### DOMAIN 1: Record of Referrals Resulting in Diversion, Adjudication Withheld, Adjudication, or Deferred Prosecution

**Domain 1 Definitions:** Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth. Referrals should be included in Domain 1 if either (1) they have a qualifying disposition or (2) they have no qualifying disposition but are less than 500 days old from the date of the referral. Qualifying dispositions include only referrals that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Qualifying Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age at first offense: The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony.</td>
<td>Over 16, 16, 15, 13 to 14, 12 and Under</td>
</tr>
<tr>
<td>2.</td>
<td>Misdemeanor referrals: Total number of referrals, as defined in “Domain 1 Definitions,” above, for which the most serious offense was a non-traffic misdemeanor.</td>
<td>None or one, Two, Three or four, Five or more</td>
</tr>
<tr>
<td>3.</td>
<td>Felony referrals: Total number of referrals, as defined in “Domain 1 Definitions,” above, for which the most serious offense was for a felony offense.</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>4.</td>
<td>Against-person or weapon referrals: Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals as defined in “Domain 1 Definitions,” see above, that involve an against-person or weapon offense, including sex offenses.</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>5.</td>
<td>Weapon referrals: Total number of referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.</td>
<td>None, One, Two, Three or four, Five or more</td>
</tr>
<tr>
<td>6.</td>
<td>Against-person misdemeanor referrals: Total number of referrals for which the most serious offense was an against-person misdemeanor— a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>7.</td>
<td>Against-person felony referrals: Total number of referrals involving force or physical harm to another person including sexual misconduct as defined by FDLE as violent felonies.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>8.</td>
<td>Sex offense referrals: Items 7 and 8 are mutually exclusive and should add to the total number of referrals, as defined in “Domain 1 Definitions,” see above, that involve a sex offense or sexual misconduct.</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>9.</td>
<td>Confinements in secure detention where youth was held for at least 48 hours: Number of times the youth was held for at least 48 hours physically confined in a detention facility.</td>
<td>None, One, Two, Three or more</td>
</tr>
<tr>
<td>10.</td>
<td>Commitment orders where youth served at least one day confined under residential commitment: Total number of commitment orders and modification orders for which the youth served at least one day confined under residential commitment. A day served includes credit for time served.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>11.</td>
<td>Escapes: Total number of attempted or actual escapes that resulted in adjudication.</td>
<td>None, One, Two or more</td>
</tr>
<tr>
<td>12.</td>
<td>Pick Up Orders for failure-to-appear in court or absconding supervision: Total number of failures-to-appear in court or absconding supervision that resulted in a pick up order being issued. Exclude failure-to-appear warrants for non-criminal matters.</td>
<td>None, One, Two or more</td>
</tr>
</tbody>
</table>

### DOMAIN 2: Gender

Gender is auto-populated from JJIS.
### DOMAIN 3A: School History

1. **Youth is a special education student or has a formal diagnosis of a special education need:** (check all that apply.)
   - No special education need
   - Learning
   - Mental retardation
   - Behavioral
   - ADHD/ADD

2. **History of expulsions and out of school suspensions since the first grade:**
   - No expel/suspend
   - 1 expel/suspend
   - 2 or 3
   - 4 or 5
   - 6 or 7
   - More than 7

3. **Age at first expulsion or suspension:**
   - No expulsions
   - 5 to 9 years old
   - 10 to 13 years old
   - 14 to 15 years old
   - 16 to 18 years old

4. **Youth has been enrolled in a community school during the last 6 months, regardless of attendance:**
   - No, graduated/GED and not attending school, do not complete Domain 3B
   - No, dropped-out or expelled for more than six months, do not complete Domain 3B
   - Yes, must complete Domain 3B

### DOMAIN 3B: Current School Status

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

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

2. **Type of school in which youth is enrolled:**
   - Public academic
   - Vocational
   - Alternative
   - GED program
   - Private academic
   - Home school
   - College
   - Other

