

Michigan Juvenile Offender Risk Assessment Survey Report



Prepared by:

Juvenile Justice Vision 20/20
Strategic Focus Action Team 2:
Effective Outcomes for Youth,
Families & Communities



JUVENILE JUSTICE
VISION 20/20

© 2013 Juvenile Justice Vision 20/20
All rights reserved

Acknowledgements

Juvenile Justice Vision 20/20 Strategic Action Team 2 would like to thank the following members for their support of personal time, expertise and resources in the completion of this report:

- › Derek Hitchcock, Director of Residential Services, Highfields, Inc.*
- › Michele Bell, Director of Court Services and Program Development
42nd Circuit Court*
- › Thom Lattig, Casework Services Manager, 20th Circuit Court*
- › Dr. Christine (Tina) Yalda, Associate Professor, School of Criminal Justice, College of
Community and Public Service, Grand Valley State University (GVSU)
- › Heather Rosales, Child Care Fund Specialist, Department of Human Services
- › Deborah Shaw, Juvenile Program Manager, Washtenaw County Trial Court
- › Cynthia Smith, CEO at Juvenile Assessment Center, Wayne County

*Strategic Action Team Co-Chairs

Special acknowledgment and sincere gratitude are extended to Dr. Yalda for her extensive contribution and commitment to this Report: making certain it has scholarly value evaluating the current status of risk assessment use within the juvenile courts. Her quantitative and qualitative research expertise, coordination of the foundation of the report, revisions of and crafting of the final report, and ongoing encouragement are sincerely appreciated.

The Juvenile Justice Vision 20/20 Executive Team is acknowledged for its support of this project and edits/reviews.

Juvenile Justice Vision 20/20 Action Team 2 would also like to thank all the jurisdictions and the court administrators who responded to the survey, as well as the following court administrators who participated in interviews about the use of risk assessment in their communities: Ingham County Trial Court- Family Division; Oakland County Health and Human Services Department; and Berrien County Trial Court-Family Division.

This report reflects the views of its authors, who are responsible for accurately reporting the information collected. The contents of this report do not necessarily reflect the official views or policies of the governmental agencies, educational institutions, or other organizations involved in this project.

For additional information about this report please contact:

Derek Hitchcock
Strategic Action Team Co-Chair
Highfields, Inc.
dhitchcock@highfields.org

OR

Sandi Metcalf
Juvenile Justice Vision 20/20 Chair
20th Circuit Court, Juvenile Services Div.
smetcalf@miottawa.org

Table of Contents

ACKNOWLEDGEMENTS	1
EXECUTIVE SUMMARY	6
INTRODUCTION	6
SUMMARY OF KEY FINDINGS	7
SUMMARY OF RECOMMENDATIONS	9
CONCLUSION	10
INTRODUCTION	11
DESCRIPTION OF THE PROBLEM	13
RISK AND PROTECTIVE FACTORS	13
METHODS OF DATA COLLECTION	17
RESPONDENT SELECTION	17
SURVEY QUESTIONNAIRE	18
DATA COLLECTION, ANALYSIS, AND LIMITATIONS	18
SURVEY RESULTS	19
USE OF ASSESSMENT TOOLS IN MICHIGAN	19
TYPES OF SPECIFIC TOOLS USED	19
WHY SPECIFIC TOOLS ARE USED	23
WHY SPECIFIC TOOLS ARE NOT USED	24
WHEN SPECIFIC TOOLS ARE USED	26
HOW SPECIFIC TOOLS ARE USED	27
TOOL PURPOSES	27
WRITING SERVICE PLANS AND REPORTS	29
TARGET POPULATION FOR TOOLS	30
DIFFICULTY OF TOOL ADMINISTRATION	31
ADMINISTRATION OF TOOLS	32
COST OF TOOLS	33
LOCAL ASSESSMENT OF SPECIFIC TOOLS	34
OPTIMAL CHARACTERISTICS FOR ASSESSMENT TOOLS	34
DISCUSSION OF PROFILES STUDIES	36
RECOMMENDATIONS AND DISCUSSION	37
1. THE JUVENILE JUSTICE VISION 20/20 ACTION TEAM 2 RECOMMENDS THAT YOUTH RECEIVE A CRIMINOGENIC RISK ASSESSMENT AS THEY ENTER AND MOVE THROUGH THE JUVENILE JUSTICE SYSTEM.	37
2. MJJAS, YASI, YLS/CMJ 2, AND SAVRY ARE FOUR TOOLS THAT WOULD MEET RESPONDENT NEEDS, BASED ON SURVEY FINDINGS.	37
3. THE CRIMINOGENIC RISK ASSESSMENT DOES NOT ENCOMPASS THE ENTIRETY OF THE YOUTH AND/OR SITUATION.	38
4. THE USE OF ASSESSMENT TOOLS REQUIRES SOUND IMPLEMENTATION.	38
5. LOCAL ASSESSMENTS ARE CRITICAL TO DETERMINING IMPLEMENTATION SUCCESS.	40

6. STATEWIDE USE OF A SINGLE EMPIRICALLY SUPPORTED TOOL IS NOT CURRENTLY FEASIBLE.	40
7. STATEWIDE TRAINING AND INFORMATION SHARING ARE CRITICAL NEXT STEPS TO ASSIST JURISDICTIONS IN BUILDING RISK-ASSESSMENT CAPACITIES.	40
CONCLUSION	41
REFERENCES	42
APPENDIX A: ASSESSMENT GLOSSARY	46
ASSESSMENT PROCESS	46
CRIMINOGENIC FACTORS	46
CRIMINOGENIC RISK	46
DYNAMIC RISK FACTORS	46
EVIDENCE-BASED PRACTICES	47
MOTIVATIONAL INTERVIEWING	47
NORMING	47
RELIABILITY	47
RISK/NEEDS ASSESSMENT	48
STATIC RISK FACTORS	48
VALIDITY	48
APPENDIX B: JURISDICTIONS OF IDENTIFIED RESPONDENTS	50
APPENDIX C: SURVEY EXCERPTS	51
APPENDIX D: SUMMARY OF RESPONSES ACROSS ALL TOOLS	54
APPENDIX E: CRIMINOGENIC ASSESSMENT TOOLS SUMMARIES	60
YOUTH ASSESSMENT SCREENING INSTRUMENT (YASI)	60
THE YOUTH LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY (YLS/CMI) 2.0	61
THE STRUCTURED ASSESSMENT OF VIOLENCE RISK IN YOUTH (SAVRY)	62
THE MICHIGAN JUVENILE JUSTICE ASSESSMENT SYSTEM (MJJAS)	63
APPENDIX F: PROFILES	64
PROFILE PROTOCOL	64
PROFILE OF BERRIEN COUNTY	65
PROFILE OF INGHAM COUNTY	67
PROFILE OF OAKLAND COUNTY	69

List of Tables

Table 1 Developmental risk factors with criminogenic effects.....	16
Table 2 Latessa's top four criminogenic risk factors.....	17
Table 3 Latessa's lesser four criminogenic risk factors.....	17
Table 4 Examples of intervention guidelines.....	17
Table 5 Protective factors	16
Table 6 Tools identified in survey	21
Table 7 Other reasons why tools are not used	24
Table 8 Explanations for difficulty rating of specified tools.....	32
Table 9 Qualifications for administration of specified tools	33
Table 10 Optimal assessment tool and importance of each factor.....	36
Table 11 Criminogenic risk assessment tools that would meet respondent needs.....	40
Table D.1 Why specific tools are used.....	54
Table D.2 Why specific tools are not used.....	54
Table D.3 When specific tools are used	55
Table D.4 Purpose for specific tools	55
Table D.5 Tools used for case plans	56
Table D.6 Tools used for reports.....	56
Table D.7 Target population for tools	56
Table D.8 Administration methods	57
Table D.9 Administration time.....	57
Table D.10 Administration difficulty	57
Table D.11 Education required.....	58
Table D.12 Training needed.....	58
Table D.13 Certification needed	58
Table D.14 Cost of tools	59
Table D.15 Assessment of specific tools.....	59

