

Oregon Youth Authority

Risk Needs Assessment 2.0 (2022)

Questions, Prompts, and Answer Options

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1.0 – INTRODUCTION AND OVERVIEW

1.1 General information about the RNA

The OYA Risk Needs Assessment is a broad survey of youth strengths and needs. The primary purpose is to assess the youth's current strengths and needs and to guide planning and intervention toward reducing needs and maintaining or enhancing strengths. Unless otherwise noted, consider the past 3 months when answering questions about the youth's current needs and strengths.

There are a few areas where historical information is gathered. This is primarily for reporting purposes (for example, to describe the populations of youth being served by OYA), but also provides context that may be relevant for working with the youth (for example, Trauma History or Family History).

With respect to current needs and strengths, the RNA measures 9 domains:

- Education
- Vocation
- Non-Family Relationships
- Current Caregivers
- Substance Use
- Mental Health
- Attitudes
- Aggression
- Skills

Each of these domains is scored on a scale from -100 to +100, with negative scores indicating more needs than strengths, and positive scores indicating more strengths than needs within the domain. The domains with the lowest scores (highest need) should be carefully reviewed when prioritizing treatment goals.

After an RNA is completed, a document can be retrieved within JJIS that summarizes the overall level of need in each domain and ranks domains according to need. This information can be used to inform case planning and prioritize goals for the youth. The document also summarizes the responses to each question within each of these 9 domains, so specific needs can be readily identified.

RNA reassessments will be conducted at least every 6 months for every youth. Ideally, youth needs will improve over the course of the youth's commitment. One way this can be accomplished is to review the specific items that indicate need within the youth's high-need domains, and to focus on building strengths in one or more of those areas.

1.2 General Information for Assessor

Please familiarize yourself with the assessment before starting a youth interview.

In most cases, it is preferable to conduct a file review and/or gather information from staff before starting the youth interview.

When conducting the file review, be sure to look for information that can be used to answer the Trauma History questions.

1.0 – INTRODUCTION AND OVERVIEW

When possible, avoid re-asking questions that can be fully answered using file information, especially if the topic might be sensitive (e.g., Trauma History).

Caregiver(s) should be contacted before finalizing the assessment. It is especially important to review the "Current Family or Other Caregivers" section with the current caregiver(s). Caregiver(s) may also be the best source for historical information regarding trauma, education, mental health, and the youth's family history.

Be mindful of your rapport with the youth and the youth's emotional state throughout the assessment. Some topics may be difficult for the youth to think about. Try to make the experience comfortable and collaborative. Give the youth breaks if needed.

Be mindful of your reactions to the youth's responses. Try to convey openness, respect, and support. The youth should not feel judged or belittled.

Each Domain begins with an "Instructions" item that contains any specific instructions for that domain.

Question Help is used throughout the assessment to provide additional information about items, offer sample interview questions, etc.

Please read all Question Help until you are fully familiar with the assessment.

Unless otherwise noted, consider the past 3 months when answering questions about the youth's current needs and strengths.

1.3 General Information for Youth

Assessors should take a moment to explain the assessment to the youth. Below are some suggestions for explaining the RNA to youth being assessed for the first time:

- I'm going to check in with you about how things are going in a bunch of different areas of your life
- Youth who come to OYA are often struggling in one or more of these areas. And those struggles can put them at higher risk for getting in trouble again in the future.
- During your commitment, we want to work with you to make improvements in the areas where you're struggling.
- The information we're going to cover will help me get to know you, and will also help us see what areas you could use some extra help with.
- Sometimes I'll be asking about things that happened in the past, but mostly I'm going to be asking about where you're at today.
- I want to get an honest picture of where you're at today. There are no right or wrong answers and you will not in any way be penalized or judged by what you tell me. I just want to see where you're at today so we can work with you to map out the road ahead.
- Also, I want to let you know ahead of time that I can add your comments to the assessment at the end. So if there's something important that wasn't captured in the questions, or you have other thoughts or comments, let me know and I'll take notes while we're talking and then we can put them into that comment section at the end.

2.0 – DEMOGRAPHICS

2.1 Instructions for Demographics section

This section is used to gather basic information about a youth's identity and background.

2.2 Youth sex

Enter legal sex; as on birth certificate or other government documentation

Male
Female
Other (specify in notes)

2.3 Youth's pronouns

He/him/his
She/her/hers
They/them/theirs
Other (specify in notes)

2.4 Youth's preferred language

English
Spanish
Chinese (including Mandarin or Cantonese)
Vietnamese
Russian
German
French (including Cajun)
Korean
Japanese
Sign language (specify in notes)
Other (specify in notes)

2.5 Youth's self-described understanding of English

Ask youth to describe their understanding of English but choose the answer that fits best with youth description AND interviewer impression.

Native English speaker and/or excellent fluency and understanding
Adequate understanding of English in most situations
Has difficulty understanding English

2.6 Preferred language of the youth's parents/guardians

English
Spanish

2.0 – DEMOGRAPHICS

Chinese (including Mandarin or Cantonese)
Vietnamese
Russian
German
French (including Cajun)
Korean
Japanese
Sign language (specify in notes)
Other (specify in notes)

2.7 Youth's self-described race/ethnicity/cultural heritage. Check all that apply.

White or Caucasian
Mexican
Other Hispanic, Latinx, or Spanish Origin
Black or African American
Chinese
Vietnamese
Japanese
Korean
South Asian
Other Asian (specify in notes)
American Indian or Alaska Native
Native Hawaiian or Pacific Islander
Other (specify in notes)
Prefer not to answer

2.8 Does youth have any biological children?

Yes
No

3.0 – CURRENT STATUS

3.1 Instructions for the Current Status section

This section is used to record the reason for the assessment and provide an overview of any recent safety concerns involving the youth. Concerns that may impact placement or supervision decisions are especially important.

3.2 Reason for assessment (check all that apply)

Anticipating possible first-time OYA commitment (e.g., preparing for Placement Committee review)

Initial (first-time) OYA Commitment (e.g., intake assessment)

Routine OYA re-assessment (e.g., tracking of youth progress, updating information)

OYA location change

Parole revocation to YCF

Change in OYA Disposition (e.g., from OYA Probation to YCF)

Anticipating release from YCF or OYA Residential Placement

Anticipating completion of OYA Commitment (Termination)

County use for county supervision purposes

Other (please specify in notes)

3.3 In the past 90 days, has youth's behavior physically harmed others or put others in physical danger?

Yes

No

3.4 In the past 90 days, has youth physically hurt themselves or put themselves in physical danger?

Yes

No

3.5 In the past 90 days, has youth run away for at least one 24-hour period?

Yes

No

3.0 – CURRENT STATUS

3.6 Recent safety concerns not captured above (see Question Help)

The previous questions addressed physical danger to self, harm to others, and running away. Other safety concerns might include threats of harm by or toward the youth, the youth being hurt by others, etc.

Be sure to note any safety concerns that will impact placement decisions.

Yes (specify in notes)

No

3.7 Runaways while on supervision (ever)

Has the youth ever run away while under supervision by the juvenile justice system?

No

Yes, ran away once

Yes, ran away more than once

3.8 Has the youth lived in the community at any time in the past 90 days?

Answer “Yes” if the youth was living in a private home (e.g., with family, friends, or independently) for all or part of the past 90 days.

Yes

Answer “No” if youth was in a residential program, detention center, YCF, or other staff-supervised setting throughout the past 90 days.

No

3.9 Who has youth lived with in the past 90 days? (check all that apply)

Autofills: “Youth was not living in the community”, if “No” selected above.

Youth was not living in the community

Biological Mother

Biological Father

Non-biological mother or stepmother

Non-biological father or stepfather

Older sibling(s)

Younger sibling(s)

Grandparent(s)

Other relative(s)

Youth's romantic partner

Youth's child

Foster Home/Group Home

Youth's friends

Living alone

Transient (moving around)

Other (specify in notes)

3.0 – CURRENT STATUS

3.10 Caregiver supervision in the community (past 90 days, choose one)

Autofills: “Youth was not living with caregivers in the community”, if “No” selected above.

