

# Residential Assessment for Youth

## DOMAIN 1: Record of Referrals

All responses for this domain are answered by JJIS. Data cannot be changed in the assessment.

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

All responses for this domain are answered by JJIS. Data cannot be changed in the assessment.

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 3A: School

1. Youth is a special education student or has a formal diagnosis of a special education need: (Check all that apply) <b>This item is historic</b>	<input type="checkbox"/> No special education needs <input type="checkbox"/> Behavioral <input type="checkbox"/> Learning <input type="checkbox"/> Intellectual Disability
2. History of expulsions and out of school suspensions since the first grade: <b>This item is historic- since 1<sup>st</sup> grade</b>	<input type="radio"/> No expulsions/suspensions <input type="radio"/> 1 to 3 expulsions/suspensions <input type="radio"/> 4 to 7 expulsions/suspensions <input type="radio"/> More than 7 expulsions/suspensions

<p>3. Age at first expulsion or suspension: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No expulsions/suspensions <input type="radio"/> 5 to 9 years old <input type="radio"/> 10 to 13 years old <input type="radio"/> 14 to 15 years old <input type="radio"/> 16 to 18 years old</p>
<p>4. Youth's school attendance, prior to placement: <b><i>This item is looking at the last time the youth was enrolled in community school</i></b></p>	<p><input type="radio"/> Youth not in school prior to placement <input type="radio"/> No problems with school attendance <input type="radio"/> Problems with school attendance</p>
<p>5. Type of school program in which youth is participating in the program: (Check all that apply) <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><input type="checkbox"/> Academic <input type="checkbox"/> Vocational <input type="checkbox"/> College Classes <input type="checkbox"/> GED Prep</p>
<p>6. Youth's conduct: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems that were handled by teachers <input type="radio"/> Problems that required an escalated response/removal from the class</p>
<p>7. Number of removals from classroom: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><input type="radio"/> No removals <input type="radio"/> 1 to 3 removals <input type="radio"/> 4 to 8 removals <input type="radio"/> 9 or more removals</p>
<p>8. Youth's current academic performance: <b><i>This item is looking at the last time the youth was enrolled in community school. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><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</p>
<p>9. Youth believes there is value in getting an education: <b><i>This item is looking at the last time the youth was enrolled in community school. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><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</p>
<p>10. Youth believes school provides an encouraging environment for him or her: <b><i>This item is looking at the last time the youth was enrolled in community school. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><input type="radio"/> Believes school is encouraging <input type="radio"/> Somewhat believes school is encouraging <input type="radio"/> Does not believe school is encouraging</p>
<p>11. Teachers, staff, or coaches the youth likes or feels comfortable talking with: <b><i>This item is looking at the last time the youth was enrolled in community school. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><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</p>
<p>12. Interviewer's assessment of likelihood the youth will stay in and graduate from high school: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></p>	<p><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</p>

### DOMAIN 3B: Vocational Training

*This domain is only available for youth participating in vocational training at the program.*

<p>1. Youth believes there is value in getting vocational training: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Believes getting vocational training is of value <input type="radio"/> Somewhat believes vocational training is of value <input type="radio"/> Does not believe vocational training is of value</p>
<p>2. Youth's conduct: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems that were handled by teachers <input type="radio"/> Problems that required an escalated response/removal</p>
<p>3. Number of removals: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> No removals <input type="radio"/> 1 to 3 removals <input type="radio"/> 4 to 8 removals <input type="radio"/> 9 or more removals</p>
<p>4. Youth progress in earning vocational certification: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Not in certificate program <input type="radio"/> Minimal progress in earning certification <input type="radio"/> Moderate progress in earning certification <input type="radio"/> Substantial progress in earning certification</p>
<p>5. Youth's interest in pursuing employment in vocational area trained: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Very interested in pursuing employment using vocational training <input type="radio"/> Uncertain about pursuing employment using vocational training <input type="radio"/> Not very interested in pursuing employment using vocational training</p>

