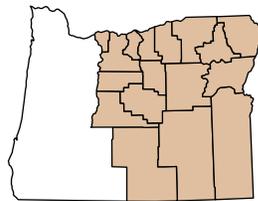


***A Graduated System of Incentives,
Interventions and Sanctions
For Youth Offenders on Probation
— A Case Management Approach —***

Developed by:

Central and Eastern Oregon
Juvenile Justice Consortium

*An intergovernmental organization
of 17 Oregon Counties*



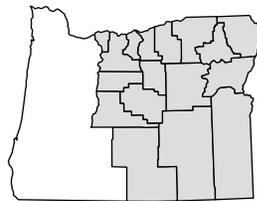
June 2008

***A Graduated System of Incentives,
Interventions and Sanctions
For Youth Offenders on Probation
— A Case Management Approach —***

Developed by:

Central and Eastern Oregon
Juvenile Justice Consortium

*An intergovernmental organization
of 17 Oregon Counties*



June 2008

Acknowledgements

“A Graduated System of Incentives, Interventions and Sanctions For Youth Offenders on Probation” is the result of work over several months by the Probation Incentives and Sanctions Workgroup, which is a sub-committee of the Central and Eastern Oregon Juvenile Justice Consortium’s Juvenile Detention Alternatives Initiative Project.

This project is on-going and the model presented in this document will be updated based on our experience implementing it.

Workgroup Members:

- Ken Boethin, Grant County Juvenile Director
- Charles Logan-Belford, Umatilla County Youth Services Director
- Amber DeGrange, Sherman County Juvenile Director
- Lisa Helms, Wheeler County Juvenile Director
- Donita Huskey-Wilson, Hood River County Juvenile Director
- Ed Pierson, Oregon Youth Authority Parole/Probation Supervisor
- Jeff Milligan, Milligan Consulting, Inc.

This project was funded by the Annie E. Casey Foundation. We thank them for their support, but acknowledge that the findings and conclusions presented in this report are those of the author(s) alone, and do not necessarily reflect the opinions of the Foundation.

June 2008

Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC)

Business Office

62910 O.B. Riley Rd., Suite 208

Bend, OR 97701

Phone: (541) 388-6408

Fax: (541) 388-6348

***A Graduated System of Incentives, Interventions and Sanctions
For Youth Offenders on Probation***

— A Case Management Approach —

Table of Contents

| | Page |
|--|------|
| Introduction..... | 1 |
| Basic Case Management Planning Model | 2 |
| Accountability to Victims..... | 3 |
| Purposes of Incentives, Interventions and Sanctions | 3 |
| Probation Violations and Effective Case Management Plans | 4 |
| Examples of Incentives and Positive Recognitions | 5 |
| | |
| Handling Probation Violations – A Four-Step Process | 6 |
| Step 1 – Seriousness of Probation Violations | 7 |
| Step 2 – Risk to Re-Offend and the Case Management Plan | 11 |
| Step 3 – Graduated Sanctions for Probation Violations | 12 |
| Step 4 – Documentation of Probation Violations and Sanctions | 16 |

Appendix

Resources for the Case Management Approach

| | |
|---|----|
| Table of Contents for the Appendix | 19 |
| Definitions | 20 |
| Examples of Probation Violation Report and Other Related Forms..... | 22 |
| Examples of Case Management Guidelines and Supervision Levels | 28 |
| Examples of Assessments | 31 |

A Graduated System of Incentives, Interventions and Sanctions For Youth Offenders on Probation

— A Case Management Approach —

INTRODUCTION

The probation model presented in this document is to assist member counties of the Central and Eastern Oregon Juvenile Justice Consortium to:

1. Utilize a research-based Risk/Needs Assessment to determine what interventions and levels of supervision are necessary to address a youth offender's needs and reduce his/her current risk to re-offend;
2. Provide incentives and positive reinforcements to encourage and support positive behavior, positive changes, and compliance with court-ordered conditions of probation;
3. Utilize a continuum of early and certain sanctions and interventions to hold youth offenders accountable for violations of probation as well as to prevent further criminal activity within available resources;
4. Ensure that interventions and reformation programs focus on principles of personal responsibility and accountability for criminal behavior and delinquent conduct; and,
5. Balance the interests of public safety, accountability and restitution to victims with the reformation of youth offenders.

Purposes of Oregon's Juvenile Justice System

The purposes of Oregon's juvenile justice system from apprehension forward are:

- to protect the public;
- to provide accountability for the harm caused to victims;
- to prevent and reduce future re-offending, especially to current victims; and,
- to provide fair and impartial procedures for the initiation, adjudication and disposition of allegations of juvenile crime and delinquent conduct.

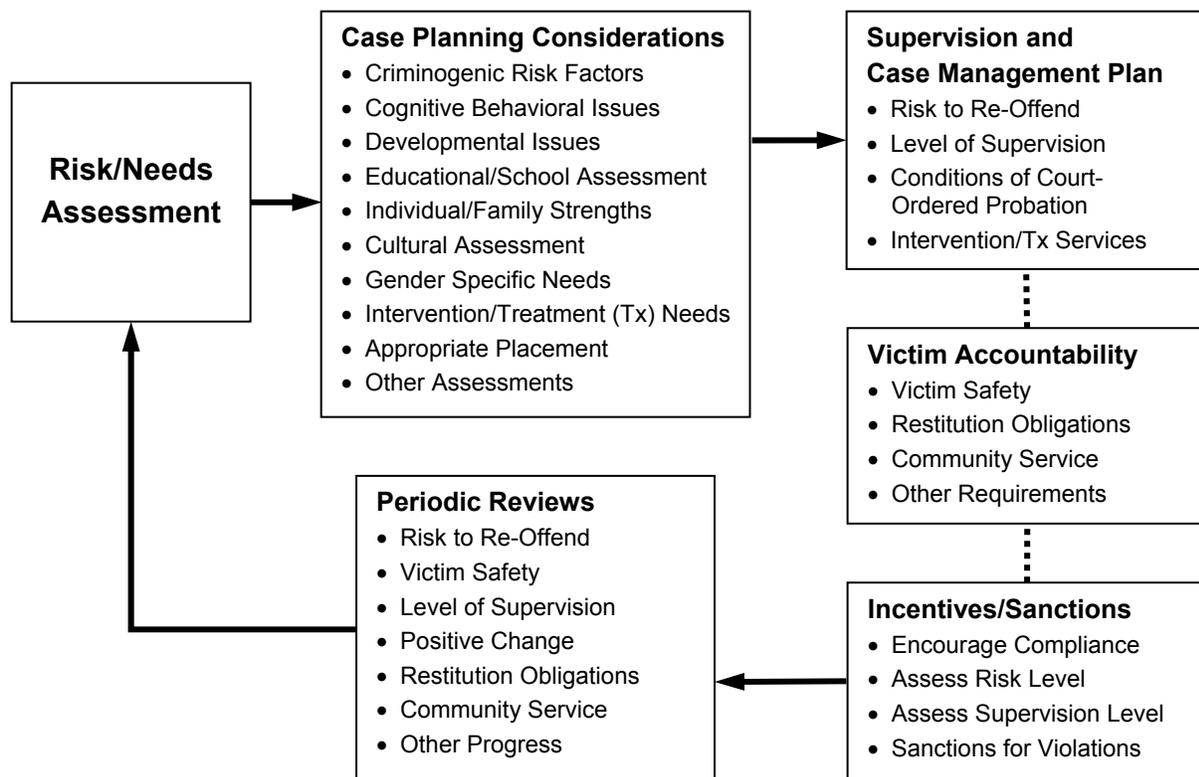
Oregon’s Juvenile Justice System is founded on the principles of personal responsibility, accountability and reformation within the context of public safety, and restitution to the victims and to the community.

Oregon law (ORS 419C.001(1)) requires that the system shall provide a continuum of services that emphasizes prevention of further criminal activity by the use of early and certain sanctions, reformation and rehabilitation programs and swift and decisive intervention in delinquent behavior. The system is to be open and accountable to the people of Oregon and their elected representatives.

Basic Case Management Planning Model

Effective case management planning begins with a research-based Risk/Needs Assessment. This is necessary to determine what interventions and levels of supervision are necessary to address a youth offender’s current risk to re-offend. The Risk/Needs Assessment may include substance abuse and/or mental health assessments. These and other assessments may result in recommendations to address identified needs of the youth and family, as well as probation supervision.

Periodic reviews and reassessments may be needed to make adjustments in the overall case management plan. Examples of Risk/Needs Assessments are included in the Appendix. Also, see the Appendix for definitions of many of the terms in this document.



Accountability to Victims

A juvenile who commits a crime harms the victim(s) of the crime(s) as well as the community. This criminal behavior incurs an obligation to restore or repair the harm to the pre-crime condition of the victim(s), to the greatest extent that is reasonable and possible. This is an essential part of holding youth accountable for their criminal behavior and delinquent conduct. This obligation goes beyond just financial restitution to victims.

Principles for accountability to victims in reformation and case planning include the following:

- Youth offenders need to understand the physical, emotional, financial, social and spiritual impact of their criminal behavior or delinquent conduct on their victims.
- Youth offenders need to understand the financial and social impact of their criminal behavior or delinquent conduct on the community.
- Youth offenders need to accept and acknowledge that they caused the harm that is outlined in victim impact statement(s).
- Youth offenders need to understand their obligation and responsibility to repair harm to their victims and/or to the community as determined by the court.

Purposes of Incentives, Interventions and Sanctions

- A system of incentives and positive reinforcements should be used to encourage and support positive behavior, positive changes, and compliance with court-ordered conditions of probation.
- Incentives should be individualized whenever possible. Some of the most effective incentives are those that are suggested by the youth and/or parents/guardians.
- Levels of supervision and intervention services for youth on probation should be based on an individualized Risk/Needs Assessment. Specific intervention services should target criminogenic risk factors for future criminal behavior.
- Levels of supervision and intervention services should also ensure that the court-ordered conditions related to victim accountability and restoration in the reformation and/or case plan are followed.

- A graduated system of interventions and sanctions that is consistently applied ensures that youth offenders on probation will face uniform, immediate, and consistent consequences that correspond to the seriousness of the violation, which is determined by assessing: 1) victim impact; 2) community impact; 3) relationship of violation behavior to underlying offense(s); 4) frequency of violations; 5) the duration of time over which the violation(s) occur; and 6) overall compliance with probation.
- Juvenile detention is one of the options in a graduated system of interventions and sanctions. Detention may be used:
 1. To assure public safety.
 2. To assure appearance at a court hearing.
 3. As a court-ordered sanction for non-compliance with conditions of release or probation.
- Research strongly suggests that detention should not be used for low risk youth offenders because it can actually increase risk to re-offend, due to the low risk youth's contact and interaction with high risk youth in detention.
- Detention for medium risk youth should be considered after other available interventions and sanctions have been tried and were not effective in reducing risk to re-offend and/or changing the youth's negative behavior.

Importance of Using Incentives to Reinforce Compliance with Probation

As mentioned earlier, a system of incentives and positive reinforcements should be used to encourage and support positive behavior, positive changes, and compliance with court-ordered conditions of probation. The table on the next page lists examples of incentives and positive recognition for all youth on probation.

Probation Violations and Effective Case Management Plans

Probation violations are a strong indicator of how well the elements of an individual youth offender's case plan are working. The lack of probation violations, or occasional, low-level violations, usually indicates a youth's current Risk/Needs Assessment is accurate and the case management plan to implement court-ordered conditions of probation is working.

