

Colorado Juvenile Risk Assessment (CJRA)

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).

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 adjudication, diversion, deferred adjudication, or deferred disposition.	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> Under 13
<i>Felony and misdemeanor referrals: Items 2 and 3 are mutually exclusive and should add to the total number of referrals that resulted in adjudication, diversion, deferred adjudication, or deferred disposition.</i>	
2. 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).	<input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more
3. 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).	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
<i>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).</i>	
4. Weapon referrals: Total referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.	<input type="radio"/> None <input type="radio"/> One or more
5. 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.).	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
6. 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.)	<input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more
<i>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.</i>	
7. 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.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
8. 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	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
9. 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.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
10. Court orders where youth served at least one day confined under NYC: Total number of court orders and modification orders for which the youth served at least one day confined under NYC authority. A day served includes credit for time served.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
11. Escapes: Total number of attempted or actual escapes that resulted in adjudication.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> 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.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more

DOMAIN 2: Demographics

1. Gender:	<input type="radio"/> Male <input type="radio"/> Female
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DOMAIN 3A: School History

1. Youth is a special education student or has a formal diagnosis of a special education need: <i>(Check all that apply.)</i>	<input type="checkbox"/> No special education need <input type="checkbox"/> Learning <input type="checkbox"/> Mental retardation <input type="checkbox"/> Behavioral <input type="checkbox"/> ADHD/ADD
2. History of expulsions and suspensions since the first grade:	<input type="radio"/> No expel/suspend <input type="radio"/> 4 or 5 <input type="radio"/> 1 expel/suspend <input type="radio"/> 6 or 7 <input type="radio"/> 2 or 3 <input type="radio"/> More than 7
3. Age at first expulsion or suspension:	<input type="radio"/> No expulsions <input type="radio"/> 14 to 15 years old <input type="radio"/> 5 to 9 years old <input type="radio"/> 16 to 18 years old <input type="radio"/> 10 to 13 years old
4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance:	<input type="radio"/> No, graduated/GED and not attending school, do not complete Domain 3B <input type="radio"/> No; dropped-out, expelled, or in out of home placement for more than six months (do not complete Domain 3B) <input type="radio"/> 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: <i>If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box; otherwise check enrolled, if in home school.</i>	<input type="radio"/> Graduated/GED <input type="radio"/> Suspended <input type="radio"/> Enrolled full-time <input type="radio"/> Dropped out <input type="radio"/> Enrolled part-time <input type="radio"/> Expelled
2. Type of school in which youth is enrolled: Name of School _____	<input type="radio"/> Public academic <input type="radio"/> Private academic <input type="radio"/> Vocational <input type="radio"/> Home school <input type="radio"/> Alternative <input type="radio"/> College <input type="radio"/> GED program <input type="radio"/> Other
3. Youth believes there is value in getting an education:	<input type="radio"/> Believes getting an education is of value <input type="radio"/> Somewhat believes education is of value <input type="radio"/> Does not believe education is of value
4. Youth believes school provides an encouraging environment for him or her:	<input type="radio"/> Believes school is encouraging <input type="radio"/> Somewhat believes school is encouraging <input type="radio"/> Does not believe school is encouraging
5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:	<input type="radio"/> Not close to any teachers, staff, or coaches <input type="radio"/> Close to 1 <input type="radio"/> Close to 3 <input type="radio"/> Close to 2 <input type="radio"/> Close to 4 or more
6. Youth's involvement in school activities during most recent term: <i>School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.</i>	<input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved in any activities <input type="radio"/> Not interested in school activities
7. Youth's conduct in the most recent term: <i>Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.</i>	<input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems reported by teachers <input type="radio"/> Problem calls to parents <input type="radio"/> Calls to police
8. Number of expulsions and suspensions in the most recent term:	<input type="radio"/> No expel/suspend <input type="radio"/> 2 or 3 <input type="radio"/> 1 expel/suspend <input type="radio"/> Over 3
9. Youth's attendance in the most recent term: <i>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.</i>	<input type="radio"/> Good attendance; few excused absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Truancy petition/equivalent or withdrawn
10. Youth's academic performance in the most recent school term:	<input type="radio"/> Honor student (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Fs) <input type="radio"/> 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:	<input type="radio"/> Very likely to stay in school and graduate <input type="radio"/> Uncertain if youth will stay and graduate <input type="radio"/> Not very likely to stay and graduate