### DOMAIN 4: Use of Free Time

<p>1. History of structured recreational activities within the past 5 years: <b>This item is historic- past 5 years</b></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. Current interest and involvement in structured non-academic activities: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Primarily positive behavior or contribution to most structured activities <input type="radio"/> Passive participation in structured activities <input type="radio"/> Primarily negative behavior in structured activities</p>
<p>3. Types of structured non-academic activities in which youth currently participates: (Check all that apply) <b>This item is looking at the last time the youth was in the community.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="checkbox"/> None <input type="checkbox"/> Adult Mentor <input type="checkbox"/> Community/cultural group <input type="checkbox"/> Hobby, group or club <input type="checkbox"/> Athletics <input type="checkbox"/> Community service <input type="checkbox"/> Peer to peer mentoring <input type="checkbox"/> Religious group/church <input type="checkbox"/> Volunteer organization</p>
<p>4. Current use of unstructured/leisure time: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Positive use of unstructured time; pursues pro-social interests. <input type="radio"/> Does not make use of unstructured time <input type="radio"/> Negative use of unstructured time, gets in trouble</p>

<b>DOMAIN 5: Employment</b>	
1. Youth understands what is required to maintain a job: <b><i>This item is historic.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Ineligibility due to being under age <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. Youth's employment aspirations: <b><i>This item is historic.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Ineligibility due to being under age <input type="radio"/> No legal employment aspirations <input type="radio"/> Aspires to general labor/unskilled job <input type="radio"/> Aspires to a specific occupation/skill (carpenter, plumber, etc.) <input type="radio"/> Aspires to a professional job (accountant, lawyer, etc.)
3. Youth's employment plans: <b><i>This item is historic.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Ineligibility of being under age <input type="radio"/> Has no employment plans <input type="radio"/> Has unrealistic employment plans <input type="radio"/> Has realistic employment plans
4. Youth has acquired academic and/or vocational skills that lead to: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Ineligibility of being under age <input type="radio"/> No vocational skills/limited academic achievement <input type="radio"/> General labor/unskilled job <input type="radio"/> Specific occupation/skill (carpenter, plumber, etc.) <input type="radio"/> Professional job/higher education
5. Current outside employment status: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Employed <input type="radio"/> Employment terminated since last assessment <input type="radio"/> Not currently employed
6. Behavior at employment: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Disruptive <input type="radio"/> Complains while performing job <input type="radio"/> Performs without complaining <input type="radio"/> Positive, helpful behaviors on the job
7. Employment outcome: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Employment going well <input type="radio"/> Problems with employment <input type="radio"/> Left job because of issues unrelated to employment <input type="radio"/> Fired or quit because of problems
8. Positive personal relationship(s) with employer(s)/adult coworker(s): <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Not currently employed <input type="radio"/> Employed but no positive relationships <input type="radio"/> At least 1 positive relationship
9. Program supervised tasks assigned: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> No <input type="radio"/> Yes
10. Behavior related to assigned tasks: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last	<input type="radio"/> Not allowed at program <input type="radio"/> Disruptive/refuses to perform task(s) <input type="radio"/> Complains but perform task(s)

assessment.	<input type="radio"/> Performs task(s) without complaining <input type="radio"/> Positive, helpful behaviors while performing task(s)
11. Performance of assigned tasks: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Does poor job performing task(s) <input type="radio"/> Does adequate job performing task(s) <input type="radio"/> Does outstanding job performing task(s)
12. Level of cooperation with others while performing tasks: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> Works alone <input type="radio"/> Primarily uncooperative behavior <input type="radio"/> Primarily cooperative behavior <input type="radio"/> Pro-social leader of other youth assigned to task(s)

<b>DOMAIN 6: Relationships</b>	
1. History of anti-social friends/companions: (Check all that apply) <b>This item is historic</b>	<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. Maintains/develops positive adult non-family relationships: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Not allowed at program <input type="radio"/> No positive adult relationships <input type="radio"/> 1 or 2 positive adult relationships <input type="radio"/> 3 or more positive adult relationships
3. Maintains pro-social community ties: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<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
4. Currently in a "romantic", intimate, or sexual relationship: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<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. Status of parenting: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Does not have a child <input type="radio"/> Not working to maintain healthy relationship with child <input type="radio"/> Working to maintain healthy relationship with child and build parenting skills
6. Current resistance to anti-social peer influence at the program: <b>Since being placed at the program.</b> For reassessments, the 'current' timeframe is since the last assessment.	<input type="radio"/> Tries to avoid 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**