3. **Youth believes there is value in getting an education:**
   - Believes getting an education is of value
   - Somewhat believes education is of value
   - Does not believe education is of value

4. **Youth believes school provides an encouraging environment for him or her:**
   - Believes school is encouraging
   - Somewhat believes school is encouraging
   - Does not believe school is encouraging

5. **Teachers, staff, or coaches the youth likes or feels comfortable talking with:**
   - Not close to any teachers, staff, or coaches
   - Close to 1
   - Close to 2
   - Close to 3
   - Close to 4 or more

6. **Youth’s involvement in school activities during most recent term:**
   - School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.
   - Involved in 2 or more activities
   - Involved in 1 activity
   - Interested but not involved in any activities
   - Not interested in school activities

7. **Youth’s conduct in the most recent term:**
   - Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.
   - Recognition for good behavior
   - No problems with school conduct
   - Problems reported by teachers
   - Problem calls to parents
   - Calls to police

8. **Number of expulsions and suspensions in the most recent term:**
   - No expel/suspend
   - 1 expel/suspend
   - 2 or 3
   - More than 3

9. **Youth’s attendance in the most recent term:**
   - Partial-day absence means attending majority of classes and missing minority. Full-day absence means missing majority of classes. Habitual truancy as defined in FS includes 15 unexcused absences in a 90 day period.
   - Good attendance; few excused absences
   - No unexcused absences
   - Some partial-day unexcused absences
   - Some full-day unexcused absences
   - Habitual truant

10. **Youth’s academic performance in the most recent school term:**
    - Honor student (mostly As)
    - Above 3.0 (mostly As and Bs)
    - 2.0 to 3.0 (mostly Bs and Cs, no Fs)
    - 1.0 to 2.0 (mostly Cs and Ds, some Fs)
    - Below 1.0 (some Ds and mostly Fs)
11. Interviewer’s assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:
   - Very likely to stay in school and graduate
   - Uncertain if youth will stay and graduate
   - Not very likely to stay and graduate

### DOMAIN 4A: Historic Use of Free Time
1. History of structured recreational activities within the past 5 years: Youth has participated in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.
   - Involved in 2 or more structured activities
   - Involved in 1 structured activity
   - Never involved in structured activities

2. History of unstructured pro-social recreational activities within the past 5 years: Youth has engaged in activities that positively occupy the youth’s time, such as reading, hobbies, etc.
   - Involved in 2 or more pro-social unstructured activities
   - Involved in 1 pro-social unstructured activity
   - Never involved in pro-social unstructured activities

### DOMAIN 4B: Current Use of Free Time

- For Initial Assessments, current means behaviors during the last 6 months.
- For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.

1. Current interest and involvement in structured recreational activities: Youth participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activity.
   - Currently involved in 2 or more structured activities
   - Currently involved in 1 structured activity
   - Currently interested but not involved
   - Currently not interested in any structured activities

2. Types of structured recreational activities in which youth currently participates: (check all that apply.)
   - None
   - Community/cultural group
   - Hobby group or club
   - Athletics
   - Religious group/church
   - Volunteer organization

3. Current interest and involvement in pro-social unstructured recreational activities: Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.
   - Currently involved in 2 or more pro-social unstructured activities
   - Currently involved in 1 pro-social unstructured activity
   - Currently interested but not involved
   - Not interested in any pro-social unstructured activities

## DOMAIN 5A: Employment History

1. **History of employment:**
   - Too young for employment consideration
   - Never been employed
   - Has been employed

2. **History of successful employment:**
   - Never successfully employed
   - Has been successfully employed

3. **History of problems while employed:**
   - Never fired or quit because of problems
   - Fired or quit because of poor performance
   - 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):**
   - Never had any positive relationships
   - Had 1 positive relationship
   - Had 2 or more positive relationships

## DOMAIN 5B: Current Employment

- For Initial Assessments, current means behaviors during the last 6 months.
- For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.