Youth was not living with caregivers in the community.

Caregiver supervision was worse than average.

Caregiver supervision was about average.

Caregiver supervision was better than average.

3.11 Youth compliance with caregiver supervision (past 90 days, choose one)

Autofills: “Youth was not living with caregivers in the community”, if “No” selected above.

Youth was not living with caregivers in the community.

Caregivers did not try to supervise youth.

Youth was mostly non-compliant with caregiver supervision.

Youth was mostly compliant with caregiver supervision.

4.0 – EDUCATION

4.1 Instructions for Education section

The Education section gathers some historical information along with information about the youth's current academic progress and engagement. Questions 4.2 through 4.7 are historical and ask about the youth's experiences in community schools.

4.2 Youth ever received special education or had a formally diagnosed special education need while enrolled in community school (check all that apply)

"Community school" means any school open to the general population. Can include public schools, private schools, alternative schools, home school (if formally enrolled), etc.

Do not count schools located in detention, youth correctional facilities, or other juvenile justice settings.

Special education refers to accommodations under federal IDEA qualifications. Services are provided in accordance with an Individualized Education Plan (IEP).

No special education needs were identified while enrolled in community school

Behavioral or Emotional

Learning Disability

Intellectual Disability

Other qualifying condition (e.g., autism, brain injury, visual impairment)

4.3 Grade level at time of first known special education qualification

Autofills: "No history of special education ", based on previous question.

No history of special education

Elementary school

Middle school or Junior High School

High School

4.4 Number of expulsions and suspensions since the First Grade

No expulsions/suspensions

1 expulsion/suspension

2 - 3 expulsions/suspensions

4 -7 expulsions/suspensions

More than 7 expulsions/suspensions

4.5 Age at first expulsion or suspension

Autofills: "No expulsions or suspensions ", based on previous question.

No expulsions or suspensions

5-9 years old

10-13 years old

14-15 years old

16-18 years old

4.0 – EDUCATION

4.6 Attendance in most recent term of community school (prior to any OYA commitment)

Most recent term = last term in which the youth was enrolled in community school prior to any OYA commitment

Good attendance
Multiple unexcused absences
Dropped out, suspended, or expelled in most recent term
Had already graduated or obtained GED

4.7 Academic performance in most recent term of community school (prior to any OYA commitment)

Most recent term = last term in which the youth was enrolled in community school prior to any OYA commitment

Mostly As and Bs
Mostly Bs and Cs
Mostly Cs and Ds
Mostly Ds and Fs
Had already graduated or obtained GED

4.8 Current enrollment status (check all that apply)

Note: Youth are considered enrolled during summer vacation and other school breaks, provided that they will be attending school when classes resume.

Not enrolled in academic classes
Middle School or Junior High School
High School
GED Prep
College Coursework

4.9 Current educational setting

Autofills: "Not enrolled in academic classes", based on previous question.

Not enrolled in academic classes
Secure Custody (YCF or Detention)
Residential Placement with on-site school
Day Treatment (youth commutes to a treatment-related school)
Community (public or private, including alternative schools)
Homeschool (must be officially enrolled)

4.10 Youth is currently receiving special education and/or is currently eligible for special education (check all that apply)

Special education refers to accommodations under federal IDEA qualifications. Services are provided in accordance with an Individualized Education Plan (IEP).

No current special education qualifications
Behavioral or Emotional
Learning Disability
Intellectual Disability
Other qualifying condition (specify in notes)

4.0 – EDUCATION

4.11 Current academic performance

Autofills: “Graduated/GED and is not taking academic classes “, based on previous question.

Graduated/GED and is not taking academic classes
Has not graduated but is not taking academic classes
Mostly As and Bs
Mostly Bs and Cs
Mostly Cs and Ds
Mostly Ds and Fs

4.12 Interviewer's assessment of support needed for youth to stay in school and graduate

Autofills: “Already graduated/GED “, based on previous question.

Sample questions:

- *How would you describe your progress in school?*
- *Are you able to keep up in your classes?*
- *When do you think you will graduate? If you're behind in credits, how do you plan to catch up?*

Already graduated/GED
Needs less support than most youth; rarely needs extra help
Average support; youth needs help in a few areas
Needs more support than most youth; needs help in many areas

4.13 Academic credentials/degrees youth has received (check all that apply)

None
GED
High School Diploma
Associate’s Degree
Bachelor’s Degree or Higher

4.14 Youth’s interest in continuing their education

Sample questions:

- *Do you think that a high school diploma or GED will be helpful for you in the future?*
- *Do you have any plans to take college classes?*

Very interested
Somewhat interested
Not interested

4.15 Progress toward education-related case plan goals

Assessment of progress toward education-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If education-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no education-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned
Not a risk factor; no goals needed or assigned
Goals needed but not yet assigned
Minimal progress toward goals
Adequate progress toward goals
Excellent progress toward goals
Youth has completed all goals in this domain

5.0 – VOCATION

5.1 Instructions for Vocation section

The Vocation section provides an overview of the youth's interest, engagement, and progress toward developing skills for long-term gainful employment.

5.2 Youth's interest in gaining employment skills and qualifications

Sample questions:

- *Have you thought about what kind of work you might want to do?*
- *Do you think that job training or technical certifications would be helpful to you?*

Very interested
Somewhat interested
Not interested

5.3 Understanding of what is required to maintain a job

Sample questions:

- *What do you think it takes to get and keep a job?*
- *What do you think employers are looking for?*
- *If you've had a job, what's the longest you've worked at any one place? How did it go?*

Lacks knowledge
Has knowledge
Has demonstrated the ability to maintain a job

5.4 Current interest in employment

Sample questions:

- *Do you have a job right now?*
- *If so, how's it going?*
- *If not, are you interested in getting a job?*
- *What kinds of jobs would you find interesting?*

Employed
Highly interested
Somewhat interested
Not interested

5.5 Interviewer's assessment of support needed to prepare youth for gainful long-term employment

Things to consider:

Is the youth interested in employment?
Have they shown the basic skills needed to get or keep a job (interview skills, communication, reliability)?
Is the youth developing skills that will make them more competitive in the job market?
If a youth is too young for formal employment, consider their development of basic skills that will eventually help them get or keep a job.

Less than most youth; youth is nearly or already prepared
Average support; youth needs help in a few areas
More than most youth; youth needs help in many areas

5.0 – VOCATION

5.6 Likelihood that youth will obtain vocational or professional certification(s) in next 12 months

This question is based on the interviewer's impression. Vocational certification is broadly defined and may include software certificates, equipment operator licenses, trade certifications, etc.

Has already received certification(s)
Very likely
Uncertain
Not very likely

5.7 Youth's near-term employment plans (e.g., in the next year or shortly after returning to the community)

For youth with long commitments, include plans for employment during OYA custody.

No near-term employment plans
Plans are impractical or will be very hard to achieve
Plans are practical and achievable

5.8 Vocational credentials/certifications youth has received

Vocational certification is broadly defined and may include software certificates, equipment operator licenses, trade certifications, etc.

1 Professional/Trade Certification
2 or more Professional/Trade Certifications
None

5.9 Progress toward vocation-related case plan goals

Assessment of progress toward vocation-related goals in the youth's case plan.
If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".
If vocation-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.
If no vocation-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned
Not a risk factor; no goals needed or assigned
Goals needed but not yet assigned
Minimal progress toward goals
Adequate progress toward goals
Excellent progress toward goals
Youth has completed all goals in this domain

6.0 – NON-FAMILY RELATIONSHIPS

6.1 Instructions for Non-Family Relationships Section

The Non-Family Relationships section gathers information about any positive and supportive relationships with peers and adults in the community, along with information about the youth's current interactions with peers and adults.

