 3. Youth's conduct in the last 3 months of school.**
- Positive behavioral adjustment Intervention by school administration (calls to parents, principal or superintendent involvement, hearing)
 No problems reported Police reports filed by school
 Infractions reported Not Applicable
- 4. Youth's academic performance in the last 3 months of school:**
- B+ or above Failing some classes
 C or better Failing most classes
 C- or lower Not Applicable
- 5. Youth's current school conduct:**
- Consistent, stable Worsening
 Improving Not Applicable
- 6. Youth's current academic performance:**
- Consistent, stable Worsening
 Improving Not Applicable
- 7. IF youth is a special education student or has been found to have a learning, behavioral, or other disability; or has a formal IEP:**
• Check all that apply
- No Special Education Status Intellectual Disability
 Learning Organic Brain Damage (ADHD / ADD)
 Behavioral Other: _____
- 8. Youth believes receiving an education is beneficial to him or her:**
- Believes Does not believe
 Somewhat believes Not Applicable
- 9. Youth believes school provides a supportive and encouraging environment for him or her:**
- Believes Does not believe
 Somewhat believes Not Applicable
- 10. Total number of out of school suspensions in last 2 years:** Number of out-of-school suspensions
Enter the number up to 10, if none enter 0.
- Total number of in-school suspensions in the last 2 years:** Number of in-school suspensions
Enter the number up to 10, if none enter 0.
- Total number of expulsions since the first grade:** Number of expulsions
Enter the number up to 10; if none enter 0
- 11. Age at first expulsion:** Enter 0 if never expelled. Age at first expulsion
- 12. Youth's involvement in school activities during most recent school year:** School leadership; social service clubs; music, dance; drama, art; athletics; other extracurricular activities.
- Involved in two or more activities
 Involved in one activity
 Interested but not involved in any activities
 No interest in school activities
 Not Applicable
- 13. Teachers/staff/coaches youth likes or feels comfortable talking with:** **Names:**
Enter the number of adults; if none enter 0. Number of teachers/staff/coaches

1. Associates the youth spends his/her time with:

• Check all that apply.

- Friends who have a positive pro-social influence
 No friends or companions, no consistent friends
 Friends who have a negative delinquent influence
 Associates or has been seen with gang members
 Family gang members
 Youth is a gang member
 None of the above

2. Attachment to positively influencing peer(s):

• Check all that apply.

- Youth maintains contact with peers who are responsible and goal-focused
 Youth admires or emulates older adolescents in school and/or work
 Youth has a best friend who is supportive and a positive influence
 None of the above

3. Admiration/emulation of high risk anti-social peers:

• Check all that apply.

- Youth does not admire, emulate anti-social peers
 Youth minimally admires, emulates delinquent peers
 Youth admires, emulates anti-social peers
 Youth is a delinquent leader

4. Number of months youth has been associating with negatively influencing/delinquent friends/gang: Enter 0 if no anti-social friends/gangs.

Months has associated with anti-social friends

Months has associated with gang

5. Amount of free time youth spends with negatively influencing/anti-social peers:

- No anti-social peers
 Spends one or two hours of free time per week
 Spends three to seven hours of free time per week
 Spends eight to 14 hours of free time per week
 Spends all or nearly all of free time

6. Strength of negatively influencing/ anti-social peer influence:

• Check all that apply.

- No anti-social peers
 Does not go along with anti-social peers
 Sometimes goes along with anti-social peers
 Usually goes along with anti-social peers
 Leads anti-social peers

7. Number of existing positive adult relationships in the community: Adults who provide support and model pro-social behavior, such as a religious leader, club member, community person, mentor, previous employer or any other non-family adult(s). Enter number of adults up to 5, if none enter 0. Exclude school-based relationships.

Number of existing adult relationship(s) in the community

8. Pro-social community ties: Youth is involved in community organizations that provide explicit opportunities for learning pro-social behavior and attitudes (e.g., church, community service clubs, volunteer activities).

- Highly Involved
 Involved
 Not Involved

Section 6

Alcohol and Drugs



“Disrupts function” involves problems in any one of these four life areas: education, family conflict, peer relationships, or health (Disrupted functioning usually indicates that treatment is warranted – refer for further assessment by a qualified professional).

