

SUPPLEMENTAL TRAINING INFORMATION AND MATERIALS

Raters' Notes/Comments: Use the comment space at the end of each domain to indicate any observations or concerns that are related to the questions on the tool.

Black triangles: Screen for serious or violent behavior. There are four indicators, marked with a triangle, that were selected based on research on serious and violent offenders. These items are intended to screen for youths who may be at risk for serious or violent behavior/offenses. It is important to keep in mind that a relatively small number of youth will end up engaging in serious or violent behavior, which makes the behavior more difficult to predict. These items, therefore, are likely to draw our attention to many youths who will never end up as serious or violent offenders. However, this screen starts to narrow the pool, by helping us determine which youths need further assessment and services.

Note: The research shows that different characteristics are predictive at different ages. If the youth is between 6 and 11 years old, the triangles that matter most are the antisocial behavior and substance use indicators. If the youth is 12 to 14 years old, the triangles that matter most are the peer relationships indicators. These indicators are also likely to be effective for youth over 14, but research findings did not specifically address this age group.

Unfortunately, past behavior is a predictor of future behavior. Youth whose behavior has hurt others or put them in danger at any time in the past (risk indicator 4.8) are also at greater risk than other youth to engage in violent behavior in the future.

Identifying Areas for Additional Screening: This section is for recording areas where the results of the screen/assessment indicate further screening or assessment is indicated (information on specialized assessment instruments is provided in the next section).

Mental Health: Completion of the Oregon Mental Health Referral Checklist is indicated if at least one of the Mental Health Indicators is checked (there are copies of the OMHRC later in the Users' Guide).

Violence: Additional screening for serious or violent offender risk is indicated if at least one of the items marked by a triangle (in the appropriate age grouping for the youth) is checked, or if the youth has come to your attention for a serious or violent behavior or offense.

Alcohol/Other Drug: If at least one item is checked in the Substance Use domain, a referral for an Alcohol/Other Drug Assessment is suggested (suggestions for a directory of sample instruments and for locating program resources is found later in the Users' Guide).

Suicide: If an item in the list of Mental Health Indicators is checked, particularly items M.1, M.2, or M.3, you may want to consider following up with a Suicide Screen. Probing more in this area is also useful, to see if the youth is already receiving services for concerns related to suicide risk.

Firesetter: If item M.5 is checked in the Mental Health Indicators list, you may want to consider conducting a firesetter screen (please see contact information later in the Users' Guide).

Strengths-Based: This type of assessment represents a philosophical approach to assessment that focuses on strengths and restorative justice. This type of assessment looks for areas of success and capacity with the goal of moving the person toward recognition of the harm he/she has done and positive reconnection with the community. A reference is found later in the Users' Guide.

Family Functioning: If at least one item in the Family Functioning domain is checked, a family assessment is recommended.

Educational: If at least one item in the School Issues domain is checked, an educational assessment is suggested.

Gender-specific: The JCP Assessment is gender neutral (that is, the results are equally valid for both males and females. However, it does not assess gender specific issues that are important for designing and delivering services to young women. Most assessment instruments related to antisocial behavior/juvenile justice involvement have been written for and tested on boys or young men. If you are screening a girl or young woman, it is important to remember that gender can impact risks and needs. In addition, you may want to consider the gender-appropriateness of the services that are available to girls and young women when you are making referrals in your local area.

Culturally sensitive: Cultural differences are important to keep in mind when conducting risk and needs assessments of youths and their families. If you are working with a youth from a cultural group different from the mainstream (e.g., racial, ethnic, religious, or other minorities), you may want to consider referring the youth to a screener or program that is culturally sensitive or using a tool that is demonstrated to be useful with youth from that group.

Sources for Gang Information: It is important that we have consistent ways of gathering information about youth gang membership. In order to make a determination about gang membership for the youth or a friend or family member, the information must come from one of the following sources: 1) youth self-report, 2) law enforcement identification, 3) record documenting associating or co-offending with a known gang member, or 4) identified by school-based gang identification criteria.

Information for Additional Screening and Referral

Alcohol/Other Drug

- ❖ *Recommended resource:* Best Practices Resources: Substance Abuse Screening and Assessment Instruments for Adolescents.

This resource is a compilation of screening and assessment tools for alcohol and other drug (AOD) problems for adolescents. It includes a section on instruments for screening and a section on instruments for assessment. This resource involved collaboration with experts in the field of AOD assessment. Along with each tool is a summary of the name and contact information of the developer, information about scoring and interpretation, and explanations of validity and reliability testing done on the instrument.