6.2 History of positive relationships with adults outside of their household (do not include adults they met through school or employment)

History = in last year or two before first OYA commitment

Sample questions:

- *Besides your family, were there adults that you liked to spend time with? How did you meet them?*
- *What were they like?*
- *How did they treat you?*
- *Would you go to them for help if you needed it?*

Had no positive relationships

Had 1 positive relationship

Had 2 positive relationships

Had 3 or more positive relationships

6.3 History of positive relationships with adults connected to school or employment (such as teachers, managers, adult co-workers)

History = in last year or two before first OYA commitment

Sample questions (if not already determined in response to 7.2)

- *Did you like to spend time with any adults from school (teachers, coaches, counselors, etc.)?*
- *How did they treat you?*
- *Would you go to them for help if you needed it?*

Never had any positive relationships

Had 1 positive relationship

Had 2 positive relationships

Had 3 or more positive relationships

6.4 History of antisocial friends/companions

History = in last year or two before first OYA commitment

antisocial friends = friends or companions who engage in criminal/law-breaking behavior such as underage drinking, theft, running away, etc. and/or get in trouble at school or with police (don't count breaking parental rules).

prosocial friends = friends who follow rules, stay out of trouble at school and in community

Sample questions:

- *Who did you usually hang out with in the community?*
- *What were they like?*
- *How did you spend your time together?*
- *Did your friends get into trouble?*

Never had consistent friends or companions

Had only prosocial friends

Had mostly prosocial friends

Had mostly antisocial friends

Had only antisocial friends

6.0 – NON-FAMILY RELATIONSHIPS

6.5 Self-reported gang involvement

Answer based entirely on the youth's self-report. If the youth says they weren't involved in a gang, answer no even if other evidence suggests that they were.

Sample questions:

- *Did any of your friends belong to a gang? (this is just a way to introduce the topic)*
- *Did you belong to a gang?*
- *Do you still belong to a gang?*

Youth reports no history of gang involvement

Youth reports former but not current gang involvement

Youth reports current gang involvement

6.6 Current positive relationships with adults in the community (do not include family members)

Sample questions:

- *Besides your family, are there adults that you like to spend time with?*
- *Tell me about them.*
- *What are they like?*
- *Do they try to help you?*
- *Are you still in contact with them?*
- *Do you feel like you could reach out to them if you needed support?*

No positive relationships with adults

1 positive relationship

2 positive relationships

3 or more positive relationships

6.7 Positive relationships with staff, volunteers, or other adults at current placement

"Placement" includes detention, residential programs, YCFs, and other supervised settings. If the youth has been living at a private residence for all or most of the past 90 days, choose "not in a residential placement."

Sample questions:

- *How do you feel about the staff here? How do they treat you?*
- *Are there any staff or other adults here that try to help you?*
- *Are there any staff or other adults here that you feel comfortable talking to?*

Not in a residential placement

No positive relationships

1 positive relationship

2 positive relationships

3 or more positive relationships

6.8 Current connection with prosocial community groups (sports, religious groups, clubs, support groups, etc.)

Note: for youth in placements, this would normally be limited to groups who are doing some kind of reach-in but could also include groups they were previously involved in and have maintained a relationship with

Sample questions:

Not connected to any prosocial groups

Some connection(s) with prosocial groups

Strong connection(s) with prosocial groups

6.0 – NON-FAMILY RELATIONSHIPS

- Did you participate in any groups or clubs in the community (sports, clubs, support groups, etc.)? What about church or other religious groups?
- Are you still involved with those groups now? If so, how do you stay connected?
- Are there any other community groups that you're involved with?
- What do you like about the group(s) you're connected to?

6.9 Current friends in the community

antisocial friends = friends who break rules, get in trouble at school, in community, or with police

prosocial friends = friends who follow rules, stay out of trouble at school and in community

Sample questions:

- Do you have some friends in the community? What are they like? How do you stay connected?
- Do any of your friends help to keep you out of trouble?
- Have any of your current friends been in trouble with the law?

No consistent friends
Only prosocial friends
Prosocial and antisocial friends
Only antisocial friends

6.10 Currently in a romantic, intimate, or sexual relationship

Sample questions:

- Are you in a romantic relationship with anyone?
- If so, tell me about them. What are they like? How are you staying connected? Are they a good support person for you?
- Have they ever been in trouble themselves?

Unknown; youth has not disclosed
Not romantically involved with anyone
Romantically involved with a prosocial person
Romantically involved with an antisocial/criminal person

6.11 Currently admires/emulates antisocial peers

antisocial peers = peers who break rules, get in trouble with authority figures at school, in the community, or at a residential/YCF placement

Sample questions:

- What do you think of the other youth here?
- Are there any youth that you like to spend time with? What do you like about them?
- What's it like for you when you see youth misbehaving here? Do you think there are sometimes good reasons for breaking the rules?

Does not admire/emulate antisocial peers
Somewhat admires/emulates antisocial peers
Admires/emulates antisocial peers

6.0 – NON-FAMILY RELATIONSHIPS

6.12 Current resistance to negative peer influence

This question is best answered based on observation, when possible.

Sample questions:

- *Can you think of a time when other youth here have been misbehaving? What did you do when that happened?*
- *Are there times when you join in with misbehavior? Why or why not?*
- *Are there times when you're the first one to misbehave, or when you encourage others to misbehave? Why or why not?*
- *Are there times when you try to stop others from misbehaving? Why or why not?*

Always or usually resists joining in when peers are misbehaving

Sometimes resists joining in when peers are misbehaving

Rarely resists joining in when peers are misbehaving

Starts or leads misbehavior among peers

6.13 Peer relationships

Answer based on observation when possible.

Sample questions:

- *What's it like spending time with the other youth here (or in school/neighborhood/etc. if youth is not in a placement)?*
- *Do you feel safe around the other youth? Why or why not?*
- *Are there any youth that you like spending time with? Would you be willing to help any of them? Do you think they'd be willing to help you? Why or why not?*
- *Are there any youth here who get on your nerves? How do you handle that?*

Youth is often bullied, manipulated, or rejected by peers

Often forms equal/mutual relationships with peers

Often bullies, manipulates, or rejects peers

6.14 Progress toward case plan goals related to non-family relationships

Assessment of progress toward case plan goals related to non-family relationships.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If goals related to non-family relationships have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no goals related to non-family relationships have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

7.0 – FAMILY HISTORY

7.1 Instructions for Family History section

The Family History section provides an overview of disruptions or stressors the youth may have experienced in their household in the past. Most of this information is gathered for documentation/reporting reasons (so OYA can answer questions about the youth we serve, such as "What percentage of youth served by OYA had a family history of jail/imprisonment?"). However, in some cases family history may be taken into account in case planning (for example a strong family history of substance abuse may indicate higher risk of substance abuse for the youth).

For this section, "Home" includes any caregiver household. "Caregiver" includes parents, guardians, and any other adults with whom the youth lived and who played a primary role in caring for the youth for a considerable period of time.

Use Notes section if desired to explain family situation for this youth.

7.2 History of running away from home (ever)

Running away = away from home without permission for at least 24 hours

Sample questions:

- *Have you ever run away from home? Were you gone overnight? How many times?*

No history of running away from home

1 instance of running away from home

2-3 instances of running away from home

4-5 instances of running away from home

More than 5 instances of running away from home

7.3 History of getting kicked out of home (ever)

Kicked out = Caregiver(s) required youth to leave or to live with someone else due to the youth's behavior.

Sample questions:

- *Did your parents/caregivers ever kick you out of the house, or make you go live with someone else?*
- *How many times?*

No history of being kicked out

1 instance of being kicked out

2-3 instances of being kicked out

4-5 instances of being kicked out

More than 5 instances of being kicked out

7.4 History of non-OYA out-of-home placements (do not include detention); check all that apply

Sample questions:

- *Have you ever had to live with someone other than your parents? Where did you go? What were the circumstances?*
- *Before OYA, did a court ever decide where you had to live? Have you ever been in foster care? What about a group home or other residential placement?*

No history of non-OYA out-of-home placements

Relative Placement (including voluntary)

Foster Care

Shelter Care

Group or Residential

7.0 – FAMILY HISTORY

7.5 History of jail/imprisonment among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers ever gone to jail or prison? If so, who? Tell me about that.

