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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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 adjudication, diversion, deferred adjudication, or deferred disposition.</td>
<td>Over 16, 16, 15, 13 to 14, Under 13</td>
</tr>
<tr>
<td>2.</td>
<td>Misdemeanor referrals: Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in adjudication, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</td>
<td>None or one, Two, Three or four, Five or more</td>
</tr>
<tr>
<td>3.</td>
<td>Felony referrals: Total number of referrals for a felony offense that resulted in adjudication, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>4.</td>
<td>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 an adjudication, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).</td>
<td>None or one or more</td>
</tr>
<tr>
<td>5.</td>
<td>Against-person misdemeanor referrals: Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>6.</td>
<td>Against-person felony referrals: Number of referrals involving force or physical harm to another person including sexual misconduct (homicide, manslaughter, assault, robbery, kidnapping, rape, domestic violence, harassment, criminal mistreatment, intimidation, coercion, etc.)</td>
<td>None, One or two, Three or more</td>
</tr>
<tr>
<td>7.</td>
<td>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 adjudication, diversion, deferred adjudication, or deferred disposition.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>8.</td>
<td>Sexual misconduct misdemeanor referrals: Number of referrals for which the most serious offense was a sexual misconduct misdemeanor including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>9.</td>
<td>Felony sex offense referrals: Referrals for a felony sex offense or involving sexual motivation including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape, sexual misconduct, or voyeurism</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>10.</td>
<td>Court orders where youth served at least one day confined in detention: Total court and modification orders for which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served.</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>11.</td>
<td>Court orders where youth served at least one day confined under DYC: Total number of court orders and modification orders for which the youth served at least one day confined under DYC authority. A day served includes credit for time served.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>12.</td>
<td>Escapes: Total number of attempted or actual escapes that resulted in adjudication.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>13.</td>
<td>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.</td>
<td>None, One, Two or more</td>
</tr>
</tbody>
</table>

### DOMAIN 2: Demographics

1. Gender: Male, Female

June 2006
## DOMAIN 3A: School History

1. **Youth is a special education student or has a formal diagnosis of a special education need:**
   - [ ] No special education need
   - [ ] Learning
   - [ ] Behavioral
   - [ ] Mental retardation
   - [ ] ADHD/ADD

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
   - [ ] Over 14 to 15 years old
   - [ ] Over 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, do not complete Domain 3B
   - [ ] Yes, must complete Domain 3B

## DOMAIN 3B: Current School Status

For Initial Assessments, "current" is the most recent term in last 6 months; for Re-assessments and Final Assessments, "current" is the last 4 weeks in the most recent term.

1. **Youth's current school enrollment status, regardless of attendance:**
   - [ ] Graduated/GED
   - [ ] Enrolled full-time
   - [ ] Enrolled part-time
   - [ ] Suspended
   - [ ] Dropped out
   - [ ] Expelled

2. **Type of school in which youth is enrolled:**
   - [ ] 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 4 or more

6. **Youth's involvement in school activities during most recent term:**
   - [ ] Involved in 2 or more activities
   - [ ] Involved in 1 activity
   - [ ] Interested but not involved in any activities
   - [ ] Not interested in school activities

7. **Youth's conduct in the most recent term:**
   - [ ] Recognition for good behavior
   - [ ] No problems with school conduct
   - [ ] Problems reported by teachers
   - [ ] Problem calls to parents
   - [ ] Calls to police

8. **Number of expulsions and suspensions in the most recent term:**
   - [ ] No expel/suspend
   - [ ] 1 expel/suspend
   - [ ] 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 term:**
    - [ ] Honor student (mostly As)
    - [ ] Above 3.0 (mostly As and Bs)
    - [ ] 2.0 to 3.0 (mostly Bs and Cs, no Fs)
    - [ ] 1.0 to 2.0 (mostly Cs and Ds, some Fs)
    - [ ] Below 1.0 (some Ds and mostly Fs)

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

(For Initial Assessments and Re-assessments, “current” means behaviors during the last six months)