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DOMAIN 4A: Historic Use of Free Time

<p>1. History of structured recreational activities within the past 5 years: <i>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.</i></p>	<p><input type="radio"/> Involved in 2 or more structured activities <input type="radio"/> Involved in 1 structured activity <input type="radio"/> Never involved in structured activities</p>
<p>2. History of unstructured pro-social recreational activities within the past 5 years: <i>Youth has engaged in activities that positively occupy the youth's time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Involved in 2 or more pro-social unstructured activities <input type="radio"/> Involved in 1 pro-social unstructured activity <input type="radio"/> Never involved in pro-social unstructured activities</p>

DOMAIN 4B: Current Use of Free Time

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

<p>1. Current interest and involvement in structured recreational activities: <i>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.</i></p>	<p><input type="radio"/> Currently involved in 2 or more structured activities <input type="radio"/> Currently involved in 1 structured activity <input type="radio"/> Currently interested but not involved <input type="radio"/> Currently not interested in any structured activities</p>
<p>2. Types of structured recreational activities in which youth currently participates: <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No structured recreational activities <input type="checkbox"/> Athletics <input type="checkbox"/> Community/cultural group <input type="checkbox"/> Hobby group or club <input type="checkbox"/> Religious group/church <input type="checkbox"/> Volunteer organization</p>
<p>3. Current interest and involvement in unstructured recreational activities: <i>Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Currently involved in 2 or more unstructured activities <input type="radio"/> Currently involved in 1 unstructured activity <input type="radio"/> Currently interested but not involved <input type="radio"/> Currently not interested in any unstructured activities</p>

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DOMAIN 5A: Employment History	
1. History of employment:	<input type="radio"/> Too young for employment consideration <input type="radio"/> Never been employed <input type="radio"/> Has been employed
2. History of successful employment:	<input type="radio"/> Never successfully employed <input type="radio"/> Has been successfully employed
3. History of problems while employed:	<input type="radio"/> Never fired or quit because of problems <input type="radio"/> Fired or quit because of poor performance <input type="radio"/> 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):	<input type="radio"/> Never had any positive relationships <input type="radio"/> Had 1 positive relationship <input type="radio"/> Had 2 or more positive relationships
DOMAIN 5B: Current Employment (For Initial Assessments and Re-assessments, "current" refers to the last 6 months)	
1. Understanding of what is required to maintain a job:	<input type="radio"/> Lacks knowledge of what it takes to maintain a job <input type="radio"/> Has knowledge of abilities to maintain a job <input type="radio"/> Has demonstrated ability to maintain a job
2. Current interest in employment:	<input type="radio"/> Currently employed <input type="radio"/> Not employed but highly interested in employment <input type="radio"/> Not employed but somewhat interested <input type="radio"/> Not employed and not interested in employment <input type="radio"/> Too young for employment consideration
3. Current employment status:	<input type="radio"/> Not currently employed <input type="radio"/> Employment is currently going well <input type="radio"/> Having problems with current employment
4. Current positive personal relationship(s) with employer(s) or adult coworker(s):	<input type="radio"/> Not currently employed <input type="radio"/> Employed but no positive relationships <input type="radio"/> At least 1 positive relationship

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DOMAIN 6A: History of Relationships

- | | |
|---|---|
| 1. History of positive adult non-family relationships not connected to school or employment: <i>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.</i> | <input type="radio"/> No positive adult relationships
<input type="radio"/> 1 positive adult relationship
<input type="radio"/> 2 positive adult relationships
<input type="radio"/> 3 or more positive adults relationships |
| 2. History of anti-social friends/companions: <i>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.)</i> | <input type="checkbox"/> Never had consistent friends or companions
<input type="checkbox"/> Had pro-social friends
<input type="checkbox"/> Had anti-social friends
<input type="checkbox"/> Been a gang member/associate |