Alcohol/Drugs contributes to behavior means that use typically precipitates the commission of crime or other reasons youth’s delinquent/criminal activity is related to alcohol and/or drug use).

1. Alcohol and Drug Use

- Yes Alcohol/Drug Use
- No Alcohol/Drug Use

	Ever Used	Times used last 3 months	Disrupts function	Contributes to behavior	Age at 1st use	Attempts to cut back
Alcohol	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Marijuana	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Cocaine/crack	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Ecstasy or other club drugs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Heroin	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Hallucinogens (LSD, Acid)	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Inhalants /huffing	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Amphetamines (Speed)	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Prescription drug misuse	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

2. Youth is receptive to participation in alcohol/drug treatment:

- N/A No problem
- Receptive
- Not Receptive

3. Previous alcohol/drug treatment:

- N/A No problem
- Yes
- No

▶ Any indications of the following 7 items indicate the need for further assessment by a qualified health professional. Indicators in item 1 should be confirmed by a health care professional.

1. Mental Health Problems:

- No Mental Health Problems
- Mental Health Problems

	Diagnosed	Current Treatment	Past Treatment	Current Medication	Past Medication
Psychoses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bi-Polar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Mood/Affective/Disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schizophrenia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought/Personality Disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Exclude substance abuse and special education since those are considered elsewhere. Exclude oppositional defiant and conduct disorders).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Homicidal Ideation:** Attempts or has thoughts to seriously harm others. No indications Indications
- 3. Suicidal Ideation:** Attempts or has thoughts to harm self. No indications Suicidal thoughts Suicide attempt
- 4. Sexual aggression:** Indications of aggressive sex, sex for power, sex with younger children, voyeurism, exposure, etc. No indications Indications

▶ For abuse, include any history that is suspected, whether or not substantiated but exclude reports of abuse proven false.

5. History of physical or sexual abuse: Parents include biological parents, stepparents, adopted parents, and legal guardians.
• Check all that apply.

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

- 6. Victimization:** Indications that the youth has been victimized by a peer or older person.
• Check all that apply.
- No indications
- Sexual vulnerability/exploitation
- Victim of bullying
- Victim of physical assault
- Victim of property theft/vandalization

1. Current Illnesses, Injuries, or Conditions:
 No Yes

If yes, indicate type: _____

If yes, complete the following:

- Takes medication or uses health-related equipment
- Possesses necessary medications
- Taking medications as prescribed
- Trouble acquiring medication in the last 3 months
- No medication required

Misses medication doses:

- Never
- Sometimes misses doses (once or twice a month)
- Often misses doses (three or more times a month)

2. Currently possesses health insurance:
 No Yes

If yes, indicate type:

- Medicaid
- NC HealthChoice
- TriCare
- Private
- Other
- No health insurance

If yes, indicate name of specific Insurer/Plan: _____

I.D. Number: _____

3. Regular physical health exams

- Receives physical health exams annually
- Does not receive physical health exams annually
- Never received physical health exam

Month/Year of last physical health exam: _____

Location/Name where medical care is received: _____

4. School health

- Does not receive health services at school from school nurse/other staff
- Receives health services at school from school nurse/other staff

Indicate type of school service: _____

5. Allergies (e.g. Medication, Insects, Food, Asthma, etc.):
 No Yes

• *If yes, check all that apply.*

- Takes medication or uses health-related equipment for allergies
- Possesses necessary allergy medications
- Taking allergy medications as prescribed
- Does not currently possess necessary allergy medications or equipment for allergies
- Prescription for use of an epi pen
- Prescription for epi pen but does not currently own an epi pen
- Trouble acquiring allergy medication in the last 3 months
- No allergy medication required

6. Physical Trauma

• Check all that apply.

- Experienced blow to the head
- Head received impact from another object
- Severe shaking without impact
- Experienced period of memory loss or consciousness from physical trauma
- Sought medical attention for physical trauma
- None of the above

7. Regular dental visits (once annually)

- No
- Yes
- Never

Month/Year of last dental visit: _____

8. Vision

• Check all that apply.