1. **Understanding of what is required to maintain a job:**
   - Lacks knowledge of what it takes to maintain a job
   - Has knowledge of abilities to maintain a job
   - Has demonstrated ability to maintain a job

2. **Current interest in employment:**
   - Currently employed
   - Not employed but highly interested in employment
   - Not employed but somewhat interested
   - Not employed and not interested in employment
   - Too young for employment consideration

3. **Current employment status:**
   - Not currently employed
   - Employment is currently going well
   - Having problems with current employment

4. **Current positive personal relationship(s) with employer(s) or adult coworker(s):**
   - Not currently employed
   - Employed but no positive relationships
   - At least 1 positive relationship
### DOMAIN 6A: History of Relationships

1. **History of positive adult non-family relationships not connected to school or employment:** Adults, who are not teachers and not part of the youth’s family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.
   - No positive adult relationships
   - 1 positive adult relationship
   - 2 positive adult relationships
   - 3 or more positive adults relationships

2. **History of anti-social friends/companions:** Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others and other delinquent youth. (check all that apply.)
   - Never had consistent friends or companions
   - Had pro-social friends
   - Had anti-social friends
   - Been a gang member/associate

### DOMAIN 6B: Current Relationships

1. **Current positive adult non-family relationships not connected to school or employment:** Adults, who are not teachers and not part of the youth’s family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.
   - No positive adult relationships
   - 1 positive adult relationship
   - 2 positive adult relationships
   - 3 or more positive adults relationships

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

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

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

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

6. **Current resistance to anti-social peer influence:**
   - Does not associate with anti-social peers
   - Usually resists going along with anti-social peers
   - Rarely resists going along with anti-social peers
   - Leads anti-social peers
### DOMAIN 7A: Family History

1. **History of court-ordered or DCF voluntary out-of-home and shelter care placements exceeding 30 days:**
   - Exclude DJJ residential commitments.
   - No out-of-home placements exceeding 30 days
   - 1 out-of-home placement
   - 2 out-of-home placements
   - 3 or more out-of-home placements

2. **History of running away or getting kicked out of home:**
   - Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.
   - No history of running away/being kicked out
   - 1 instance of running away/kicked out
   - 2 to 3 instances of running away/kicked out
   - 4 to 5 instances of running away/kicked out
   - Over 5 instances of running away/kicked out

3. **History of petitions filed:**
   - Include all petitions regardless of whether the petition was granted.
   - No petitions filed
   - CINS/FINS
   - Dependency

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

5. **Youth living under any adult supervision.**
   - Adult supervision must be someone who is responsible for the youth’s welfare, either legally or with parental consent.
   - No, living with peers without adult supervision, do not complete Domain 7B
   - No, living alone without adult supervision, do not complete Domain 7B
   - No, transient without adult supervision, do not complete Domain 7B
   - Yes, living under adult supervision, must complete Domain 7B

### DOMAIN 7B: Current Living Arrangements

- **For Initial Assessments,** current means behaviors during the last 6 months.
- **For Re-assessments and Final Assessments,** current means behaviors during the last 4 weeks.

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

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

3. **Jail/imprisonment history of persons who are currently involved with the household:**
   - No one with history of being in jail/prison
   - Mother/female caretaker
   - Father/male caretaker
   - Older sibling
   - Younger sibling
   - Other member

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

- No siblings currently in household
- No problem history of siblings in household
- Sibling alcohol problem history
- Sibling drug problem history
- Sibling physical health problem history
- Sibling mental health problem history
- Sibling employment problem history

6. Support network for family: *Extended family and/or family friends who can provide additional support to the family.*

- No support network
- Some support network
- Strong support network

7. Family willingness to help support youth:

- Consistently willing to support youth
- Inconsistently willing to support youth
- Little or no willingness to support youth
- Hostile, berating, and/or belittling of youth

