

## FULL ASSESSMENT GUIDE



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# Introduction and Overview

## General information about Healthy Youth Development (HYD)

The Healthy Youth Development (HYD) Assessment helps case managers track and support a youth's progress across 12 skills linked to psychosocial maturity. Each skill is rated every 90 days while a youth is in OYA custody. These ratings are part of OYA's decision-making framework to help assess growth, set individualized goals, and support the transition back to their community.

Research shows that increased psychosocial maturity reduces the likelihood of criminal behavior. However, there should be consideration of brain development and cognitive changes which occur at different rates depending on factors such as supportive environments, trauma history, and mental health.

Key indicators of psychosocial maturity associated with a decreased likelihood of criminal behavior include:

- **Emotion management and impulse control**
- **Suppression of aggressive behavior**
- **Consideration of others**
- **Future orientation**
- **Ability to take personal responsibility**
  - Commitment offense impact on community and victim
  - Current and future conduct
- **Resisting peer influences**

## Cultural Awareness

Skills and behaviors can look different across cultures due to varying values, expectations, and social norms. Factors such as communication styles, views on authority, emotional expression, and approaches to decision-making all influence how youth develop and demonstrate these skills. Some cultures emphasize restraint and group harmony, while others prioritize directness and individual autonomy. When assessing and engaging with youth, it is important to recognize these differences and avoid making assumptions based on a single cultural perspective. Being aware of these influences can lead to more meaningful conversations, fair assessments, and better support for each youth's unique needs.

# Introduction and Overview

## Proficiency Ratings

The **HYD assessment** utilizes a proficiency rating scale from **1 (Beginning)** to **5 (Leading)** to evaluate a youth's progress across 12 skills. Each rating level reflects how a youth has developed and applied a skill. Observing the youth's behavior across multiple situations helps to ensure an accurate assessment of strengths, needs, and required support.

These ratings also help inform transition planning by assessing a youth's readiness for the next least restrictive placement and identifying areas where additional supports or services may be needed.

- 1. Beginning** – Cannot describe or use the skill. The youth is not yet aware of their lack of skill development in this area.
- 2. Learning** – Can describe the skill but requires explicit direction from staff or others to use it. The youth recognizes the value of the skill but may not understand what to do differently.
- 3. Developing** – Can use the skill independently on occasion, and often with support from staff or others. The youth is gaining greater awareness, understanding, and consistency.
- 4. Applying** – Can use the skill independently with consistency in low-stress situations. The youth recognizes the value of the skill, understands how to apply it, and uses the skill with some conscious effort.
- 5. Leading** – Can use the skill independently, even in high stress moments. The youth has integrated the skill into their behavior to the point of applying it as a first response. They may act as a role model for peers and encourage others to demonstrate the skill.

## Rating Notes

When selecting a rating, assessors are encouraged to leave a brief note to document specific examples or observations that illustrate the youth's proficiency level. This additional detail helps provide context for the rating and offers valuable insights for tailoring support and interventions.

# Introduction and Overview

## Rating Process

The rating process is structured to ensure that observations and documentation play a key role in evaluating and supporting skill development within the HYD framework. The steps below outline how ratings are determined, discussed, and used to guide the process.

The case manager responsible for completing the HYD assessment varies based on the youth's placement. For youth placed in a facility, the Case Coordinator (CC) is the party responsible. For youth placed in the community, the Juvenile Parole and Probation Officer (JPPO) assumes this responsibility.

- 1. Pre-Meeting Preparation:** The responsible case manager will review all relevant documentation, including case notes, incident reports, observed behavior, the most recent Risk Needs Assessment, and previous HYD ratings. They may meet with the youth to gather their input and ensure their perspective is considered. These insights are used to complete the assessment in advance of the **Progress Review Meeting**.
- 2. Meeting Facilitation:** The case manager leads a collaborative discussion during the meeting to review assessment highlights, including the youth's strengths, needs, and areas where progress has been made.
- 3. Skill Focus and Planning:** Participants are encouraged to actively seek feedback from youth about their experiences in school, work, relationships, and living situations. This feedback, along with insights and challenges shared by the youth, helps to identify skills to prioritize in the case plan. These selected focus areas are tailored to support the youth's current needs and development goals.
- 4. Ongoing Review:** HYD ratings are reviewed every 90 days throughout the youth's time in OYA custody, with the process repeated to track progress and refine the plan as needed.