List of Figures

Figure 1 Percentage of respondents whose court conducts any assessment of juveniles entering the juvenile justice system.....	20
Figure 2 Percentage of users for each type of survey-listed assessment tool.....	20
Figure 3 Reasons why specific tools are used.....	24
Figure 4 Reasons why specific tools are not used.....	26
Figure 5 When specific tools are used	27
Figure 6 Specific purposes for which tools are used.....	27
Figure 7 Specific tools by purpose.....	30
Figure 8 Types of reports generated by tool use	30
Figure 9 Mean tool difficulty rating	31

Executive Summary

Introduction

Juvenile Justice Vision 20/20 is a grassroots organization formed in 2010 to serve as a collective voice of leadership and advocacy within the juvenile justice community in the state of Michigan. A major focus of Juvenile Justice Vision 20/20 has been to redefine, invigorate and bring renewed priority and improvements to juvenile justice across the state. Through a strategic planning process, five strategic focus areas emerged: 1) Support the Unique Purpose of the Juvenile Court, 2) Effective outcomes for Youth, Families and Communities, 3) Juvenile Court Operational Performance, 4) Adequate and Sustainable Funding, and 5) A Strong Juvenile Justice Workforce. Following, five strategic focus action teams were formed with clearly defined projects to implement the priorities identified within the strategic plan. Action Team #2 was chartered to: 1) Make certain youth and families receive the most appropriate services to meet their needs and protect the public, and 2) Program decisions are based on quality data and research. The initial priority project was to promote the use of a structured tool for assessing risk of continued delinquency involvement for juveniles in local and state juvenile justice systems.

Structured risk assessment is critical for effectively serving Michigan's youth and their families. Timely assessment and well-chosen interventions that fit the individual needs of each youth and family have been proven to change lives for the better and improve quality of life for each participant as well as the greater community (see, e.g. Vincent, Guy, & Grisso, 2012). Before this initiative no comprehensive survey had been conducted to determine the nature and types of risk assessments being done in juvenile courts across the state. Little organized information existed to inform practical and policy decisions at the state and local levels. The starting point for this project was to remedy this information gap through a statewide survey to determine the use and patterns of use of risk assessment across Michigan jurisdictions.

Project goals were to:

- ❖ Survey juvenile courts in Michigan
- ❖ Collect data on the use of assessment tools
- ❖ Collect data on obstacles to assessment tool use
- ❖ Collect data on optimal assessment tool features

As a population study, the survey sought to obtain data from all 83 counties in the state as well as from selected tribal governments. A total of 94 respondents from 90 counties and tribal jurisdictions were invited to participate in the survey. Fifty-four respondents took the survey, representing a 57.5% response rate. Respondents were promised anonymity although given the opportunity to identify their jurisdiction; only 22 respondents identified themselves and their jurisdictions. Those who identified themselves reflect a cross-section of jurisdictions in the state: upper and lower peninsulas, counties and tribes, urban and rural, large and small, and those with more and less personnel and financial resources.

In addition to the online survey, the research team interviewed representatives from three purposively sampled jurisdictions in Michigan – Oakland, Ingham, and Berrien Counties - to provide profiles of counties that had intentionally implemented risk assessment tools and used results to guide decision-making in their juvenile justice systems. These counties serve both urban and rural populations. This report does not advocate the particular tools these counties selected or label these jurisdictions as “model” programs to be followed. This information is offered to highlight the choices, decisions, and logistics involved in identifying and implementing a risk assessment tool.

Summary of Key Findings

- ❖ About 70% of respondents indicated their court conducted some form of assessment of juveniles entering the system. Nearly 30% of responding jurisdictions conduct no assessment.
- ❖ The survey identified nine specific tools for consideration: Classification Assessment Report (DHS form in JJOLT information system) (CAR), BJJ Residential Risk Assessment (RRA), Youth Level of Service, Case Management Inventory (YLS/CMI), Youth Assessment and Screening Instrument (YASI), Michigan Juvenile Justice Assessment System (MJJAS), Child and Adolescent Functional Assessment Scale (CAFAS), Child and Adolescent Needs and Strengths (CANS), COMPAS Youth (Northpointe, Inc.), and Juvenile Inventory for Functioning (JIFF). Respondents identified another eight tools in use: Global Assessment of Individual Needs (GAIN), Global Assessment of Individualized Needs – Short Screener (GAIN-SS), Massachusetts Youth Screening Instrument, Version 2 (MAYSI-2), Voice – Diagnostic Interview Schedule for Children (V-DISC), Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR), Juvenile Automated Substance Abuse Evaluation (JASAE), Substance Abuse Subtle Screening Instrument (Adolescent SASSI), and Risk Resiliency Check Up (RRC).
- ❖ Over a quarter of those conducting some form of assessment use the YASI, nearly 17% use the CAFAS, and half of the jurisdictions use tools in addition to or instead of those listed in the survey. Three jurisdictions use their own court-created tools while another jurisdiction refers all assessments to external agencies.
- ❖ Respondents identified various reasons why they use a specific tool including cost, ease of use, features, availability of technical support, amount of time to administer, test reliability, test validity, and other reasons (respondent specified). For most tools, they identified lack of familiarity as the primary reason for not using a specific tool. Cost played a more or less important role, depending on the tool. For those respondents who identified “other” as to why they did not use a specified tool, reasons varied based on perceived quality of the instrument; access to the instrument; and fit with their program, youth, and community. The availability of technical support appears to be less important than other considerations.

- ❖ Approximately one third of the specific tools appear to be used across the continuum (YASI, MJJAS, CAFAS, and COMPAS Youth). According to respondents, the remaining tools are used primarily at particular points of youth engagement with the court system.
- ❖ All tools appear to be used for case planning, nearly all appear to be used to identify treatment needs, and a majority appear to be used to assess criminogenic risk. The purposes for respondents using specific tools appear to be consistent with the point at which the tools are used along the continuum of care.
- ❖ According to respondents, all specified tools except for the CAR are used to write service (case) plans based upon assessment results using the specified tool. About half of the tools are used to produce a range of reports from information collected. Tools used for narrower reporting purposes include the YLS/CMI for risk reports and treatments needs only, CANS for “data collected for a trauma grant only,” COMPAS Youth for risk reports and treatment needs only, and JIFF for treatment needs only.
- ❖ Tool target populations vary depending on the tool used and location within the system of the services/care to be provided.
- ❖ Most tools are relatively easy to administer. On a scale of 1-6, with 1 being very easy, YLS/CMI and MJJAS were the only tools that reflected any challenge (mean of 3.00 each). The remaining identified tools scored a mean difficulty of 2 or less.
- ❖ Most tools take relatively little time to administer.
- ❖ Tools are administered by juvenile probation officers or supervisors (RRA, YLS/CMI, YASI, CAFAS, CANS, COMPAS Youth), court mental health clinicians (CAFAS) or Medicaid mental health providers (CAFAS), caseworkers (YASI), licensed MSW (YASI) or other master’s level assessment specialists (CAFAS, JIFF), residential providers (MJJAS, CAFAS), or other external agencies (YASI). Those using “other tools” use similar personnel – court clinicians, CMH staff, intake officers, probation officers, diversion workers, in-home care supervisors or staff, and other outside service providers.
- ❖ Most respondents indicated they have not conducted a local internal assessment of the usefulness of the tools they employ.
- ❖ Test validity and test reliability top the list in terms optimal factors in tool selection while usefulness and validity of the test for special populations appears to be relatively unimportant in the context of other salient factors.