DOMAIN 6B: 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: <i>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.</i> | <input type="radio"/> No positive adult relationships
<input type="radio"/> 1 positive adult relationship
<input type="radio"/> 2 positive adult relationships
<input type="radio"/> 3 or more positive adults relationships |
| 2. Current pro-social community ties: <i>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.</i> | <input type="radio"/> No pro-social community ties
<input type="radio"/> Some pro-social community ties
<input type="radio"/> Has strong pro-social community ties |
| 3. Current friends/companions youth actually spends time with: <i>(Check all that apply.)</i> | <input type="checkbox"/> No consistent friends or companions
<input type="checkbox"/> Pro-social friends
<input type="checkbox"/> Anti-social friends
<input type="checkbox"/> Gang member/associate |
| 4. Currently in a "romantic," intimate, or sexual relationship: | <input type="radio"/> Not romantically involved with anyone
<input type="radio"/> Romantically involved with a pro-social person
<input type="radio"/> Romantically involved with an anti-social person/criminal |
| 5. Currently admires/emulates anti-social peers: | <input type="radio"/> Does not admire, emulate anti-social peers
<input type="radio"/> Somewhat admires, emulates anti-social peers
<input type="radio"/> Admires, emulates anti-social peers |
| 6. Current resistance to anti-social peer influence: | <input type="radio"/> Does not associate with anti-social peers
<input type="radio"/> Usually resists going along with anti-social peers
<input type="radio"/> Rarely resists goes along with anti-social peers
<input type="radio"/> Leads anti-social peers |

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DOMAIN 7A: Family History			
1. History of court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days: <i>Exclude DYC commitments.</i>	<input type="radio"/> No out-of-home placements exceeding 30 days <input type="radio"/> 1 out-of-home placement <input type="radio"/> 2 out-of-home placements <input type="radio"/> 3 or more out-of-home placements		
2. History of running away or getting kicked out of home: <i>Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i>	<input type="radio"/> No history of running away or being kicked out <input type="radio"/> 1 instance of running away/kicked out <input type="radio"/> 2 to 3 instances of running away/kicked out <input type="radio"/> 4 to 5 instances of running away/kicked out <input type="radio"/> Over 5 instances of running away/kicked out		
3. History of petitions filed: <i>Include all petitions regardless of whether the petition was granted. (Check all that apply.)</i>	<input type="checkbox"/> No petitions filed <input type="checkbox"/> Youth-at-risk <input type="checkbox"/> CHINS <input type="checkbox"/> ARP <input type="checkbox"/> Dependency		
4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months: <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history in family <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member		
5. Youth currently living under any "adult supervision": <i>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.</i>	<input type="radio"/> No, living with peers without adult supervision, do not complete Domain 7B <input type="radio"/> No, living alone without adult supervision, do not complete Domain 7B <input type="radio"/> No, transient without adult supervision, do not complete Domain 7B <input type="radio"/> 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: <i>(Check all that apply.)</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Living alone <input type="checkbox"/> Biological mother <input type="checkbox"/> Non-biological mother <input type="checkbox"/> Older sibling(s) <input type="checkbox"/> Grandparent(s) <input type="checkbox"/> Long-term parental partner(s) <input type="checkbox"/> Youth's romantic partner <input type="checkbox"/> Foster/group home </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Transient (street, moving around) <input type="checkbox"/> Biological father <input type="checkbox"/> Non-biological father <input type="checkbox"/> Younger sibling(s) <input type="checkbox"/> Other relative(s) <input type="checkbox"/> Short-term parental partner(s) <input type="checkbox"/> Youth's child <input type="checkbox"/> Youth's friends </td> </tr> </table>	<input type="checkbox"/> Living alone <input type="checkbox"/> Biological mother <input type="checkbox"/> Non-biological mother <input type="checkbox"/> Older sibling(s) <input type="checkbox"/> Grandparent(s) <input type="checkbox"/> Long-term parental partner(s) <input type="checkbox"/> Youth's romantic partner <input type="checkbox"/> Foster/group home	<input type="checkbox"/> Transient (street, moving around) <input type="checkbox"/> Biological father <input type="checkbox"/> Non-biological father <input type="checkbox"/> Younger sibling(s) <input type="checkbox"/> Other relative(s) <input type="checkbox"/> Short-term parental partner(s) <input type="checkbox"/> Youth's child <input type="checkbox"/> Youth's friends
<input type="checkbox"/> Living alone <input type="checkbox"/> Biological mother <input type="checkbox"/> Non-biological mother <input type="checkbox"/> Older sibling(s) <input type="checkbox"/> Grandparent(s) <input type="checkbox"/> Long-term parental partner(s) <input type="checkbox"/> Youth's romantic partner <input type="checkbox"/> Foster/group home	<input type="checkbox"/> Transient (street, moving around) <input type="checkbox"/> Biological father <input type="checkbox"/> Non-biological father <input type="checkbox"/> Younger sibling(s) <input type="checkbox"/> Other relative(s) <input type="checkbox"/> Short-term parental partner(s) <input type="checkbox"/> Youth's child <input type="checkbox"/> Youth's friends		
2. Annual combined income of youth and family:	<input type="radio"/> Under \$15,000 <input type="radio"/> \$15,000 to \$34,999 <input type="radio"/> \$35,000 to \$49,999 <input type="radio"/> \$50,000 and over		
3. Jail/imprisonment history of persons who are currently involved with the household: <i>(Check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history of persons currently in household <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member		
4. Problem history of parents who are currently involved with the household: <i>(Check all that apply.)</i>	<input type="checkbox"/> No problem history of parents in household <input type="checkbox"/> Parental alcohol problem history <input type="checkbox"/> Parental drug problem history <input type="checkbox"/> Parental physical health problem history <input type="checkbox"/> Parental mental health problem history <input type="checkbox"/> Parental employment problem history		