- No vision problems
- Reports problems seeing
- Prescribed glasses/contacts
- Currently owns glasses/contacts
- Prescribed but does not own glasses/contacts
- Never received eye exam

Month/Year of last eye exam: _____

9. Reproductive Health

- Can identify a trusted resource for questions about sexual health
- Cannot identify a trusted resource for questions about sexual health

10. Youth Parent Status

- Youth is not a parent
- Youth is a parent but does not have custody of child
- Youth is a parent and has custody of a child
- Youth is an expectant parent
- Youth is a parent or an expectant parent but has adequate childcare support
- Youth is a parent or an expectant parent but has inadequate childcare support

If youth is a parent/expectant parent indicate number of children: _____

11. Family Health

- No one in family is receiving or needing health services
- Family member(s) receiving or needing health services

If family members are receiving or needing health services, check relation to youth

• Check all that apply.

- Mother/Parent Guardian
- Father/Parent Guardian
- Youth Client
- Sibling
- Other

If other, specify: _____

1. **Violence:** Indications of any of the following:
 • *Check all that apply.*

- | | |
|---|---|
| <input type="checkbox"/> No reports of violence/anger | <input type="checkbox"/> Assaultive behavior |
| <input type="checkbox"/> Displaying a weapon | <input type="checkbox"/> Assault causing serious injury (requiring medical attention) |
| <input type="checkbox"/> Use of a weapon (i.e. illegally) | <input type="checkbox"/> Deliberate fire starting |
| <input type="checkbox"/> Bullying/threatening people | <input type="checkbox"/> Animal cruelty |
| <input type="checkbox"/> Violent destruction of property | |

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

- Can easily tolerate criticism or hostility directed by others
- Shows constraint in dealing with conflict from others
- Recognizes that most people do not have malicious intentions
- Frequently attributes hostile intentions to non-confrontational behavior
- Attributes almost all neutral actions of people as hostile and antagonistic

3. **Tolerance for frustration:**

- Never gets upset over small things or has tantrums
- Rarely gets upset over small things or has tantrums
- Sometimes gets upset over small things
- Frequently gets upset over small things or has tantrums
- Highly volatile with reputation for fits of anger and rage

4. **Belief in use of physical aggression to resolve a disagreement or conflict:**
 (e.g., fighting and physical intimidation)

- Believes violence is rarely appropriate or necessary
- Believes violence is sometimes appropriate or necessary
- Believes violence is often appropriate or necessary

5. **Belief in use of verbal aggression to resolve a disagreement or conflict:**
 (e.g., yelling and verbal intimidation)

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

- 1. Accepts responsibility for anti-social/criminal behavior:**
 - Voluntarily accepts full responsibility for anti-social/criminal behavior
 - Recognizes that he or she must accept responsibility
 - Indicates some awareness of the need to accept responsibility
 - Minimizes, denies, justifies, excuses, or blames others
 - Openly accepts or is proud of behavior

- 2. Understands the impact of his or her behavior on others:**
 - Fully understands the nature of harm caused to others
 - Indicates awareness that harm has been caused
 - Does not understand or fully appreciate effects on others
 - Minimizes or denies harm caused
 - Total lack of empathy for harm caused to others (e.g., callous)

- 3. Willingness to make amends:**
 - Eagerly indicates plans for making amends
 - Indicates a desire to make amends
 - Willing to cooperate with making amends
 - Non-committal toward making amends
 - Unwilling to make amends

- 4. Optimism:**
 - Is very confident that the future will be bright
 - Looks forward to the future with anticipation
 - Believes some things matter and he or she has a future
 - Believes little matters because he or she has no future
 - Believes nothing matters; fatalistic

- 5. Attitude when engaged in anti-social/criminal act(s):**
 - Nervous, afraid, or worried
 - Uncertain, or indecisive
 - Unconcerned or indifferent
 - Hyper, excited, stimulated
 - Confident or brags

- 6. Law-abiding attitudes:**
 - Clearly positive commitment toward law-abiding behavior
 - Expresses a desire to live in a law-abiding manner
 - Expresses neutral attitude toward law-abiding behavior
 - Feels law-abiding behavior does not apply to him or her
 - Openly admits unwillingness to demonstrate law-abiding behavior