Summary of Recommendations

- ❖ The Juvenile Justice Vision 20/20 Action Team 2 recommends youth receive a criminogenic risk assessment as they enter and move through the juvenile justice system in order to provide the best possible services through application of best practices.
- ❖ MJJAS, YASI, YLS/CMI 2, and SAVRY are four tools that would meet respondent needs, based on survey findings.
- ❖ The criminogenic risk assessment does not encompass the entirety of the youth and/or situation. A continuum of services to best meet the needs of the youth and families is critical.
- ❖ The use of assessment tools requires sound implementation. The lack of familiarity with a number of specified tools suggests the need for training on criminogenic risk assessment, including the types of tools available that meet local needs. Moving to juvenile justice best practices requires a shift of available resources to procure training, implementation, application, frequency of testing and re-testing, identification of criminogenic needs when required, volume of service, point of risk assessment and specialized staff to carry out these functions selectively.
- ❖ Statewide use of a single empirically supported tool is not currently feasible. Which tool is used, and when, should be a decision left to each jurisdiction based on youth served, placement type, demographics (of youth and jurisdiction), and unique context of the situation. Jurisdictions should be encouraged to develop feasibility studies to determine which tools will best serve the needs of their clients, families, and communities. Jurisdictions already using risk assessment tools are encouraged to conduct local process and outcome assessments to confirm that they are using the best practices and products available for their jurisdiction.
- ❖ Local assessments are critical to determining implementation success. While regional and national efforts increasingly address the implementation of standardized tools, local assessments are important to determine local best practices. Both court process and outcome evaluations will help jurisdictions assess whether they are using the right tools, using them effectively for their clients and families, and where service gaps might be.
- ❖ Statewide training and information sharing are critical next steps to assist jurisdictions in building risk-assessment capacities. Developing statewide conferences and building a clearing house and/or resource center to hold and share data on Michigan's youth in care throughout the state would be valuable first steps towards coordinating assessment efforts.

Conclusion

This report reflects the culmination of efforts to assess the nature and use of risk assessment tools in Michigan and summarize relevant findings and their practical and policy implications. As with all research, this study contains inherent limitations. These findings are based on self-reports without independent external verification, reflecting a level of respondent subjectivity that may impact both the data collected and extrapolated results. Additionally, salient data and corresponding findings could not be captured due to lack of participation of approximately 42% of invited jurisdictions. Finally, while anonymity may have increased the response rate, it also prevented confirmation or follow up on data that might be questioned or seem incomplete.

Despite these limitations, it is hoped that this report will serve as a resource and stimulus for jurisdictions across the state as they seek to implement, utilize, improve, and/or evaluate a risk assessment process to more effectively and efficiently serve client youth and families. The results will be used to inform Juvenile Justice Vision 20/20, juvenile court administrators, legislators and other stakeholders about current and optimal tool use and related personnel and resource needs. These findings also may provide a foundation for further discussions as the state and local juvenile court systems continue efforts to more directly link locally identified best practices with national efforts.

Introduction

Juvenile Justice Vision 20/20 is a grassroots organization formed in 2010 to serve as a voice of leadership and advocacy within the juvenile justice community in the state of Michigan. By drawing on the collective experience and expertise of professionals from all areas of juvenile justice, this group developed a comprehensive strategic plan for improving the practices and services of Michigan's juvenile justice system, which functions as an action agenda. At the core of this effort was a realization that Michigan's juvenile courts required unification, strengthening and redefinition in order to serve as a driving force of sound practice and effective treatment for Michigan families. Consequently, a major thrust of Juvenile Justice Vision 20/20 has been to redefine, invigorate and bring renewed status and voice to juvenile courts across the state.

Five action teams were formed with clearly defined projects to implement the priorities identified within the strategic plan. Through the focused efforts of these action teams, tangible and meaningful improvements in local jurisdictions and the state's overall Juvenile Justice system could be realized. As Juvenile Justice Vision 20/20 concludes its second year, initial action team projects are being completed (see the following At-A-Glance for Juvenile Justice Vision 20/20 strategic direction and priorities). Action Team #2 was chartered to research and report back on "Effective Outcomes for Youth, Families, and Communities" through juvenile justice services. The initial project, as informed by the strategic planning process, was to promote the use of a structured tool for assessing risk of continued delinquency involvement for juveniles in the state's juvenile court system.¹

Structured risk assessment is critical for effectively serving Michigan's youth and their families. Timely assessment of risk factors and well-chosen interventions that fit the individual needs of each youth and family have been proven to change lives for the better and improve quality of life for each participant as well as the greater community (see, e.g. Hoge & Andrews, 1996; Howell, 2003; Schwalbe, 2007; Vincent, Guy, & Grisso, 2012). Among other things, risk assessment allows programs to estimate the likelihood of continued delinquent behavior; identify optimal intervention targets, especially dynamic risk factors that may be subject to change; and standardize program data collection to allow identification of common areas/patterns of need that, in turn, will permit more efficient and effective resource distribution and tracking of client outcomes (Vincent et. al., 2012a). The federal government, recognizing the importance of appropriate risk assessment, mandates among other things that states provide funds for programs to assist "in the design and utilization of risk assessment mechanisms to aid juvenile justice

¹ Michigan's court system serving juveniles, referred to as Family Court, is housed in the Circuit Court system. However, the courts handling juvenile delinquency issues go by different names across the state. Family court and juvenile court are the most frequently used terms. Additionally, various tribal jurisdictions serve juveniles as well. For the purpose of this report we will use the term "juvenile court" to refer to the court in any Michigan community that handles the jurisdiction's juvenile justice matters.

personnel in determining appropriate sanctions for delinquent behavior” (JJDP Act of 2002, 42 U.S.C. Sec. 5663, p. 18).

More specifically, benefits of a comprehensive well-implemented risk assessment tool may include (see, e.g., Vincent et. al., 2012a):

- ❖ Reduced bias in risk assessment and case management decisions
- ❖ Shared language to enhance communication within and between agencies
- ❖ Realistic expenditures for service and reduction of costs for unnecessary services and interventions, including intensive supervision and more expensive incarceration
- ❖ Individualized targeted interventions/services based on youths’ identified risk factors
- ❖ Improved development and allocation of resources tied to objective data tracking of youths’ primary areas of concern
- ❖ Reduction of reoffending rates

Such benefits may be measured through documented benchmarks such as (see, e.g., Wayne County, 2013):

- ❖ Timely access to prevention and diversion services to reduce the number of juveniles who enter the formal justice system
- ❖ Declining adjudicated delinquency caseloads
- ❖ Fewer escalations of juveniles to higher, more costly levels of care for technical violations
- ❖ Number of juveniles being safely maintained in their communities with low numbers of felony convictions during active involvement as an adjudicated juvenile
- ❖ Decreased rates of recidivism
- ❖ Degree of reliance on costly out-of-home care as well as lengths of stay
- ❖ Decline in residential care expenditures
- ❖ Reduction in use of short-term detention facilities
- ❖ Metric of public safety resulting from retaining juveniles in community supervision vs. residential placement
- ❖ Cost savings achieved in juvenile justice and child care fund expenditures
- ❖ Measureable improvements in the well-being of youth in the system

Prior to this initiative no comprehensive survey had explored the nature and types of risk assessments being conducted in juvenile courts across the state. Little organized information existed to inform practical and policy decisions at the state and local levels. This project seeks to remedy this information gap through a statewide survey to determine the use and patterns of use of risk assessment across Michigan jurisdictions. (Phase 2 of this project will explore the use of interventions by examining continuum of care efforts across the state.) A survey of all Michigan counties and selected tribal communities sought the following primary information: 1) the number of jurisdictions using a risk assessment

tool, 2) the variety and frequency of use of particular tools, and 3) how jurisdictions utilized risk assessment information.