On the other hand, probation violations often indicate there are one or more problems with the case management plan. How to objectively analyze probation violations is the focus of the model that is presented in this document.

**Examples of a Continuum of Incentives and Positive Recognition
For All Youth on Probation**

| Positive Acknowledgement and Recognition for Progress and Compliance | Earned Privileges | Modifications to Non-Treatment Conditions of Probations | Reduced Level of Supervision and Early Termination |
|--|--|---|---|
| <ul style="list-style-type: none"> • Regular encouragement and positive recognition by PO and others involved with the youth's supervision whenever there is positive progress in problem areas or compliance issues. • Strength-based approaches that build on and acknowledge positive behaviors and accomplishments. • Certificates for successful completion of classes or programs. • Recognition by the judge in a court hearing for positive progress and compliance with probation conditions. • Individualized acknowledgement and recognition suggested by parents and/or school officials. | <ul style="list-style-type: none"> • Extended driving privileges. • Permission to participate in certain recreational activities or community events. • Permission for travel or extended travel. • Earned free time with pro-social peers. • Special privileges suggested by the youth and/or parents. | <ul style="list-style-type: none"> • Adjustments in curfew requirements. • Modifications in reporting requirements. • Modifications in electronic monitoring requirements. • Reduction of community service hours. • Reduction of frequency of drug screens. • Reduction in day reporting requirements. • Reduction in number of required face-to-face contacts with PO. | <ul style="list-style-type: none"> • Reduced level of supervision and reporting requirements. • Additional earned free time with pro-social peers. • Additional reductions in curfews and monitoring. • Early termination from probation. |

Handling Probation Violations: A Four-Step Process

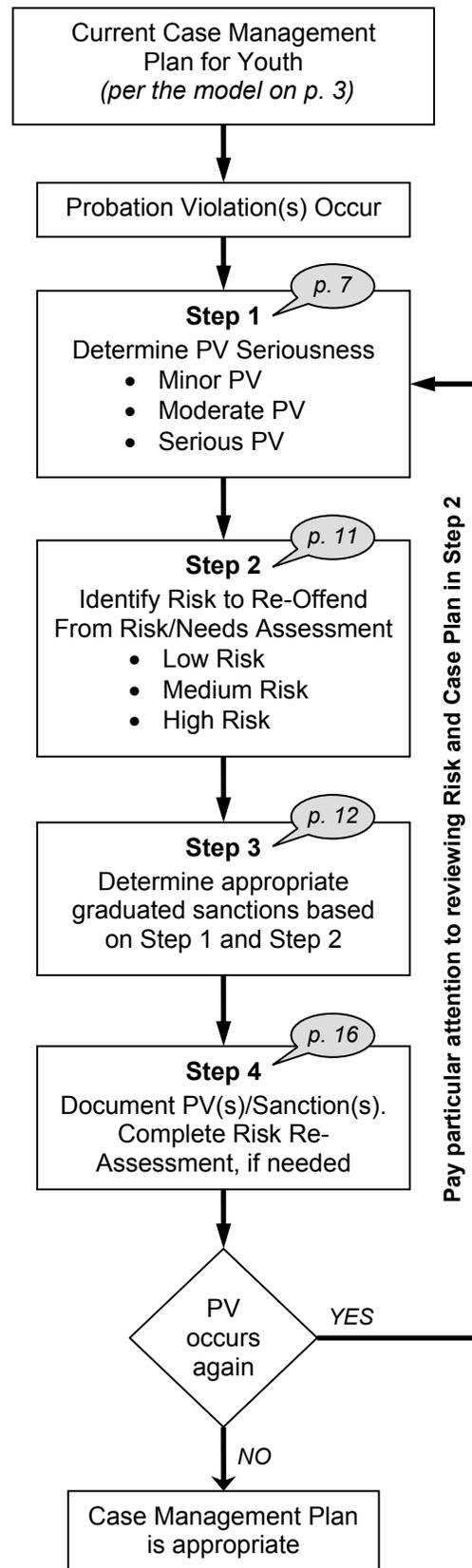
When a probation violation occurs, a four-step process is recommended.

- Step 1: Determine the seriousness of the current probation violation(s).
- Step 2: Identify the youth's risk to re-offend from the research-based Risk/Needs Assessment that was completed when the current case management plan was established. Review case plan elements.
- Step 3: Use the information from Step 1 and Step 2 to individualize the sanction(s) for the probation violation(s).
- Step 4: Document probation violation(s) and sanction(s). If needed, complete a risk reassessment (such as the Model Risk Reassessment on p. 32 of the Appendix) and incorporate needed changes in the Case Plan.

Each step is discussed in the next four sections, which include many examples.

The Appendix includes resources for the case management approach and the 4-step process for handling probation violations.

Overview of the 4-Step Process



Step 1 – Determine the Seriousness of Probation Violations

Step 1 involves analyzing violation behavior to determine seriousness. Three levels of seriousness are used:

- **MINOR** Probation Violations
- **MODERATE** Probation Violations
- **SERIOUS** Probation Violations

The three most important factors to consider in assessing the seriousness of a probation violation are:

- 1** Did the violation behavior have an impact on victim(s) and/or witness(es) of the underlying offense(s)?

Contact with the victim should be considered either a MODERATE violation for indirect contact, or a SERIOUS violation for direct contact, especially if the victim felt intimidated or threatened.

- 2** Did the violation behavior have an impact on the community?

Community impact moves the violation into the MODERATE or SERIOUS categories, too.

- 3** How was the violation behavior related to the behavior that led to underlying and/or past offense(s)?

When aspects of the violation behavior are similar to the youth's offense history, the violation is MODERATE. When the violation behavior is clearly the same as the underlying and/or past history, the violation is SERIOUS.

Additional factors to consider in determining the seriousness of probation violation(s) are:

- 4** Frequency of probation violations.
- 5** Duration of the violations.
- 6** Overall compliance with the court-ordered conditions of probation

The tables on the following pages present behavior(s) for the above six assessment factors that may lead the case manager to classify the violation as MINOR, MODERATE or SERIOUS. The example behaviors in the tables are guidelines. Individual jurisdictions will add to or change these examples based on local judicial or county policy.

Step 1 – Seriousness of Probation Violations

| | MINOR Probation Violations | MODERATE Probation Violations | SERIOUS Probation Violations |
|----------------------------------|--|---|---|
| 1 Victim Impact | <ul style="list-style-type: none"> No unauthorized victim contact has occurred. Minor, unintentional victim contact occurred. | <ul style="list-style-type: none"> There was an attempt to have unauthorized contact with victim(s). | <ul style="list-style-type: none"> There was unauthorized contact with victim(s); the victim(s) felt intimidated or threatened. |
| 2 Community Impact | <ul style="list-style-type: none"> None or minimal impact. Youth acknowledges wrongfulness of actions and is involved in court-ordered restitution and/or community service. | <ul style="list-style-type: none"> Moderate impact, but problem behaviors and a pattern of violations indicates the youth may re-offend. Youth acknowledges wrongfulness of actions and impact on the community, but is missing court-ordered restitution and/or community service. | <ul style="list-style-type: none"> High impact. Problem behaviors and/or a pattern of violations indicate that the youth has or is very likely to re-offend. Youth does not fully acknowledge wrongfulness of actions and impact on community (may try to justify behavior or project blame on others). |
| 3 Underlying Offense | <ul style="list-style-type: none"> The violation behavior is unrelated to the underlying offense(s), or just minimally related to past offenses. | <ul style="list-style-type: none"> Aspects of the violation are similar to the underlying and/or past offense(s), such as youth is engaging in similar risky behavior or situations. | <ul style="list-style-type: none"> The violation behavior is clearly related to the underlying and/or past offense(s). |
| 4 Frequency of Violations | <ul style="list-style-type: none"> Occasional, infrequent, and/or isolated incidents. | <ul style="list-style-type: none"> An emerging pattern of violation behaviors that are beginning to interfere with compliance with conditions of probation, school, placement or treatment goals. | <ul style="list-style-type: none"> There is an established pattern of multiple violations following various interventions and graduated sanctions. This pattern of multiple violations is significantly interfering with the success of probation and/or treatment interventions. There are incidents that present a significant risk to public community safety or to victim(s). |

| | MINOR Probation Violations | MODERATE Probation Violations | SERIOUS Probation Violations |
|--|---|---|--|
| 5 Duration | <ul style="list-style-type: none"> • Short or concentrated series of incidents that end quickly (such as over one week and then behavior is corrected). | <ul style="list-style-type: none"> • Probation violations occurring over a sufficient period of time to see an early pattern of violations developing. | <ul style="list-style-type: none"> • There is a chronic pattern of violations or isolated incident(s) that pose a threat to public safety. |
| 6 Compliance with Conditions of Probation | <ul style="list-style-type: none"> • Overall, the youth is responding to probation supervision and is engaged in positive activities at home, school, treatment, work and in the community. • Youth is in compliance with court-ordered restitution and/or community service. | <ul style="list-style-type: none"> • A pattern of violations is beginning to interfere with the success of probation. • The youth does not always respond to corrective interventions by parents, school, or the probation counselor. | <ul style="list-style-type: none"> • Clear pattern of non-compliance, failure to respond after corrective interventions and sanctions, and failure to respond to the authority and orders of the Court. |
| Some Examples of Violation Behavior | <ul style="list-style-type: none"> • Occasional disrespect for parents, school, or placement rules. • First absence from required treatment. • First absence from school or work. • First absence from supervision contact or appointment. • First absence from required community service requirement. • First violation for drug or alcohol possession/use. • First violation of contact with restricted associates or casual contact. • First/minor violation of other requirements of release agreements and conditions of probation. | <ul style="list-style-type: none"> • New Class B or C misdemeanor, or non-person Class A misdemeanor. • A single incident of school suspension for behavior problems. • Pattern of absences from required treatment. • Pattern of absences from school or work. • Pattern of non-compliance with treatment goals and/or expectations. • Pattern of absences from community service requirements • More than one violation of alcohol or drug possession and/or use. • Pattern of violations of other conditions of probation. | <ul style="list-style-type: none"> • New Class A person to person misdemeanor, or felony crime. • Frequent/repeated school suspensions. • Refuses to attend school or to continue required treatment. • Repeated failure to follow/comply with rules and supervision of parents/guardian. • Unlawful possession or use of firearm/weapon. • Refuses/does not show up for community service. • Established pattern of alcohol or drug use, including refusal to submit to testing and/or numerous positive tests. • Systematic disregard for conditions and rules of probation, and the authority of the Court. |

Step 1 – Special Circumstances and Additional Victim/Public Safety Concerns

There are special circumstances and certain types of offenses that warrant additional safety concerns for victims, witnesses and public safety. These circumstances increase the seriousness of violation behavior. Some examples are outlined in the following tables:

| | |
|--|---|
| Youth Referred for Sex Offending Behavior | <p><u>Impact on Victim(s) of Underlying Offense:</u> The primary concern in these cases is the safety and protection of the victim(s). Safety planning needs to closely monitor these youth to prohibit any type of contact with the victim(s) to attempt to influence victim statements by apologies, promises, intimidation, or threats.</p> <p><u>Impact on Community:</u> In rural communities, these offenses are very visible. Safety planning is a critical component of the case plan.</p> <p><u>Risk and Supervision Level:</u> In most cases, youth who are referred for sex offenses will be viewed as high-risk and needing a high level of supervision until an assessment of risk by a sex offender therapist indicates that a reduced level of risk and supervision is appropriate.</p> <p><u>Compliance with Safety Plans:</u> Cooperation of parents and compliance of the youth to the conditions of supervision plans are important considerations in assessing risk and determining the needs of further case planning.</p> |
| Significant Substance Abuse | <p><u>Risk and Supervision Level:</u> When substance abuse is a high level of concern (especially when substance abuse is clearly linked to delinquent behavior and increased risk to re-offend), these cases will be viewed as high-risk. A high level of supervision is necessary until an assessment of risk/needs indicates that a reduced level of supervision is appropriate. Examples include: recently failed substance abuse treatment, existing substance-abuse diagnoses, and evidence of violent behavior associated with use.</p> <p><u>Assessment and Motivation for Treatment:</u> Assessment information about the nature of the youth's use/dependence, level of motivation for treatment, and initial progress in treatment are important factors to consider in the development of case plans.</p> |
| Fire Setting Behavior | <p><u>Risk and Supervision Level:</u> When current delinquent behavior and/or social history information includes incidents of fire setting, these youth will be viewed as needing a moderate to high level of supervision based on a current level of risk to re-offend.</p> |