<p>1. History of running away or getting kicked out of home: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No history of running away/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 or more instances of running away</p>
<p>2. Youth lost a biological parent to separation, divorce, abandonment, or death: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No <input type="radio"/> Yes</p>
<p>3. History of out-of-home DCF placements: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No <input type="radio"/> Yes</p>
<p>4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No jail/imprisonment history in family <input type="radio"/> Jail/imprisonment history in family</p>
<p>5. Family situation prior to placement in a program: <b><i>This item is looking at the last time the youth was living in the community</i></b></p>	<p><input type="radio"/> Living with family <input type="radio"/> Living alone/with peers <input type="radio"/> Transient</p>
<p>6. History of jail/imprisonment of persons who are currently involved with the household: <b><i>This item is looks at the youth's history &amp; current family situation</i></b></p>	<p><input type="radio"/> No jail/imprisonment currently in family <input type="radio"/> Jail/imprisonment currently in family</p>
<p>7. Problem history of parents/guardians who are currently involved with the household: (Check all that apply) <b><i>This item looks at the youth's history &amp; the current family situation</i></b></p>	<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>
<p>8. Problem history of siblings who are currently involved with the household: (Check all that apply) <b><i>This item looks at the youth's history &amp; the current family situation</i></b></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>9. Family willingness to help support youth: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></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>10. Family member(s) youth feels close to or has good relationship with: (Check all that apply) <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b></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: <b><i>This item looks at the youth's history &amp; the current family situation</i></b></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 characterization of youth's anti-social behavior: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</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>
<p>13. Youth's perception of coordination and communication between the program, the JPO, and the family: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> Believes coordination is minimal <input type="radio"/> Believes coordination is adequate <input type="radio"/> Believes is optimal</p>
<p>14. All treatment needs are being addressed with the family at least monthly: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> No <input type="radio"/> Yes</p>
<p>15. All barriers to successful transition and discharge are being addressed with the family at least monthly: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> No <input type="radio"/> Yes</p>
<p>16. Parental perception of youth's progress in the program:</p>	<p><input type="radio"/> No contact with parent/caretaker <input type="radio"/> Thinks youth is making no progress/no possibility of progress <input type="radio"/> Thinks youth is making minimum progress <input type="radio"/> Thinks youth is making adequate progress <input type="radio"/> Thinks youth is making optimal progress</p>
<p>17. Status of family goals:</p>	<p><input type="radio"/> Family not a risk factor for the youth <input type="radio"/> Family goals assigned, but youth refuses to work on goals <input type="radio"/> Minimal progress in meeting goals related to family <input type="radio"/> Adequate progress in meeting goals related to family <input type="radio"/> Optimal progress in meeting goals related to family <input type="radio"/> Completed goals related to family</p>

<b>DOMAIN 8: Alcohol and Drugs</b>	
1. Alcohol use: <b><i>This item looks at the youth's history &amp; the current situation</i></b>	<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: <b><i>This item looks at the youth's history &amp; the current situation</i></b>	<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 is negatively impacting the youth's life
3. Attitude toward alcohol use: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b>	<input type="radio"/> Believes alcohol use must be avoided <input type="radio"/> Believes occasional alcohol use is ok <input type="radio"/> Believes there is no problem in regularly using alcohol
4. Attitude toward drug use: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b>	<input type="radio"/> Believes drug use must be avoided <input type="radio"/> Believes occasional drug use is ok <input type="radio"/> Believes there is no problem in regularly using drugs
5. Indication of current use of alcohol or drugs since admission to the program: <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b>	<input type="radio"/> No indication of recent use <input type="radio"/> Evidence of recent use
6. Types of substance abuse treatment youth is participating in: (Check all that apply) <b><i>Since being placed at the program. For reassessments, the 'current' timeframe is since the last assessment.</i></b>	<input type="checkbox"/> None <input type="checkbox"/> Family counseling/therapy <input type="checkbox"/> Group counseling/therapy <input type="checkbox"/> Individual counseling/therapy <input type="checkbox"/> Curriculum-based program (Specify _____) <input type="checkbox"/> Other: _____
7. Status of substance abuse goals:	<input type="radio"/> Substance abuse not a risk factor for the youth <input type="radio"/> Substance abuse goals assigned, but youth refuses to work on goals <input type="radio"/> Minimal progress in meeting goals related to substance abuse <input type="radio"/> Adequate progress in meeting goals related to substance abuse <input type="radio"/> Optimal progress in meeting goals related to substance abuse <input type="radio"/> Completed goals related to substance abuse