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: (Check all that apply.)
   - No structured recreational activities
   - Athletics
   - Community/cultural group
   - Hobby group or club
   - Religious group/church
   - Volunteer organization

3. Current interest and involvement in unstructured recreational activities: Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.
   - 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
## Colorado Juvenile Risk Assessment (CJRA)

### Domain 5A: Employment History

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History of employment:</td>
<td>- Too young for employment consideration</td>
</tr>
<tr>
<td></td>
<td>- Never been employed</td>
</tr>
<tr>
<td></td>
<td>- Has been employed</td>
</tr>
<tr>
<td>2. History of successful employment:</td>
<td>- Never successfully employed</td>
</tr>
<tr>
<td></td>
<td>- Has been successfully employed</td>
</tr>
<tr>
<td>3. History of problems while employed:</td>
<td>- Never fired or quit because of problems</td>
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<tr>
<td></td>
<td>- Fired or quit because of poor performance</td>
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<tr>
<td></td>
<td>- Fired or quit because he or she could not get along with employer or</td>
</tr>
<tr>
<td></td>
<td>coworkers</td>
</tr>
<tr>
<td>4. History of positive personal relationship(s) with past employer(s)</td>
<td>- Never had any positive relationships</td>
</tr>
<tr>
<td>or adult coworker(s):</td>
<td>- Had 1 positive relationship</td>
</tr>
<tr>
<td></td>
<td>- Had 2 or more positive relationships</td>
</tr>
</tbody>
</table>

### Domain 5B: Current Employment

(For Initial Assessments and Re-assessments, “current” refers to the last 6 months)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of what is required to maintain a job:</td>
<td>- Lacks knowledge of what it takes to maintain a job</td>
</tr>
<tr>
<td></td>
<td>- Has knowledge of abilities to maintain a job</td>
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<tr>
<td></td>
<td>- Has demonstrated ability to maintain a job</td>
</tr>
<tr>
<td>2. Current interest in employment:</td>
<td>- Currently employed</td>
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<td></td>
<td>- Not employed but highly interested in employment</td>
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<td></td>
<td>- Not employed but somewhat interested</td>
</tr>
<tr>
<td></td>
<td>- Not employed and not interested in employment</td>
</tr>
<tr>
<td></td>
<td>- Too young for employment consideration</td>
</tr>
<tr>
<td>3. Current employment status:</td>
<td>- Not currently employed</td>
</tr>
<tr>
<td></td>
<td>- Employment is currently going well</td>
</tr>
<tr>
<td></td>
<td>- Having problems with current employment</td>
</tr>
<tr>
<td>4. Current positive personal relationship(s) with employer(s) or adult</td>
<td>- Not currently employed</td>
</tr>
<tr>
<td>coworker(s):</td>
<td>- Employed but no positive relationships</td>
</tr>
<tr>
<td></td>
<td>- At least 1 positive relationship</td>
</tr>
</tbody>
</table>
### COLORADO JUVENILE RISK ASSESSMENT (CJRA)

#### DOMAIN A: 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 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. (Check all that apply.)
   - Never had consistent friends or companions
   - Had pro-social friends
   - Had anti-social friends
   - Been a gang member/associate

#### DOMAIN B: Current Relationships

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

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 pro-social community ties: Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.
   - No pro-social community ties
   - Some pro-social community ties
   - Has strong pro-social community ties

3. Current friends/companions youth actually spends time with: (Check all that apply.)
   - No consistent friends or companions
   - Pro-social friends
   - Anti-social friends
   - Gang member/associate

4. Currently in a “romantic,” intimate, or sexual relationship:
   - Not romantically involved with anyone
   - Romantically involved with a pro-social person
   - Romantically involved with an anti-social person/criminal

5. Currently admires/emulates anti-social peers:
   - Does not admire, emulate anti-social peers
   - Somewhat admires, emulates anti-social peers
   - Admires, emulates anti-social peers

6. Current resistance to anti-social peer influence:
   - Does not associate with anti-social peers
   - Usually resists going along with anti-social peers
   - Rarely resists goes along with anti-social peers
   - 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 DYC 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. (Check all that apply.)
   - No petitions filed
   - Youth-at-risk
   - CHINS
   - ARP
   - Dependency