Be sure to ask specifically about biological parents (this is a statistic tracked by OYA).

No history of jail/imprisonment among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.6 History of substance abuse among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers had problems with drugs or alcohol? If so, who?

Be sure to ask specifically about biological parents.

No history of substance use problems among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.7 History of mental health problems among any caregivers (check all that apply)

Sample questions:

- Have your parents or any other caregivers struggled with mental or emotional health (depression, anxiety, etc.)? If so, who?

Be sure to ask specifically about biological parents.

No history of mental health problems among caregivers

Biological mother

Biological father

Non-biological mother or stepmother

Non-biological father or stepfather

Other caregiver(s)

7.8 Problem history of non-parental household members (anyone other than caregivers who is or was living in their household); check all that apply

Sample questions:

- We've been talking about your parents and other caregivers. This question is about everyone else who lived in your household (siblings, other relatives, etc.)
- Did other people you lived with ever go to jail or prison?
- Did other people you lived with have problems with drugs or alcohol?
- Did other people you lived with have mental health problems?

Never lived with any non-caregiver household members

Jail/imprisonment history

Substance use problems

Mental health problems

None of the above

8.0 – CURRENT CAREGIVERS

8.1 Instructions for Current Caregivers section

The Current Caregivers section gathers information about the youth's family or other caregivers in the community, including the quality of their relationship with the youth and their current ability to support the youth's progress.

This section begins with a question about the youth's relationship with their family members, who may or may not be the youth's caregiver(s).

For the remaining questions, "caregiver" refers to the adult(s) with whom the youth is expected to live upon returning to the community; or, if the youth is expected to live independently, then "caregiver" refers to the adult(s) in the community who are or will be most involved in supporting the youth's progress. It is ok if the designated "caregiver" changes over time; answer the questions with the current caregiver in mind.

8.2 Family member(s) youth feels close to or has a good relationship with (check all that apply)

Sample questions:

- *Do you feel close to any of your relatives, or are there relatives you can go to if you need support? If so, who?*
- *How about other members of your family, whether they're biological relatives or not? Who do you feel close to?*

Does not feel close to any family member
Biological mother
Biological father
Non-biological mother or stepmother
Non-biological father or stepfather
Sibling(s)
Grandparent(s)
Other relative(s)
Other non-relative caregiver(s)

8.3 At present, who are the youth's primary caregivers in the community?

"Caregiver" refers to the adult(s) with whom the youth is expected to live after returning to the community; or, if the youth is expected to live independently, then "caregiver" refers to the adult(s) in the community who are most involved in supporting the youth's progress. It is ok if the designated "caregiver" changes over time; answer the questions with the current caregiver in mind.

Sample questions:

- *Who do you expect to live with when you return to the community?*
- *If you expect to live on your own, then who in community do you rely on most for support? Who*

Biological mother
Biological father
Non-biological mother or stepmother
Non-biological father or stepfather
Adult Sibling(s)
Grandparent(s)
Other relatives
Adult friend or mentor
Other non-relative caregiver
None

8.0 – CURRENT CAREGIVERS

do you talk to if you need something or have a problem?

8.4 Youth feels included in caregiver's household

This and the following questions in this section refer to the main caregiver(s) identified in Question 8.3.

Sample questions:

- What kind of contact do you have with (caregiver)?
- Do they share what's going on with them at home?
- How do they try to help you out or support you?
- How do they let you know they care about you?
- Do you feel involved in family life with the caregiver?

Rarely or Never

Sometimes

Often or Usually

Not applicable; no caregiver has been identified

8.5 Caregiver opinion of youth's law-breaking behavior

Sample questions:

- How do (caregivers) feel about your offenses?
- How do they feel about how the police and courts handled your case?
- How do you think they'd react if you got into trouble again?

Caregivers disapprove

Caregivers minimize, deny, or excuse youth's law-breaking behavior

Caregivers contribute to youth's law-breaking behavior

Not applicable; no caregiver has been identified

8.6 Interviewer's assessment of caregiver's ability to support youth's progress

Answer this question based on your own impressions from getting to know the youth and their caregiver(s).

Are the caregiver(s) a good support system for the youth? Are they prepared to help the youth succeed? Are they prepared to set appropriate boundaries and limits when the youth returns? Do they have the support and resources that they need to help the youth?

Caregiver(s) ability to support youth should be developed and supported throughout the youth's commitment.

Not yet able to support youth (see notes)

Providing some support but needs improvement

Providing adequate support

Providing excellent support

Not applicable; no caregiver has been identified

8.7 Youth has run away from current caregiver(s) (ever)

Running away = away from home without permission for at least 24 hours

If yes, be sure to select the correct "Yes" option (yes in past year OR yes but more than a year ago). Answer based on how much time has gone by since the youth last ran away from the caregiver, regardless of where the youth has been living since then.

No, youth has never run away from current caregiver

Yes, but more than a year ago

Yes, within the past year

Not applicable; no caregiver has been identified

8.0 – CURRENT CAREGIVERS

If the youth has never lived with the current caregiver(s), answer No.

8.8 Youth has been kicked out of home by current caregiver (ever)

Kicked out = Caregiver(s) required youth to leave or to live with someone else due to the youth's behavior.

If yes, be sure to select the correct "Yes" option (yes in past year OR yes but more than a year ago). Answer based on how much time has gone by since the youth was last kicked out by the caregiver, regardless of where the youth has been living since then.

No, youth has never been kicked out by current caregiver

Yes, but more than a year ago

Yes, within the past year

Not applicable; no caregiver has been identified

8.9 Level of conflict in caregiver household (NOT including the youth); check all that apply

If youth has never lived with the caregiver(s), then this information is gathered from the caregiver(s) themselves.

Sample questions:

- *How do the people in their household get along?*
- *How are conflicts handled?*
- *Are there sometimes heated arguments or major conflicts? What does that look like?*

Conflict is rare or well-managed

Verbal intimidation or frequent heated arguments

Threats of physical violence

Physical abuse or domestic violence

Not applicable; no caregiver has been identified

8.10 Level of conflict between the youth and caregiver(s); check all that apply

Sample questions:

- *What happens when you and (caregivers) disagree, or get on each others' nerves?*
- *What does it look like?*
- *How do you resolve it?*
- *Have either/any of you called each other names, made threats, or thrown things when mad at each other?*
- *How often do you get upset with each other?*

Conflict is rare or well-managed

Verbal intimidation or frequent heated arguments

Threats of physical violence

Physical abuse or domestic violence

Not applicable; no caregiver has been identified

8.11 Housing stability of current caregiver(s)

If youth has not yet lived with the current caregiver(s), gather this information from the caregiver(s) themselves.

Sample questions:

- *Tell me about (caregiver's) home. What's the neighborhood like? Do you feel safe there?*
- *Have they been there a long time? If not, where were they before and why did they move?*
- *Have (caregivers) ever had to move because they ran out of money?*

No history of housing instability

Stable housing for at least the last 3 years

Unstable housing within the last 3 years

Not applicable; no caregiver has been identified

8.0 – CURRENT CAREGIVERS

8.12 Progress toward caregiver-related case plan goals

Assessment of progress toward caregiver-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned",

If caregiver-related goals have been assigned in the case plan, rate progress as minimal, adequate, excellent or complete.

If no caregiver-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

9.0 – SUBSTANCE USE

9.1 Instructions for the Substance Use section

The Substance Use section provides an overview of the youth's substance use history as well as past and current intervention(s).