Step 2 – Risk to Re-Offend and the Case Management Plan

A research-based Risk/Needs Assessment is the foundation of a case management plan (see the Appendix for Risk/Needs assessment examples). Risk/Needs Assessments usually result in a determination of one of three risk to re-offend levels:

LOW risk

MEDIUM risk

HIGH risk

When MODERATE or SERIOUS probation violations occur (as determined in step 1), they indicate that a re-assessment is needed. The following examples are possible problem areas that may lead to a change in the youth's risk to re-offend after re-assessment:

- Changes have occurred in one or more major domains of a youth's life since the last Risk/Needs Assessment;
- A lack of commitment by the youth and/or parents to following conditions of probation and safety plans, and to changing problem behaviors; and
- Youth is not accepting personal responsibility and accountability for his/her criminal behavior or delinquent conduct.

In addition to analyzing risk to re-offend, it is important to review the case management plan. Existing elements in the plan may need to be changed and/or new elements added. Graduated sanctions won't fix areas of a case management plan that aren't working.

The following are examples of possible problem areas in case management plans:

- Issues with access to and/or effectiveness of interventions and treatment services; for example, why the youth hasn't entered alcohol and drug treatment as outlined in the case management plan.
- The supervision plan is not working and new supervision methods need to be implemented; or current supervision techniques need to be strengthened to be more effective.
- The youth's current placement may not be appropriate and/or effective, and the placement needs to be changed.

In all circumstances, the purpose of the case management plan is to implement the court-ordered conditions of probation. All court orders direct the development of the case management plan.

Step 3 – Graduated Sanctions for Probation Violations

Once the violation behavior has been analyzed for:

- Seriousness (step 1) and risk to re-offend (step 2),
- The information is used to individualize sanction(s) for the violation (step 3).

As illustrated below, there are nine possible combinations of:

- Seriousness of probation violations, and
- Risk to re-offend.

| | | Risk to Re-Offend | | |
|--------------------------|----------|---|--|--|
| | | Low Risk | Medium Risk | High Risk |
| Seriousness of Violation | Serious | Serious Violation Low Risk to Re-Offend | Serious Violation Medium Risk to Re-Offend | Serious Violation High Risk to Re-Offend |
| | Moderate | Moderate Violation Low Risk to Re-Offend | Moderate Violation Medium Risk to Re-Offend | Moderate Violation High Risk to Re-Offend |
| | Minor | Minor Violation Low Risk to Re-Offend | Minor Violation Medium Risk to Re-Offend | Minor Violation High Risk to Re-Offend |

Tables of Graduated Sanction Examples based on seriousness of the probation violation and risk to re-offend are on the following three pages.

The Graduated Sanctions in the tables are only guidelines. Individual jurisdictions will add to or change these examples based on local judicial or county policy.

Step 3 – Graduated Sanction Examples for MINOR Violations per Risk to Re-Offend Levels

| | | MINOR Probation Violations | Graduated Sanction Examples per Risk to Re-Offend Levels | | |
|---------------------------|---|---|--|---|--|
| | | | Low Risk | Medium Risk | High Risk |
| Victim Impact | No unauthorized victim contact has occurred. Minor, unintentional victim contact occurred. | <ul style="list-style-type: none"> Warning (verbal or written) and review of conditions of probation. Educational or written assignment. | <ul style="list-style-type: none"> Motivational interviewing and problem-solving session(s). Educational or written assignment. | <ul style="list-style-type: none"> Motivational interviewing and problem-solving session(s). Educational or written assignment. | |
| | The violation behavior is unrelated to the underlying offense(s), or just minimally related to past offenses. | <ul style="list-style-type: none"> Community service hours. Short-term increased frequency of drug screens. Increased treatment services if indicated. | <ul style="list-style-type: none"> Community service hours. Increased drug and alcohol screens. Increased treatment services if indicated. Restrict/control driving privileges. | <ul style="list-style-type: none"> Community service hours. Drug/alcohol assessment. Increased treatment services if needed. Restrict/control driving privileges. | |
| Underlying Offense | <ul style="list-style-type: none"> Occasional disrespect for parents, school or placement rules. First absence from required treatment. First absence from school or work. First absence from supervision contact or appointment. First absence from required community service requirement. First violation for A/D possession/use. First violation of contact with restricted associates or casual contact. Minor/initial violation of other identified requirements of release agreements and conditions of probation. | <ul style="list-style-type: none"> Temporary curfew restrictions/loss of certain privileges. Letters of apology to victims and community. | <ul style="list-style-type: none"> Short-term period of curfew hours. Increased contacts. Youth/family specific sanctions. Short-term period of day reporting. A period of telephonic or electronic monitoring. Self-assessment worksheet. | <ul style="list-style-type: none"> Short-term period of curfew hours. Increased contacts. Youth/family specific sanctions. Short-term period of day reporting. A period of telephonic or electronic monitoring. Review of future sanctions if problem behaviors/compliance issues continue. | |
| | | | | | Some Examples of MINOR Violation Behavior |

Step 3 – Graduated Sanction Examples for MODERATE Violations per Risk to Re-Offend Levels

| | MODERATE Probation Violations | Graduated Sanction Examples per Risk to Re-Offend Levels | | |
|--|---|--|---|---|
| | | Low Risk | Medium Risk | High Risk |
| Victim Impact | There was an attempt to have unauthorized contact with victim(s). | <ul style="list-style-type: none"> • Motivational interviewing and problem-solving session(s). | <ul style="list-style-type: none"> • Motivational interviewing and problem-solving session(s). | <ul style="list-style-type: none"> • Motivational interviewing and problem-solving session(s). |
| Underlying Offense | Aspects of the violation are similar to the underlying and/or past offense(s), such as youth is engaging in similar risky behavior or situations. | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Increased frequency of drug screens. • Increased treatment services. • Community service hours. | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Increased frequency of drug screens. • Increased treatment services. • Community service hours. | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Increased frequency of drug screens. • Increased treatment services. • Community service hours. |
| Some Examples of MODERATE Violation Behavior | <ul style="list-style-type: none"> • New Class B or C misdemeanor, or non-person Class A misdemeanor. • A single incident of school suspension for behavior problems. • Pattern of absences from required treatment. • Pattern of absences from school or work. • Pattern of non-compliance with treatment goals and/or expectations. • Pattern of absences from community service requirements • More than one violation of alcohol or drug possession and/or use. • Pattern of violations of other conditions of probation. | <ul style="list-style-type: none"> • Curfew restrictions. • Home confinement monitored by parent or guardian. • Cognitive behavioral class/worksheet. • Warning (verbal or written). | <ul style="list-style-type: none"> • Curfew restrictions. • Home confinement monitored by PO. • Driving restrictions. • Day reporting. • Detention days. • Judicial review hearing. | <ul style="list-style-type: none"> • Curfew restrictions. • Telephonic/electronic monitoring. • Driving restrictions. • Day reporting. • Detention days. • Additional monitoring and higher level of supervision. • Judicial review hearing. |

Step 3 – Graduated Sanction Examples for *SERIOUS* Violations per Risk to Re-Offend Levels

| | | SERIOUS Probation Violations | Graduated Sanction Examples per Risk to Re-Offend Levels | | |
|---|---------------------------|---|---|--|--|
| | | | Low Risk | Medium Risk | High Risk |
| Victim Impact | | There was unauthorized contact with victim(s); the victim(s) felt intimidated or threatened | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Day reporting. • Restricted driving privileges. | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Day reporting. • Restricted driving privileges. | <ul style="list-style-type: none"> • Reassessment of risk/ needs and level of supervision. • Day reporting. • Restricted driving privileges. |
| | Underlying Offense | The violation behavior is clearly related to the underlying and/or past offense(s). | <ul style="list-style-type: none"> • Increased frequency of drug screens. • Increased treatment requirements. • Restrict associations. | <ul style="list-style-type: none"> • Increased frequency of drug screens. • Increased treatment requirements. • Restrict associations. | <ul style="list-style-type: none"> • Increased frequency of drug screens. • Increased treatment requirements. • Restrict associations. |
| Some Examples of <i>SERIOUS</i> Violation Behavior | | <ul style="list-style-type: none"> • New Class A misdemeanor or felony. • Frequent/repeated school suspensions. • Refuses to attend school or to continue required treatment. • Repeated failure to follow/comply with rules and supervision of parents/guardian. • Unlawful possession or use of firearm or weapon. • Refuses/does not show up for community service. • Established pattern of alcohol or drug use, including refusal to submit to testing and/or numerous positive tests. • Systematic disregard for conditions and rules of probation, and the authority of the Court. | <ul style="list-style-type: none"> • Detention days. • Home confinement under parental supervision. • Home confinement under juvenile dept. supervision (tracker or PO contact). • Telephonic/ electronic monitoring. • Reassess current placement. • Cognitive behavioral class/worksheet. | <ul style="list-style-type: none"> • Detention days. • Home confinement under parental supervision. • Home confinement under juvenile dept. supervision (tracker or PO contact). • Telephonic/ electronic monitoring. • Reassess current placement. • Cognitive behavioral class/worksheet. • Extend probation. • Judicial review hearing. | <ul style="list-style-type: none"> • Detention days. • House arrest with telephonic or electronic monitoring. • Recommend changes to the current placement, such as residential care or commitment to OYA. • Extend probation. • Judicial review hearing. |
| | | | | | |

Step 4 – Documentation of Probation Violations and Sanctions

An important part of a system of graduated sanctions is a clear process for tracking and reporting probation violations, especially moderate and serious violations, in the youth's file, as well as to the juvenile court.

There are three basic options for handling probation violations. These are:

1. Minor violations may be handled with verbal warning(s), which should be entered into the youth's Juvenile Justice Information System case notes.
2. A court hearing to determine whether one or more of the conditions of probation have been violated (youth's basic right), or
3. In lieu of a hearing, the youth and parent(s) agree to probation sanctions determined by the juvenile department, in which probation is continued with modification(s). Sanctions are reviewed by the judge, and his concurrence modifies the conditions of probation.

When there is a violation, the written Probation Violation Report (see Appendix for example) is a way of documenting violations. The report includes:

- Basis for jurisdiction with date of disposition and term of probation.
- Brief description of the current probation violation(s) and impact on victim(s) and/or community.
- History of prior sanctions with actions taken and the youth's response.
- Evaluation of overall probation performance.
- Seriousness of violation and risk to re-offend.
- Recommended sanctions for the current violation(s).

Waiver Procedure for the Probation Violation Hearing

When the court has authorized the juvenile department to initiate sanctions for probation violations, the probation officer will prepare a probation violation report incorporating information from the first three steps in handling probation violations.

