

Community Assessment Tool

Full Assessment

DOMAIN 1: Record of Referrals	
1. Age at first offense:	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> 12 and Under
2. Misdemeanor referrals:	<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:	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
4. Confinements in secure detention where youth was held for at least 48 hours:	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
5. Commitment orders where youth served at least one day confined under residential commitment:	<input type="radio"/> None <input type="radio"/> One or more

DOMAIN 2: Demographics	
1. Youth's Gender:	<input type="radio"/> Male <input type="radio"/> Female
2. Youth's Current Age:	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> 12 and Under

DOMAIN 3: School

1. Youth's current enrollment status, regardless of attendance:	<input type="radio"/> Enrolled full-time <input type="radio"/> Enrolled part-time <input type="radio"/> Dropped out/Expelled <input type="radio"/> Has Diploma/GED and NOT pursuing further education <input type="radio"/> Has Diploma and IS pursuing further education
2. Youth's conduct in the most recent term: Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.	<input type="radio"/> Youth not in school in current term <input type="radio"/> No problems with school conduct <input type="radio"/> Problems with school conduct
3. Youth's school attendance in the most recent term:	<input type="radio"/> Youth not in school in current term <input type="radio"/> No problems with school attendance <input type="radio"/> Problems with school attendance
4. Youth's academic performance in the most recent school term:	<input type="radio"/> Youth not in school in current term <input type="radio"/> Mostly As, or mostly As and Bs <input type="radio"/> Mostly Bs and Cs, no Fs <input type="radio"/> Some Ds and/or Fs, or worse
5. 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
6. 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
7. 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 or 2 <input type="radio"/> Close to 3 or more
8. Youth's involvement in school activities during most recent term:	<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
9. Interviewer's assessment of likelihood the youth will stay in and graduate from high 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

DOMAIN 4: Use of Free Time	
1. Current interest and involvement in structured recreational activities:	<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
2. Types of structured recreational activities in which youth currently participates: (Check all that apply)	<input type="checkbox"/> None <input type="checkbox"/> Community/cultural group <input type="checkbox"/> Hobby, group or club <input type="checkbox"/> Athletics <input type="checkbox"/> Religious group/church <input type="checkbox"/> Volunteer organization
3. Current active involvement in pro-social unstructured hobbies:	<input type="radio"/> Currently involved in 2 or more pro-social hobbies <input type="radio"/> Currently involved in 1 pro-social hobby <input type="radio"/> Not interested or involved in any pro-social hobbies

DOMAIN 5: Employment	
1. Youth's employment history: (Check all that apply)	<input type="checkbox"/> Too young for employment consideration <input type="checkbox"/> Never been employed <input type="checkbox"/> Has been successfully employed <input type="checkbox"/> Has been fired or quit due to problems
2. Youth understands what is required to maintain a job:	<input type="radio"/> Lacks knowledge of what it takes <input type="radio"/> Has knowledge of what it takes <input type="radio"/> Has demonstrated ability to maintain a job
3. Youth's employment status:	<input type="radio"/> Too young for employment consideration <input type="radio"/> Not employed and not interested in employment <input type="radio"/> No employed but interested in employment <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

DOMAIN 6: Relationships	
1. History of anti-social friends/companions: (Check all that apply)	<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
2. Current friends/ companions youth actually spends time with: (Check all that apply)	<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
3. Current positive adult non-family relationships not connected to school or employment:	<input type="radio"/> No positive adult relationships <input type="radio"/> 1 or 2 positive adult relationship <input type="radio"/> 3 or more positive adult relationships
4. Current pro-social community ties:	<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
5. 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
6. Currently admires/imitates anti-social peers:	<input type="radio"/> Does not associate with anti-social peers <input type="radio"/> Does not admire, imitate anti-social peers <input type="radio"/> Admires, emulates anti-social peers
7. 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 or leads anti-social peers