9.2 History of tobacco/nicotine use

Guideline for regular/frequent use = used most days for a month or more

None or infrequent/occasional

History of regular/frequent use but not in past 90 days

Regular/frequent use in the past 90 days

9.3 History of alcohol use

Guideline for regular/frequent use = consumed at least one drink per week for a month or more

No history of alcohol use

Only infrequent/occasional alcohol use and no use in past 90 days

History of regular/frequent alcohol use but no use in past 90 days

Has used alcohol in the past 90 days

9.4 History of drug use (check all that apply)

Guideline for regular/frequent use = used at least once per week for a month or more

No history of drug use

Only infrequent/occasional drug use and no use in past 90 days

History of regular/frequent drug use but no use in past 90 days

Has used drugs in the past 90 days

9.5 Age at first regular/frequent use of alcohol, tobacco, or other drugs

No history of regular/frequent use

Age 13 or younger

Age 14 or 15

Age 16 or older

9.6 Attitude toward alcohol use

Sample questions:

- *How do you feel about drinking alcohol?*
- *If it were allowed, do you think that you could drink without it causing problems for you? Why or why not?*

Youth believes they must never use

Youth believes they can handle occasional use

Youth believes they can handle regular use

9.0 – SUBSTANCE USE

9.7 Attitude toward drug use

Sample questions:

- How do you feel about drug use (marijuana, street drugs, etc.)?
- If it were allowed, do you think that you could use drugs without it causing problems for you? Why or why not?

Youth believes they must never use

Youth believes they can handle occasional use

Youth believes they can handle regular use

9.8 Substance use treatment history

Sample questions:

- Have you ever had to take a drug or alcohol education class?
- Have you ever had to participate in treatment for drugs or alcohol?
- Have you completed any treatment programs or classes?

No history of substance use problems

Has never participated in treatment programs or classes

Has participated but has not completed any programs or classes

Has satisfactorily completed 1 or more programs or classes

9.9 Progress toward substance-related case plan goals

Assessment of progress toward substance-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If substance-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no substance-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

10.0 – TRAUMA HISTORY

10.1 Instructions for Trauma section

Whenever possible, the Trauma History section should be filled out using collateral information (file information, caregiver-report, etc.) rather than direct questioning of youth. Be aware of the potential for re-traumatization.

10.2 History of witnessing violence (check all that apply)

Violence is defined as "behavior which is intended to hurt, injure, or kill another person."

Note: if a close friend/relative was killed as a result of violence, check that answer regardless of whether the youth personally witnessed the event.

Has not witnessed violence

Has witnessed violence at home or placement

Has witnessed violence in the community

Close friend/relative killed as a result of violence

10.3 History of physical abuse (check all that apply)

The original Adverse Childhood Experiences (ACE) studies described physical abuse as "frequently pushed, grabbed, slapped, having things thrown at you, or being hit so hard that you had marks or were injured."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of physical abuse

Physically abused by a household member

Physically abused by someone outside the household

10.4 History of sexual abuse (check all that apply)

Sexual abuse is described by the ACE studies as "an adult or person at least 5 years older than you touching or fondling you in a sexual way, having you touch them in a sexual way, or trying to actually have oral, anal, or vaginal sex with you."

This question also includes using sex to obtain things of material value.

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of sexual abuse

Sexually abused by household member

Sexually abused by someone outside the household

History of providing sex to obtain things of material value

10.5 History of emotional abuse (check all that apply)

The original ACE studies defined emotional abuse as "a parent or other adult often swearing at you, insulting you, putting you down, humiliating you, or acting in a way that made you afraid you might be physically hurt."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No history of emotional abuse

Emotionally abused by a household member

Emotionally abused by someone outside the household

10.0 – TRAUMA HISTORY

10.6 History of physical neglect

The original ACE studies describe physical neglect as "often feeling that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect you or take care of you."

Child protective services will often define physical neglect as a caregiver "not providing food, clothing, shelter, medical care or education for a child when they have the means to do so."

Include suspected incidents of abuse, whether substantiated or not, but exclude reports proven to be false.

No

Yes

10.7 History of formal investigations of child abuse/neglect or domestic violence (e.g., DHS reports)

This question refers to allegations that were investigated by DHS (a caseworker talked to the caregiver(s)).

No

Yes

10.8 Youth lost a biological parent to separation, divorce, abandonment, or death

No

Yes

10.9 Known trauma history not captured above (e.g., serious accidents, assaults, or other life-threatening events)

No

Yes (specify in notes)

11.0 – MENTAL HEALTH

11.1 Instructions for Mental Health section

The Mental Health section provides an overview of both past and current mental health concerns. Current status is assessed with respect to engagement in treatment (if indicated), safety concerns, and whether mental health symptoms are making it difficult for the youth to fully engage in other services or interventions (school, daily activities, skills groups, etc.).

11.2 Mental health symptoms or diagnoses

Review psychological reports when possible. Look for any current or prior mental health diagnoses.

Exclude any diagnoses of Conduct Disorder when answering this question.

If the youth has current symptoms or diagnoses (other than Conduct Disorder), choose "Current mental health symptoms and/or diagnoses."

If the youth has NO current symptoms or diagnoses (other than Conduct Disorder), look for any prior mental health diagnoses (do not consider prior symptoms, only prior diagnoses).

If a prior diagnosis exists (other than Conduct Disorder), choose "Diagnosed in the past, but no current symptoms or diagnoses."

If NO prior diagnosis exists, or their ONLY prior diagnosis is Conduct Disorder, choose "No known history of mental health diagnoses."

Sample questions:

- *Have you ever been diagnosed with depression, anxiety, ADHD, or other mental health conditions?*
- *Do you have any current concerns about your mental health? Do you think you have a current diagnosis?*
- *Are you currently receiving treatment (including medication) for any mental health conditions?*

No known history of mental health diagnoses (ever)

Diagnosed in the past, but no current symptoms or diagnoses

Current mental health symptoms and/or diagnoses

11.3 Suicidal thoughts or behaviors (check all that apply)

Review psychological reports whenever possible.

Sample questions (can be used to gather info for both this question and the following question on self-injurious behavior):

- *Have you ever had thoughts about hurting yourself or killing yourself?*
- *Have you ever made a suicide attempt? What about a plan, even if you didn't act on it?*
- *When was the last time you had serious thoughts about hurting or killing yourself?*
- *Do you have a safety plan?*

Has never had serious thoughts about suicide

History of serious thoughts or plans but no attempts

History of suicide attempt(s) but not in the past 90 days

Thoughts, plans or attempts in the past 90 days

Has a current safety plan around suicidality

11.0 – MENTAL HEALTH

Note: A safety plan is a plan that the youth has created with a care provider to help the youth stay safe when they experience thoughts of suicide or self-harm.

If the youth has a history of serious thoughts or attempts, be sure to determine whether the youth has a current safety plan.

11.4 Self-injurious behavior (check all that apply)

Review psychological reports whenever possible.

See sample questions in previous question.

If the youth has a history of self-harm, be sure to determine whether the youth has a current safety plan.

No history of self-injurious behavior

History of self-injury but not in the past 90 days

Recent self-injurious behavior (past 90 days)

Has a current safety plan around self-harm

11.5 Mental health hinders engagement in other services or interventions

This question assesses whether current symptoms are interfering with daily activities and/or progress in other areas.

Answer can be based partly or entirely on observation, but can also be answered based on youth report.

Sample questions:

- *Do your feelings, thoughts, or other mental-health concerns make it hard for you to participate in other activities?*
- *Do you think they make it harder for you to stay on track (follow rules, meet goals, etc.)?*

Rarely or Never

Sometimes

Often

No current mental health symptoms or diagnoses

11.6 Types of mental health treatment youth is participating in (check all that apply):

For youth in custody, this question can usually be answered based on case notes/JJIS, but it is ok to gather information from the youth as well.

Sample questions:

- *How are you managing your mental health?*
- *Is there anyone that you're talking to? Are you receiving counseling?*
- *Are you prescribed any medication to manage your symptoms?*

Note: Psychotropic medications include any prescription medication used to manage thoughts, emotions, or behaviors. Psychotropic medications include antidepressants, ADHD medication, anti-anxiety medications, prescribed sleep aids, etc. Do not include over-the-counter supplements or medications.

No mental health treatment needs.

Needs but is not currently receiving treatment.