## Rate all 12 Skills

Each of the 12 HYD skills must be rated every 90 days. Providing a rating for all skills ensures a complete picture of the youth's development, helps track progress over time, and supports accurate documentation in JJIS and case planning tools.

# Introduction and Overview

## How We Use the HYD Assessment

The HYD assessment plays an important role in transition planning and decision-making. Some youth need targeted support in developing HYD skills before they are ready to transition to a less restrictive placement.

Rather than requiring youth to achieve a specific rating, we set expectations that are both reasonable and tailored to each youth's developmental stage and growth potential.

### Here are some examples to illustrate how HYD ratings guide decision-making:

- **Example 1:** A youth achieving a rating of 3 in certain skills may be ready to transition to a residential program, where they will receive ongoing staff support and additional treatment to continue their development.
- **Example 2:** A youth with a significant trauma history or intellectual disabilities may have difficulty progressing beyond a rating of 3 in many areas. Even so, their readiness to move to a less restrictive placement can be assessed based on their demonstrated growth, ability to manage key challenges, and the supports available in the next environment.
- **Example 3:** A youth nearing termination from OYA custody may show a mix of ratings, with stronger skills in some areas and emerging skills in others. Their transition plan would focus on aligning their strengths with available community resources to support continued development after release.

### Special Consideration

Some youth require more targeted support in developing psychosocial maturity before they are ready to transition to a less restrictive setting. This is especially true for youth adjudicated for serious person to person crimes, or those designated as Public Safety Reserve (PSR). In these cases, the HYD assessment places greater emphasis on the need for meaningful progress and demonstrated skill development while in close custody. For youth with PSR-designated offenses, the expectation is typically a HYD rating of 4 or 5. If a youth is being considered for transition with a rating below 4, the rationale must be clearly documented, including an explanation of the circumstances and supports in place to ensure continued growth. This approach helps ensure youth are adequately prepared for a safe and successful transition.

# 1. Handling Frustration

## Understanding and Impact

Frustration is an emotional response often triggered by feelings of anger, disappointment, or annoyance. It arises when individuals encounter obstacles in achieving their goals or when they are faced with ongoing daily stressors in areas like work, school, or personal relationships. While frustration can be temporary, it has the potential to affect one's well-being in both the short and long term. When not effectively managed, frustration can lead to emotional outbursts, heightened stress, or even aggressive behavior, which may have negative consequences for the individual and those around them.

## Sample Discussion Questions

- How would you define frustration in your own words?
- Can you recall a recent situation where you felt frustrated? How did you cope with it?
- What personal strategies do you use to manage your frustration?
- Have you noticed specific situations or triggers that tend to cause frustration for you?
- What kind of support would help you build stronger skills for managing frustration?

### Support Recommendations for Youth Struggling with Frustration:

If a youth is facing difficulties in managing frustration, it may be beneficial to consider additional support services to help them develop coping strategies. These could include:

- **Emotional Regulation:** Teaching how to manage emotions effectively, especially in high-stress situations, to prevent emotional outbursts and reduce the risk of aggressive behavior.
- **Coping Mechanisms:** Developing constructive techniques to deal with frustration in healthy ways, such as mindfulness, relaxation, or rethinking the problem.
- **Communication Skills:** Building the ability to express frustrations clearly and respectfully, and seeking support from others when needed to address challenges.
- **Self-Awareness:** Encouraging individuals to recognize their emotions, thoughts, and behaviors, and understand their impact on themselves and others.
- **Problem-Solving:** Strengthening skills to approach challenges by breaking them down into manageable parts, and finding effective, constructive solutions.