The Probation Violation Report is discussed with the youth and his/her parents. If they agree to the probation sanctioning process by the juvenile department in lieu of a hearing, they waive their right to the hearing by signing a Notice of Rights form (see Appendix for an example).

In waiving rights to a hearing, the youth either admits to one or more of the alleged violations in the Probation Violation Report, or agrees to not contest the allegations, and agrees to accept the sanction(s) determined by the juvenile department. The Probation Violation Report and Notice of Rights are submitted to the court for judicial review. The judge's concurrence and signature in effect modifies the judgment of probation.

Authorization for the Juvenile Department to Provide Sanctions For Violations of Conditions of Probation

The juvenile department can be authorized to provide sanctions for violations of probation. A sanction can include detention days. This authority is granted through a specific section of the judgment placing a youth on probation that is signed by the juvenile court judge.

The youth and parent sign and date the probation judgment and agree to this sanctioning provision in lieu of hearing before the court. Probation Violation Reports are still sent to the court. An example of this authorizing language, which is signed by the youth and parents and is part of the probation judgment, is below.

Example of language to include in the initial probation judgment:

I understand that the _____ Juvenile Department is authorized to provide sanctions for violations of conditions of probation, including imposing suspended detention days. I understand and accept the conditions of probation as set forth in the above stated Judgment. I agree to abide by and conform to all conditions and understand failure to do so may result in my being placed in detention, modification of probation conditions, or revocation of my probation.

| | |
|-------|--------------------|
| _____ | _____ |
| Date | Youth's Signature |
| _____ | _____ |
| Date | Parent's Signature |

Formal Accountability Agreements (FAA)

A similar process can be used to handle violations of a Formal Accountability Agreement (FAA).

Risk Reassessment

If needed per the case review in Step 2, complete a risk reassessment and update the case plan with applicable changes.

APPENDIX
Resources for the Case Management Approach

| | Page |
|-------------------|-------------|
| Definitions | 20 |

Examples of Probation Violation Reports and Other Related Forms

| | |
|---|-------|
| Example 1 – Probation Violation Sanctions Policy & Procedure (Grant County) | 22 |
| Example 2 – Probation Violation Report (Grant County) | 23 |
| Example 3 – Notice of Rights and Decisions about Rights (Grant County) | 24-25 |
| Example 4 – Notice of Rights for Violation of FAA (Grant County) | 26-27 |

Examples of Case Management Guidelines and Levels of Supervision

| | |
|---|-------|
| Example 5 – Case Management Guidelines (Wasco County) | 28 |
| Supervision Matrix and Definitions (Wasco County) | 29-30 |

Examples of Assessments

| | |
|--|-------|
| Example 6 – Model Risk Assessment Instrument | 31 |
| Example 7 – Model Risk Reassessment Instrument | 32 |
| Example 8 – Model Youth and Family Assessment of Needs and Strengths | 33-36 |

*The above Model assessments are from:
“Graduated Sanctions for Juvenile Offenders: A Program Model and
Planning Guide,” Juvenile Sanctions Center, National Council of Juvenile
and Family Court Judges (NCJFCJ), November 2002.*

| | |
|---|-------|
| Example 9 – Oregon Youth Authority Risk/Needs Pre-Screen Assessment | 37-42 |
|---|-------|

DEFINITIONS

Case Management Plan – A tool case workers use to ensure implementation of court-ordered conditions of probation. The basis of the case plan is a research-based Risk/Needs Assessment.

Commitment – Transfer of a youth's legal custody to the Oregon Youth Authority by order of the juvenile court. These youth are usually placed in a Youth Correctional Facility or in residential care.

Community Detention – A program monitored by the juvenile department in which an adjudicated youth, or a youth alleged to be delinquent, is placed in the home of a parent, guardian, custodian, or other person, or in shelter care, as a condition of probation, or as an alternative to detention. Community detention often includes electronic monitoring and other forms of daily contact with the juvenile department.

Criminogenic Risk/Needs Factors – Specific research-based risk factors for criminal behavior by youth and youth offenders; and specific areas for supervision and service needs that must be targeted in a case management plan to prevent or reduce the risk of re-offending. These risk factors include:

- **Anti-Social Behavior/Attitudes:** A pervasive pattern of behavior that shows disregard for and violation of the rights of others, social norms, or the law, which includes deceitfulness, irritability, consistent irresponsibility, lack of remorse, and/or failure to conform to social norms.
- **Failure in School:** Includes poor academic performance, poor attendance, suspensions, and/or dropping out of school. Early behavior and academic problems in school are major risk factors for early involvement in criminal behavior, as well as other related youth problems.
- **Dysfunctional Family:** Includes poor family management where there are not clear expectations for behavior, failure to supervise/monitor the youth and excessively severe, harsh or inconsistent/negative punishments. Dysfunctional family factors include: physical/sexual abuse; unstructured or undisciplined environment; criminality and/or substance abuse in the family; and/or persistent family conflict, including serious conflict between parents or between youth and parents.
- **Negative Peer Association:** Association with delinquent or antisocial peers, peer use of alcohol/controlled substances, lack of involvement in conventional activities, and attachment or allegiance to peers. Time spent with peers may result in pressure for deviance.
- **Substance Abuse:** Early use of alcohol/drugs and/or favorable attitude toward alcohol, tobacco, and other drugs (ATOD). Using alcohol or drugs lowers inhibitions, making it easier to engage in criminal activity. It can also lead to a variety of property offenses to pay for alcohol/drugs.

Day Reporting – Daily contact with a youth offender. Contact can be in person, by phone or e-mail. Contact can be with a school official, tracker, or other adult. It usually involves planning for the day, reminder of appointments, problem solving and other monitoring of a youth's behavior.

Detention – Refers to the placement of a youth in a secure facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case

disposition is known as pre-dispositional detention. At times there is a need for detention after sentencing, known as post-dispositional detention. The reasons for post-dispositional detention generally include awaiting placement, short-term sentencing to detention as part of a disposition or as a sanction for a violation of a court order, or being a danger to self or others.

Detention Alternatives – Settings and services that could be provided to a youth that: 1) will satisfy requirements to keep the youth and the public safe pending the next court hearing; and, 2) will reasonably assure that the youth will be available to attend that court hearing. Alternatives to detention may include: home confinement, home confinement under community detention and/or electronic monitoring, temporary placement with a relative, temporary shelter care placement, or other specialized care (hospital or psychiatric care).

Gender Specific Services – Services designed to promote healthy attitudes, behaviors, and lifestyles, and promote social competence in girls and young women. Key program elements generally address issues in the context of relationships to peers, family, school, and community.

Graduated Sanctions – A graduated sanctions system is a set of integrated intervention strategies designed to enhance accountability, ensure public safety, and reduce recidivism by preventing future delinquent behavior. The term graduated sanctions implies that the penalties for delinquent activity should move from limited interventions to more restrictive (i.e., graduated) penalties according to the severity and nature of criminal behavior and probation violations. Youth offenders who commit serious and violent offenses should receive more restrictive sanctions than youth who commit less serious offenses.

Problem – A process where the probation counselor meets with the youth offender to assist the youth in learning alternative behaviors and reactions to triggers (e.g. people, places and things) that contribute to criminal behavior and/or substance abuse. Utilizing motivational interviewing along with cognitive change principles help youth to analyze the thinking and behavior that resulted in the violation and/or risky behavior. Problem solving includes questions such as: What were you doing/thinking before and during an incident? What should you have done? How will you prevent this from happening in the future?

Risk/Needs Assessment – This term generally refers to a two-part assessment of youth who enter the juvenile justice system. The first part is a structured process to assess a youth's risk to re-offend. These assessments look for the presence and level of criminogenic risk factors, but also may look for the presence of related issues like substance abuse, mental health issues, and academic/behavioral problems at school. The second part of the process assesses what intervention and/or treatment services a youth may need to counter criminogenic risk factors and to overcome the reasons why they have become involved in the juvenile justice system.

Underlying Offense – The most serious offense for which the youth is charged with or the most serious adjudicated offense that is the basis for a youth's probation.

Youth – “Youth” means a person under 18 years of age who is alleged to have committed an act that is a violation, or, if done by an adult would constitute a violation, of a law or ordinance of the United States or a state, county or city.

Youth Offender – “Youth offender” means a person who has been found to be within the jurisdiction of the juvenile court under ORS 419C.005 for an act committed when the person was under 18 years of age.

**GRANT COUNTY JUVENILE DEPARTMENT
Probation Violation/Formal Accountability Agreement
Sanctions Policy & Procedure**

PURPOSE:

Allow the Juvenile Department, after consultation with the District Attorney and with the consent of the youth and his/her parent/guardian, to sanction a youth for violation of a condition of probation or a Formal Accountability Agreement.

PROCEDURE:

Probation Violation:

1. Technical violation/status offense:
Juvenile Department may offer sanctions, which include, but are not limited to:
 - Community Service
 - Referral for assessment/evaluation
 - More restrictive supervision requirements
 - Counseling/treatment

2. Criminal offense:
Juvenile Department with the District Attorney to determine whether to file a petition, request probation violation hearing or follow sanctions process.
 - Sanctions options include, but are not limited to:
 - Community Service
 - Referral for assessment/evaluation
 - Counseling/treatment
 - More restrictive supervision requirement
 - Authorize placement in detention limited to the number of days previously suspended by Order of the Court

Formal Accountability Agreement (FAA):

1. Technical violation/status offense:
Juvenile Department may offer sanctions, which include, but are not limited to:
 - Community Service
 - Referral for assessment/evaluation
 - More restrictive supervision requirements
 - Counseling/treatment
 - Extend period of FAA/File petition in Court

2. Criminal offense:
Juvenile Department will confer with the District Attorney to determine whether to file a petition or follow sanctions process. Sanctions option is same as for technical violation/status offense.

CIRCUIT COURT
STATE OF OREGON, COUNTY OF _____
JUVENILE DEPARTMENT

PROBATION VIOLATION REPORT

Name: _____ DOB: _____ Age: _____ Court No.: _____
Parent/Guardian: _____ JJIS No.: _____
Date of Report: _____ Juvenile Counselor: _____

PURPOSE OF REPORT

Request for Graduated Sanctions Request for Probation Violation Hearing

BASIS FOR JURISDICTION

Delinquency Offenses (list): _____
Hearing Date (juris/dispo): _____ Term of Probation: _____
Judge: _____

PROBATION VIOLATION

List each current violation, such as a failed condition or new offense. Provide a brief description of the conduct or behavior constituting each violation. Include an overview of delinquency history. Include whether the violation(s) is/are related to the underlying offense, any impact on the victim(s) of the underlying or past offenses, and the impact on the community.

HISTORY OF PRIOR SANCTIONS

Summarize any history of prior probation violations, including the frequency and duration of prior probation violation(s). Briefly describe the actions taken and the youth's response to these actions. What types of sanctions were effective?

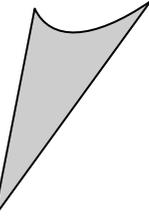
EVALUATION OF OVERALL PROBATION PERFORMANCE

Briefly describe the youth's overall compliance with conditions of probation and overall response to supervision. Describe areas of progress in supervision and treatment goals, as well as areas of positive behavior at home, school, work, and in the community. Include the youth's current level of compliance with any court ordered restitution and/or community service work. What incentives and positive reinforcements have been utilized?