DOMAIN 7: Family	
1. 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.	<input type="radio"/> No history of running away/being kicked out <input type="radio"/> 1 instance of running away/being kicked out <input type="radio"/> 2 to 3 instances of running away/kicked out <input type="radio"/> 4 or more instances of running away/kicked out
2. Youth lost a biological parent to separation, divorce, abandonment, or death:	<input type="radio"/> No <input type="radio"/> Yes
3. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:	<input type="radio"/> No jail/imprisonment history in family <input type="radio"/> Jail/imprisonment history in family
4. History of jail/imprisonment of persons who are currently involved with the household:	<input type="radio"/> No jail/imprisonment currently in family <input type="radio"/> Jail/imprisonment currently in family

<p>5. Problem history of parents/guardians who are currently involved with the household: (Check all that apply)</p>	<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
<p>6. Problem history of siblings who are currently involved with the household: (Check all that apply)</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>7. Family willingness to help support youth:</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>8. Family member(s) youth feels close to or has good relationship with: (Check all that apply)</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>9. Level of conflict between parents, between youth and parents, among siblings:</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>10. Current parental authority and control:</p>	<input type="radio"/> Youth usually obeys and follows rules <input type="radio"/> Sometimes obeys or obeys some rules <input type="radio"/> Consistently disobeys, and/or is hostile
<p>11. History of out-of-home DCF placements:</p>	<input type="radio"/> No <input type="radio"/> Yes
<p>12. Support network for family:</p>	<input type="radio"/> No support network <input type="radio"/> Some support network <input type="radio"/> Strong support network

13. Parental supervision:	<input type="radio"/> Consistent good supervision <input type="radio"/> Sporadic supervision <input type="radio"/> Inadequate supervision
14. Consistent appropriate punishment for bad behavior:	<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
15. Consistent appropriate rewards for good behavior:	<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
16. Parental characterization of youth's anti-social behavior:	<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

DOMAIN 8: Alcohol and Drugs	
1. Alcohol use:	<input type="radio"/> No history of alcohol use <input type="radio"/> History of alcohol use <input type="radio"/> Currently using alcohol <input type="radio"/> Alcohol is negatively impacting the youth's life
2. Drug use:	<input type="radio"/> No history of drug use <input type="radio"/> History of drug use <input type="radio"/> Currently using drugs <input type="radio"/> Drugs are negatively impacting the youth's life
3. History of assessment/ diagnosis:	<input type="radio"/> Never referred for drug/alcohol assessment <input type="radio"/> Referred but never assessed <input type="radio"/> Diagnosed as no problem <input type="radio"/> Diagnosed as abuse <input type="radio"/> Diagnosed as dependent/addicted
4. Current participation in treatment:	<input type="radio"/> Alcohol/drug treatment not warranted <input type="radio"/> Not currently attending needed treatment program <input type="radio"/> Currently attending treatment program <input type="radio"/> Successfully completed treatment program and no longer needing treatment

DOMAIN 9: Trauma and Mental Health

<p>1. History of violence/physical abuse: (Check all that apply)</p>	<p><input type="checkbox"/> Not a victim of violence/physical abuse <input type="checkbox"/> Victim of violence/physical abuse at home <input type="checkbox"/> Victim of violence/physical abuse in a foster/group home <input type="checkbox"/> Victimized by family member <input type="checkbox"/> Victimized by someone outside the family <input type="checkbox"/> Attacked with a weapon</p>
<p>2. History of witnessing violence: (Check all that apply)</p>	<p><input type="checkbox"/> Has not witnessed violence <input type="checkbox"/> Has witnessed violence at home <input type="checkbox"/> Has witnessed violence in a foster/group home <input type="checkbox"/> Has witnessed violence in the community <input type="checkbox"/> Family member killed as a result of violence</p>
<p>3. History of sexual abuse/rape: (Check all that apply)</p>	<p><input type="checkbox"/> Not a victim of sexual abuse/rape <input type="checkbox"/> Sexually abused/raped by family member <input type="checkbox"/> Sexually abused/raped by someone outside the family</p>
<p>4. History of being a victim of neglect:</p>	<p><input type="radio"/> Not a victim of neglect <input type="radio"/> Victim of neglect</p>
<p>5. History of anger or irritability:</p>	<p><input type="radio"/> No history of anger/irritability <input type="radio"/> History of anger/irritability</p>
<p>6. History of depression/anxiety:</p>	<p><input type="radio"/> No history of depression/anxiety <input type="radio"/> History of depression/anxiety</p>
<p>7. Current mental health problem status:</p>	<p><input type="radio"/> No current mental health problem <input type="radio"/> Complying with mental health treatment <input type="radio"/> Not complying with recommended treatment</p>
<p>8. Current suicidal ideation: (Check all that apply)</p>	<p><input type="checkbox"/> Has never had serious thoughts about suicide <input type="checkbox"/> Has had serious thoughts about suicide <input type="checkbox"/> Has made a plan to commit suicide. If yes, describe _____ <input type="checkbox"/> Has attempted to commit suicide. If yes, describe attempts and dates _____ <input type="checkbox"/> Feels life is not worth living-no hope for future <input type="checkbox"/> Knows someone well who has committed suicide. If yes, who, when, and how _____ <input type="checkbox"/> Engages in self-mutilating behavior _____</p>