Group counseling/therapy

Individual counseling/therapy

Family counseling/therapy

Psychotropic medication(s)

Other (specify in notes)

11.0 – MENTAL HEALTH

11.7 Progress toward case plan goals related to mental health

Assessment of progress toward case plan goals related to mental health.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If goals related to mental health have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no goals related to mental health have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

12.0 – ATTITUDES

12.1 Instructions for Attitudes section

This section gathers information about attitudes and beliefs that tend to promote antisocial behaviors (lack of respect for others, lack of empathy, etc.). Answers should be based on the youth's attitudes/beliefs/behaviors in the past 90 days.

When possible, gather information from observation, staff report, and parent/caregiver report in addition to the youth interview.

12.2 Empathy

Where possible, base answer on observation and reports from others, in addition to the youth interview.

Sample questions:

- If someone else is struggling, how does that make you feel? Like if you see another youth is sad about something, or hear that something bad happened in their lives.*
- Can you think of a time when you've seen someone being teased or picked on? What was that like for you?*

Has a lot of empathy for others

Has some empathy for others

Little or no empathy for others

12.3 Empathy for crime victim(s)

Sample questions:

- I want to ask about your past crimes. Who were the victims of your crimes?*
- How do you think your crimes affected the victims? What are your thoughts or feelings about the victims?*
- Who else was affected by your crimes? In what ways were they affected?*

Has a lot of empathy for their victim(s)

Has some empathy for their victim(s)

Little or no empathy for their victim(s)

12.4 Respects others' property

Sample questions:

- Have you ever wanted to mess with another youth's stuff (for example, if they leave something lying around)?*
- Have you ever actually messed with another youth's stuff? Why or why not?*
- What about stuff that belongs to staff or the program/facility?*

Usually or always respects others' property

Sometimes respects others' property

Rarely respects others' property

12.0 – ATTITUDES

12.5 Respects authority figures

Sample questions:

- *How do you feel when staff tell you to do something? Does it depend on who it is?*
- *Have you gotten mad at staff who are asking you to do something? Tell me about that.*
- *How do you handle it if you don't agree with what staff are saying or doing?*

Usually or always respects authority figures
Sometimes respects authority figures
Rarely respects authority figures
Defies or is hostile toward most authority figures

12.6 Attitude toward rules of current placement (including home)

Sample questions:

- *What do you think of the rules here? Are they fair?*
- *Are there some rules that don't make sense to you, or seem pointless?*
- *How do you handle it if you disagree with a rule?*

Not applicable; youth is living independently
Tries to comply with all rules
Tries to comply with some rules but not others
Hostile or defiant toward rules

12.7 Accepts responsibility for antisocial behavior

antisocial behavior = criminal, law-breaking, or rule-breaking behavior

Sample questions:

- *What was your role in the crime(s) that got you here?*
- *Did someone else play a role too?*
- *Who is most to blame?*
- *Could you have prevented the crime(s)? How? Why was that hard to do?*

Fully accepts responsibility
Accepts some responsibility
Does not accept responsibility

12.8 Understands the impact of their antisocial behaviors

This question may partly be answered when gathering information about empathy for victims (above).

Sample questions:

- *How do you feel about your past criminal behavior (all law-breaking behaviors, not just what got them here)?*
- *How do you feel about how the police and courts have handled things?*
- *Who do you think has been most impacted by your crime(s)? In what ways?*

Fully understands the impact
Somewhat understands
Does not understand

12.0 – ATTITUDES

12.9 Belief in control over criminal behavior

Sample questions:

- *When you think about the future, do you think it will be hard to avoid getting in trouble again? Why or why not?*
- *What changes have you made, or thought about making, to stay out of trouble?*

Believes they can stop or avoid criminal behavior

Somewhat believes they can stop or avoid criminal behavior

Believes criminal behavior is out of their control

12.10 Youth's belief in ability to succeed at current placement (or under current conditions, if not in a placement)

Sample questions:

- *What would it mean to "succeed" here? What do you need to do?*
- *Do you think that will be hard for you to accomplish? Why or why not?*
- *Do you feel like you can get help if you're having a hard time?*

Believes they can succeed

Not sure if they can succeed

Does not believe they can succeed

12.11 Progress toward attitude-related case plan goals

Assessment of progress toward attitude-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If attitude-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no attitude-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

13.0 – AGGRESSION

13.1 Instructions for Aggression section

The Aggression section gathers information about aggressive behaviors as well as attitudes that contribute to aggression.

Answers should be based on the youth's attitudes/beliefs/behaviors in the past 90 days.

When possible, gather information from observation, staff report, and parent/caregiver report in addition to the youth interview.

13.2 Tolerance for frustration

Guidelines:

- *Low tolerance – often becomes upset and/or gives up when faced with obstacles or challenges*
- *Average tolerance – is usually able to manage emotions when frustrated and/or usually does not give up when faced with obstacles or challenges*
- *High tolerance – rarely becomes upset and/or rarely gives up when faced with obstacles or challenges*

Sample questions:

- *What kinds of things frustrate you? How do you handle being frustrated?*
- *Are there times that you feel impatient? How do you handle having to wait to get things you want?*
- *Do you ever get in trouble because you're feeling frustrated or impatient? How often?*
- *Do you ever lose your temper because you're feeling frustrated or impatient? How often?*

Low tolerance for frustration

Average tolerance for frustration

High tolerance for frustration

13.3 Interpretation of others' intentions

Sample questions:

- *Think about a time recently when someone has said something nice to you, or tried to do you a favor. Did you trust them? Did you think they meant it?*
- *In general, if someone does something nice for you, do you feel a little suspicious, like they don't mean it or are trying to get something from you?*
- *Are most people trustworthy? Or are they mostly looking out for themselves?*
- *Has anyone been trying to get under your skin or make you mad lately? How can you tell?*

Rarely assumes others' intentions are negative or hostile

Sometimes assumes others' intentions are negative or hostile

Often assumes others' intentions are negative or hostile

13.0 – AGGRESSION

13.4 Attitude toward verbal aggression

Verbal aggression can include shouting, swearing, insults, and other cruel and unkind remarks intended to cause pain and distress.

Sample questions:

- *Do you ever feel like you need to yell at someone?*
- *Is yelling sometimes the only way to be heard, or to get what you need? What's an example?*
- *Does yelling ever help you get what you want? How often?*
- *Does yelling at someone ever make you feel better? How often?*

Believes verbal aggression is rarely appropriate

Believes verbal aggression is sometimes appropriate

Believes verbal aggression is often appropriate

13.5 Attitude toward physical aggression

Physical aggression is behavior causing or threatening physical harm towards others. It includes hitting, kicking, biting, using weapons, and throwing objects.

Sample questions:

- *Do you ever feel like you need to physically hurt someone (hit, punch, etc.)?*
- *Is hurting others (or threatening to hurt) sometimes the only way to be heard, or to get what you need? What's an example?*
- *Does hurting others (or threatening to hurt them) ever help you get what you want? How often?*
- *Does hurting others (or threatening to hurt them) ever make you feel better? How often?*

Believes physical aggression is rarely appropriate

Believes physical aggression is sometimes appropriate

Believes physical aggression is often appropriate

13.6 Verbal aggression

This question should be based on observation and staff report in addition to the youth interview.

In the last few months, how many times have you yelled at someone else?

What were the circumstances?

How did things get resolved?

Rarely or never uses verbal aggression

Sometimes uses verbal aggression

Often uses verbal aggression

13.7 Physical aggression

This question should be based on observation and staff report in addition to the youth interview.

In the last few months, have you ever hit, pushed, punched, or kicked anyone? How many times?

In the last few months, have you threatened to hit, push, punch, or kick anyone? How many times?

What were the circumstances?

How did things get resolved?

Rarely or never uses physical aggression

Sometimes uses physical aggression

Often uses physical aggression

13.0 – AGGRESSION

13.8 Reports or evidence of violence not included in criminal history (check all that apply)

This is a historical item (not limited to the past 90 days) and is not scored. If the youth engaged in any of the listed behaviors in the past 90 days, those behaviors must also be noted in the response to Question 13.9.