4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months: (Check all that apply.)
   - No jail/imprisonment history in family
   - Mother/female caretaker
   - Father/male caretaker
   - Older sibling
   - Younger sibling
   - Other member

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

## Domain 7B: Current Living Arrangements

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

1. All persons with whom youth is currently living: (Check all that apply.)
   - Living alone
   - Biological mother
   - Non-biological mother
   - Older sibling(s)
   - Grandparent(s)
   - Long-term parental partner(s)
   - Youth's romantic partner
   - Foster/group home
   - Transient (street, moving around)
   - Biological father
   - Non-biological father
   - Younger sibling(s)
   - Other relative(s)
   - Short-term parental partner(s)
   - Youth's child
   - Youth's friends

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

3. Jail/imprisonment history of persons who are currently involved with the household: (Check all that apply.)
   - No jail/imprisonment history of persons currently in household
   - Mother/female caretaker
   - Father/male caretaker
   - Older sibling
   - Younger sibling
   - Other member

4. Problem history of parents who are currently involved with the household: (Check all that apply.)
   - No problem history of parents in household
   - Parental alcohol problem history
   - Parental drug problem history
   - Parental physical health problem history
   - Parental mental health problem history
   - Parental employment problem history
5. Problem history of siblings who are currently involved with the household: (Check all that apply.)
- No siblings currently in household
- No problem history of siblings in household
- Sibling alcohol problem history
- Sibling drug problem history
- Sibling physical health problem history
- Sibling mental health problem history
- Sibling employment problem history

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

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

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: 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
- Is currently kicked out of home or is a runaway

10. Family member(s) youth feels close to or has good relationship with: (Check all that apply.)
- Does not feel close to any family member
- Feels close to mother/female caretaker
- Feels close to father/male caretaker
- Feels close to male sibling
- Feels close to female sibling
- Feels close to extended family

11. Level of conflict between parents, between youth and parents, among siblings:
- Some conflict that is well managed
- Verbal intimidation, yelling, heated arguments
- Threats of physical abuse
- Domestic violence: physical/sexual abuse

12. Parental supervision: Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.
- Consistent good supervision
- Sporadic supervision
- Inadequate supervision

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
**Colorado Juvenile Risk Assessment (CJRA)**

<table>
<thead>
<tr>
<th>DOMAIN BA: Alcohol and Drug History</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

6. **Youth currently using alcohol or drugs:** For Initial Assessments, current is last six months; for Re-assessments/Final Assessments, it's 4 weeks
   - No current use, do not compete Domain 8B
   - Current use, must complete domain 8B

<table>
<thead>
<tr>
<th>DOMAIN BB: Current Alcohol and Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For Initial Assessments, current is the last six months; for Re-assessments/Final Assessments, it's the last four weeks)</td>
</tr>
</tbody>
</table>

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

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

3. **Type of drugs currently used:** (Check all that apply.)
   - No current drug use
   - Amphetamines (uppers/speed/ecstasy)
   - Barbiturates (Tuinal/Seconal/downers)
   - Cocaine (coke)
   - Cocaine (crack/rock)
   - Hallucinogens (LSD/acid/mushrooms/GBH)
   - Heroin
   - Inhalants (glue/gasoline) Marijuana/hashish
   - Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycodone)
   - Phencyclidine (PCP/angel dust)
   - Tranquilizers/sedatives (Vallium/Librium/Dalmane/Ketamine)
   - Other drugs (List in comments)

4. **Current alcohol/drug treatment program participation:**
   - Alcohol/drug treatment not warranted
   - Not currently attending needed alcohol/drug treatment program
   - Currently attending alcohol/drug treatment program
   - Successfully completed alcohol/drug treatment program
**COLORADO JUVENILE RISK ASSESSMENT (CJRA)**

### 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  |

Include suspected incidents of abuse, whether substantiated, but exclude reports proven to be false.