- 7. Respect for authority figures:**
 - Indicates respect for the role of authorities
 - Appreciates the role of authorities
 - Expresses neutral attitude toward authorities
 - Expresses resentment toward authorities
 - Views all authorities with contempt

- 8. Readiness for change:** Is the youth willing to address issues that contribute to problem behavior?
 - Actively committed to working on change
 - Shows co-operation in taking steps toward positive behavioral change
 - Believes there may be a need to change
 - Exhibits only passive or no support for change
 - Hostile or unwilling to make positive behavioral change

- 1. Consequential thinking skills:**
- Acts to obtain good and avoid bad consequences
 - Can identify specific consequences of his or her actions
 - Understands there are good and bad consequences of actions
 - Sometimes confused about consequences of actions
 - Does not understand there are consequences of actions
- 2. Social perspective-taking skills:**
- Can accept other points of view without necessarily agreeing
 - Tries to understand other points of view
 - Can reason there are two sides to a situation
 - Difficulty understanding there are other points of view
 - Unwilling to recognize there can be other points of view
- 3. Problem-solving skills:**
- Can apply appropriate solutions to problems
 - Can generate different solutions to problems
 - Can identify or describe problem behaviors or situations
 - Can sometimes identify problem behaviors or situations
 - Cannot identify when problem behaviors or situations occur
- 4. Impulse-control skills to avoid getting in trouble:** Self-control techniques include reframing, replacing anti-social/criminal thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.
- Uses self-control techniques to avoid trouble
 - Knows some self-control techniques to respond to triggers
 - Can identify triggers (e.g., persons, events, situations, thoughts, emotions, physical cues)
 - Usually fails to identify triggers
 - Cannot identify triggers that cause problem behaviors
- 5. Loss of control over delinquent/criminal behavior:**
- Recognizes problem behavior is controllable and accepts full responsibility
 - Strives for some control over own behavior
 - Recognizes that some problem behavior is controllable
 - Believes that most problem behavior cannot be controlled
 - Believes problem behavior is completely out of his or her control
- 6. Interpersonal skills:**
- Demonstrates social appeal through positive interpersonal skills
 - Can appropriately express needs and feelings in an assertive, non-confrontational way
 - Recognizes the need to nurture positive interpersonal relations with others
 - Has some difficulty in expressing needs and feelings effectively
 - Cannot express needs to others without an element of inter-personal conflict
- 7. Goal-setting skills:**
- Carefully sets out realistic goals and plans and takes active steps to achieve them
 - Demonstrates skills in developing realistic goals and plans
 - Recognizes the need to plan, but may set unrealistic goals
 - Lacks skills and motivation for developing realistic goals and plans
 - Exhibits no interest or desire to set goals and make plans for the future

Section 12

Employment and Free Time

1. History of employment:

(Exclude odd jobs or babysitting unless a regular paid job)

• Check all that apply.

Currently employed

Never employed

Prior successful employment

Was fired or quit because of poor performance

Was fired or quit because he or she could not get along with employer or coworkers

► Complete following section only if the youth has ever been employed. Enter 0 for items 2-4 if the items are non-applicable.

2. Total number of times youth has been employed:

Number of times

3. Number of weeks of longest period of employment:

Number of weeks

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

Number of adults

5. 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 (Exclude activities already counted in the School section).

Involved in two or more activities

Involved in one activity

Interested but not involved

Not interested in any activities

6. Unstructured recreational activities: Youth engages in positively influencing activities – may include reading, artwork, music, computers, hobbies, etc.

Involved in two or more activities

Involved in one activity

Interested but not involved

Not interested in any activities

7. Challenging/exciting hobbies/activities: Youth identifies a hobby or activity that is or could be especially challenging, intense, or exciting.

Identifies hobby(s) or activity(s) that are currently challenging/exciting

Can identify hobby(s) or activity (s) that would be challenging/exciting

Cannot identify hobby(s) or activity(s) that would be challenging/exciting

8. Decline in interest in positive leisure pursuits: Decline in interest during the past year due to involvement in negatively influencing activities (e.g., substance abuse, gang involvement, delinquent peer groups, illegal activity):

No change, or never experienced positive leisure pursuits

Decline in interest in positive leisure pursuits

Recent increase in interest in positive leisure pursuits