No reports or evidence of violence

Violent outbursts indicating potential for harm

Deliberately inflicting physical pain

Using or threatening with a weapon

Fire starting

Violent destruction of property

Animal cruelty

13.9 Aggressive behaviors in the past 90 days

Destroyed property

Threatened to harm others

Threatened to harm property

Encouraged others to fight

Hit, punched, shoved, or kicked someone

Teased or taunted to make others angry

Other (specify in notes)

No aggressive behaviors

13.10 Progress toward aggression-related case plan goals

Assessment of progress toward aggression-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If aggression-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no aggression-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

14.0 – SKILLS

14.1 Instructions for Skills section

The Skills section provides an overview of a range of skills/behaviors/abilities that are associated with positive outcomes for youth and adults, including social skills, planning, emotion regulation, and impulse control.

Answers should be based on the youth's skills/behaviors/abilities in the past 90 days.

Most items in this section should be answered based on direct observation, staff report, and parent/caregiver report in addition to the youth interview.

14.2 Consequential thinking

This question concerns the extent to which the youth's behavior aligns with their intentions or goals. Does the youth's behavior usually align with their stated goals? Or is it more likely to interfere with their goals?

If you have an example you can use, ask youth about a recent goal and how their behavior helped or hurt their progress.

Actions often interfere with goals or desired outcomes

Actions sometimes interfere with goals or desired outcomes

Usually aligns actions with goals or desired outcomes

14.3 Goal setting

This question is interested in how goal-oriented the youth is (do they set goals?) and how effective they are at reaching the goals that they set.

Sample questions:

- *Can you think of a recent goal that you had? Something you wanted to get or achieve? Did you get it? How?*
- *Is there something you're working toward right now? Something you want to get or achieve?*
- *If so, do you have a plan for how you'll get it? Tell me about it.*
- *How confident are you that you'll get what you're working toward?*

Rarely sets goals

Sets but rarely achieves goals

Sometimes achieves goals

Usually achieves goals

14.0 – SKILLS

14.4 Understanding of problem behaviors that contributed to offense(s)

This question is similar to "Accepts responsibility for antisocial behavior" but is most concerned with how well the youth understands the chain of events that led to their crimes, and what they can do to prevent similar situations from happening again.

Sample questions:

- *Looking back on your offense(s), are there certain things that stand out as things you could have done differently?*
- *What are some of the decisions you made that could have changed the outcome?*
- *Are there things you can do now that will help you avoid similar offense(s) in the future? What kinds of things?*
- *Have you started making changes? Tell me about that.*

Cannot identify problem behaviors

Identifies problem behaviors but not solutions

Thinks of solutions for problem behaviors

Applies appropriate solutions to problem behaviors

14.5 14.5 Demonstrates understanding of what others are thinking or feeling

Sample questions:

- *What's the mood been like here (at the unit or placement) today? Is anyone struggling? If so, how are they feeling? Do you know why?*
- *(or try to find some other recent example to use)*

Rarely shows understanding of others' perspectives

Sometimes shows understanding of others' perspectives

Usually shows understanding of others' perspectives

14.6 14.6 Demonstrates understanding of how own behavior impacts others

If possible, use a recent event or situation as an example.

Sample questions:

- *Can you think of anyone who's irritated you today? How about anyone who made you feel good? What'd they do?*
- *Do you think you've irritated anyone lately? Why or why not?*
- *Do you think you've made someone feel good lately? Why or why not?*

Rarely aware of how their behavior impacts others

Sometimes aware of how their behavior impacts others

Usually aware of how their behavior impacts others

14.0 – SKILLS

14.7 Self-awareness

This question is about the youth's ability to recognize their own strengths and weaknesses, and/or see themselves from others' perspectives.

Sample questions:

- *What are some of your strengths and weaknesses, in your own opinion?*
- *How do you think the staff would describe you? What are some of their favorite things about you? Least favorite?*
- *How do you think the other youth would describe you? Why?*

Below average self-awareness

Average self-awareness

Excellent self-awareness

14.8 Social skills

Social skills include the ability to accurately read social situations, communicate clearly, avoid offending others, etc.

Guidelines:

- *Below average: misreads social situations, does not communicate clearly, easily offended or offends others, etc.;*
- *Average: interacts effectively in most situations, some difficulty in difficult situations or under stress;*
- *Excellent: interacts effectively with both peers and adults; expresses self clearly and effectively even in stressful situations, etc.*

Sample questions:

- *In general, how have you been getting along with the other youth? How about the staff?*
- *Do you feel like they usually understand where you're coming from?*
- *Can you think of a recent time that you hurt someone's feelings or offended them? How did you deal with that?*
- *When you have a disagreement, how do you resolve it? Do things get heated? Do feelings get hurt?*

Below average social skills

Average social skills

Excellent social skills

14.0 – SKILLS

14.9 Ability to cope with routine stressors

Routine stressors may include changes of plans, delays, mistakes, disagreements, criticism, etc.

Guidelines:

- *Below average = youth's reactions often derail progress or lead to negative consequences*
- *Average = youth may be briefly derailed but gets back on track with support from adults*
- *Excellent = youth manages most stressors appropriately and independently*

Sample questions:

- *Most of us feel a little irritated or frustrated at some point during the day. Maybe there was a change of plans, or we lost something, or we made a mistake. Do you know what I'm talking about? What kinds of daily things might frustrate or irritate you?*
- *When that happens, is it sometimes hard to keep your feelings under control? Is it often hard to manage your feelings?*
- *Does this kind of frustration ever make you get in trouble (for example, you yell at somebody or break rules)? Does it often cause you to get in trouble?*

Below average

Average

Excellent

14.0 – SKILLS

14.10 Ability to manage emotions

Guidelines:

- *Below average = emotions often interfere with youth's progress and/or result in negative behaviors*
- *Average = emotions sometimes interfere with youth's progress or result in negative behaviors*
- *Excellent = emotions rarely interfere with youth's goals or result in negative behaviors*

Sample questions:

- *Think about a recent time when you've been sad, or angry, or even excited. Do you think you feel things more strongly than most people? Less strongly? About the same?*
- *When you feel strong emotions, do they make it hard to pay attention or do what you're supposed to do?*
- *In the past few months, have you ever gotten in trouble partly because your emotions were making it hard to stay on track? How often?*
- *What do you do to manage your emotions when they feel too strong?*

Below average (emotions often interfere with progress)

Average (emotions sometimes interfere)

Excellent (emotions rarely interfere with progress)

14.11 Monitoring of internal triggers

Sample questions:

- *Have you learned about "internal triggers" yet? If so, can you tell me what that means to you?*
- *(If not, explain that internal triggers are the thoughts or feelings we have that make us more likely to do things we shouldn't.)*
- *Can you think of any internal triggers for you? Any thoughts or feelings that tend to happen before you do something you shouldn't (e.g., feeling bored)?*
- *If the youth can identify some triggers, do they notice those triggers happening in the moment?*
- *How do they cope with their triggers? Can they prevent the triggers from leading to trouble?*

Cannot identify internal triggers

Identifies but struggles to manage internal triggers

Actively manages internal triggers

14.0 – SKILLS

14.12 Monitoring of external triggers

Sample questions:

- Have you learned about "external triggers" yet? If so, can you tell me what that means to you?
- (If not, explain that external triggers are people or situations that make us more likely to do things we shouldn't.)
- Can you think of any external triggers for you? Any places or people that make you more likely to do something you shouldn't?
- If the youth can identify some triggers, do they notice those triggers happening in the moment?
- How do they cope with their triggers? Can they prevent the triggers from leading to trouble?

Cannot identify external triggers

Identifies but struggles to manage external triggers

Actively manages external triggers

14.13 Impulsivity

Sample questions:

- Do you think of yourself as impulsive? Do you often act before you think?
- In the last few months, can you think of any impulsive decisions or actions that you made? A lot? A few? What's an example?
- In the last few months, did an impulsive decision or action ever cause problems for you? If so, how many times?