This report is the culmination of these efforts and summarizes relevant findings and their practical and policy implications. It is hoped that this information will serve as a resource and stimulus for jurisdictions across the state as they seek to implement, utilize, improve, and/or evaluate a risk assessment process to more effectively and efficiently serve client youth and families. These findings also may provide a foundation for further discussions as the state and its juvenile courts continue efforts to more directly link locally identified best practices with national efforts.

Description of the Problem

Risk and Protective Factors

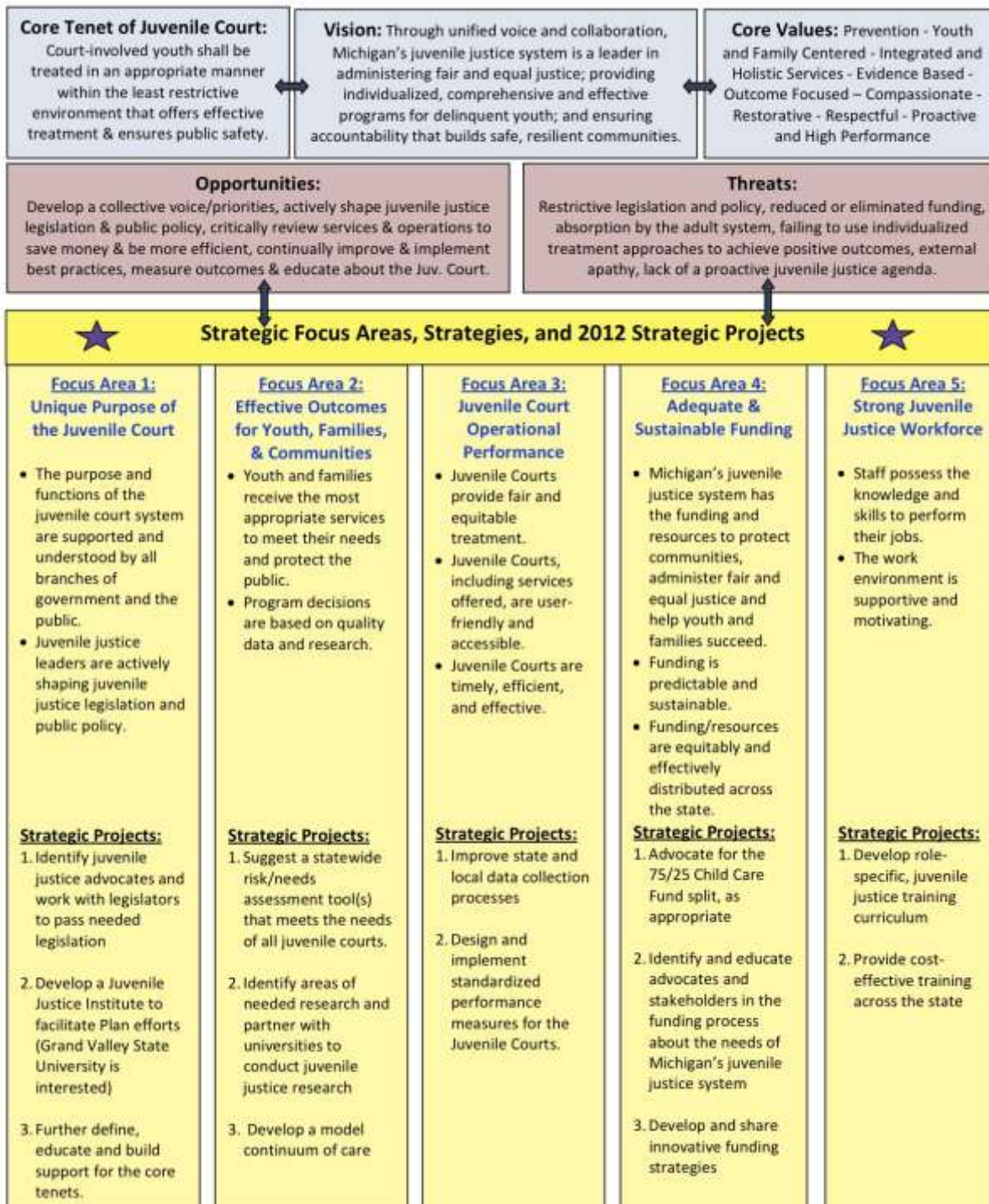
In recent years, juvenile justice services have shifted away from the use of residential placements to more intensive family-centered, community-based interventions that target youth needs according to risk of reoffending as determined by increased research on risk and protective factors and adolescent development.² Providing the most effective services to youth and their families requires a clear understanding of those factors that will inhibit and enhance their success – the risk factors (including criminogenic need) and protective factors (strengths) at play in the client’s life (Vincent, Paiva-Salisbury, Cook, Guy, & Perrault, 2012). Generally, risk factors may be defined as “situations, settings, events, or characteristics that *increase* the likelihood that a person will become delinquent. Protective factors [are] situations, settings, events or characteristics that *decrease* [that] likelihood” (Regoli, Hewitt, & DeLisi, 2011, p. 204-205). Table 1 summarizes *developmental* risk factors across five domains.

While certain situations, settings, events, or characteristics increase a youth’s risk factors, some of these factors *cannot* be changed; they are *static* (e.g., Latessa, 2012; Vincent, Chapman, & Cook, 2011). The most effective interventions for delinquent youth target the criminogenic risk factors that *can* be changed (*dynamic*) while increasing protective factors (Latessa, 2012; Vincent et. al., 2011). For example, a youth’s or family’s legal history may indicate a youth is at a higher risk to reoffend and cannot be changed (static). However, factors contributing to the youth’s legal history, such as risk taking behaviors or thoughts, can be targeted to increase the likelihood that the youth improves his/her skills to be able to make better choices in the future (dynamic). It is crucial that criminogenic needs are addressed through effective individualized interventions; courts will be more successful if the nature and degree of interventions are tied to a youth’s level of risk and criminogenic factors (see, e.g., Andrews & Bonta, 2010).

² Please see Appendix A for a glossary of key terms used in this discussion.

AT-A-GLANCE: Michigan Juvenile Justice-Vision 2020 Strategic Planning Initiative

Strategic Direction and Priorities



Draft Jan. 2012

According to Lowenkamp & Latessa (2004, as cited in Carey, 2011), the top four major criminogenic risk factors are anti-social history, anti-social cognitions, anti-social companions, and anti-social personality. The lesser four criminogenic risk factors are family, substance abuse, school/employment, and leisure or recreation. Tables 2, 3, & 4 identify dynamic risk factors, related responses, and types of intervention that can effect change. Other factors as well, such as motivation, need to be assessed for the best outcomes. Protective factors will vary for each youth's situation. As with risk factors some are dynamic, such as increasing activities with parents, and some are static, such as high IQ. Table 5 outlines some identified protective factors.