8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:

- No opportunities for involvement provided
- Some opportunities for involvement provided
- Opportunities for involvement provided

9. Youth has run away or been kicked out of home: *Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.*

- Has not run away/kicked out of home
- Has run away/kicked out of home
- Is currently kicked out of home or is a runaway

10. Family member(s) youth feels close to or has good relationship with: *(check all that apply.)*

- Does not feel close to any family member
- Feels close to mother/female caretaker
- Feels close to father/male caretaker
- Feels close to male sibling
- Feels close to female sibling
- Feels close to extended family

11. Level of conflict between parents, between youth and parents, among siblings:

- Some conflict that is well managed
- Verbal intimidation, yelling, heated arguments
- Threats of physical abuse
- Domestic violence: physical/sexual abuse

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

- Consistent good supervision
- Sporadic supervision
- Inadequate supervision

13. Parental authority and control:

- Youth usually obeys and follows rules
- Youth sometimes obeys or obeys some rules
- Youth consistently disobeys and/or is hostile

14. Consistent appropriate punishment for bad behavior: *Appropriate means clear communication, timely response, and response proportionate to conduct.*

- Consistently appropriate punishment
- Consistently overly severe punishment
- Consistently insufficient punishment
- Inconsistent or erratic punishment

15. Consistent appropriate rewards for good behavior: *Appropriate means clear communication, timely response, and response proportionate to conduct; rewards mean affection, praise, etc.*

- Consistently appropriate rewards
- Consistently overly indulgent/overly protective
- Consistently insufficient rewards
- Inconsistent or erratic rewards

16. Parental characterization of youth’s anti-social behavior:

- Disapproves of youth's anti-social behavior
- Minimizes, denies, justifies, excuses behavior, or blames others/circumstances
- Accepts youth's anti-social behavior as okay
- Proud of youth's anti-social behavior
## 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 to alcohol/drug use.

1. **History of Youth's alcohol use: (check all that apply.)**
   - □ No use of alcohol
   - □ Past use of alcohol
   - □ Alcohol disrupted education
   - □ Alcohol caused family conflict
   - □ Alcohol interfered with keeping pro-social friends
   - □ Alcohol caused health problems
   - □ Alcohol contributed to criminal behavior
   - □ Youth needed increasing amounts of alcohol to achieve same level of intoxication or high
   - □ Youth experienced withdrawal problems

2. **History of Youth's drug use: (check all that apply.)**
   - □ No past drug use
   - □ Past use of drugs
   - □ Drugs disrupted education
   - □ Drugs caused family conflict
   - □ Drugs interfered with keeping pro-social friends
   - □ Drugs caused health problems
   - □ Drugs contributed to criminal behavior
   - □ Youth needed increasing amounts of drugs to achieve same level of intoxication or high
   - □ Youth experienced withdrawal problems

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

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

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

6. **Youth is currently using alcohol or drugs:**
   - □ For Initial Assessments, current means within the last six months.
   - □ For Re-assessments and Final Assessments, current means within the last four weeks.
   - O No, do not complete Domain 8B
   - O Yes, must complete domain 8B
## DOMAIN 8B: Current Alcohol and Drugs

- **For Initial Assessments**, current means behaviors during the last 6 months.
- **For Re-assessments and Final Assessments**, current means behaviors during the last 4 weeks.