## DOMAIN 9: Trauma and Mental Health

<p>1. History of suicidal ideation/thoughts: (Check all that apply) <b><i>This item is historic</i></b></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"/> Family history of suicide. If yes, describe _____</p>
<p>2. History of violence/physical abuse: (Check all that apply) <b><i>This item is historic</i></b></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"/> Has been attacked with a weapon</p>
<p>3. History of witnessing violence: (Check all that apply) <b><i>This item is historic</i></b></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>4. History of sexual abuse/rape: (Check all that apply) <b><i>This item is historic</i></b></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>5. History of being a victim of neglect: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> Not a victim of neglect  <input type="radio"/> Victim of neglect</p>
<p>6. History of anger or irritability: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No history of anger/irritability  <input type="radio"/> History of anger/irritability</p>
<p>7. History of depression/anxiety: <b><i>This item is historic</i></b></p>	<p><input type="radio"/> No history of depression/anxiety  <input type="radio"/> History of depression/anxiety</p>
<p>8. Currently experiencing somatic complaints: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</p>	<p><input type="radio"/> No  <input type="radio"/> Yes</p>
<p>9. Current mental health status: <b><i>Since being placed at the program.</i></b> For reassessments, the 'current' timeframe is since the last assessment.</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>10. Current suicidal ideation: (Check all that apply) <b><i>This item looks at the last year.</i></b> For reassessments, the</p>	<p><input type="checkbox"/> Does not have serious thoughts about suicide  <input type="checkbox"/> Has recently had serious thoughts about suicide  <input type="checkbox"/> Feels life is not worth living—no hope for future/Has</p>

<p><i>'current' timeframe is since the last assessment.</i></p>	<p>recently verbally threatened suicide</p> <p><input type="checkbox"/> Engages in self-mutilating behavior _____</p> <p><input type="checkbox"/> Has recently made a plan to commit suicide. If yes, describe _____</p> <p><input type="checkbox"/> Has recently attempted to commit suicide. If yes, describe _____</p> <p><input type="checkbox"/> Knew someone well who has committed suicide. If yes, who, when and how _____</p>
<p>11. Types of mental health treatment youth is participating in: (Check all that apply)</p> <p><b>Since being placed at the program.</b> For reassessments, the <i>'current' timeframe is since the last assessment.</i></p>	<p><input type="checkbox"/> No mental health treatment required</p> <p><input type="checkbox"/> Group counseling/therapy</p> <p><input type="checkbox"/> Individual counseling/therapy</p> <p><input type="checkbox"/> Family counseling/therapy</p> <p><input type="checkbox"/> Behavioral counseling/ therapy</p> <p><input type="checkbox"/> Psycho/social skills training</p> <p><input type="checkbox"/> Psychiatric treatment (includes psychotropic medications)</p> <p><input type="checkbox"/> Other (specify _____)</p>
<p>12. Compliance with psychotropic medications: (Check all that apply)</p> <p><b>Since being placed at the program.</b> For reassessments, the <i>'current' timeframe is since the last assessment.</i></p>	<p><input type="checkbox"/> No medications prescribed</p> <p><input type="checkbox"/> Medical regime not stabilized</p> <p><input type="checkbox"/> Compliant use of medications</p> <p><input type="checkbox"/> Inconsistent use of medications</p> <p><input type="checkbox"/> Youth refuses to take medications</p> <p><input type="checkbox"/> Parent/caretaker refuses to allow medications</p>
<p>13. Status of mental health goals:</p>	<p><input type="radio"/> Mental health not a risk factor for the youth</p> <p><input type="radio"/> Mental health goals assigned, but youth refuses to work on goals</p> <p><input type="radio"/> Minimal progress in meeting goals related to mental health</p> <p><input type="radio"/> Adequate progress in meeting goals related to mental health</p> <p><input type="radio"/> Optimal progress in meeting goals related to mental health</p> <p><input type="radio"/> Completed goals related to mental health</p>