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<p>5. Problem history of siblings who are currently involved with the household: <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> No siblings currently in household <input type="checkbox"/> No problem history of siblings in household <input type="checkbox"/> Sibling alcohol problem history <input type="checkbox"/> Sibling drug problem history <input type="checkbox"/> Sibling physical health problem history <input type="checkbox"/> Sibling mental health problem history <input type="checkbox"/> Sibling employment problem history</p>
<p>6. Support network for family: <i>Extended family and/or family friends who can provide additional support to the family.</i></p>	<p><input type="radio"/> No support network <input type="radio"/> Some support network <input type="radio"/> Strong support network</p>
<p>7. Family willingness to help support youth:</p>	<p><input type="radio"/> Consistently willing to support youth <input type="radio"/> Inconsistently willing to support youth <input type="radio"/> Little or no willingness to support youth <input type="radio"/> Hostile, berating, and/or belittling of youth</p>
<p>8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:</p>	<p><input type="radio"/> No opportunities for involvement provided <input type="radio"/> Some opportunities for involvement provided <input type="radio"/> Opportunities for involvement provided</p>
<p>9. Youth has run away or been kicked out of home: <i>Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i></p>	<p><input type="radio"/> Has not run away/kicked out of home <input type="radio"/> Has run away/kicked out <input type="radio"/> Is currently kicked out of home or is a runaway</p>
<p>10. Family member(s) youth feels close to or has good relationship with: <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> Does not feel close to any family member <input type="checkbox"/> Feels close to mother/female caretaker <input type="checkbox"/> Feels close to father/male caretaker <input type="checkbox"/> Feels close to male sibling <input type="checkbox"/> Feels close to female sibling <input type="checkbox"/> Feels close to extended family</p>
<p>11. Level of conflict between parents, between youth and parents, among siblings:</p>	<p><input type="radio"/> Some conflict that is well managed <input type="radio"/> Verbal intimidation, yelling, heated arguments <input type="radio"/> Threats of physical abuse <input type="radio"/> Domestic violence: physical/sexual abuse</p>
<p>12. Parental supervision: <i>Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.</i></p>	<p><input type="radio"/> Consistent good supervision <input type="radio"/> Sporadic supervision <input type="radio"/> Inadequate supervision</p>
<p>13. Parental authority and control:</p>	<p><input type="radio"/> Youth usually obeys and follows rules <input type="radio"/> Youth sometimes obeys or obeys some rules <input type="radio"/> Youth consistently disobeys and/or is hostile</p>
<p>14. Consistent appropriate punishment for bad behavior: <i>Appropriate means clear communication, timely response, and response proportionate to conduct.</i></p>	<p><input type="radio"/> Consistently appropriate punishment <input type="radio"/> Consistently overly severe punishment <input type="radio"/> Consistently insufficient punishment <input type="radio"/> Inconsistent or erratic punishment</p>
<p>15. Consistent appropriate rewards for good behavior: <i>Appropriate means clear communication, timely response, and response proportionate to conduct; rewards mean affection, praise, etc.</i></p>	<p><input type="radio"/> Consistently appropriate rewards <input type="radio"/> Consistently overly indulgent/overly protective <input type="radio"/> Consistently insufficient rewards <input type="radio"/> Inconsistent or erratic rewards</p>
<p>16. Parental characterization of youth's anti-social behavior:</p>	<p><input type="radio"/> Disapproves of youth's anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances <input type="radio"/> Accepts youth's anti-social behavior as okay <input type="radio"/> Proud of youth's anti-social behavior</p>