## 2. Avoiding Rule Violations

### Understanding and Impact

Avoiding rule violations involves making thoughtful and proactive choices to adhere to established rules, regulations, and expectations in various settings, including workplaces, schools, communities, and personal environments. This requires a clear understanding of the significance of rules and taking full responsibility for one's actions and their impact on others.

### Sample Discussion Questions

- What do you believe is the purpose of rules, and why do you think it's important to follow them?
- How does rule-breaking impact you and others?
- How do you cope with following a rule that you personally don't think is important?

### Support Recommendations for Youth Struggling with Rule Violations:

If a youth is struggling to avoid rule violations, it may be helpful to consider additional support services to help them develop a better understanding of responsibility and ethical behavior. These could include:

- **Ethical Development:** Encouraging the importance of doing the right thing, even when it may be difficult, and helping individuals understand the consequences of their actions.
- **Responsibility:** Teaching how to take ownership of one's actions and make informed decisions. Building a sense of responsibility and accountability for choices and behavior.
- **Problem-Solving:** Strengthening the ability to approach challenges by breaking them down into manageable parts and finding constructive solutions to potential conflicts with rules.
- **Decision-Making:** Helping individuals consider the potential outcomes of their choices, evaluate the pros and cons, and choose actions that align with their values and goals.
- **Respect:** Promoting the development of mutual respect, earning trust from others (such as parents, teachers, and peers), and establishing a positive reputation that opens up opportunities for greater responsibilities and trust.



## 3. Controlling Impulsive Behavior

### Understanding and Impact

Impulsive behavior occurs when an individual acts without thinking through the potential consequences. This can involve risk-taking, self-harm, property damage, aggression, or outbursts that escalate into physical confrontations. Impulsivity often leads to actions that may harm oneself or others, and learning to manage it is key to making thoughtful decisions and maintaining healthy relationships.

### Sample Discussion Questions

- Can you recall a time when you almost acted impulsively? What strategies or techniques did you use to prevent it and achieve a positive outcome?
- Have you noticed any patterns or scenarios that lead to impulsive behavior? What steps have you taken to address these patterns?
- How do you feel about your progress in developing better impulse control?
- What support would help address any challenges you experience with impulse control?

### Support Recommendations for Youth Struggling with Impulsive Behavior:

If a youth is finding it difficult to control impulsive behavior, consider providing additional support services to assist them in managing their impulses more effectively. These might include:

- **Self-Awareness:** Helping individuals recognize their thoughts, emotions, and behaviors and how these impact their actions and interactions with others.
- **Relaxation Techniques:** Teaching coping strategies, such as deep breathing or mindfulness, to calm the mind and reduce the urge to act impulsively.
- **Decision-Making:** Encouraging individuals to consider the pros and cons of their choices, evaluate potential outcomes, and select options that align with their values and long-term goals.
- **Emotional Regulation:** Providing tools such as grounding techniques or other methods for regulating intense emotions (e.g., anger, frustration, excitement) that may trigger impulsive behavior.
- **Problem-Solving Skills:** Helping individuals break down challenges into smaller, manageable parts and find thoughtful, constructive ways to address issues without resorting to impulsivity.

## 4. Avoiding Self-Destructive Behavior

### Understanding and Impact

Making decisions that protect oneself from harm, whether physically, emotionally, or socially, involves recognizing harmful actions, such as substance abuse, negative thinking, or reckless behavior, and choosing healthier ways to cope with stress, challenges, and difficult emotions instead of engaging in behaviors that could damage personal growth.

### Sample Discussion Questions

- How do you define self-destructive behavior, and what impact has it had on your life?
- Do your actions align with your personal goals and values?
- Can you share an example of when you used your skills to avoid self-destructive behavior?