DOMAIN 10: Attitudes and Behaviors

1. Attitude toward responsible law-abiding behavior:	<input type="radio"/> Abides by conventions/values <input type="radio"/> Does not abide conventions/values
2. Accepts responsibility for anti-social behavior:	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Does not accept responsibility of anti-social behavior
3. Optimism:	<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
4. Impulsivity:	<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. Empathy:	<input type="radio"/> Has empathy for others <input type="radio"/> Has some empathy for others <input type="radio"/> Does not have empathy for others
6. Respect for property of others:	<input type="radio"/> Usually or always respects property of others <input type="radio"/> Sometimes respects property of others <input type="radio"/> No respect for property
7. Respect for authority figures:	<input type="radio"/> Respects most authority figures <input type="radio"/> Does not respect or resents authority figures <input type="radio"/> Defies or is hostile toward most authority figures
8. Youth's belief in successfully meeting conditions of 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

DOMAIN 11: Aggression

1. 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 sometimes appropriate
2. 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
3. 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
4. Aggressive behavior being exhibited by youth: (Check all that apply)	<input type="checkbox"/> No reports/evidence of aggression <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
5. Problems with sexually aggressive behavior: (Check all that apply)	<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

DOMAIN 12: Skills

1. Consequential thinking:	<ul style="list-style-type: none"> <input type="radio"/> Does not understand consequences to actions <input type="radio"/> Understands and/or identifies there are consequences to actions <input type="radio"/> Acts to obtain desired consequences—good consequential thinking
2. Goal setting:	<ul style="list-style-type: none"> <input type="radio"/> Does not set goals <input type="radio"/> Sets unrealistic or somewhat realistic goals <input type="radio"/> Sets realistic goals
3. Problem-solving:	<ul style="list-style-type: none"> <input type="radio"/> Cannot identify problem behaviors <input type="radio"/> Identifies and/or thinks of solutions for problem behaviors <input type="radio"/> Applies appropriate solutions to problem behaviors
4. Dealing with others:	<ul style="list-style-type: none"> <input type="radio"/> Lacks basic social skills in dealing with others <input type="radio"/> Has basic social skills, lacks or sometimes uses advanced skills in dealing with others <input type="radio"/> Often uses advanced social skills in dealing with others
5. Dealing with difficult situations:	<ul style="list-style-type: none"> <input type="radio"/> Lacks 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
6. Dealing with feelings/emotions:	<ul style="list-style-type: none"> <input type="radio"/> Lacks 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
7. Monitoring of triggers:	<ul style="list-style-type: none"> <input type="radio"/> Cannot identify internal and/or external triggers <input type="radio"/> Identifies internal and/or external triggers <input type="radio"/> Actively monitors internal and/or external triggers
8. Control of impulsive behavior:	<ul style="list-style-type: none"> <input type="radio"/> Impulsivity is not a major issue for the youth <input type="radio"/> Youth is not able to control impulsive behavior <input type="radio"/> Uses techniques to control impulsive behavior
9. Control of aggression:	<ul style="list-style-type: none"> <input type="radio"/> Aggression is not an issue for the youth <input type="radio"/> Lacks alternatives to aggression <input type="radio"/> Sometimes uses alternatives to aggression <input type="radio"/> Often uses alternatives to aggression