### 1. Youth’s Alcohol use: *(check all that apply.)*

- [ ] Not currently using alcohol
- [ ] Currently using alcohol
- [ ] Alcohol disrupts education
- [ ] Alcohol causes family conflict
- [ ] Alcohol interferes with keeping pro-social friends
- [ ] Alcohol causes health problems
- [ ] Alcohol contributes to criminal behavior
- [ ] Youth needs increasing amounts of alcohol to achieve same level of intoxication or high
- [ ] Youth experiences withdrawal problems

### 2. Youth’s Drug use: *(check all that apply.)*

- [ ] Not currently using drugs
- [ ] Currently using drugs
- [ ] Drugs disrupts education
- [ ] Drugs causes family conflict
- [ ] Drugs interferes with keeping pro-social friends
- [ ] Drugs causes health problems
- [ ] Drugs contributes to criminal behavior
- [ ] Youth needs increasing amounts of drugs to achieve same level of intoxication or high
- [ ] Youth experiences withdrawal problems

### 3. Type(s) of drugs used: *(check all that apply.)*

- [ ] No current drug use
- [ ] Marijuana/Hashish
- [ ] Amphetamines (Meth/uppers/speed/ecstacy)
- [ ] Cocaine (crack/rock)
- [ ] Cocaine (coke)
- [ ] Heroin
- [ ] Inhalants (Glue/Gasoline)
- [ ] Barbiturates (Tuinal/Seconal/downers)
- [ ] Tranquilizers/sedatives (Valium/Libnum/Dalmane/Ketamine)
- [ ] Hallucinogens (LSD/Acid/Mushrooms/GHB)
- [ ] Phencyclidine (PCP/Angel Dust)
- [ ] Other opiates (Dilaudid/Demerol/Percodan/Codeine/ Oxycont)
- [ ] Other Drugs (Specify ________)

### 4. Current drug/alcohol treatment program participation:

- [ ] Alcohol/drug treatment not warranted
- [ ] Not currently attending needed treatment program
- [ ] Currently attending treatment program
- [ ] Successfully completed treatment program
## DOMAIN 9A: Mental Health History

### 1. History of suicidal ideation: Include any previous thoughts, threats, plans and attempts even if youth indicates they were manipulative or there was no intent. (Check all that apply.)
- □ Has never had serious thoughts about suicide
- □ Has had serious thoughts about suicide
- □ Has made a plan to commit suicide. If yes, describe __________
- □ Has attempted to commit suicide. If yes, describe attempts and dates __________________
- □ Feels life is not worth living—no hope for future
- □ Knows someone well who has committed suicide. If yes, who, when and how _____________________________
- □ Engages in self-mutilating behavior

For abuse and neglect, include suspected incidents of abuse, including those disclosed by youth, whether or not reported or substantiated, but exclude reports of abuse/neglect investigated but proven to be false.

### 2. History of violence/physical abuse: Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false. (check all that apply.)
- □ Not a victim of violence/physical abuse
- □ Victim of violence/physical abuse at home
- □ Victim of violence/physical abuse in a foster/group home
- □Victimized by family member
- □Victimized by someone outside the family
- □Attacked with a weapon

### 3. History of witnessing violence: (check all that apply.)
- □ Has not witnessed violence
- □ Has witnessed violence at home
- □ Has witnessed violence in a foster/group home
- □ Has witnessed violence in the community
- □ Family member killed as a result of violence

### 4. History of sexual abuse/rape: Include suspected incidents of abuse if disclosed by youth, whether or not reported or substantiated, but exclude reports investigated but proven to be false. (check all that apply.)
- □ Not a victim of sexual abuse/rape
- □ Sexually abused/raped by family member
- □ Sexually abused/raped by someone outside the family

### 5. History of being a victim of neglect: Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.
- □ Not a victim of neglect
- □ Victim of neglect

### 6. History of ADD/ADHD: Confirmed by a professional in the social service/healthcare field.
- □ No history of ADD/ADHD
- □ Diagnosed with ADD/ADHD
- □ Only ADD/ADHD medication prescribed
- □ Only ADD/ADHD treatment prescribed
- □ ADD/ADHD medication and treatment prescribed

### 7. 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 professional in the social service/healthcare field.
- □ No history of mental health problem(s)
- □ Past history of mental health problem(s) diagnosis (more than six months ago)
- □ Diagnosed with mental health problem(s)
- □ Only mental health medication prescribed. If yes, list ____________
- □ Only mental health treatment prescribed
- □ Mental health medication and treatment prescribed