SERIOUSNESS OF VIOLATION AND RISK TO RE-OFFEND

For each of the probation violations listed above (based on the definitions from the A Graduated System of Incentives, Interventions and Sanctions), report the seriousness of the violation (minor, moderate, or serious). Also, report the youth's risk to re-offend (low, medium, or high) from the risk/needs assessment or reassessment.

RECOMMENDATION *List each sanction requested based on recommended sanctions from the Graduated Sanctions Tables (as modified by the local jurisdiction).*



_____ COUNTY JUVENILE DEPARTMENT
NOTICE OF RIGHTS AND DECISIONS ABOUT RIGHTS

Name: _____ DOB: _____ Age: _____
JJIS No.: _____ Court No.: _____

Right to a Probation Violation Hearing: You have been provided with a written report describing alleged probation violation(s).

You are entitled to a hearing before the Court on the alleged probation violation(s). The purpose of the hearing is to determine whether you violated one or more conditions listed on the Probation Violation Report and if so, whether to continue you on the probation supervision subject to the same or modified conditions, or to order a sanction which may include detention or out-of-home placement. If you choose to have a Court Hearing, you have the right to an attorney. If you cannot afford an attorney, one will be appointed for you, if an adult would be eligible for Court appointed attorney for having committed the same act.

Probation Sanctioning Process: Instead of a probation violation hearing before the Court, you may choose to participate in the probation sanctioning process where your probation officer will continue your probation, and impose a probation sanction(s) based upon your violation behavior, your criminal history and your level of probation supervision. Probation sanctions may include one or more of the following: placement in detention, community service, house arrest, written assignment, day reporting, problem solving and skill building assignments.

Waiver of Probation Violation Hearing: You may choose to waive your right to a probation violation hearing before the Court by checking the appropriate box and signing this form. If you waive you're right to probation violation hearing:

- You either admit violating one or more of the conditions alleged, or you neither admit nor deny, but do not contest the allegations.
- Your probation officer will find you in violation of the terms and conditions of your probation as alleged in the Probation Violation Report. There will be no hearing.

In waiving your right to a probation violation hearing before the Court you are giving up your right to:

- Present relevant oral and written information to the Court.
- Examine witnesses and information against you.
- Request witnesses who have relevant information regarding the alleged probation violations(s).
- Representation by an attorney, appointed to you at the state's expense if you cannot afford one and are eligible for appointment.

(Notice continued on the next page)

_____ COUNTY JUVENILE DEPARTMENT
**NOTICE OF RIGHTS AND DECISIONS ABOUT RIGHTS
VIOLATION OF FORMAL ACCOUNTABILITY AGREEMENT**

Youth Name

FILE NUMBER

Description of the Violation: *List each current violation, such as a failed condition or new offense. Provide a brief description of the conduct or behavior constituting each violation.*

Right to a Court Hearing: You have been provided with a written report describing an alleged formal accountability agreement violation(s). You are entitled to a hearing before the Court on the alleged violation of the formal accountability agreement. The purpose of the hearing is to determine whether you violated either a violation or criminal offense. If you choose to have a Court Hearing, you have the right to an attorney. If you cannot afford an attorney, one will be appointed for you, if an adult would be eligible for Court appointed attorney for having committed the same act.

Formal Accountability Agreement Sanctioning Process: Instead of a hearing before the Court, you may choose to participate in the formal accountability agreement sanctioning process where your probation officer will continue your formal accountability agreement, and impose a formal accountability agreement sanction(s) based upon your violation behavior, your criminal history and you level of supervision. Formal accountability agreement sanctions may include one or more of the following: community service, house arrest, written assignment, day reporting, problem solving and skill building assignments.

Waiver of Juvenile Court Hearing: You may choose to waive your right to a hearing before the Court by checking the appropriate box and signing this form. If you waive your right to a Juvenile Court hearing:

- You either admit violating one or more of the conditions alleged, or you neither admit nor deny, but do not contest the allegations.
- Your probation officer will find you in violation of the terms and conditions of your formal accountability agreement as alleged in the Formal Accountability Agreement Violation Report. There will be no hearing. .

In waiving your right to a hearing before the Court you are giving up your right to:

- Present relevant oral and written information to the Court.
- Examine witnesses and information against you.
- Request witnesses who have relevant information regarding the alleged probation violations(s).
- Representation by an attorney, appointed for you at the state's expense if you cannot afford one and are eligible for appointment.

(Notice continued on the next page)

Example 5: Wasco County Case Management Guidelines

| | | | |
|---|--|--------------------------|--------------------------|
|  | WASCO COUNTY DEPARTMENT OF YOUTH SERVICES 202 East Fifth Street The Dalles, Oregon 97058-2220 | | |
| | Guideline Title: Case Management | | Guideline Number: 04-001 |
| | Approved Date: 02/01/04 | Effective Date: 02/01/04 | Review Date: 02/01/06 |

GENERAL: Wasco County Department of Youth Services has limited resources including staff and services for youth. To maximize these resources case management will help staff prioritize case loads using the supervision matrix and levels of supervision. The case plan targets the following specific reformation areas: offense specific, family, mental health, alcohol and drug usage, education, vocation, social living skills, medical and placement planning. The Juvenile Justice Information System (JJIS) has a component to assist in developing, monitoring progress, and producing documents for case management.

PROCEDURE: The following is a description of the protocol the Department of Youth Services will follow to implement case management. Throughout the listed guidelines, the Supervision Level Matrix will be referred to at all appropriate points of contact.

1. Referrals received by the Department will be entered into JJIS by front office staff. A copy of the youth's face sheet will be placed in the intake folder for the next staffing.
2. At the staffing meeting the referrals are reviewed and assigned to a Juvenile Counselor. At this meeting information is shared that will be used by the Counselor in determining the initial strategy to follow up with the case.
3. If the youth rises to the level of an intake the Juvenile Counselor will arrange for the initial intake meeting as soon as possible. This meeting will be an informational meeting scheduled with both the youth and the youth's parents/guardians.
4. At the time of the initial office contact the youth and family will fill out an "information" sheet to list demographic information about the family.
5. Juvenile Crime Prevention Risk Assessments will be completed on all youth who come into the Youth Service Department for an office conference. The JCP assessment will be used to assist the Juvenile Counselor in determining the level of intervention for the youth offender.
6. If the referral is a Class A Misdemeanor or Felony a case plan in JJIS will be opened by the Counselor. The initial case plan will include the Wasco County Intake History along with the JCP Assessment attached to the case plan.
7. Using the information from the above bullets the supervision level and intervention matrix will determine the type and intensity of the sanctions for youth offenders supervised by the Wasco County Department of Youth Services.
8. JCP assessments will be updated every 6 months with a thorough review of the case status, progress toward goals, and any new criminal referrals to make determination of supervision levels and further interventions.

**WASCO COUNTY CASE MANAGEMENT
SUPERVISION MATRIX**

| Severity of Open Referral(s) | Referral History (Delinquency & Status) | JCP Assessment (Completed within 30 days) | Disposition | Supervision Level* (*See Page 2 for details) |
|---|---|---|--|---|
| Low: (Status Offenses; Violations) | None | 0-9 Risk Factors | Divert & Close; Warning Letter; Intake Assessment; Suspension of Driving Privileges | <u>Limited to Low</u> |
| | 1 - 2 prior referrals (low severity) | 9-14 Risk Factors | | <u>Low</u> Monthly contact with youth, school and providers. |
| | 3 or more prior referrals | 14 + Risk Factors | | <u>Sixty (60)</u> day review & update |
| Moderate: Class B and C Misdemeanors | None | 0-9 Risk Factors | Intake Assessment; Supervised Diversion | <u>Low</u> Monthly contact with youth, school and providers. |
| | 1-2 prior referrals (low severity) | 9-14 Risk Factors | Screen for Formal Court Intervention | <u>Sixty (60)</u> day review & update |
| | 3 or more referrals | 14 + Risk Factors | Adjudication | <u>Low to Medium</u> <u>Medium</u> |
| Moderate to High: Class A Misdemeanor (excluding sexual offenses) Class C Felony (Property) | None | 0-9 Risk Factors | Intake Assessment | <u>Medium</u> Bi-Monthly face-to-face contact with youth. |
| | 1-2 prior referrals (low severity) | 9-14 Risk Factors | Supervised Diversion | Monthly contact with school and/or all treatment providers. |
| | 3 or more referrals | 14 + Risk Factors | Adjudication | <u>Sixty (60)</u> day review and update. <u>Medium to High</u> |
| High: All felony Person to Person Offenses All Sexual Offenses | None | 0-9 Risk Factors | Adjudication | <u>Medium to High</u> |
| | 1-2 prior referrals (low severity) | 9-14 Risk Factors | Screen for OYA Commitment | <u>High</u> Weekly face-to-face contact, monthly in-home. |
| | 3 or more referrals | 14+ Risk Factors | OYA Commitment | Weekly contact with school and/or all treatment providers. Community Resource Team meeting with youth and family. <u>Thirty (30)</u> day review and update . <u>High to House Arrest</u> |

**WASCO COUNTY CASE MANAGEMENT
SUPERVISION LEVEL DEFINITIONS**

| Level 1 House Arrest | Level 2 High Supervision | Level 3 Medium Supervision | Level 4 Low Supervision | Level 5 Limited/Maintenance |
|---|--|---|---|--|
| <p>Youth is not allowed to spend the night at any home other than the identified parent/ guardian/caretaker.</p> <p>Minimum of one home visit per month.</p> <p>Daily phone check in between youth and juvenile department.</p> <p>Youth and parent/guardians will allow home visits by probation officer at any time, that may include a search of the youth's bedroom and living area.</p> <p>Minimum of the thirty (30) day review and update of case plan.</p> | <p>Weekly face-to-face contact with youth.</p> <p>Monthly visits with youth in home.</p> <p>Bi-monthly contact with parents/family</p> <p>Weekly contact with school (education programs) and/or all treatment providers.</p> <p>Multi-Agency Planning Team meeting to develop a case plan with youth and family.</p> <p>Minimum of thirty (30) day review and update case plan.</p> <p>Re-Assessment using the JCP Assessment at 6 months or at time of placement change</p> | <p>Bi-Monthly face-to-face contact with youth.</p> <p>Minimum of one visit with youth in the home.</p> <p>Monthly contact with parent/family</p> <p>Monthly contact with school (education program) and/or all treatment providers.</p> <p>Minimum of sixty (60) day review and update of case plan.</p> <p>Re-Assessment using the JCP Assessment at 6 months or at time of placement change</p> <p>**Residential Placement waives the face-to-face contact and in-home visits**</p> | <p>Monthly face-to-face contact with youth.</p> <p>Quarterly contact with parent/family</p> <p>Monthly contact with school (education program) and/or all treatment providers.</p> <p>Minimum of sixty (90) day review and update of case plan.</p> <p>Re-Assessment using the JCP Assessment at 6 months.</p> | <p>Monthly contact with youth.</p> <p>Quarterly contact with parent/family</p> <p>Monthly file check and attempt to location on youth are listed as a runaway or have warrant issued for them.</p> <p>Semi-annual review for youth whose whereabouts are unknown to decide status of case.</p> |

Example 6: Model Risk Assessment Instrument developed by the Juvenile Sanctions Center, NCJFCJ from "Graduated Sanctions for Juvenile Offenders," Nov. 2002.