Not impulsive; almost always thinks before acting

Sometimes impulsive

Often impulsive; often acts before thinking

Very impulsive; usually acts before thinking

14.14 Dealing with conflict

Guidelines:

- Below Average = youth often escalates conflicts or uses counterproductive strategies
- Average skills = youth often responds effectively but may have trouble in some situations
- Excellent skills = youth almost always resolves conflicts appropriately and effectively

Sample questions:

- Think of a recent disagreement you've had with someone -
- How did you feel?
- How did you manage the disagreement?
- Did things get heated?
- What was the resolution?
- Do you have hard feelings about it? Do they?
- Is this pretty typical for you, or do you usually handle disagreements differently? Tell me more.

Below average; often escalates conflict

Average; often responds effectively

Excellent; almost always responds effectively

14.0 – SKILLS

14.15 Optimism for their future

Guidelines:

- Above average: has a clear vision for a positive future, and believes they can achieve it
- Average: has some vision of a positive future but isn't sure they will achieve it
- Below average: does not see a positive future and/or does not think they will achieve it

Sample questions:

- What do you think your life will be like a few years from now?
- What would you like your life to be like in a few years?
- Do you feel like you have a good chance of getting there? Why or why not?
- How do you think you'll be feeling about your life a few years from now?
- It's ok to modify the time frame as desired, so that it makes sense for a particular youth.

Above average

Average

Below average

14.16 Current use of unstructured/leisure time

Sample questions:

- When you have free time here, what's it like? What do you do in your free time?
- Do you enjoy your free time?
- Do you ever get bored in your free time? How do you handle it?
- Given the chance, how would you like to spend your free time?

Mostly positive use of unstructured time

Mix of positive and negative

Mostly negative use of unstructured time

14.17 14.17 Progress toward skills-related case plan goals

Assessment of progress toward skills-related goals in the youth's case plan.

If a case plan has not yet been created, choose "Need has not yet been determined; no goals assigned".

If skills-related goals have been assigned in the case plan, rate the youth's progress as minimal, adequate, excellent or complete.

If no skills-related goals have been assigned in the case plan, choose one of the first 3 options (need not yet determined, not a risk factor, or goals needed but not yet assigned).

Need has not yet been determined; no goals assigned

Not a risk factor; no goals needed or assigned

Goals needed but not yet assigned

Minimal progress toward goals

Adequate progress toward goals

Excellent progress toward goals

Youth has completed all goals in this domain

15.0 – INTERESTS

15.1 Instructions for Interests section

The Interests section is just one question. It provides a chance to talk with the youth about what they're interested in and end on a positive note.

Sample questions:

- *How do you like to spend your free time?*
- *What kinds of things do you enjoy doing on your own?*
- *Given the chance, how would you spend your free time?*

15.2 Activities youth enjoys or participates in (select all that apply)

Sample questions:

- *What are some activities that you currently participate in, or that you used to enjoy before your commitment?*
- *What did you like about them?*
- *Is there a way to stay connected to those activities while you're here?*

Organized sports
Community/cultural group
Recovery group/support group
Hobby group or club
Religious group or church
Volunteer organization
Music
Art
Reading
Other hobbies
Recreational sports
Employment
Video games
Computers/Technology
None

16.0 – COMMENTS

16.1 Instructions for Comments section

The Comments section allows for free-text responses where you can include anything that you or the youth want to communicate that wasn't captured above. You can add answers to these items throughout the interview process, or save them until the end.

Comments might include circumstances that made it hard to answer some of the questions, youth strengths or weaknesses that weren't directly addressed by the questions, additional information about the youth's goals, considerations or recommendations for case planning, etc.

16.2 Youth Comments for the Summary Report document

Use this space for any comments that the youth would like to give regarding themselves or the assessment

NOTE: These comments will appear in the summary report document.

16.3 Assessor Comments for the Summary Report document

Use this space for any comments the assessor would like to provide about the youth or the assessment

Note: These comments will appear in the Summary Report document.

16.4 Other comments -- will not appear in Summary Report document

This space is for any comments that should only be visible to other staff. These comments WILL NOT appear in the Summary Report document.

17.0 – CRIMINAL HISTORY

17.1 Instructions for Criminal History section

Nearly all of the youth's criminal history is recorded in JJIS and does not need to be gathered here. However, JJIS does NOT record convictions or adjudications in other states. This information is being gathered here for reporting purposes (so OYA can describe how many youth had convictions or adjudications in other states).

Please indicate, based upon FILE REVIEW, whether the youth has prior convictions or adjudications in other states.

17.2 Does the youth have prior convictions or adjudications in other states (select all that apply)

This question should be answered based upon FILE REVIEW. If there is no documentation of an out-of-state criminal adjudication or conviction, choose "No known out-of-state convictions or adjudications."

Confirmed misdemeanor(s)

Confirmed felony(s)

No known out-of-state convictions or adjudications

18.0 – INFORMATION GATHERING

18.1 Instructions for the Information Gathering section

The Information Gathering section was created to help OYA administrators better understand what sources of information are being used to complete RNAs, and to gauge the assessor's confidence in the accuracy of the information they received.

Additional comments about information sources and/or confidence in the assessment can be recorded in Section 17.0 Comments.

18.2 Sources of information contacted for this assessment (check all that apply)

Youth
Caregiver(s) in person
Caregiver(s) by phone or video
Psychological evaluations/reports
JJIS Records
OYA JPPO
Treatment or Case Managers at current placement
Direct care staff at current placement
County Juvenile Counselor/Probation Officer
School personnel
School records
Medical providers
Mental Health providers
Other (please specify in notes)

18.3 Interviewer's confidence in the accuracy of the information reported in this assessment

Not at all confident (please explain in notes)
Somewhat confident
Very confident

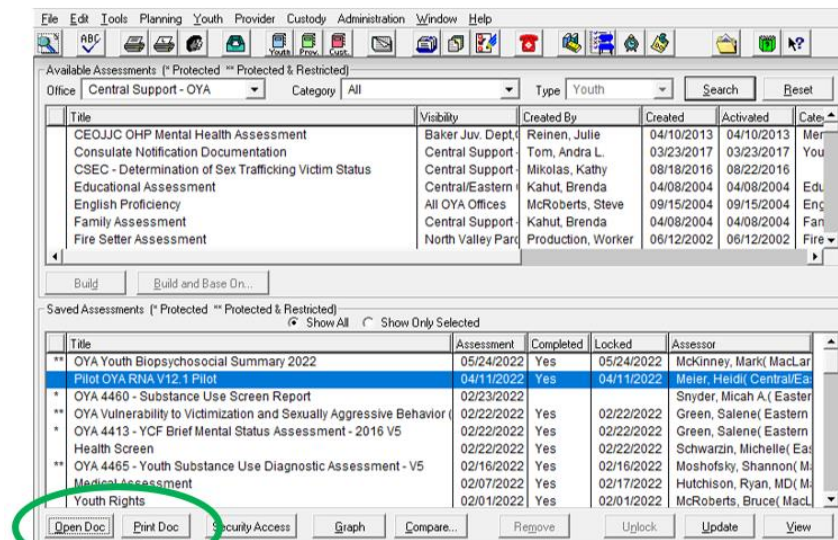
19.0 – ASSESSMENT SUMMARY

19.1 Instructions for viewing the assessment results

There are multiple ways to view the results of the RNA assessment.

Open the JJIS Application, select a youth, and navigate to Youth Menu -> Assessments. Then follow the instructions below.

- (Option 1) Highlight the RNA assessment and click on the "Open Doc" or "Print Doc" button to view the RNA Summary Document. The Summary Document includes the questions and answers that are most relevant for case planning, summarizes the youth's current needs and strengths, tracks change over time, and ranks domains according to the level of current need.



- (Option 2) To view responses to all items (including notes), follow the steps above but select the "View" button. This will open the assessment in JJIS. Every question, answer, and note will be visible.