| 2. History of physical abuse: (Check all that apply.) | □ Not a victim of physical abuse  |
|                                                        | □ Physically abused by family member  |
|                                                        | □ Physically abused by someone outside the family  |

| 3. History of sexual abuse: (Check all that apply.) | □ 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: | ○ Not a victim of neglect  |
|                                         | ○ Victim of neglect  |

| 5. History of ADD/ADHD: Confirmed by a licensed mental health care professional. | ○ No history of ADD/ADHD  |
|                                                                               | ○ Diagnosed with ADD/ADHD  |
|                                                                               | ○ Only ADD/ADHD medication prescribed  |
|                                                                               | ○ 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 licensed mental health care professional. | ○ 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: For initial assessments, "current" is the last 6 months; for reassessments and final assessments, "current" is the last 4 weeks | ○ No current mental health problem(s), do not complete Domain 9B  |
|                                                                                                                                         | ○ Current mental health problem(s), must complete Domain 9B  |

### DOMAIN 9B: Current Mental Health

(For initial assessments, "current" means behaviors during the last six months, for reassessments and final assessments, "current" means behaviors during the last four weeks)

| 1. Current suicidal ideation:          | ○ Does not have thoughts about suicide  |
|                                          | ○ Has serious thoughts about suicide  |
|                                          | ○ Has recently made a plan to commit suicide  |
|                                          | ○ Has recently attempted to commit suicide  |

| 1. Currently diagnosed with ADD/ADHD: Confirmed by a licensed mental health professional. | ○ No ADD/ADHD diagnosis  |
| Type of medication:                      | ○ No ADD/ADHD medication currently prescribed  |
|                                          | ○ Currently taking ADD/ADHD medication  |
|                                          | ○ ADD/ADHD medication currently prescribed, but not taking  |

| 2. 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  |

| 3. Mental health medication currently prescribed excluding ADD/ADHD medication: | ○ No current mental health problem  |
| Type of medication:                                                           | ○ No mental health medication currently prescribed  |
|                                                                            | ○ Currently taking mental health medication  |
|                                                                            | ○ Mental health medication currently prescribed, but not taking  |

| 4. Mental health problems currently interfere in working with the youth: | ○ No current mental health problem  |
|                                                                          | ○ Mental health problem(s) do not interfere in work with youth  |
|                                                                          | ○ Mental health problem(s) interfere in work with youth  |
### DOMAIN 10: Attitudes/Behaviors
(For Initial Assessments, “current” is within the last 6 months; for Re-assessments and Final Assessments, “current” is within the last 4 weeks.)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **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 pro-social rules/conventions in society:** | ○ 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  
○ Resents 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. Youth’s belief in successfully meeting conditions of DYC commitment or other 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 |

March 2004
## Domain 11: Aggression

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Scoring Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tolerance for frustration:</td>
<td>○ Rarely gets upset over small things or has temper tantrums&lt;br&gt; ○ Sometimes gets upset over small things or has temper tantrums&lt;br&gt; ○ Often gets upset over small things or has temper tantrums</td>
</tr>
<tr>
<td>2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:</td>
<td>○ Primarily positive view of intentions of others&lt;br&gt; ○ Primarily negative view of intentions of others&lt;br&gt; ○ Primarily hostile view of intentions of others</td>
</tr>
<tr>
<td>3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:</td>
<td>○ Believes verbal aggression is rarely appropriate&lt;br&gt; ○ Believes verbal aggression is sometimes appropriate&lt;br&gt; ○ Believes verbal aggression is often appropriate</td>
</tr>
<tr>
<td>4. Belief in fighting and physical aggression to resolve a disagreement or conflict:</td>
<td>○ Believes physical aggression is never appropriate&lt;br&gt; ○ Believes physical aggression is rarely appropriate&lt;br&gt; ○ Believes physical aggression is sometimes appropriate&lt;br&gt; ○ Believes physical aggression is often appropriate</td>
</tr>
</tbody>
</table>