MODEL RISK ASSESSMENT INSTRUMENT

Youth's Name: _____ **DOB:** ____/____/____ **ID#:** _____
Race: 1. Caucasian 2. African-American 3. Hispanic 4. Other: _____ **Gender:** 1. Male 2. Female
Officer Name: _____ **Assessment Type:** 1. Intake 2. Disposition **Date:** ____/____/____

| | | Score |
|------------|--|--------------|
| 1. | Age at First Referral to Juvenile Court Intake | |
| | a. 16 or older | -1 |
| | b. 14 or 15 | 0 |
| | c. 13 or younger | 2 |
| 2. | Total Number of Referrals to Intake (count separate referral dates; enter actual number: _____) | |
| | a. One | -1 |
| | b. Two or Three | 0 |
| | c. Four or more | 2 |
| 3. | Total Referrals for Violent/Assaultive Offenses (count separate referral dates; enter actual number: _____) | |
| | a. None | 0 |
| | b. One or more | 1 |
| 4. | Number of Prior Out-of-Home Placements | |
| | a. None | 0 |
| | b. One | 1 |
| | c. Two or more | 2 |
| 5. | School Discipline/Attendance During the Prior 12 Months | |
| | a. Enrolled, attending regularly, no suspensions; or, graduated or GED | -1 |
| | b. Some truancy; suspended 1-2 times; considered somewhat disruptive | 1 |
| | c. Major truancy or dropped out; suspended 3+ times; considered seriously disruptive | 2 |
| 6. | Substance Abuse | |
| | a. No problem or experimentation only | 0 |
| | b. Use sometimes interferes with functioning | 1 |
| | c. Use frequently interferes with functioning; chronic abuse; dependency | 2 |
| 7. | Peer Relationships | |
| | a. Friends provide positive influence | -1 |
| | b. Some delinquent friends with negative influence | 0 |
| | c. Most friends are delinquent; strong negative influence | 2 |
| | d. Gang member/associate | 3 |
| 8. | Victim of Child Abuse or Neglect (based on report to child welfare agency, substantiated or not) | |
| | a. No | 0 |
| | b. Yes | 1 |
| 9. | Parental Supervision | |
| | a. Parental supervision and discipline usually effective; youth usually obeys rules; minor, sporadic conflict .. | 0 |
| | b. Parental supervision often ineffective or inconsistent; frequent parent-child conflict | 1 |
| | c. Little or no parental supervision/discipline; or constant conflict; youth usually disobeys | 2 |
| 10. | Parent/Sibling Criminality | |
| | a. No parents/guardians or siblings incarcerated or on probation during past three years | 0 |
| | b. Parent/guardian or sibling incarcerated or on probation during past three years | 1 |
| 11. | Total Score | _____ |

Scored Risk Level: _____ - 4 to -1 Low Risk _____ 0 to 4 Medium Risk _____ 5 to 8 High Risk _____ 9+ Very High Risk

Mandatory Override: _____ None _____ reason A _____ reason B _____ reason C

Discretionary Override: _____ No _____ Yes If yes, reason: _____

Final Risk Level: _____ Low Risk _____ Medium Risk _____ High Risk _____ Very High Risk

Example 7: Model Risk Reassessment Instrument developed by the Juvenile Sanctions Center, NCJFCJ from "Graduated Sanctions for Juvenile Offenders," Nov. 2002.

MODEL RISK REASSESSMENT INSTRUMENT

Youth's Name: _____ **DOB:** ____/____/____ **ID#:** _____
Race: 1. Caucasian 2. African-American 3. Hispanic 4. Other: _____ **Gender:** 1. Male 2. Female
Officer Name: _____ **Reassessment Date:** ____/____/____

- | | <u>Score</u> |
|---|--------------|
| 1. Age at First Referral to Juvenile Court Intake | |
| a. 16 or older | -1 |
| b. 14 or 15 | 0 |
| c. 13 or younger | 2 |
| 2. Total Number of Referrals to Intake (count separate referral dates; enter actual number: _____) | |
| a. One | -1 |
| b. Two or Three | 0 |
| c. Four or more | 2 |
| 3. Total Referrals for Violent/Assaultive Offenses (count separate referral dates; enter actual number: _____) | |
| a. None | 0 |
| b. One or more | 1 |
| 4. Number of Prior Out-of-Home Placements | |
| a. None | 0 |
| b. One or more | 1 |
| 5. Victim of Child Abuse or Neglect (based on report to child welfare agency, substantiated or not) | |
| a. No | 0 |
| b. Yes | 1 |
| 6. Parent/Sibling Criminality | |
| a. No parents/guardians or siblings incarcerated or on probation during past three years | 0 |
| b. Parent/guardian or sibling incarcerated or on probation during past three years | 1 |

Rate the following items based only on the youth's behavior since the last risk (re) assessment:

- | | |
|--|----|
| 7. School Discipline/Attendance | |
| a. Enrolled, attending regularly, no suspensions; or, graduated or GED | -1 |
| b. Some truancy; suspended 1-2 times; considered somewhat disruptive | 1 |
| c. Major truancy or dropped out; suspended 3+ times; considered seriously disruptive | 2 |
| 8. Substance Abuse | |
| a. No problem or experimentation only | 0 |
| b. Use sometimes interferes with functioning | 1 |
| c. Use frequently interferes with functioning; chronic abuse; dependency | 2 |
| 9. Peer Relationships | |
| a. Friends provide positive influence | -1 |
| b. Some delinquent friends with negative influence | 0 |
| c. Most friends are delinquent; strong negative influence | 2 |
| d. Gang member/associate | 3 |
| 10. Parental Supervision | |
| a. Parental supervision and discipline usually effective; youth usually obeys rules; minor, sporadic conflict | 0 |
| b. Parental supervision often ineffective or inconsistent; frequent parent-child conflict | 1 |
| c. Little or no parental supervision/discipline; or constant conflict; youth usually disobeys | 2 |
| 11. Youth's Response to Supervision (do not consider new arrests in answering this question) | |
| a. Consistently adheres to supervision requirements and actively participates in case plan | -1 |
| b. Sometimes violates supervision requirements and/or inconsistently involved in case plan | 1 |
| c. Consistently violates supervision requirements and/or refuses to comply with case plan and/or technical probation filed or pending (but no new arrests) | 2 |
| 12. New Arrests (select highest applicable category only) | |
| a. No new arrests | -1 |
| b. New arrest for status offense | 1 |
| c. One or more new misdemeanor arrests, but no new felony arrests | 2 |
| d. One or more new felony arrests | 3 |

13. Total Score

Scored Risk Level: _____ - 4 to -1 Low Risk _____ 0 to 4 Medium Risk _____ 5 to 8 High Risk _____ 9+ Very High Risk

Discretionary Override: _____ No _____ Yes If yes, reason: _____

Final Risk Level: _____ Low Risk _____ Medium Risk _____ High Risk _____ Very High Risk

MODEL YOUTH AND FAMILY ASSESSMENT OF NEEDS AND STRENGTHS

Youth Name: _____ Case #: _____ County: _____
DOB: ____/____/____ Race: 1. African- American 2. Caucasian 3. Hispanic 4. Other Gender: 1. Male 2. Female
Intake/Probation Officer: _____ Assessment Date: ____/____/____ Type Assessment: 1. Initial 2. Reassessment

A. FAMILY NEEDS AND STRENGTHS

_____ **1. Substance Abuse**

- 0 = No known current use or history of use by caregiver(s).
- 1 = Uses, but no dependence; occasional/social use; relationships with family members not strained due to use
- 2 = Previous history of abuse but caregiver is currently in recovery subsequent to the completion of a treatment program and has had no relapse incidents.
- 3 = Some disruption in functioning; use has negative impact on employment, family life, legal involvement or other areas. May include caregiver in recovery who has had relapse incidents.
- 5 = Major disruption in functioning resulting from frequent or chronic use of alcohol or illegal substances. Indicators may include loss of job, multiple arrests, chronic disruption of family life, and/or abusive destructive behavior due to substance abuse. Any admitted or clinically-diagnosed dependency. Any previous or current referral for intensive out-patient/day treatment or in-patient treatment.

_____ **2. Family Relationships** (Consider Parent - Parent; Parent - Child; Child - Child)

- 1 = Strong, supportive family relationships. While conflicts may occur, the home environment is very stable.
- 1 = Parent-to-parent, parent-to-child verbal conflict is frequently disruptive, but appears to have no long term impact on family stability.
- 2 = Family conflict/fights occur on a routine basis and create a highly unsettled and/or hostile family environment. Sporadic instances of physical assault may have occurred, but no serious injury has resulted. Conflict has a negative impact on family functioning according to family members or other reliable reporters. There is a probable need for outside intervention to address parent-parent or parent-child conflict.
- 4 = Conflict in the home has resulted in repeated instances or a chronic condition of physical or emotional abuse, or any instance of physical abuse has resulted in injuries that required medical attention.

_____ **3. Living Situation/Finances**

- 0 = Suitable living environment and family has adequate resources to meet basic needs of children.
- 2 = Family has housing, but it does not meet the health/safety needs of the children due to such things as inadequate plumbing, heating, wiring, housekeeping, or size. Current financial stress which results in family conflict and need for outside assistance.
- 3 = Serious problems, including nomadic lifestyle or failure to provide meals or medical care to meet health/safety needs of the children. Family has eviction notice, house is condemned or uninhabitable, or family is homeless.

_____ **4. Parenting Skills**

- 1 = Both caregivers or single caregiver displays strong parenting practices which are age-appropriate for the children in areas of discipline, expectations, communication, protection, and nurturing.
- 1 = Some improvement of basic parenting skills is needed by one or more caregivers to effectively control or nurture children. Parents obviously care about children and make efforts to provide appropriate parenting, but there are shortcomings in discipline and/or extent of structure and supervision.
- 3 = Significant shortcomings in parenting skills as evidenced by constant conflict over discipline; children frequently left unsupervised, repeated instances of parent-child role reversal
- 4 = Caregiver(s) display destructive/abusive parenting. Parental discipline and control is almost non-existent.

Parents contribute to child's delinquency or make excuses for it. Parents refuse responsibility for youth or abandons youth.

- _____ **5. Disabilities of Caregivers**
- 0 = Caregiver(s) has no known physical disabilities, mental illness, emotional problems, or cognitive disabilities or, if present, do not interfere with parenting.
 - 1 = Emotional, physical, and/or cognitive disabilities that negatively affect family.
 - 2 = Caregiver(s) has ongoing need for formal mental health treatment or has a serious chronic health problem or cognitive disability that seriously impairs ability to provide for youth.
- _____ **6. Intra-Familial Sexual Abuse**
- 0 = No know problems or reason to suspect intra-familial sexual abuse.
 - 2 = Intra-familial sexual abuse has been alleged and/or substantiated. Includes child welfare reports, self-reports by youth and abuse suspected by others.
- _____ **7. Family Criminality**
- 0 = No caregiver or siblings have been convicted/adjudicated for criminal acts in last three years.
 - 1 = Caregiver(s) and/or siblings have record of convictions/adjudications within last three years.
 - 2 = One or both caregivers and/or siblings are currently incarcerated, or are on probation or parole.