### Support Strategies for Youth Struggling with Self-Destructive Behavior:

If a youth is struggling with controlling impulsive behaviors or overcoming self-destructive patterns, consider offering additional support in these areas:

- **Emotional Regulation:** Teaching strategies to manage emotions and reduce impulsive actions.
- **Coping Mechanisms:** Helping youth use healthy techniques, such as physical activity, journaling, or breathing exercises, to calm the mind and reduce anxiety.
- **Seeking Support:** Encouraging the development of positive relationships and the importance of seeking help during challenging moments.
- **Practicing Resilience:** Supporting youth in building resilience by navigating challenges without resorting to self-destructive behaviors.
- **Problem-Solving:** Assisting youth in breaking down problems into manageable steps and finding constructive solutions.

## 5. Respecting Others' Needs and Feelings

### Understanding and Impact

Respecting others' needs and feelings involves recognizing that people have their own emotions, opinions, and perspectives, which may differ from yours. It requires empathy, open-mindedness, and the ability to engage with others in a way that values their experiences. By respecting these differences, youth foster stronger relationships, increase mutual understanding, and promote a positive, inclusive environment.

### Sample Discussion Questions

- How do you define respect when it comes to understanding others' feelings and needs?
- Why is it important to acknowledge and respect the emotions and needs of others?
- Can you share an experience where you actively listened to someone's needs without judgment?
- How can you communicate with others in a way that demonstrates respect for their emotions and perspectives?

### Support Strategies for Youth Struggling with Respecting Others' Needs and Feelings:

If a youth is having difficulty respecting others' needs and feelings, consider providing additional support in the following areas:

- **Empathy:** Teaching youth to recognize and understand the emotions and perspectives of others, fostering deeper connections.
- **Listening to Learn:** Promoting active listening skills, such as reflecting, asking clarifying questions, and offering non-verbal cues to demonstrate attentiveness.
- **Setting Boundaries:** Helping youth understand the importance of establishing and respecting personal boundaries and communicating them clearly.
- **Avoiding Judgment:** Encouraging non-judgmental approaches, refraining from criticism or demeaning others based on their feelings, thoughts, or choices.
- **Emotional Vocabulary:** Supporting youth in building an emotional vocabulary to accurately express and recognize emotions.
- **Self-Awareness:** Encouraging reflection on personal emotions, thoughts, and behaviors, and understanding how they impact interactions with others.

## 6. Understanding the Consequences of Personal Behavior

### Understanding and Impact

Behavior refers to how we conduct ourselves, particularly in relation to others. It's important for youth to recognize that every action and decision has both immediate and long-term consequences. Developing the ability to make choices that align with personal values and goals can lead to more responsible behavior and positive outcomes in life.

### Sample Discussion Questions

- How have you noticed your behaviors affecting others?
- What are some short-term and long-term consequences of your behavior?
- How does your behavior align with your personal goals and aspirations?

### Support Strategies for Youth Struggling with Understanding the Consequences of Their Behavior:

If a youth is having difficulty understanding the consequences of their behavior, consider providing additional support in these areas:

- **Self-Awareness:** Encouraging reflection on thoughts, feelings, and behaviors, helping youth understand their impact on others and the world around them.
- **Empathy:** Developing an understanding of how actions affect others, fostering consideration of other perspectives and the emotional impact of behavior.
- **Problem-Solving:** Teaching youth to break down challenges and consider the consequences of different courses of action.
- **Consideration of Others:** Encouraging a focus on the feelings, needs, and well-being of others when making decisions.
- **Values:** Helping youth establish values that guide their choices and behaviors, and align with their personal goals.
- **Taking Responsibility:** Teaching accountability for one's actions, including accepting the outcomes—whether positive or negative—and learning from them.

## 7. Being Accountable for Personal Shortcomings and Mistakes

### Understanding and Impact

When we take responsibility for our mistakes, we are more likely to reflect on our actions, identify what went wrong, and make adjustments to avoid repeating those errors in the future.

Accountability also involves recognizing the impact our actions have on others and showing empathy toward those affected by our mistakes.

### Sample Discussion Questions

- What does accountability look like to you?
- Can you share a time when you didn't let a mistake stop you from reaching a goal?
- How has taking accountability for your actions helped resolve conflicts or repair relationships?