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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

1. History of alcohol use: (Check all that apply.)	<input type="checkbox"/> No past alcohol use <input type="checkbox"/> Past alcohol use <input type="checkbox"/> Alcohol caused family conflict <input type="checkbox"/> Alcohol disrupted education <input type="checkbox"/> Alcohol caused health problems <input type="checkbox"/> Alcohol interfered with keeping pro-social friends <input type="checkbox"/> Alcohol contributed to criminal behavior
2. History of drug use: (Check all that apply.)	<input type="checkbox"/> No past drug use <input type="checkbox"/> Past drug use <input type="checkbox"/> Drugs caused family conflict <input type="checkbox"/> Drugs disrupted education <input type="checkbox"/> Drugs caused health problems <input type="checkbox"/> Drugs interfered with keeping pro-social friends <input type="checkbox"/> Drugs contributed to criminal behavior
3. History of referrals for alcohol/drug assessment:	<input type="radio"/> Never referred for drug/alcohol assessment <input type="radio"/> Diagnosed as no problem <input type="radio"/> Referred but never assessed <input type="radio"/> Diagnosed as abuse <input type="radio"/> Diagnosed as dependent/addicted
4. History of attending alcohol/drug education classes for an alcohol/drug problem:	<input type="radio"/> Never attended drug/alcohol education classes <input type="radio"/> Voluntarily attended drug/alcohol education classes <input type="radio"/> Attended classes by parent, school, or other agency request <input type="radio"/> Attended classes at court direction
5. History of participating in alcohol/drug treatment program:	<input type="radio"/> Never participated in treatment program <input type="radio"/> Participated once in treatment program <input type="radio"/> 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	<input type="radio"/> No current use, do not complete Domain 8B <input type="radio"/> Current use, must complete domain 8B

DOMAIN 8B: Current Alcohol and Drugs

(For Initial Assessments, current is the last six months, for Re-assessments/Final Assessments, it's the last four weeks)

1. Current alcohol use: (Check all that apply.)	<input type="checkbox"/> No current alcohol use <input type="checkbox"/> Current alcohol use <input type="checkbox"/> Alcohol causing family conflict <input type="checkbox"/> Alcohol disrupting education <input type="checkbox"/> Alcohol causing health problems <input type="checkbox"/> Alcohol interfering with keeping pro-social friends <input type="checkbox"/> Alcohol contributing to criminal behavior
2. Current drug use: (Check all that apply.)	<input type="checkbox"/> No current drug use <input type="checkbox"/> Current drug use <input type="checkbox"/> Drugs causing family conflict <input type="checkbox"/> Drugs disrupting education <input type="checkbox"/> Drugs causing health problems <input type="checkbox"/> Drugs interfering with keeping pro-social friends <input type="checkbox"/> Drugs contributing to criminal behavior
3. Type of drugs currently used: (Check all that apply.)	<input type="checkbox"/> No current drug use <input type="checkbox"/> Amphetamines (uppers/speed/ecstasy) <input type="checkbox"/> Barbiturates (Tuinal/Seconal/downers) <input type="checkbox"/> Cocaine (coke) <input type="checkbox"/> Cocaine (crack/rock) <input type="checkbox"/> Hallucinogens (LSD/acid/mushrooms/GHB) <input type="checkbox"/> Heroin <input type="checkbox"/> Inhalants (glue/gasoline) Marijuana/hashish <input type="checkbox"/> Other opiates (Dilaudid/Demerol/Percodan/Codeine/Oxycontin) <input type="checkbox"/> Phencyclidine (PCP/angel dust) <input type="checkbox"/> Tranquilizers/sedatives (Valium/Libnum/Dalmane/ Ketamine) <input type="checkbox"/> Other drugs (List in comment)
4. Current alcohol/drug treatment program participation:	<input type="checkbox"/> Alcohol/drug treatment not warranted <input type="checkbox"/> Not currently attending needed alcohol/drug treatment program <input type="checkbox"/> Currently attending alcohol/drug treatment program <input type="checkbox"/> Successfully completed alcohol/drug treatment program