### 8. History of Anger or Irritability
- □ No history of anger/irritability
- □ History of occasional feelings of anger/irritability
- □ History of consistent feelings of anger/irritability
- □ History of aggressive reactions to feelings of anger/irritability
<table>
<thead>
<tr>
<th>Domain 9B: Current Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Current suicidal ideation:</strong> Include any previous thoughts, threats, plans and attempts even if youth indicates they were manipulative or there was no intent. (check all that apply)</td>
</tr>
<tr>
<td>○ Has never thought about suicide</td>
</tr>
<tr>
<td>○ Has had serious thoughts about suicide</td>
</tr>
<tr>
<td>○ Has made a plan to commit suicide. If yes, describe ____________________________</td>
</tr>
<tr>
<td>○ Has attempted to commit suicide. If yes, describe attempts and dates ____________________________</td>
</tr>
<tr>
<td>○ Feels life is not worth living—no hope for future</td>
</tr>
<tr>
<td>○ Knows someone well who has committed suicide. If yes, who, when and how ____________________________</td>
</tr>
<tr>
<td>○ Engages in self-mutilating behavior ____________________________</td>
</tr>
<tr>
<td><strong>2. Currently diagnosed with ADD/ADHD:</strong> Confirmed by a professional in the social service/healthcare field.</td>
</tr>
<tr>
<td>Type of medication: ____________________________</td>
</tr>
<tr>
<td>○ No ADD/ADHD diagnosis</td>
</tr>
<tr>
<td>○ No ADD/ADHD medication currently prescribed</td>
</tr>
<tr>
<td>○ Currently taking ADD/ADHD medication</td>
</tr>
<tr>
<td>○ ADD/ADHD medication currently prescribed, but not taking</td>
</tr>
<tr>
<td><strong>3. Mental health treatment currently prescribed excluding ADD/ADHD treatment:</strong></td>
</tr>
<tr>
<td>○ No current mental health problem</td>
</tr>
<tr>
<td>○ No mental health treatment currently prescribed</td>
</tr>
<tr>
<td>○ Attending mental health treatment</td>
</tr>
<tr>
<td>○ Treatment currently prescribed, but not attending</td>
</tr>
<tr>
<td><strong>4. Mental health medication currently prescribed excluding ADD/ADHD medication:</strong></td>
</tr>
<tr>
<td>Type of medication: ____________________________</td>
</tr>
<tr>
<td>○ No current mental health problem</td>
</tr>
<tr>
<td>○ No mental health medication currently prescribed</td>
</tr>
<tr>
<td>○ Currently taking mental health medication</td>
</tr>
<tr>
<td>○ Mental health medication currently prescribed, but not taking</td>
</tr>
<tr>
<td><strong>5. Mental health problems currently interfere in working with the youth:</strong></td>
</tr>
<tr>
<td>○ No current mental health problem</td>
</tr>
<tr>
<td>○ Mental health problem(s) do not interfere in work with youth</td>
</tr>
<tr>
<td>○ Mental health problem(s) interfere in work with youth</td>
</tr>
</tbody>
</table>
### DOMAIN 10: Attitudes/Behaviors

**For Initial Assessments, current means behaviors during the last 6 months.**

**For Re-assessments and Final Assessments, current means behaviors during the last four weeks.**

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

**Items 1 through 4:**
- For Initial Assessments, rate items based on behavior during the last 6 months.
- For Re-assessments and Final Assessments, rate items based on behavior during the last 4 weeks.