To obtain a copy of this resource, contact:

Mary Anne Hellerud, MA, LPC
Northwest Frontier Addiction Technology Transfer Center
Center for Addictions Resources and Training
Salem, OR
(503) 373-1322 x224

- ❖ A list of alcohol and drug treatment providers may be obtained by contacting the Office of Alcohol and Drug Abuse Programs (OADAP) at (503) 945-5763. Ask for a copy of the Oregon Community Services Directory.

Cultural Assessment

Identifying Need for an Interpreter: The first step in conducting a culturally competent interview is to make sure that the youth can literally understand what is being said. Ask the youth and his/her family questions which will help you determine whether you need an interpreter:

- Where is your family from?
- Where were you born?
- How long have you been in the United States?
- How long have you attended school here?

Using an Interpreter:

- Use interpreter of same racial/ethnic background
- Interpreters should be trained
- Translation should be done sequentially
- Avoid concurrent translation
- Allow time for the interpreter and the youth to become acquainted
- Ensure that the interpreter understands the tool
- Emphasize sentence-by-sentence translation
- Schedule extended sessions when using interpreters
- Consider the effect that translation can have on the interpretation of data
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Interview issues when using an interpreter

- Use the interpreter properly
- Avoid cultural stereotypes
- Demonstrate respect for family roles
- Consider role of extended family and kinship as protective factor

Cultural Assessment Tools

- ❖ The following cultural assessment tools are available on the OJDDA web site (www.ojjda.org) or from Barbara Seljan at yjplanning@uswest.net.

Morrison Center, Latino Youth AOD Treatment Program

- Cultural Conflict Awareness Exercise
- Short Acculturation Scale for Hispanic Youth (SASH-Y)
Created by Andres Barona and Jeffrey Miller, Arizona State University
- Cultural Identification Evaluation Form

Cultural Assessment, Created by Alfredo Aragon

Developed as a follow up to a CEOJJC/OYS Minority Services Conference for benefit of participants

Cultural Competency Assessment Standards and Practices

- ❖ **The organization should ensure that youth receive effective, understandable, and respectful assessment services that are provided in a manner compatible with their cultural beliefs and practices, preferred language, physical ability, and gender.**
 - Use qualified interpreters and translators when necessary.
 - Use assessment instruments that are strength-based, contemporary, gender-specific, without cultural bias, and appropriate to the population being served.
 - Assessments should be used and implemented by qualified and culturally competent professionals.
 - The case plan/treatment plan should be culturally and gender appropriate and include cultural beliefs and needs as well as strengths and resources found within specific racial/ ethnic and special groups when planning service to youth and families.
 - The organization should have the capacity to serve clients from all ethnic/cultural and special demographics in the community with a staff composition that is reflective of the diversity within the community.

- Analyze the multilingual and multicultural needs within the organization and develop strategies to address specific gaps in service. Where specific linguistic or cultural skills are necessary for successful completion of culturally competent assessments, require those skills for the position (for example, designate position as “bilingual required”).
- All assessment staff members should receive at least eight hours of cultural competency training annually, including gender-specific services.

Suggested Reading

Kivel, Paul (2002 - there was also a previous printing). *Uprooting Racism: How White People Can Work for Racial Justice*. New Society Publishers, Gabriola Island, BC, Canada (ISBN: 0-86571-459-2)

Zinn, Howard (1995). *A People's History of the United States: 1492 to present*. HarperCollins Publishers, Inc., New York, NY (ISBN: 0-06-092643-0)

Blaut, J. M. (1993). *The Colonizer's Model of the World: Geographic Diffusionism and Eurocentric History*. The Guilford Press, New York, NY (ISBN: 0-89862-348-0)

Educational

- ❖ Contact the school counselor at the youth’s school, or the local school the youth would be attending, for an educational assessment.
- ❖ Visual, hearing, health problems can also seriously affect school performance, and should be ruled out.

Family Functioning

References:

- ❖ **Family Assessment: Effective Uses of Personality Tests with Couples and Families**
www.wileycanada.com/WileyCDA/WileyTitle/productCd-0471153974.html

A. Rodney Nurse

I SBN: 0-471-15397-4

Hardcover

324 pages

- ❖ NCFAS North Carolina **Family Assessment** Scale for Intensive Family Preservation Services (IFPS) Programs Version
ssw.unc.edu/jif/publications/reports/Ncfas_20.pdf

Firesetter

❖ *Recommended screen:* Juvenile with Fire Screening Tool

This resource guides the screener through an interview and includes forms, interview questions for the youth, a parent checklist and interview, and scoring and referral procedures. The booklet also includes release of information forms; educational material for caregivers, young children, and older children; and a list of additional resources including videos and educational curricula.