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DOMAIN 9A: Mental Health History

1. History of suicidal ideation:	<input type="radio"/> Has never thought about suicide <input type="radio"/> Has had serious thoughts about suicide <input type="radio"/> Has made a plan to commit suicide <input type="radio"/> Has attempted to commit suicide
<i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.</i>	
2. History of physical abuse: (Check all that apply.)	<input type="checkbox"/> Not a victim of physical abuse <input type="checkbox"/> Physically abused by family member <input type="checkbox"/> Physically abused by someone outside the family
3. History of sexual abuse: (Check all that apply.)	<input type="checkbox"/> Not a victim of sexual abuse <input type="checkbox"/> Sexually abused by family member <input type="checkbox"/> Sexually abused by someone outside the family
4. History of being a victim of neglect:	<input type="radio"/> Not a victim of neglect <input type="radio"/> Victim of neglect
5. History of ADD/ADHD: Confirmed by a licensed mental health care professional.	<input type="radio"/> No history of ADD/ADHD <input type="radio"/> Diagnosed with ADD/ADHD <input type="radio"/> Only ADD/ADHD medication prescribed <input type="radio"/> Only ADD/ADHD treatment prescribed <input type="radio"/> 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.	<input type="radio"/> No history of mental health problem(s) <input type="radio"/> Diagnosed with mental health problem(s) <input type="radio"/> Only mental health medication prescribed <input type="radio"/> Only mental health treatment prescribed <input type="radio"/> Mental health medication and treatment prescribed
7. Currently has health insurance:	<input type="radio"/> No health insurance <input type="radio"/> Public insurance (Medicaid) <input type="radio"/> Private insurance
8. Current mental health problem status: For Initial Assessments, "current" is the last 6 months; for Re-assessments and Final Assessments, "current" is the last 4 weeks	<input type="radio"/> No current mental health problem(s), do not complete Domain 9B <input type="radio"/> 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 Re-assessments and Final Assessments, "current" means behaviors during the last four weeks)

1. Current suicidal ideation:	<input type="radio"/> Does not have thoughts about suicide <input type="radio"/> Has serious thoughts about suicide <input type="radio"/> Has recently made a plan to commit suicide <input type="radio"/> Has recently attempted to commit suicide
1. Currently diagnosed with ADD/ADHD: Confirmed by a licensed mental health professional. Type of medication: _____	<input type="radio"/> No ADD/ADHD diagnosis <input type="radio"/> No ADD/ADHD medication currently prescribed <input type="radio"/> Currently taking ADD/ADHD medication <input type="radio"/> ADD/ADHD medication currently prescribed, but not taking
2. Mental health treatment currently prescribed excluding ADD/ADHD treatment:	<input type="radio"/> No current mental health problem <input type="radio"/> No mental health treatment currently prescribed <input type="radio"/> Attending mental health treatment <input type="radio"/> Treatment currently prescribed, but not attending
3. Mental health medication currently prescribed excluding ADD/ADHD medication: Type of medication: _____	<input type="radio"/> No current mental health problem <input type="radio"/> No mental health medication currently prescribed <input type="radio"/> Currently taking mental health medication <input type="radio"/> Mental health medication currently prescribed, but not taking
4. Mental health problems currently interfere in working with the youth:	<input type="radio"/> No current mental health problem <input type="radio"/> Mental health problem(s) do not interfere in work with youth <input type="radio"/> Mental health problem(s) interfere in work with youth