B. YOUTH NEEDS AND STRENGTHS

- _____ **1. Peer Relationships**
- 1 = Peers provide good support and influence. Friends not known to be delinquent or to have influenced involvement in delinquent behavior.
 - 0 = Youth is primarily a “loner”.
 - 1 = Youth sometimes associates with others who have been involved in delinquent/criminal activity, but this is not primary peer group.
 - 3 = Youth regularly associates with others who are involved in delinquent/criminal activity and/or drug/alcohol abuse. Youth usually is negatively influenced by peers, OR youth usually provides a negative influence.
 - 4 = Youth is a gang member OR is a loner who commits serious solitary delinquent acts.
- _____ **2. Adult Relationships**
- 1 = Youth has good relationship with parent(s) and has strong relationships with several other pro-social adults in the community (e.g., teacher, coach, employer, neighbor)
 - 0 = Youth has poor relationship with parents (or parents a negative influence), but has strong relationships with several other pro-social adults in the community.
 - 1 = Youth has poor relationship with parents (or parents a negative influence), but has a strong relationship with a pro-social adult in the community.
 - 3 = Youth has no strong relationships with any pro-social adults at home or in the community.
- _____ **3. School Functioning**
- 1 = Youth displays strong attachment/commitment to school as indicated by work effort, involvement in school activities, positive attitude toward school/teachers and absence of behavioral or attendance problems.
 - 0 = No history of attendance and/or behavior problems.
 - 1 = Occasional attendance or disciplinary problems that were handled at home/school.
 - 3 = Chronic truancy or severe school behavior problems that required outside intervention such as referable to the police or placement in an alternative educational program.
 - 4 = Youth is not attending school (dropped out/withdrawn) or has been expelled.
- Is youth receiving, or diagnosed as needing, special education services? ___ Yes ___ No
- _____ **4. Employment/Vocational Preparation**
- 0 = Youth does not attend school, but is employed full-time OR the youth is in school full time.
 - 1 = Youth is not in school and is not working, or is working less than 20 hours per week. Is motivated to work and has vocational interests, but needs to receive additional training through vocational education, apprenticeship or other employment-related program.
 - 3 = Youth is not in school, is not employed, has few employment-related skills and is not motivated to work or obtain training.

_____ **5. Substance Abuse**

- 1 = No known current use or history of use.
- 1 = Occasional use, but no dependence; satisfies curiosity/peer pressure; no pattern of strained relationship with parents concerning use.
- 3 = Some disruption in functioning; use has negative impact on scholastic achievement, attendance, employment, family life, legal involvement, or other areas. Any previous or current referral for out-patient substance abuse treatment. May include youth in recovery who has had relapse incidents.
- 5 = Major disruption in functioning resulting from frequent/chronic use of alcohol or illegal substances. Indicators may include drug/alcohol-related chronic truancy or drop-out, multiple school suspensions or expulsion; multiple substance abuse-related arrests; chronic family conflict related to substance abuse; abusive/destructive behavior; or an admitted or clinically-diagnosed dependency. Any previous or current referral for intensive out-patient/day treatment or in-patient substance abuse treatment.

_____ **6. Aggressive/Assaultive Behavior**

- 0 = Youth generally interacts with others in a positive way and resolves conflict without resorting to verbal threats, attempts to intimidate or assaultive behavior.
- 2 = Occasionally provokes fights with peers or is sometimes threatening/verbally abusive to peers and/or adults. May have low tolerance for frustration or criticism and respond with angry outbursts.
- 4 = Frequently involved in threatening and/or assaultive behavior with peers and adults. Pervasive mood of anger and irritability. Uses anger, violence or intimidation across situations and people. Any use of a weapon (knife, firearm) in threat or assault OR two or more arrests for a violent felony offense such as armed robbery, aggravated assault, etc. OR history of chronic or severe cruelty to animals.

_____ **7. Sexual Behavior**

- 0 = Youth appears to be sexually well-adjusted and none of the following problems have been identified.
- 2 = May have sexual identity issues that result in conflict with self, family, or peers; OR may be engaging in sexual practices that are potentially dangerous to health.
- 3 = Youth's sexual behavior inappropriate and/or disruptive of the youth's functioning. Excessive use of sexual language or references to sexual body parts; inappropriate touching of self or others; indecent exposure; involved in prostitution, incestuous relationships, etc..
- 4 = Adjudicated for any sexual offense, and/or uses sexual expression/behavior to attain power and control over others, harming and/or instilling fear in the victim.

_____ **8. Emotional Stability** (Mental Health issues other than those described in items 6, 7 and 8)

- 0 = Appropriate adolescent response; no apparent dysfunction; or youth with conduct or substance abuse problems who present behavioral difficulties (not result of emotional instability) .
- 3 = Periodic or sporadic responses which limit but do not prohibit adequate functioning. Has moderate levels of symptoms such as flashbacks to traumatic events, depression without suicidal gestures, disabling anxiety, and/or mood shifts. Any previous or current referral for out-patient mental health treatment.
- 5 = Responses which prohibit or severely limit adequate functioning. Current or prior symptoms may include hearing voices, delusions, confused thinking, dramatic mood swings; history of suicidal gestures or self-mutilation. May also have a previous or current diagnosis - by a licensed mental health provider - such as depression, anxiety, psychosis, suicidal/homicidal gestures. Any previous or current referral for in-patient mental health treatment. Or, youth may require psycho-tropic medication to aid in managing behavior.

_____ **9. Attitudes/Values**

- 1 = Expresses and generally abides by pro-social values and conventions; accepts responsibility for anti-social behavior and law violations. Usually takes responsibility for feelings, attitudes and behaviors.
- 2 = Expresses mixed values: some pro-social and some anti-social. May believe social norms/expectations don't always apply to him/herself. Justifies, minimizes, denies or blames others for involvement in delinquent activities. Often does not take responsibility for attitudes and behaviors.
- 4 = Consistently expresses negative, anti-social values; accepts or proud of delinquent activities; attitude reflects criminal thinking.

_____ **10. History of Abuse/Neglect as a Victim**

- 0 = No history or indication of physical, sexual, or emotional abuse or neglect.
- 2 = One or two incidents (alleged or substantiated) of physical abuse or neglect.
- 4 = Chronic pattern (alleged or substantiated) of physical abuse or neglect OR any history of sexual abuse.

11. Parenting

- 0 = Youth is not a teen parent; or, is a parent with adequate parenting skills.
- 1 = Youth is a parent (or about to become one) and lacks some child rearing skills; needs assistance/training to provide adequate care for the child.
- 2 = Youth is a parent (or about to become one) and has minimal knowledge/skills for child rearing and nurturance, or has abdicated responsibility for the child, or has demonstrated abusive/neglectful parenting.

12. Physical Health/Hygiene

- 0 = No apparent problem.
- 1 = Youth has medical, dental, or health education needs.
- 2 = Youth has physical handicap or chronic illness which limits functioning and/or requires regular medication or occasional hospitalization.

13. Involvement in Structured Activities

- 1 = In school and involved in one or more structured extracurricular activities such as athletics, clubs, employment.
- 0 = In school and involved in unstructured activities/hobbies or, not in school but working full-time.
- 1 = Interested but not involved in any structured or unstructured activities.
- 2 = Not involved and not interested in any structured or unstructured activities.

14. Total Family/Youth Score and Strengths/Needs Classification

_____ -8 to 15 Low Needs _____ 16 to 35 Medium Needs _____ 36 + High Needs

CASE PLANNING

List the three most serious problems to be addressed in the case plan:

| Problem Area | Description |
|---------------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

List the youth's major strengths that can be utilized in case planning:

| Strength | Description |
|-----------------|--------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Specialized Assessments

Indicate areas where there may be a need for additional, specialized assessments to determine the full extent or nature of a problem. Items on which the family or youth has scored 2 or more points may require specialized assessments. Particular attention should be paid to: 1) family problems involving substance abuse, family conflict and parenting skills and 2) youth problems involving school, substance abuse, assaultive behavior, sexual issues, and emotional stability.