#### **Support Strategies for Youth Struggling with Accountability:**

If a youth is having difficulty being accountable for their shortcomings or mistakes, consider providing additional support in these areas:

- **Self-Awareness:** Encouraging reflection on thoughts, behaviors, and their impact on others, promoting better understanding and personal growth.
- **Openness to Feedback:** Fostering a willingness to accept constructive criticism, learn from it, and make necessary adjustments.
- **Problem-Solving:** Helping youth break down challenges and find solutions, encouraging them to take responsibility in resolving issues.
- **Empathy:** Building an understanding of how one's actions affect others and considering the perspectives of those impacted.
- **Accountability:** Emphasizing personal responsibility without shifting blame, fostering a mindset of growth and learning from mistakes.

## 8. Establishing and Maintaining Pro-social Relationships

### Understanding and Impact

Positive social interactions are essential for cognitive, emotional, and social well-being. Healthy relationships provide support, reduce risk-taking behaviors, and help youth navigate social situations. Strong bonds with peers, family, mentors, and community members shape a youth's sense of identity and contribute to their personal development.

### Sample Discussion Questions

- What strategies do you use to maintain positive relationships with others?
- Who has been a positive influence in your life, and why?
- In your opinion, what makes a relationship healthy and supportive?
- What behaviors help you form new positive relationships?

#### Support Strategies for Youth Struggling with Pro-Social Relationships:

If a youth is facing challenges in establishing or maintaining pro-social relationships, consider providing additional support in these areas:

- **Self-Awareness:** Helping youth reflect on their thoughts, feelings, and behaviors and understand their impact on others.
- **Emotional Regulation:** Supporting youth in managing emotions to build connections with peers, mentors, and family members, fostering a sense of belonging.
- **Problem-Solving:** Encouraging youth to address challenges constructively by breaking them into manageable parts and finding positive solutions.
- **Peer Selection:** Helping youth surround themselves with positive role models and friends who engage in healthy behaviors and support their growth.
- **Conflict Resolution:** Guiding youth in resolving conflicts constructively and mending relationships.
- **Empathy:** Encouraging an understanding of others' feelings, perspectives, and the impact of one's actions on others.
- **Communication:** Teaching youth to express themselves respectfully and listen actively to others in their relationships.

## 9. Dealing with Negative Peer Pressure

### Understanding and Impact

Negative peer pressure is the influence from peers encouraging behaviors, attitudes, or values that harm an individual's well-being, safety, or personal growth. It can involve persuasion to adopt harmful behaviors, discourage positive activities, or encourage bullying and violence. Learning how to identify and resist negative peer pressure helps youth maintain their integrity and make choices aligned with their values.

### Sample Discussion Questions

- Tell me in your own words what is negative peer pressure is
- How can you resist negative peer pressure and stand behind your own values and core beliefs?
- Provide an example of a time when you overcame negative peer pressure?
- What are some strategies or skills that can help you cope with negative peer pressure?

### Support Strategies for Youth Struggling with Negative Peer Pressure:

If a youth is struggling to resist negative peer pressure, consider providing additional support in the following areas:

- **Values:** Helping youth understand and establish core values that guide their decisions and actions.
- **Emotional Regulation:** Supporting emotional resilience through self-esteem, confidence, and a positive self-image to resist negative influences.
- **Peer Selection:** Encouraging youth to surround themselves with supportive, positive peers and to establish healthy boundaries.
- **Problem-Solving Skills:** Teaching youth to break down challenges and find constructive solutions to resist peer pressure.
- **Seeking Support:** Encouraging youth to reach out for guidance from trusted adults or peers to build a support network that helps them resist harmful pressures.

# 10. Expressing Remorse

## Understanding and Impact

Expressing remorse involves recognizing the negative impact of one's actions and feeling deep regret or sorrow for the harm caused. It is a sincere desire to make amends and a commitment to change. Genuine remorse is rooted in empathy, accountability, and an understanding of how one's behavior affected others.