Table 1. Developmental risk factors with criminogenic effects
(Developed from Regoli, Hewitt, & DeLisi, 2011, p. 206)

Child Factors	Family Factors	Peer Factors	School Factors	Neighborhood Factors
Difficult Temperament	Parental Anti-Social or Delinquent Behaviors	Delinquent Siblings	Poor Academic Performance	Neighborhood Disadvantage
Impulsive Behavior	Parental Substance Abuse	Delinquent Peers	Old Age for Grade Level	Disorganized Neighborhood
Hyperactivity	Parental Child Rearing Practices	Rejection By Peers	Weak Bonding to School	Availability of Weapons
Impulsivity	Poor Supervision		Low Educational Aspirations	Media Portrayal of Violence
Substance Use	Poor Communication		Low School Motivation	
Aggression	Physical Punishment		Dysfunctional School	
Early-Onset Disruptive Behaviors	Poor Parent Child Relations			
Withdrawn Behaviors	Parental Physical and/or Sexual Abuse			
Low Intelligence	Parental Neglect			
Lead Toxicity	Maternal Depression			
	Mother's Smoking During Pregnancy			
	Teenage Motherhood			
	Parental Disagreement on Child Discipline			
	Single Parenthood			
	Large Family Size			
	High Turnover of Caretakers			
	Low Family SES			
	Unemployed Parent			
	Poorly Educated Mother			
	Family Access -Weapons			

Table 2. Latessa's top four criminogenic risk factors

(Carey, 2011; Lowenkamp & Latessa, 2004)

Criminogenic Need	Response
Accommodations/Anti-Social History	Build non-criminal alternatives to risky situations, structure 40-60% of day
Anti-Social Cognitions	Reduce anti-social cognition, recognize risky thinking and feelings, adopt an alternative identity
Anti-Social Companions	Reduce association with criminals, enhance contact with pro-social peers
Anti-Social Personality or Temperament	Build problem solving, self-management, anger management, and coping skills

Table 3. Latessa's lesser four criminogenic risk factors

(Carey, 2011; Lowenkamp & Latessa, 2004)

Criminogenic Need	Response
Family and/or Marital	Reduce conflict, build positive relationships and communication, enhance monitoring/supervision
Substance Abuse	Reduce usage, reduce the supports for abusive behavior, enhance alternatives to abuse
Employment/School	Provide employment seeking and keeping skills and enhance performance rewards and incentives
Leisure and/or Recreation	Enhance involvement and satisfaction in pro-social activities

Table 4. Examples of intervention guidelines

(Carey, 2011)

Criminogenic Need	Program/Intervention Examples
Anti-Social history	Electronic Monitoring, Curfew, Community Service Work
Anti-Social Thinking	Thinking for a Change (CBT), MRT, Carey Guides
Anti-Social Peers	Thinking for a Change (CBT), MRT, Carey Guides
Anti-Social Personality or Temperament	Thinking for a Change (CBT), MRT, Carey Guides
Family Stressors	Carey Guides
Substance Abuse	Pathways (CBT)
Employment	Workforce Center referral
Education	GED, Tutoring
Leisure	YMCA, Carey Guides

Table 5. Protective factors

(Lipsey & Derzon, 1998; Herrenkohl, Farrington, Brewer, Catalano, Harachi, & Cothorn, 2000; DHHS, 2001; Mercy, Buchart, Farrington, & Cerda, 2002; Resnick, Ireland, & Borowsky, 2004; Turner, Hartman, Exum, & Cullen, 2007)

Connectedness to family or adults outside of the family	Frequent activities with parents
High grade point averages	Commitment to school
Intolerant attitude towards deviance	Ability to discuss problems with parents
Positive social orientation	High IQ.
Religiosity	Involvement in social activities

Assessment tools offer a standardized approach to identifying risk level, criminogenic need, and protective factors to support individualized juvenile treatment and rehabilitation and enhance youth resiliency to desist from future criminal behavior (see, e.g. Vincent et. al., 2012b). Professionals can assess and target the youth and family to reduce the potential of re-offending. Decreasing risk taking behaviors and increasing protective factors reduce the chances a youth will move further into the court system.

The most effective tools are those empirically grounded in evidence of predictive validity and reliability (Vincent et. al., 2012b). The quality of the implementation process – stakeholder buy-in, training, local evaluation, and program readjustment- also are critical to program success (see, e.g., Latessa & Lovins, 2010). Numerous barriers may undermine sound implementation, including selection of inappropriate tools; inadequate training; lack of integration of assessment process into staff decision-making; insufficient court and stakeholder buy-in; staff concerns about loss of discretion and resistance to change; and disappointed (or perhaps unrealistic) expectations of the selected tool’s usefulness (Vincent et. al., 2012b). As Vincent and colleagues (2012b, p. 553) have noted, “implementing an assessment system requires adopting a comprehensive approach for use of risk assessment tools in youth processing decisions, ensuring it is memorialized into policy, and ensuring the staff and stakeholders know its value.”

Methods of Data Collection

This assessment tool survey sought to provide a statewide picture of the use of risk and needs assessment tools of all juvenile courts across the state. The online survey was deployed through Survey Monkey to court personnel from all counties in Michigan and from selected tribal communities. All design, survey, analysis, and reporting methods followed standard research practices. Project goals were to:

- ❖ Survey all juvenile courts in Michigan
- ❖ Collect data on the use of assessment tools
- ❖ Collect data on obstacles to assessment tool use
- ❖ Collect data on optimal assessment tool features

The results will be used to inform Juvenile Justice Vision 20/20, juvenile court administrators, legislators and other stakeholders about current and optimal tool use and related personnel and resource needs.

Respondent Selection

As a population study, the survey sought to obtain data from all 83 counties in the state as well as from selected tribal governments. In summer 2012 a member of the Juvenile Justice Vision 20/20 Executive Team provided a distribution list of representatives from 87 state and tribal juvenile courts as reflected on the State Ward Board and Care Chargeback list. Beginning in October 2012 personnel from these juvenile court jurisdictions received an email invitation to participate in the online survey. Two follow up invitations were sent to

these potential respondents in November 2012. Subsequently, personnel from seven additional jurisdictions were added to the distribution list to ensure that all counties were represented. These additional personnel received initial and follow up email invitations in March 2013. The survey targeted juvenile court personnel most likely to have the knowledge needed to answer the survey. If potential respondents felt that they were not the appropriate reporter, they were asked to forward the invitation to the appropriate person in their jurisdiction. No tangible incentives were provided for participation though potential respondents were advised that their contribution would enhance knowledge about assessment tools and processes across the state.

A total of 94 respondents from 90 county and tribal jurisdictions were invited to participate in the survey. Fifty-four respondents took the survey, representing a 57.5% response rate. Sixteen of the respondents began the survey but did not complete it. Of these, two indicated that their jurisdiction used no assessment tool while another six identified specific tools in use. Respondents were promised anonymity although given the opportunity to identify their jurisdiction. While it would be ideal to create a profile of the respondents to discuss the extent to which they might be representative of the state as a whole, only 22 respondents identified themselves and their jurisdictions. The additional 30 respondents remain unidentified. Even so, those who identified themselves reflect a cross-section of jurisdictions across the state –upper and lower peninsulas, counties and tribes, urban and rural, large and small, and those with more and less personnel and financial resources. For distribution of identified survey respondents, see Appendix B.

In addition to the online survey, the research team purposively sampled three jurisdictions in Michigan – Oakland, Ingham, and Berrien Counties- to provide profiles of jurisdictions that had intentionally implemented risk assessment tools and used results to guide decision-making in their juvenile justice systems. These counties serve both urban and rural populations (See Appendix F for profile summaries).

Survey Questionnaire

After review by research team members and members of the Juvenile Justice Vision 20/20 Executive Team, a pilot survey was conducted in August 2012 to confirm that the survey design and questions would capture the data sought. Juvenile Justice Vision 20/20 members were contacted to participate in the pilot study and 15 took the survey. Based on feedback from the pilot survey, adjustments were made to the survey design to improve question sequencing and “skip” options. (See Appendix C for survey question excerpts.)

Data Collection, Analysis, and Limitations

Survey results were tabulated using Survey Monkey and summarized, including the construction of charts and graphs, in Microsoft Excel. Open-ended questions were analyzed for 1) consistency and clarification of closed-ended questions and 2) themes using standard coding practices (e.g. Strauss, 1987).