❖ Examples of other resources:

- “Parents’ legal responsibility...when your child sets a fire” booklet (in English or Spanish).
- “Adolescent Fire setters – an intervention. A restitution model with fire education emphasis.”
- “Hot Issues” newsletter of the Oregon Juvenile Firesetter Task Force, and “Hot Issues. A collection of Hot Issues Newsletters 1990-1999. Youth Firesetting. Issues and Resources” (a bound set of newsletters).
- “A Survey Study of Incarcerated Male Juveniles with a History of Fire Misuse.”
- “Destructive Device Curriculum” for youths ages 11-17 who have issues misusing or abusing fireworks or explosives.

To obtain a copy or copies of any of these resources, for more information, or for scheduling a training on use of the screen, contact:

Judy Okulitch
Oregon Office of State Fire Marshal
Department of State Police
Juvenile Firesetter Intervention Unit
4760 Portland Road NE
Salem, OR 97305-1760
(503) 373-1540 x230

Gender-Specific Resources

- ### ❖ See “How to Implement Oregon’s Guidelines for Effective Gender-Responsive Programming for Girls” at www.ocjc.state.or.us/JCP/JCPGenderSpecific.htm

This guidebook was written by Pam Patton and Marcia Morgan for the Oregon Criminal Justice Commission and Oregon Commission on Children and Families to serve as a resource for organizations and agencies that work with girls ages 10-19.

Language Proficiency Test

- ❖ *Recommended test:* Woodcock Muños Test

Mental Health

- ❖ *Recommended screening tool:* Oregon Mental Health Referral Checklist.2000 (OMHRC.2000)

The OMHRC.2000 is a 32-item screening tool for use with youth that takes 3-4 minutes to complete. It has youth, parent, and staff versions. The parent and youth versions are also available in Spanish. This instrument has been tested for reliability, validity, and utility.

To obtain a copy of the OMHRC.2000, contact Barbara Seljan (541) 344-9711; yjplanning@uswest.net.

- ❖ *Recommended screening tools:*
The Massachusetts youth Screening Instrument
www.umassmed.edu/nysap/maysi2/what.cfm

MHJDAT at www.DRLISAB.com Washington tool normed on juvenile justice population.

Strengths-Based

- ❖ See *Suggested Interview Guide for Strengths-Based and Restorative Justice Friendly Diagnosis* in this guide.
- ❖ For a Strength-Based and Restorative Justice Assessment protocol , contact Juliette Mackin at NPC Research (503) 243-3436; mackin@npcresearch.com.
- ❖ Resource: Nissan, L. (1999). Developing a strengths-based and restorative justice friendly model of assessment and diagnostics in the Colorado Division of Youth Corrections (DYC). Report to the Strengths Subcommittee and Executive Management Team at DYC.