## Sample Discussion Questions

- What does remorse mean to you? How do you express remorse?
- Share about a time you felt genuine regret or sorrow for harm you caused with your actions.
- Do you have an obligation to make things right when you cause harm? Why or why not?
- How can you demonstrate your willingness to repair the harm to the best of your ability and your commitment to change for the future?

### Support Strategies for Youth Struggling with Expressing Remorse:

If a youth is struggling with expressing remorse, consider offering support in the following areas:

- **Empathy:** Encouraging youth to understand the feelings of others and recognize the impact of their actions on others.
- **Accountability:** Helping youth take responsibility for their actions without excuses or blaming others.
- **Vulnerability:** Supporting youth in expressing genuine emotions of regret and being honest about their mistakes.
- **Self-Awareness:** Helping youth recognize their emotions and behaviors and understand their effects on others.
- **Active Listening:** Encouraging youth to listen carefully and reflect on others' feelings and perspectives.
- **Commitment to Change:** Supporting youth in making a commitment to improve, prevent future harm, and work towards personal growth.



# 11. Setting and Achieving Goals

## Understanding and Impact

Setting and achieving goals involves defining clear objectives, creating a plan, and working toward accomplishing them. Goal setting provides direction, motivation, and focus, while achieving goals fosters a sense of accomplishment and success.

## Sample Discussion Questions

- Are there any goals you would like to set and achieve?
- What steps do you need to achieve your goal(s)?
- Is there a goal you had in mind that you could accomplish in 90 days?
- How can staff support you in achieving your goals?

### Support Strategies for Youth Struggling with Setting and Achieving Goals:

If a youth is struggling to make progress in goal setting and achievement, consider offering support in the following areas:

- **Purpose and Vision:** Helping youth identify what they want to achieve and channeling their efforts toward activities that align with their values and goals.
- **Practicing Resilience:** Teaching youth how to navigate setbacks and adversity and bounce back stronger from challenges.
- **Accountability:** Encouraging youth to take responsibility for their actions and progress toward their goals.
- **Problem-Solving:** Assisting youth in breaking down challenges into manageable steps and finding constructive solutions.
- **Time Management:** Supporting youth in prioritizing their goals, managing time effectively, and staying on track with their objectives.

# 12. Resolving Conflicts

## Understanding and Impact

Conflict is a natural part of life, influenced by experiences with family, friends, media, and culture. Youth who lack conflict resolution skills may respond impulsively or aggressively. It is crucial for youth to learn constructive approaches to conflict, such as effective communication, empathy, active listening, collaboration, and emotional regulation. Developing these skills helps resolve disagreements, strengthens relationships, and promotes personal growth.

## Sample Discussion Questions

- Can you share a recent conflict you experienced and what you learned from it?
- What is your natural conflict style (e.g., collaborating, accommodating, competing, compromising, avoiding)?
- What strengths and challenges do you notice with this style?
- What are some common sources of conflict for you, and how do you typically handle them?
- Which conflict resolution skills would you like to strengthen, and why?

### Support Strategies for Youth Struggling with Conflict Resolution:

If a youth is struggling to make progress in resolving conflicts, consider offering additional support services to address the following areas:

- **Emotional Regulation:** Teaching the skills to manage emotions, stay calm under pressure, and respond to conflicts in a thoughtful and composed way.
- **Problem-Solving Skills:** Encouraging youth to break down challenges into smaller, manageable steps and find constructive solutions.
- **Conflict Resolution Skills:** Helping youth communicate effectively, share perspectives, and identify when to seek outside support in resolving conflicts.
- **Empathy:** Encouraging youth to understand and acknowledge the feelings of others, fostering a deeper sense of connection and mutual respect.
- **Listening to Learn:** Promoting active listening by encouraging youth to fully engage with others' perspectives and show empathy through non-verbal cues and reflective responses.
- **Collaboration:** Teaching the value of working together to find a solution that benefits everyone involved, emphasizing compromise and mutual respect. Have you experienced any setbacks when working toward your goals? If yes, how did you respond to it?