As with all research, this study contains inherent limitations. While all efforts were made to collect accurate data, it should be noted that these findings are based on self-reports without independent external verification. Furthermore, while survey implementation sought to ensure that respondents were the most knowledgeable juvenile justice resource in each jurisdiction, this leaves a level of subjectivity that reflects on both the data collected and extrapolated results. Third, although a population study was sought, the data may not be representative of assessment activities across the state. The 57.5% response rate is fairly good but over 40% of the counties across the state are not included in the reported results. While the data and findings seem consistent with the Action Team's professional experience with juvenile justice assessment in Michigan, salient data and corresponding findings could not be captured due to this participation gap. Finally, given state issues that have impacted previous attempts at data gathering, the survey promised anonymity to participants and their responses, if desired. The hope was that this would promote greater participation across jurisdictions without fear of perceived criticism or negative comparisons to other jurisdictions. Given participation in other cross-jurisdictional projects it appears that this strategy was successful. Nonetheless with anonymity also comes an inability to confirm or follow up on data that may raise questions or seem incomplete. Despite the Action Team's commitment and best efforts to provide accurate and complete information, these limitations may reasonably have impacted reported outcomes.

Survey Results

The following survey results are presented in summary with accompanying tables and figures that describe the main findings. Appendix D contains survey results across all instruments.

Use of Assessment Tools in Michigan

Of the 54 jurisdictions responding to the survey, 70.4% indicated that their court conducted some form of assessment of juveniles entering the system. Nearly 30% of responding jurisdictions conduct no assessment. See Figure 1. The remainder of this section will address the responses provided by those jurisdictions using assessment tools.

Types of Specific Tools Used

Based on a review of the literature, existing technical reports (e.g., Wakeen & Lyon, 2010), and team professional expertise, the survey listed nine assessment tools for consideration. Figure 2 reflects the percentage of respondent jurisdictions using each of the survey-listed tools; over a quarter use the YASI, nearly 17% use the CAFAS, and half of the jurisdictions use tools in addition to or instead of those listed in the survey. Respondents named eight of these "Other" tools. (See Table 6 for tools descriptions and abbreviations that will be used in this report.) Three jurisdictions responded that they use their own court-created tools while another jurisdiction refers all assessments to external agencies.

Figure 1. Percentage of respondents whose court conducts any assessment of juveniles entering the juvenile justice system (n=54)

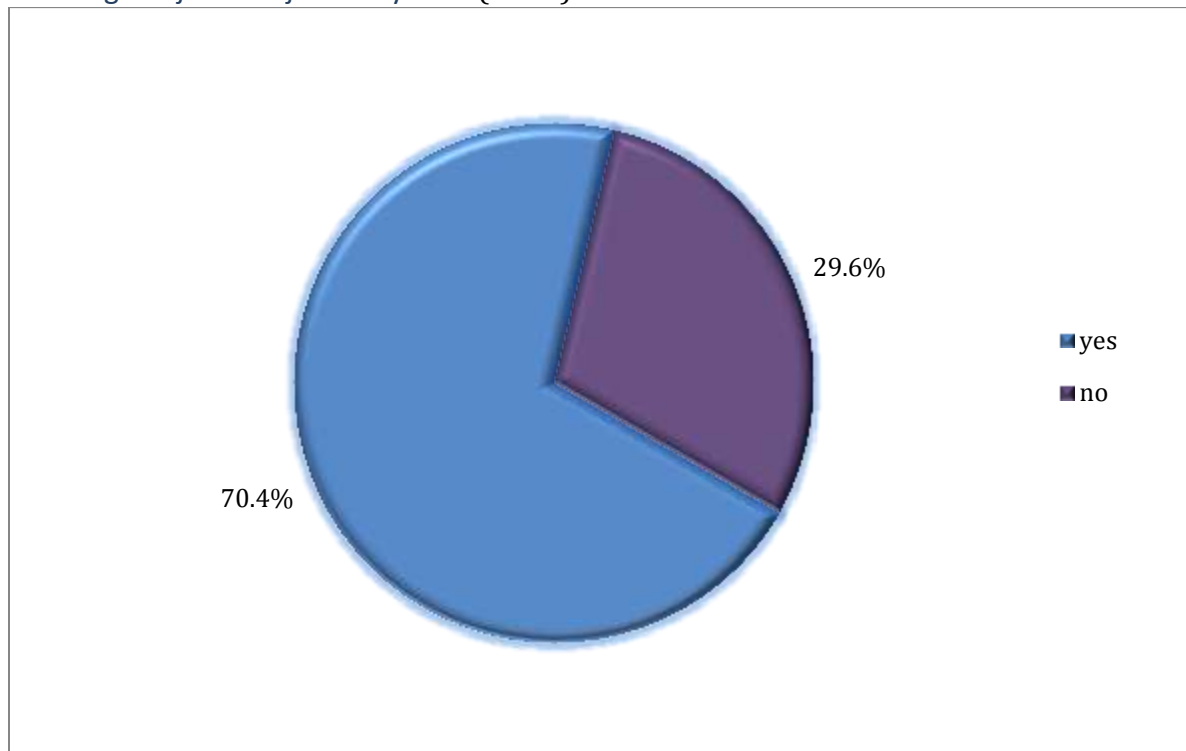


Figure 2. Percentage of users for each type of survey-listed assessment tool (n=38)