Colorado Juvenile Risk Assessment (CJRA)

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.)	
1. Primary emotion when committing crime(s) within the last 6 months:	<input type="radio"/> Nervous, afraid, worried, ambivalent, uncertain, or indecisive <input type="radio"/> Hyper, excited, or stimulated <input type="radio"/> Unconcerned or indifferent <input type="radio"/> Confident or brags about not getting caught
2. Primary purpose for committing crime(s) within the last 6 months:	<input type="radio"/> Anger <input type="radio"/> Revenge <input type="radio"/> Impulse <input type="radio"/> Sexual desire <input type="radio"/> Money or material gain, including drugs <input type="radio"/> Excitement, amusement, or fun <input type="radio"/> 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.	<input type="radio"/> High aspirations: sense of purpose, commitment to better life <input type="radio"/> Normal aspirations: some sense of purpose <input type="radio"/> Low aspirations: little sense of purpose or plans for better life <input type="radio"/> Believes nothing matters; he or she will be dead before long
4. Impulsive; acts before thinking:	<input type="radio"/> Uses self-control; usually thinks before acting <input type="radio"/> Some self-control; sometimes thinks before acting <input type="radio"/> Impulsive; often acts before thinking <input type="radio"/> Highly impulsive; usually acts before thinking
5. Belief in control over anti-social behavior:	<input type="radio"/> Believes he or she can avoid/stop anti-social behavior <input type="radio"/> Somewhat believes anti-social behavior is controllable <input type="radio"/> 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:	<input type="radio"/> Has empathy for his or her victim(s) <input type="radio"/> Has some empathy for his or her victim(s) <input type="radio"/> Does not have empathy for his or her victim(s)
7. Respect for property of others:	<input type="radio"/> Respects property of others <input type="radio"/> Respects personal property but not publicly accessible property: "It's not hurting anybody." <input type="radio"/> Conditional respect for personal property: "If they are stupid enough to leave it out, they deserve losing it." <input type="radio"/> No respect for property: "If I want something, it should be mine."
8. Respect for authority figures:	<input type="radio"/> Respects most authority figures <input type="radio"/> Does not respect authority figures, and may resent some <input type="radio"/> Resents most authority figures <input type="radio"/> Defies or is hostile toward most authority figures
9. Attitude toward pro-social rules/conventions in society:	<input type="radio"/> Believes pro-social rules/conventions apply to him or her <input type="radio"/> Believes some pro-social rules/conventions sometimes apply to him or her <input type="radio"/> Does not believe pro-social rules/conventions apply to him or her <input type="radio"/> Resents or is defiant toward pro-social rules/conventions
10. Accepts responsibility for anti-social behavior:	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior
11. Youth's belief in successfully meeting conditions of DYC commitment or other court supervision:	<input type="radio"/> Believes he or she will be successful <input type="radio"/> Unsure if he or she will be successful <input type="radio"/> Does not believe he or she will be successful

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DOMAIN 11: Aggression	
<i>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.</i>	
1. Tolerance for frustration:	<input type="radio"/> Rarely gets upset over small things or has temper tantrums <input type="radio"/> Sometimes gets upset over small things or has temper tantrums <input type="radio"/> 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:	<input type="radio"/> Primarily positive view of intentions of others <input type="radio"/> Primarily negative view of intentions of others <input type="radio"/> Primarily hostile view of intentions of others
3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:	<input type="radio"/> Believes verbal aggression is rarely appropriate <input type="radio"/> Believes verbal aggression is sometimes appropriate <input type="radio"/> Believes verbal aggression is often appropriate
4. Belief in fighting and physical aggression to resolve a disagreement or conflict:	<input type="radio"/> Believes physical aggression is never appropriate <input type="radio"/> Believes physical aggression is rarely appropriate <input type="radio"/> Believes physical aggression is sometimes appropriate <input type="radio"/> Believes physical aggression is often appropriate
<i>For Initial Assessments, include the entire history of reports; for Re-assessments and Final Assessment include reports within the last 4 weeks.</i>	
5. Reports/evidence of violence not included in criminal history: <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of violence <input type="checkbox"/> Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm <input type="checkbox"/> Deliberately inflicting physical pain <input type="checkbox"/> Using/threatening with a weapon <input type="checkbox"/> Fire starting <input type="checkbox"/> Violent destruction of property <input type="checkbox"/> Animal cruelty
6. Reports of problem with sexual aggression not included in criminal history: <i>(Check all that apply.)</i>	<input type="checkbox"/> No reports/evidence of sexual aggression <input type="checkbox"/> Aggressive sex <input type="checkbox"/> Sex for power <input type="checkbox"/> Young sex partners <input type="checkbox"/> Child sex <input type="checkbox"/> Voyeurism <input type="checkbox"/> Exposure