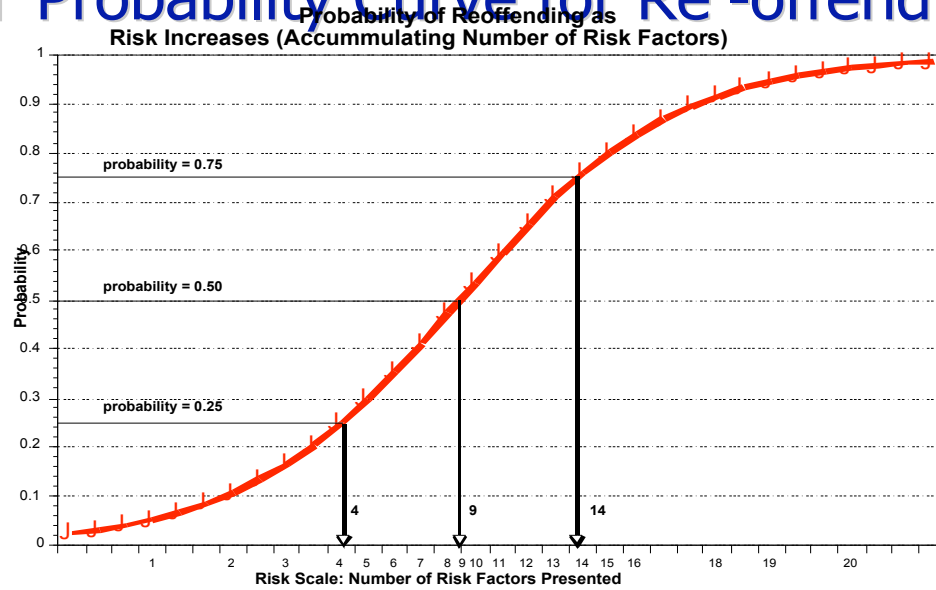
Violence

- ❖ *Recommended resource:* Measuring Violence-Related Attitudes, Beliefs, and Behaviors Among Youths: A Compendium of Assessment Tools. Edited by Linda L. Dahlberg, Susan B. Toal, & Christopher B. Behrens. Produced by the Center for Disease Control and Prevention, U. S. Department of Health and Human Services.

- ❖ Also see: Johnson , Eric M. (1999) Assessment of violent and potentially violent youth, used for *Oregon Juvenile Department Directors Association* regional training.

RISK CLASSIFICATION

IRT Probability Curve for Re-offending



Scaling Analyses

Probability of re-offending within one year

- 4 risks indicate an approximate 25% chance
- 9 risks indicate an approximate 50% chance
- 14 risks indicate an approximate 75% chance

Risk Classification and Reduction Model

- ✍ Locally Determined
- ✍ 3 suggested levels:
 - LOW = 0 to 8**
 - MEDIUM = 9 to 13**
 - HIGH = 14 and above**
- ✍ Permit and track overrides (up or down)
- ✍ Target identified risks/utilize strengths
- ✍ Re-assess on dynamic risk factors

Twelve-Month Validation Sample Relative Risk Estimates for Recidivism

The "relative risk estimate" is one measure of the association between a risk indicator and the likelihood that a youth would be referred for a new crime during the twelve-month follow-up period. A ratio of "1" means that there is a 50-50 chance of the event occurring. In other words, the closer to "1" the estimate, the less useful it is in estimating the likelihood of an event.

For example, a youth who was identified as failing academically within the past 6 months is estimated to be 2.38 times more likely to commit a new crime within 12 months than a youth who does not have this risk. The confidence interval is 95%, which means that in fact, the youth is between 1.9 and 2.9 times more likely to commit a new crime when this risk factor is present. The only indicator did not prove to be a significant indicator of risk was social isolation. However, "referral for a criminal offense at age 13 or younger" is not a significant indicator for youth ages 12 and younger.

	Relative Risk <u>Estimate</u>¹
1.1 Academic failure (current or within past 6 months)	2.38
1.2 Chronic truancy	2.38
1.3 School drop-out	1.89
1.4 Suspension(s) or expulsion(s) during past 6 months	1.76
2.1 Friends engage in antisocial or acting-out behavior	1.84
2.2 Social isolation: youth is on the fringe of peer group	1.2ns
3.1 Chronic antisocial behavior at school starting before age 13	2.27
3.2 Three or more referrals for criminal offenses	2.64
3.3 Referral for a criminal offense at age 13 or younger	1.53²
3.4 Chronic runaway history	2.33
3.5 Behavior hurts others or puts them in danger	1.60
3.6 Behavior hurts youth or puts her/him in danger	2.10
4.1 Poor family supervision and control	2.27
4.2 History of serious family conflicts	1.83
4.3 History of child abuse/neglect or domestic violence	1.68
4.4 Family trauma/disruption during past 12 months	1.51
4.5 Criminal or substance-abusing family member(s)	1.78
5.1 Substance use beyond experimental use	2.04
5.2 Substance use began at age 13 or younger	1.91
5.3 Youth has been high or drunk at school	2.10

¹ The "odds ratios" or "relative risk estimates" have a confidence interval of 95%.

² Estimate valid only when youth 12 and younger are excluded

When a indicator reduces the risk of offending, the risk estimate is less than one. In this case, the smaller the risk estimate, the less likely it is that a youth with that protective factor will commit a new crime within twelve months. The risk estimates for all protective factors were significant.