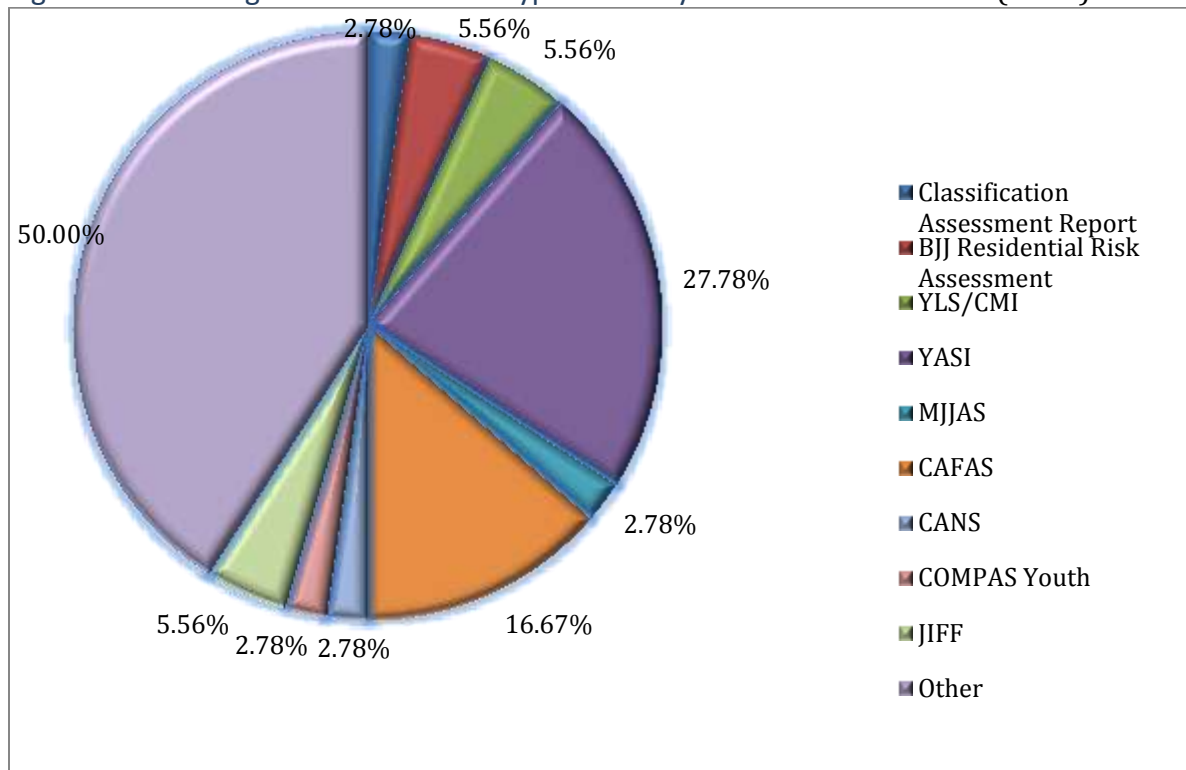


Table 6. Tools identified in survey

List of Tools	Tool Description
<i>Survey-Identified Tools</i>	
Juvenile Classification Assessment Report (DHS form in JJOLT information system) (CAR)	The CAR includes a risk scale, override evaluation, and placement security category for newly committed juveniles. The Court order may include a recommended security level. A juvenile's initial security level is computed from two (2) factors: the most serious adjudicated offense on a juvenile's record at the time of acceptance and risk level calculated from the domains in the Initial Delinquency Risk Assessment Scale based on actuarial scoring.
BJJ Residential Risk Assessment (RRA)	The RRA consists of four questions pertaining to adjustment to residential care, assaults, escape violations, and response to treatment. Youth are rated low to high risk based on the above questions and responses. Utilizes dynamic factors.
Youth Level of Service, Case Management Inventory (YLS/CMI)	The YLS/CMI was originally derived from the LSI-R (reference MHS). The YL/CMI is a risk/needs assessment and case management tool that identifies risks, strengths, barriers and assists in setting goals for each youth and family to prevent reoffending.
Youth Assessment and Screening Instrument (YASI)	The YASI is a computerized tool with pre and full screen assessments as well as a separate tool for residential reentry assessments. The tool, developed by Orbis Partners, generates a customizable narrative, a case plan, case note development, collection of collateral contacts, and referral tracking. The tool identifies risks, strengths, needs, and barriers.
Michigan Juvenile Justice Assessment System (MJJAS)	The MJJAS is based on the Ohio Youth Assessment System. The MJJAS has 5 tools designed to assist in decision making throughout the juvenile justice system: diversion, detention, disposition, residential, and reentry. The tools also measure strengths and barriers, external and internal, across each domain.
Child and Adolescent Functional Assessment Scale (CAFAS)	The CAFAS is used to assess, track, and inform mental health treatment planning for youth age 5 – 19. The CAFAS assesses a youth's day-to-day functioning across 8 life domains: school; behavior towards others; moods/emotions; home; thinking problems; self-harm; substance use; and community; as well as two caregiver scales. Following routine clinical interview, the CAFAS provides a quick structure for recording problem behaviors, strengths, and goals. It guides treatment planning and can be used to measure change in youth's functioning over time.

List of Tools	Tool Description
Child and Adolescent Needs and Strengths (CANS)	The CANS is a 45-item structured assessment tool for practitioners covering six dimensions in children age 5-17: problem presentation; risk behaviors; functioning; care intensity and organization; family/caregiver needs and strengths; and youth strengths. The CANS aids in individual service planning, as well as system-wide gap analysis.
Northpointe COMPAS Youth Assessment	The COMPAS is a web-based risk and needs assessment instrument, designed to assess offenders' criminogenic needs and risk of recidivism based on static and dynamic risk factors. It includes dynamic risk factors in its prediction of recidivism, and it provides information on a variety of well validated risk and needs factors designed to aid in correctional intervention to decrease the likelihood that offenders will re-offend. COMPAS has two primary risk models: General Recidivism Risk and Violent Recidivism Risk.
Juvenile Inventory for Functioning (JIFF)	The JIFF is derived from the CAFAS and is an interactive computerized assessment that interviews youth or parents. A client dashboard displays key results (e.g., risk behaviors, mental health concerns) and a chart containing the youth's needs across the 10 domains. Youth's progress is tracked over time when the JIFF is re-administered. JIFF also has the ability to produce a service plan, goals, intervention, and priority levels of each.
<i>"Other Tools" Respondents Identified</i>	
Global Assessment of Individual Needs (GAIN) and Global Assessment of Individualized Needs – Short Screener (GAIN-SS)	The GAIN is a full clinical assessment instrument for diagnosis, placement (level of care) and treatment planning in the areas of: substance use; physical, mental and emotional health; living situation; risk behaviors; attitudes; and motivation for treatment. The GAIN-SS is a 20-item, self-report screening instrument for: mental health; substance abuse; and crime or violence problems.
Massachusetts Youth Screening Instrument, Version 2 (MAYSI-2)	The MAYSI-2 is a 52-question, self-report screening instrument for mental health and behavioral problems, including: alcohol/drug use; anger or irritability; depressions; anxiety; suicidal ideation; somatic complaints; and traumatic experiences in youths 12-17.
Voice – Diagnostic Interview Schedule for Children (V-DISC)	The V-DISC is a 60-90 minute self-administered, computerized, structured clinical interview to assess mental health status youth age 9-17.
Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR)	The ERASOR is a 25-item checklist to guide estimate of short-term risk of sexually abusive behavior by youth age 12-18. The ERASOR covers static and dynamic risk factors in the areas of: sexual interests, attitudes, and behaviors; historical sexual assaults; psychosocial functioning; family/environmental functioning; and treatment.

List of Tools	Tool Description
Juvenile Automated Substance Abuse Evaluation (JASAE)	The JASAE is a 107-question, self-report diagnostic instrument designed to assess substance use disorders (using DSM-IV and ASAM patient placement criteria), as well as attitudes and life stress. The instrument is given in paper format and entered into a software system for analysis and report.
Substance Abuse Subtle Screening Instrument (Adolescent SASSI)	The SASSI is a self-report screening instrument designed to indicate the probability of substance dependence or substance abuse disorders in youth ages 12 – 18. The instrument is available in paper, software, or web-based formats at a fee per use.
Risk Resiliency Check Up (RRC)	The RRC is a 68-item checklist of risk and protective factors in the areas of: delinquency; education; family; peer relations; substance use; and individual factors.