Washington State Juvenile Court Assessment

DOMAIN 12: Skills (Use a general pattern of current behavior and not a single instance.)	
1. Consequential thinking:	<input type="radio"/> Does not understand there are consequences to actions <input type="radio"/> Understands there are consequences to actions <input type="radio"/> Identifies consequences of actions <input type="radio"/> Acts to obtain desired consequences—good consequential thinking
2. Goal setting:	<input type="radio"/> Does not set goals <input type="radio"/> Sets unrealistic goals <input type="radio"/> Sets somewhat realistic goals <input type="radio"/> Sets realistic goals
3. Problem-solving:	<input type="radio"/> Cannot identify problem behaviors <input type="radio"/> Identifies problem behaviors <input type="radio"/> Thinks of solutions for problem behaviors <input type="radio"/> Applies appropriate solutions to problem behaviors
4. Situational perception: <i>Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.</i>	<input type="radio"/> Cannot analyze the situation for use of a pro-social skill <input type="radio"/> Can analyze but not choose the best pro-social skill <input type="radio"/> Can choose the best skill but cannot select the best time and place <input type="radio"/> Can select the best time and place to use the best pro-social skill
5. Dealing with others: <i>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.</i>	<input type="radio"/> Lacks basic social skills in dealing with others <input type="radio"/> Has basic social skills, lacks advanced skills in dealing with others <input type="radio"/> Sometimes uses advanced social skills in dealing with others <input type="radio"/> Often uses advanced social skills in dealing with others
6. Dealing with difficult situations: <i>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.</i>	<input type="radio"/> Lacks skills in dealing with difficult situations <input type="radio"/> Rarely uses skills in dealing with difficult situations <input type="radio"/> Sometimes uses skills in dealing with difficult situations <input type="radio"/> Often uses skills in dealing with difficult situations
7. Dealing with feelings/emotions: <i>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.</i>	<input type="radio"/> Lacks skills in dealing with feelings/emotions <input type="radio"/> Rarely uses skills in dealing with feelings/emotions <input type="radio"/> Sometimes uses skills in dealing with feelings/emotions <input type="radio"/> Often uses skills in dealing with feelings/emotions
8. Monitoring of internal triggers, distorted thoughts, that can lead to trouble:	<input type="radio"/> Cannot identify internal triggers <input type="radio"/> Identifies internal triggers <input type="radio"/> Actively monitors/controls internal triggers
9. Monitoring of external triggers, events or situations, that can lead to trouble:	<input type="radio"/> Cannot identify external triggers <input type="radio"/> Identifies external triggers <input type="radio"/> Actively monitors/controls external triggers
10. Control of impulsive behaviors that get youth into trouble: <i>Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i>	<input type="radio"/> Never had a problem with impulsive behavior <input type="radio"/> Does not know techniques to control impulsive behavior <input type="radio"/> Knows techniques to control impulsive behavior <input type="radio"/> Uses techniques to control impulsive behavior
11. Control of aggression: <i>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.</i>	<input type="radio"/> Never had a problem with aggression <input type="radio"/> Lacks alternatives to aggression <input type="radio"/> Rarely uses alternatives to aggression <input type="radio"/> Sometimes uses alternatives to aggression <input type="radio"/> Often uses alternatives to aggression