| Problem Area | Person Involved | Issue Needing Further Assessment |
|---------------------|------------------------|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 1.0 - Criminal History | | | | | |
|--|--|--|------------|-------|----------------------|
| <i>Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth. Include only referrals that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition, or conviction in adult court (regardless of whether successfully completed).</i> | | | | | |
| | Question | Question Help | Answers | Score | Full Assessment Item |
| 1.1 | *Age At First Offense | <i>The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition, or conviction in adult court.</i> | 17 or more | 0 | 1.1 |
| | | | 16 | 1 | |
| | | | 15 | 2 | |
| | | | 14 | 3 | |
| | | | 13 | 3 | |
| | | | 12 or less | 4 | |
| Felony And Misdemeanor Referrals: <i>Items 1.2 and 1.3 are mutually exclusive and should add to the total number of referrals that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition or conviction in adult court (regardless of whether successfully completed).</i> | | | | | |
| 1.2 | *Misdemeanor Referrals | <i>Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition or conviction in adult court.</i> | 0 | 0 | 1.2 |
| | | | 1 | 0 | |
| | | | 2 | 1 | |
| | | | 3 | 2 | |
| | | | 4 | 2 | |
| | | | 5 or more | 3 | |
| 1.3 | *Felony Referrals | <i>Total number of referrals for a felony offense that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition or conviction in adult court.</i> | 0 | 0 | 1.3 |
| | | | 1 | 2 | |
| | | | 2 | 4 | |
| | | | 3 or more | 6 | |
| Against-Person or Weapon Referrals: <i>Items 1.4, 1.5, and 1.6 are mutually exclusive and should add to the total number of referrals that involve an against-person or weapon offense, including sex offenses, that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition or conviction in adult court (regardless of whether successfully completed).</i> | | | | | |
| 1.4 | *Against-Person Misdemeanor Referrals | <i>Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).</i> | 0 | 0 | 1.4 |
| | | | 1 | 1 | |
| | | | 2 or more | 2 | |
| 1.5 | *Against-Person Felony Referrals | <i>Number of referrals involving force or physical harm to another person including sexual misconduct (homicide, manslaughter, assault, robbery, kidnapping, rape, domestic violence, harassment, criminal mistreatment, intimidation, coercion, etc.)</i> | 0 | 0 | 1.5 |
| | | | 1 | 2 | |
| | | | 2 | 2 | |
| | | | 3 or more | 4 | |
| 1.6 | *Weapon Referrals | <i>Total referrals for which the most serious offense was a firearm/weapon charge.</i> | 0 | 0 | 1.6 |
| | | | 1 or more | 1 | |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 1.0 - Criminal History - continued | | | | | |
|--|--|--|--------------|-------|----------------------|
| | Question | Question Help | Answers | Score | Full Assessment Item |
| Sex Offense Referrals: <i>Items 1.7 and 1.8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in an adjudication, Formal Accountability Agreement, other informal disposition, diversion or deferred disposition or conviction in adult court.</i> | | | | | |
| 1.7 | *Sexual Misconduct Misdemeanor Referrals | <i>Number of referrals for which the most serious offense was a sexual misconduct misdemeanor including sex abuse III, private indecency or public indecency, or misdemeanors with sexual motivation including harassment with intimate touching, etc.</i> | 0 | 0 | 1.7 |
| | | | 1 | 0 | |
| | | | 2 or more | 0 | |
| 1.8 | *Felony Sex Offense Referrals | <i>Referrals for a felony sex offense including rape, sodomy, sexual penetration, sex abuse I, sex abuse II, Burglary with intent to commit a sex offense, etc.</i> | 0 | 0 | 1.8 |
| | | | 1 | 0 | |
| | | | 2 or more | 0 | |
| 1.9 | *Juvenile Detention | <i>Total number of times youth has been confined in a juvenile detention center for any reason.</i> | Total Number | 0 | 1.9 |
| 1.10 | *Adult Jail | <i>Total number of times youth has been confined in an adult jail for any reason.</i> | Total Number | 0 | 1.10 |
| 1.11 | *Disposition Orders with Admission to Detention or Adult Jail | <i>Total disposition and modification orders for which the youth served at least one day physically confined in a county detention facility or adult jail. A day served includes credit for time served.</i> | 0 | 0 | 1.11 |
| | | | 1 | 1 | |
| | | | 2 | 2 | |
| | | | 3 or more | 3 | |
| 1.12 | *Disposition Orders with YCF Admission | <i>Total number of disposition orders for which the youth served at least one day confined to OYA Close Custody. A day served includes credit for time served.</i> | 0 | 0 | 1.12 |
| | | | 1 | 2 | |
| | | | 2 or more | 4 | |
| 1.13 | *Escapes | <i>Total number of attempted or actual escapes that resulted in an adjudication or conviction.</i> | 0 | 0 | 1.13 |
| | | | 1 | 1 | |
| | | | 2 or more | 2 | |
| 1.14 | *Failure-To-Appear In Court Warrants | <i>Total number of failure-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.</i> | 0 | 0 | 1.14 |
| | | | 1 | 1 | |
| | | | 2 or more | 2 | |
| Criminal History Score: Maximum of 31 points | | | | | |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 2.0 - Social History | | | | | | |
|---|--|---|---|--------|-----------------------|----------------------|
| <i>Shading indicates items used to compute the pre-screen risk level.</i> | | | | | | |
| | Question | Question Help | Responses | Score | | Full Assessment Item |
| | | | | Static | Dyn | |
| 2.1 | *Sex: | <i>(Data Link)</i> | Male Female | 1 0 | | 2.1 |
| 2.2 | Current School Enrollment Status, Regardless of Attendance | <i>If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box, otherwise check enrolled.</i> | Graduated, GED Enrolled Full-time Enrolled Part-time Suspended Dropped Out Expelled | | | 4.1 |
| 2.3 | Conduct in Most Recent Term | <i>Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, (e.g., theft, vandalism; lying, cheating, dishonesty).</i> | Recognition for good behavior No Problems with School Conduct Problems Reported by Teachers Problem Calls to Parents Calls to Police | | | 4.8 |
| 2.4 | Attendance In The Most Recent Term | <i>Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority.</i> | Good Attendance; Few Excused Absences No Unexcused Absences Some Partial-day Unexcused Absences Some Full-day Unexcused Absences Withdrawn | | | 4.10 |
| 2.5 | Attendance in the Past Year (number of unexcused absences in the past year.) | <i>Number unexcused absences in the past year.</i> | Total Number | | | 4.11 |
| 2.6 | Academic Performance in Most Recent Term | | Honor student (mostly As) Above 3.0 (mostly As and Bs) 2.0 to 3.0 (mostly Bs and Cs, no Fs) 1.0 to 2.0 (mostly Cs and Ds, some Fs) Below 1.0 (some Ds and mostly Fs) | | | 4.12 |
| 2.7 | School Scoring (automatically scored based on Questions 2.2, 2.3, 2.4, & 2.6) | <i>(Maximum score = 2)</i> | None of the Following Enrolled & Problems Rptd by Teachers or Calls to Parents, or Some Full-Day Unex. Absences, or Mostly Cs & Ds, Some Fs Enrolled & Calls to Police, or Withdrawn or Equivalent, or some Ds & Fs Dropped Out, Expelled or Suspended | | 0 1 2 2 | |
| 2.8 | *History of Anti-Social Friends/ Companions | <i>Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others.</i> | Never had Consistent Friends or Companions Had Only Pro-Social Friends Had Pro-Social and Anti-Social Friends Had Only Anti-Social Friends Been Gang/Member Associate | | | 9.2 |
| 2.9 | Current Friends/ Companions | <i>Youth actually spends time with.</i> | No Consistent Friends Or Companions Only Pro-Social Friends Pro-Social Friends and Anti-Social Friends Only Anti-Social friends Gang Member/Associate | | 1 0 1 2 3 | 10.3 |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 2.0 - Social History - continued | | | | | | |
|---|--|---|--|--------|-----|----------------------|
| <i>Shading indicates items used to compute the pre-screen risk level.</i> | | | | | | |
| | Question | Question Help | Responses | Score | | Full Assessment Item |
| | | | | Static | Dyn | |
| 2.10 | *History of Out of Home Placement Exceeding 30 Days Prior to OYA Close Custody Commitment | <i>Exclude OYA Commitments for YCF</i> | No Out-of-Home Placements Exceeding 30 days | 0 | | 11.1 |
| | | | 1 Out-Of-Home Placement | 1 | | |
| | | | 2 Out-Of-Home Placements | 1 | | |
| | | | 3 Or More Out-Of-Home Placements | 1 | | |
| 2.11 | *History of Prior Interventions: Prior to Current Commitment to or Placement with OYA. (check all that apply) | <i>Include previous non-close custody OYA commitments.</i> | None | | | 11.2 |
| | | | Relative Placement (include voluntary) | | | |
| | | | Foster Care | | | |
| | | | Shelter Care | | | |
| | | | Day Treatment | | | |
| | | Group or Residential | | | | |
| 2.12 | *History of Running Away or Getting Kicked Out of Home | <i>Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i> | No history of running away or being kicked out | 0 | | 11.3 |
| | | | 1 Instance of Running Away or Being Kicked Out | 1 | | |
| | | | 2-3 Instances of Running Away or Being Kicked Out | 2 | | |
| | | | 4-5 Instances of Running Away or Being Kicked Out | 2 | | |
| | | | Over 5 Instances of Running Away or Being Kicked Out | 2 | | |
| 2.13 | History of Jail/Imprisonment of Persons who were ever Involved in the Household for at Least 3 Months | <i>Check all that apply.</i> | No Jail/Imprisonment History In Family | | | 11.5 |
| | | | Mother/Female Caretaker | | | |
| | | | Father/Male Caretaker | | | |
| | | | Older Sibling | | | |
| | | | Younger Sibling | | | |
| | | | Other Member | | | |
| 2.14 | Jail/Imprisonment History of Persons Currently Involved with the Household (check all that apply) | <i>Automatically Scored as follows: No Sibling(s), Mother, Father Jail Imprisonment – Score= 0 Sibling(s), Mother or Father Jail/Imprisonment – Score = 1</i> | No Jail/Imprisonment History In Family | | 0 | 12.3 |
| | | | Mother/Female Caretaker | | 1 | |
| | | | Father/Male Caretaker | | 1 | |
| | | | Older Sibling | | 1 | |
| | | | Younger Sibling | | 1 | |
| | | | Other Member | | 0 | |
| 2.15 | Problem History of Parents who are Currently Involved with the Household | <i>Check all that apply</i> | No Problem History of Parents | | | 12.4 |
| | | | Parental Alcohol Problem History | | | |
| | | | Parental Drug Problem History | | | |
| | | | Parental Physical Health Problem History | | | |
| | | | Parental Mental Health Problem History | | | |
| | | | Parental Employment Problem History | | | |
| 2.16 | Current Parental Authority and Control | | Youth Usually Obeys and Follows Rules | | 0 | 12.13 |
| | | | Sometimes Obeys or Obeys some Rules | | 1 | |
| | | | Consistently Disobeys, and/or is Hostile | | 2 | |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 2.0 - Social History - continued | | | | | | |
|---|--|---|--|--------|------------|----------------------|
| <i>Shading indicates items used to compute the pre-screen risk level.</i> | | | | | | |
| | Question | Question Help | Responses | Score | | Full Assessment Item |
| | | | | Static | Dyn | |
| 2.17 | History of Alcohol Use (check all that apply) | <i>Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is related to alcohol use.</i> | No Past Alcohol Use Past Alcohol Use Alcohol Caused Family Conflict Alcohol Disrupted Education Alcohol Caused Health Problem Alcohol Interfered with Keeping Pro-Social Friends Alcohol Contributed to Criminal Behavior | | | 13.1 |
| 2.18 | History of Drug Use (check all that apply) | <i>Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is related to drug use.</i> | No Past Drug Use Past Drug Use Drugs Caused Family Conflict Drugs Disrupted Education Drugs Caused Health Problem Drugs Interfered with Keeping Pro-Social Friends Drugs Contributed to Criminal Behavior | | | 13.2 |
| 2.19 | Current Alcohol Use within Previous 4 Weeks (check all that apply) | <i>Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is related to alcohol use.</i> | No Current Alcohol Use Current Alcohol Use Alcohol Causing Family Conflict Alcohol Disrupting Education Alcohol Causing Health Problem Alcohol Interfering with Keeping Pro-Social Friends Alcohol Contributing to Criminal Behavior | | | 14.1 |
| 2.20 | Current Drug Use within Previous 4 Weeks (check all that apply) | <i>Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is related to drug use.</i> | No Current Drug Use Current Drug Use Drugs Causing Family Conflict Drugs Disrupting Education Drugs Causing Health Problem Drugs Interfering with Keeping Pro-Social Friends Drugs Contributing to Criminal Behavior | | | 14.2 |
| 2.21 | Current Alcohol Drug Use (automatically scored based on questions 2.19 through 2.20) | <i>Alcohol/drugs not causing family conflict, disrupting education, causing health problems, interfering with keeping pro-social friends or contributing to criminal behavior. Score = 0</i> <i>Alcohol/drugs causing family conflict, or disrupting education, or causing health problems, or interfering with keeping pro-social friends or contributing to criminal behavior. Score = 2</i> | Alcohol/Drugs Not Causing Identified Problem Alcohol/Drugs Causing Identified Problem | | 0 2 | |

Oregon Youth Authority (OYA) Risk/Needs Pre-Screen

* Designates Static Risk Factor

| 2.0 - Social History - continued | | | | | | |
|---|--|--|---|-----------------------|-----|----------------------|
| <i>Shading indicates items used to compute the pre-screen risk level.</i> | | | | | | |
| | Question | Question Help | Responses | Score | | Full Assessment Item |
| | | | | Static | Dyn | |
| 2.22 | History of Physical Abuse (check all that apply) | <i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.</i> | Not a Victim of Physical Abuse Physically Abused by Family Member Physically Abused by Someone Outside Family | | | 15.2 |
| 2.23 | History of Sexual Abuse (check all that apply) | <i>Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false.</i> | Not a Victim of Sexual Abuse Sexually Abused by Family Member Sexually Abused by Someone Outside Family | | | 15.3 |
| 2.24 | *History of Abuse (automatically scored based on questions 2.22 - 2.23) | (automatically scored based on questions 2.22 through 2.23) | No Physical or Sexual Abuse Physical or Sexual Abuse | 0 1 | | |
| 2.25 | *History of Being Victim of Emotional Abuse or Neglect | <i>Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.</i> | Not Victim of Emotional Abuse or Neglect Victim of Emotional Abuse or Neglect | 0 2 | | 15.4 |
| 2.26 | *History of Mental Health Problems | <i>Such as schizophrenia, bi-polar, mood, thought and adjustment disorders. Exclude conduct disorder, substance abuse and special education since those issues are considered elsewhere. Confirm by a professional in the social service/healthcare field.</i> | No History Of Mental Health Problem(s) Diagnosed With Mental Health Problem(s) Only Mental Health Medication Prescribed Only Mental Health Treatment Prescribed Mental Health Medication And Treatment Prescribed | 0 1 1 1 1 | | 15.6 |
| 2.27 | Risk Level | <i>Automatically calculated.</i> | Low Moderate High | | | |

Social History Score: Maximum of 18 Points

Risk Level Definitions Using Criminal History and Social History Risk Scores

| Criminal History Score | Social History Risk Score | | |
|------------------------|---------------------------|----------|----------|
| | 0 to 5 | 6 to 9 | 10 to 18 |
| 0 to 2 | Low | Low | Moderate |
| 3 to 4 | Low | Moderate | High |
| 5 to 7 | Low | Moderate | High |
| 8 to 31 | Moderate | High | High |