<b>DOMAIN 10: Attitudes and Behaviors</b>	
1. 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
2. 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
3. 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
4. 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
5. 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
6. Attitude toward rules of the program:	<input type="radio"/> Believes program rules apply to him or her <input type="radio"/> Believes some program rules sometimes apply to him or her
7. 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
8. Understands impact of anti-social behaviors:	<input type="radio"/> Understands the impacts of own behavior <input type="radio"/> Does not understand impact of own behavior
9. Youth's belief in successfully meeting requirements of program:	<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
10. Status of attitudes/behaviors goals:	<input type="radio"/> Attitudes/behaviors not a risk factor for the youth <input type="radio"/> Attitudes/behaviors goals assigned, but youth refuses to work on goals <input type="radio"/> Minimal progress in meeting goals related to attitudes/behaviors <input type="radio"/> Adequate progress in meeting goals related to attitudes/behaviors <input type="radio"/> Optimal progress in meeting goals related to attitudes/behaviors <input type="radio"/> Completed goals related to attitudes/behaviors

<b>DOMAIN 11: Current Aggression</b>	
1. Tolerance for frustration:	<input type="radio"/> Rarely is triggered over small things or has temper tantrums <input type="radio"/> Sometimes is triggered over small things or has temper tantrums <input type="radio"/> Often is triggered over small things or has temper tantrums
2. 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
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
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 <input type="checkbox"/> Sexual aggression
5. Status of aggression goals:	<input type="radio"/> Aggression not a risk factor for the youth <input type="radio"/> Aggression goals assigned, but youth refuses to work on goals <input type="radio"/> Minimal progress in meeting goals related to aggression <input type="radio"/> Adequate progress in meeting goals related to aggression <input type="radio"/> Optimal progress in meeting goals related to aggression <input type="radio"/> Completed goals related to aggression

<b>DOMAIN 12A: Current Skills</b>	
1. Consequential thinking:	<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:	<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:	<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. Situational perception:	<input type="radio"/> Cannot analyze the situation for use of a pro-social skill <input type="radio"/> Has trouble analyzing the best pro-social skill and/or best time and place <input type="radio"/> Can select the best time and place to use the best pro-social skill
5. Monitoring of triggers:	<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
6. Status of skills goals:	<input type="radio"/> Skills not a risk factor for the youth

- Skills goals assigned, but youth refuses to work on goals
- Minimal progress in meeting goals related to skills
- Adequate progress in meeting goals related to skills
- Optimal progress in meeting goals related to skills
- Completed goals related to skills

**DOMAIN 12B: Skills for Appropriately Dealing with Others**

	Struggles with this skill	Building strength in this skill	Often uses this skill
1. Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Starting a conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Having a conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Asking a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Saying thank you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Introducing yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Introducing other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Giving a compliment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Asking for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Joining in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Giving instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Following instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Apologizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Convincing others without manipulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DOMAIN 12C: Skills for Dealing with Difficult Situations**

	Struggles with this skill	Building strength in this skill	Often uses this skill
1. Making a complaint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Answering a complaint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dealing with embarrassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dealing with being left out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Standing up for a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Responding to frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Responding to failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Dealing with contradictory messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Dealing with accusations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Getting ready for a difficult conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Dealing with group pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Timeframes: For initial assessments, timeframes are in bold for each item. For reassessments, the 'current' time frame is since the last assessment. Historic items mean ever, unless clearly specified.***

**DOMAIN 12D: Skills for Dealing with Feelings/Emotions**

	Struggles with this skill	Building strength in this skill	Often uses this skill
1. Knowing his or her feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Expressing feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understanding the feelings of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dealing with someone else's anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Expressing affection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Dealing with fear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Rewarding oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DOMAIN 12E: Techniques for Controlling Impulsive Behavior**

	Struggles with this skill	Building strength in this skill	Often uses this skill
1. Reframing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Replacing anti-social thoughts with pro-social thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Diversion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Relaxation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Relapse prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DOMAIN 12F: Techniques for Controlling Aggression**

	Struggles with this skill	Building strength in this skill	Often uses this skill
1. Asking permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sharing thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Helping others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Negotiating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Using self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Standing up for one's rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Responding to teasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Avoiding trouble with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Keeping out of fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>