<u>PROTECTIVE FACTORS</u>	<u>Relative Risk Estimate</u>	
Significant school attachment/commitment	.475	
Family actively involved in helping youth succeed in school	.503	
Teachers let youth know when s/he is doing well		.617
Has friends who are academic achievers	.531	
Friends disapprove of delinquent behavior	.491	
Involved in constructive extra-curricular activities	.621	
Communicates effectively with family member(s)	.476	
Feels close to parent(s) or other family member(s)	.587	
Family lets youth know when she/he does well	.597	
Caretaker free of substance abusing behavior, past 3 years	.734	
Lives in low crime and/or stable, supportive neighborhood	.615	
There is an adult in youth life	.551	

GLOSSARY

Alcohol and Drug Assessment: A clinical assessment of alcohol and drug abuse problems by a certified alcohol and drug treatment counselor.

Criminogenic need factors: Dynamic risk factors that represent promising intermediate targets for change when there is evidence that change will be followed by reduced recidivism (Andrews 1989; Andrews & Bonta 1994).

Evaluation Measures: Methods designed to measure individual, program, or system change. Self-report surveys conducted at entry and at exit that measure changes in attitudes, beliefs, and behaviors, as well as interviews, tests, observations, official records, etc. can all be used.

Mental Health Assessment: An evaluation of mental health status by a licensed [certified] counselor, social worker, or psychologist

Needs Identification: An instrument to identify criminogenic need factors that have precipitated problem behaviors. The Identification of criminogenic needs becomes a foundation for developing and monitoring case plans.

Psychological Evaluation: A clinical diagnosis by a licensed psychiatrist.

Psychosocial and Cognitive Assessment: Assessments that measure psychosocial and cognitive factors

Program Evaluation Assessment Tools: Tools designed to measure program performance. These can include diagnostic tools.

Risk-to-Offend Assessment: An instrument to aid in making decisions about the appropriate level of supervision to mitigate risk, promote public safety, and target resources effectively. Information for the assessment is gathered from interviews with youth, parents, and collateral contacts, as well as from official records. This empirically based assessment contains some of the same factors as the risk factor screen, but may include site specific factors that influence recidivism or its measurement.

Risk Re-Assessment: An instrument to re-assess dynamic risk factors, or those conditions or events that change over time. A re-assessment also looks at additional factors such as response to supervision or placement.

Risk Screen: An instrument used at the time of initial referral to determine eligibility for programs established by the Juvenile Crime Prevention Partnership. The tool identifies (but does not attempt to fully assess) the presence of factors that contribute to the risk of offending, using a simple decision-tree check list.

Specialized Screens: Instruments to identify the need for more specialized assessments. Below are three examples. Other screens include, but are not limited to: mental health, sex offender, firesetter, suicide, and health screens.

- A. ***Oregon Mental Health Referral Checklist:*** A checklist that identifies youth who should be referred for a mental health assessment or psychological evaluation. This screening tool was developed by Portland State University for the Mental Health Division, in collaboration with the Oregon Youth Authority, the Oregon Commission on Children and Families, and the Oregon Juvenile Department Directors' Association. The goal is to increase early, appropriate referrals for mental health assessments so that serious mental health conditions do not go unrecognized and untreated.
- B. **Alcohol and Drug Screen:** An instrument to determine the need for a full alcohol and drug treatment assessment.
- C. **Detention Screen:** A checklist of legal and other criteria to determine eligibility and appropriateness of detaining a youth referred to a juvenile department.

References

Andrews, D.A. (1995). Recidivism is Predictable and Can be Influenced: Using Risk Assessment to Reduce Recidivism. Feature Article: Laboratory for Research on Assessment and Evaluation in Human Services, Department of Psychology, Carleton Univeristy.

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Orange County Probation Department (1998). The "8% Problem": Chronic Juvenile Offender Recidivism: Executive Summary. Orange County, California. (For additional information or copies of the full research report, call (714) 569-2150, or write: Gwen A. Kurz, Orange Co. Probation Department, 909 N. Main Street, Santa Ana, CA 92701.

Ure, Nick (1999) Understanding warning signs: Guidelines for Interpreting Violence. (Presentation at 5th Annual Violence Prevention Summer Institute. Full copy of text available at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html> or <http://www.nasweb.org/center.html>.

Werner, E.E. (1997). Vulnerable but invincible: High risk children from birth to adulthood. *European Child & Adolescent Psychiatry*, (5) pp.47-51.

Wiebush, R., Baird, C., Krisberg, B., and Onok, D. (1995) Risk assessment and classification for serious, violent, and chronic juvenile offenders (In *The Sourcebook On Serious, Violent, and Chronic Juvenile Offenders*, P171-212, James C. Howell, Barry Krisberg, et.al. eds.)