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

### 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

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

- □ No reports/evidence of sexual aggression
- □ Aggressive sex
- □ Sex for power
- □ Young sex partners
- □ Child sex
- □ Voyeurism
- □ Exposure
<table>
<thead>
<tr>
<th>DOMAIN 12: Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use a general pattern of current behavior and not a single instance.)</td>
</tr>
<tr>
<td>1. Consequential thinking:</td>
</tr>
<tr>
<td>○ Does not understand there are consequences to actions</td>
</tr>
<tr>
<td>○ Understands there are consequences to actions</td>
</tr>
<tr>
<td>○ Identifies consequences of actions</td>
</tr>
<tr>
<td>○ Acts to obtain desired consequences—good consequential thinking</td>
</tr>
<tr>
<td>2. Goal setting:</td>
</tr>
<tr>
<td>○ Does not set goals</td>
</tr>
<tr>
<td>○ Sets unrealistic goals</td>
</tr>
<tr>
<td>○ Sets somewhat realistic goals</td>
</tr>
<tr>
<td>○ Sets realistic goals</td>
</tr>
<tr>
<td>3. Problem-solving:</td>
</tr>
<tr>
<td>○ Cannot identify problem behaviors</td>
</tr>
<tr>
<td>○ Identifies problem behaviors</td>
</tr>
<tr>
<td>○ Thinks of solutions for problem behaviors</td>
</tr>
<tr>
<td>○ Applies appropriate solutions to problem behaviors</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>○ Cannot analyze the situation for use of a pro-social skill</td>
</tr>
<tr>
<td>○ Can analyze but not choose the best pro-social skill</td>
</tr>
<tr>
<td>○ Can choose the best skill but cannot select the best time and place</td>
</tr>
<tr>
<td>○ Can select the best time and place to use the best pro-social skill</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>○ Lacks basic social skills in dealing with others</td>
</tr>
<tr>
<td>○ Has basic social skills, lacks advanced skills in dealing with others</td>
</tr>
<tr>
<td>○ Sometimes uses advanced social skills in dealing with others</td>
</tr>
<tr>
<td>○ Often uses advanced social skills in dealing with others</td>
</tr>
<tr>
<td>6. Dealing with difficult situations: Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.</td>
</tr>
<tr>
<td>○ Lacks skills in dealing with difficult situations</td>
</tr>
<tr>
<td>○ Rarely uses skills in dealing with difficult situations</td>
</tr>
<tr>
<td>○ Sometimes uses skills in dealing with difficult situations</td>
</tr>
<tr>
<td>○ Often uses skills in dealing with difficult situations</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>○ Lacks skills in dealing with feelings/emotions</td>
</tr>
<tr>
<td>○ Rarely uses skills in dealing with feelings/emotions</td>
</tr>
<tr>
<td>○ Sometimes uses skills in dealing with feelings/emotions</td>
</tr>
<tr>
<td>○ Often uses skills in dealing with feelings/emotions</td>
</tr>
<tr>
<td>8. Monitoring of internal triggers, distorted thoughts, that can lead to trouble:</td>
</tr>
<tr>
<td>○ Cannot identify internal triggers</td>
</tr>
<tr>
<td>○ Identifies internal triggers</td>
</tr>
<tr>
<td>○ Actively monitors/controls internal triggers</td>
</tr>
<tr>
<td>9. Monitoring of external triggers, events or situations, that can lead to trouble:</td>
</tr>
<tr>
<td>○ Cannot identify external triggers</td>
</tr>
<tr>
<td>○ Identifies external triggers</td>
</tr>
<tr>
<td>○ Actively monitors/controls external triggers</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>○ Never had a problem with impulsive behavior</td>
</tr>
<tr>
<td>○ Does not know techniques to control impulsive behavior</td>
</tr>
<tr>
<td>○ Knows techniques to control impulsive behavior</td>
</tr>
<tr>
<td>○ Uses techniques to control impulsive behavior</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>○ Never had a problem with aggression</td>
</tr>
<tr>
<td>○ Lacks alternatives to aggression</td>
</tr>
<tr>
<td>○ Rarely uses alternatives to aggression</td>
</tr>
<tr>
<td>○ Sometimes uses alternatives to aggression</td>
</tr>
<tr>
<td>○ Often uses alternatives to aggression</td>
</tr>
</tbody>
</table>