| 1. Tolerance for frustration: | ○ Rarely gets upset over small things or has temper tantrums  
- Sometimes gets upset over small things or has temper tantrums  
- 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: | ○ Primarily positive view of intentions of others  
- Primarily negative view of intentions of others  
- Primarily hostile view of intentions of others |
| 3. Belief in yelling and verbal aggression to resolve a disagreement or conflict: | ○ Believes verbal aggression is rarely appropriate  
- Believes verbal aggression is sometimes appropriate  
- Believes verbal aggression is often appropriate |
| 4. Belief in fighting and physical aggression to resolve a disagreement or conflict: | ○ Believes physical aggression is never appropriate  
- Believes physical aggression is rarely appropriate  
- Believes physical aggression is sometimes appropriate  
- Believes physical aggression is often appropriate |

**Items 5 and 6:**
- For Initial Assessments, include the entire history of report.
- For Re-assessments and Final Assessments, include reports within the last 4 weeks.

| 5. Reports/evidence of violence not included in criminal history: (check all that apply.) | ☐ No reports/evidence of violence  
- Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm  
- Deliberately inflicting physical pain  
- Using/threatening with a weapon  
- Fire starting  
- Violent destruction of property  
- Animal cruelty |
| 6. Reports of problem with sexual aggression not included in criminal history: (check all that apply.) | ☐ No reports/evidence of sexual aggression  
- Aggressive sex  
- Sex for power  
- Young sex partners  
- Child sex  
- Voyeurism  
- Exposure |
### DOMAIN 12: Skills

1. **Consequential thinking:**
   - Does not understand there are consequences to actions
   - Understands there are consequences to actions
   - Identifies consequences of actions
   - Acts to obtain desired consequences—good consequential thinking

2. **Goal setting:**
   - Does not set goals
   - Sets unrealistic goals
   - Sets somewhat realistic goals
   - Sets realistic goals

3. **Problem-solving:**
   - Cannot identify problem behaviors
   - Identifies problem behaviors
   - Thinks of solutions for problem behaviors
   - Applies appropriate solutions to problem behaviors

4. **Situational perception:** Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.
   - Cannot analyze the situation for use of a pro-social skill
   - Can analyze but not choose the best pro-social skill
   - Can choose the best skill but cannot select the best time and place
   - Can select the best time and place to use the best pro-social skill

5. **Dealing with others:** Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.
   - Lacks basic social skills in dealing with others
   - Has basic social skills, lacks advanced skills in dealing with others
   - Sometimes uses advanced social skills in dealing with others
   - Often uses advanced social skills in dealing with others

6. **Dealing with difficult situations:** Incl. 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.
   - Lacks skills in dealing with difficult situations
   - Rarely uses skills in dealing with difficult situations
   - Sometimes uses skills in dealing with difficult situations
   - Often uses skills in dealing with difficult situations

7. **Dealing with feelings/emotions:** Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else’s anger, expressing affection, dealing with fear, and rewarding oneself.
   - Lacks skills in dealing with feelings/emotions
   - Rarely uses skills in dealing with feelings/emotions
   - Sometimes uses skills in dealing with feelings/emotions
   - Often uses skills in dealing with feelings/emotions

8. **Monitoring of internal triggers, distorted thoughts, that can lead to trouble:**
   - Cannot identify internal triggers
   - Identifies internal triggers
   - Actively monitors internal triggers

9. **Monitoring of external triggers, events or situations, that can lead to trouble:**
   - Cannot identify external triggers
   - Identifies external triggers
   - Actively monitors external triggers

10. **Control of impulsive behaviors that get youth into trouble:** Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.
    - Never had a problem with impulsive behavior
    - Does not know techniques to control impulsive behavior
    - Knows techniques to control impulsive behavior
    - Uses techniques to control impulsive behavior

11. **Control of aggression:** Includes asking permission, sharing thoughts, helping others, negotiating, using self control, standing up for one’s rights, responding to teasing, avoiding trouble with others, and keeping out of fights.
    - Never had a problem with aggression
    - Lacks alternatives to aggression
    - Rarely uses alternatives to aggression
    - Sometimes uses alternatives to aggression
    - Often uses alternatives to aggression