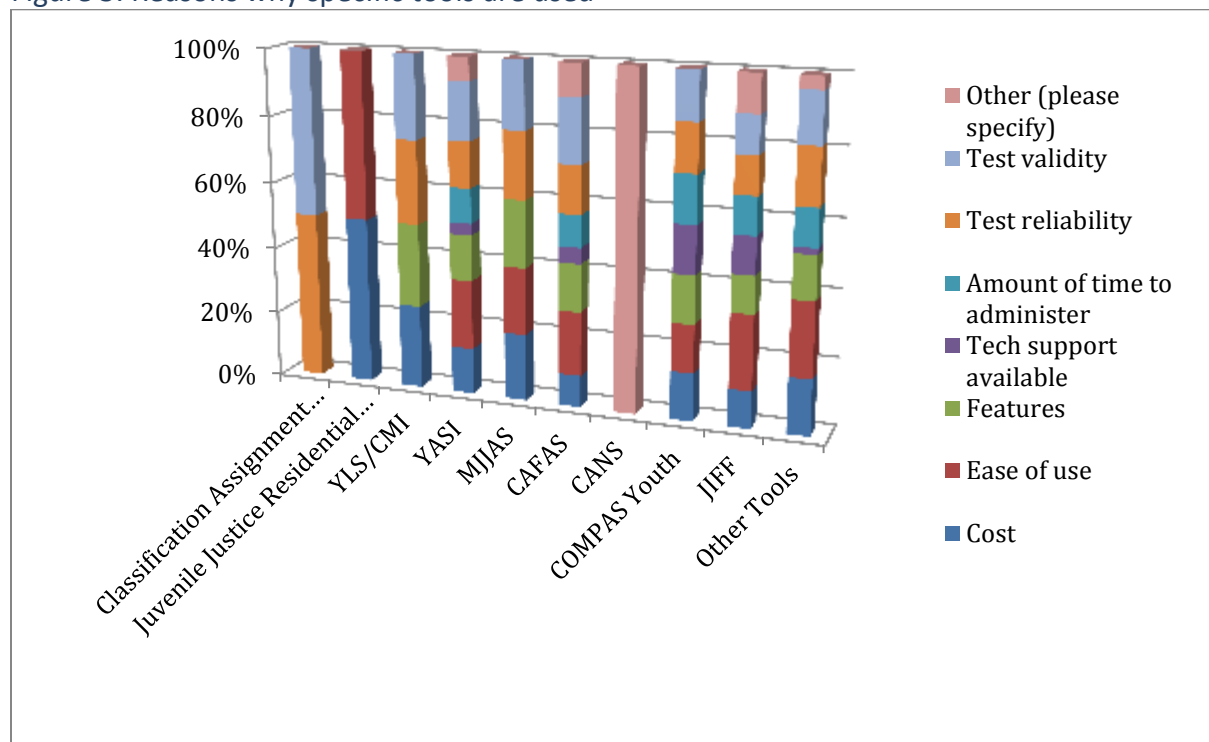
Why Specific Tools Are Used

Respondents selected from a list of reasons why they use each specific tool including cost, ease of use, features, availability of technical support, amount of time to administer, test reliability, test validity, and other reasons (respondent specified). Figure 3, reflects the relative importance of each of the reasons why each tool is used, based on responses received. As indicated, according to the respondent (n=1) the CAR is used because of the tool's reliability and validity. Similarly, the RRA is used primarily because of cost and ease of use (n = 1). Other tools reflect more widely varied reasons for use. Similarly, the relative weight of reasons across tools can be discerned through Figure 3. The importance of cost, for example, varies across tools and appears not to be a consideration for the use of two tools (the Classification Assessment Report and CANS, n = 2). The availability of technical support also appears to be less important than other considerations.

Respondents who indicated "other" reasons for using the tools generally referenced their functionality in terms of assessment across domains, time, and context. Respondents who gave other reasons for using YASI identified its use by professionals in the field (n=1) and its value in "matching youth/families to the best type/intensity/level of intervention and services" (n=1). Three respondents also indicated use because of its particular features: "service plans, assesses multiple domains for the youth's life, can be used for court reports;" "automated, generates database of results, available on desktop, pre-screen, full assessment and re-assessment features, gender adjusted scoring;" and "we have paid for the tool and there is no other cost." The respondent using MJJAS also commented on its features: "covers a continuum of care ranging and has five tools that can be use independently or together." Respondents using CAFAS apparently do so in conjunction with Community Mental Health Services ("CMH chose;" "link to MH when needed.") One respondent using CAFAS noted that it is "a well-recognized and accepted tool in the behavioral/mental health field [and] has re-assessment features to determine progress and improved functioning of youth over time." Another appreciated the "[ability] to test over a variety of domains and treatment needs." The one respondent using CANS apparently considered no other reason for its use except that it is "required for grant." The respondent

using JIFF “love(s) the tracking and the dash board it provides. [It] can integrate our programs and tie that to the outcomes of the survey/ assessment.” Finally, respondents using “other tools” indicate that they do so to “see what type of youth and family we have,” “to ID possible DSM-IV diagnosis,” for “treatment recommendations,” and to determine appropriate consequences (diversion, consent, formal, or intensive).

Figure 3. Reasons why specific tools are used



Why Specific Tools Are Not Used

Similarly, as reflected in Figure 3, respondents identified various reasons why they did not use survey-listed tools, by their responses indicating the relative importance of such factors in relation to each tool. For most tools, respondents identified lack of familiarity as the primary reason for not using a specific tool. Cost played a more or less important role, depending on the tool. For example, 3% of respondents (n = 33) selected cost as a reason why they did not use the CAR while 30% (n = 20) did not use YASI for this reason. Respondents indicated “ease of use” concerns with only one tool, CANS (3.8%, n = 25). For details about the number of respondents per tool, reasons why specified tools are not used, and their relative importance, see Appendix D, Table D.2.

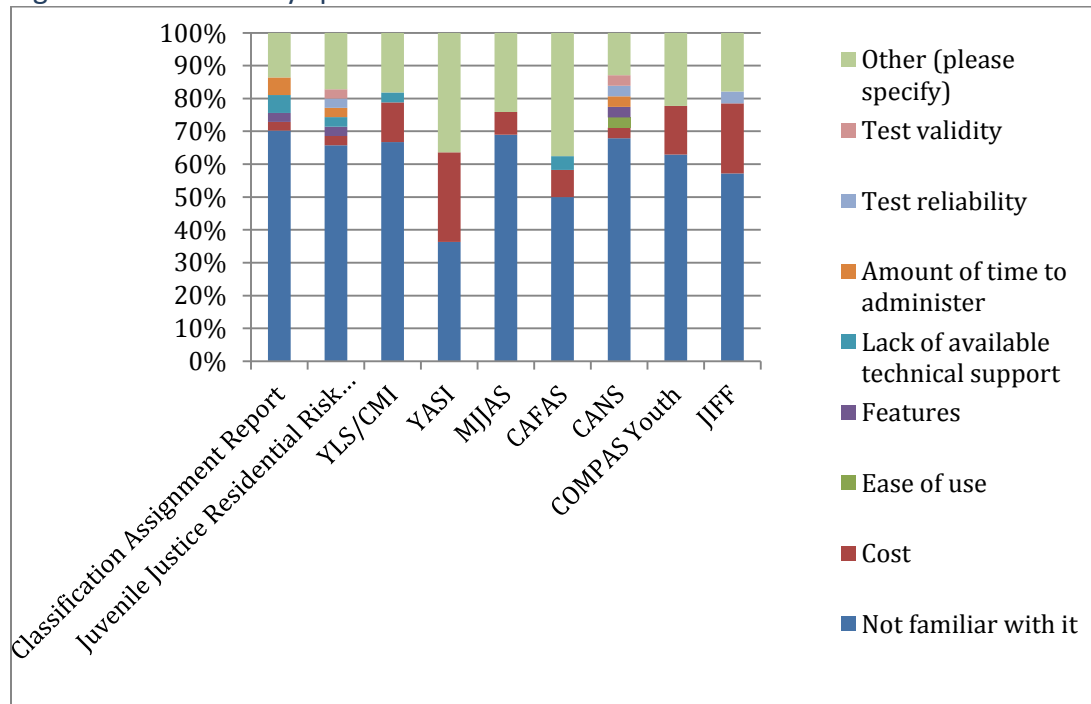
For those respondents who identified “other” as to why they did not use a specified tool, reasons varied based on perceived quality of the instrument, access to the instrument, and fit with their program, youth, and community. Table 7 summarizes these “other” reasons.

Table 7. Other reasons why tools are not used

Tool	Explanation Why Tool Not Used
CAR (n=6)	Use other tools better suited for community-based youth. Not interested. Don't refer to DHS much. We can make better decisions without this tool. JJOLT is a poor program. I know it exists, but don't really know if we can use it? DHS only and not available to the Court. Doesn't meet our needs
RRA (n=7)	Not useful. Use a different tool. Anything with JJOLT is a waste of time. We use another tool. Not trained. Use our own developed tool. Doesn't meet our needs.
YLS/CMI (n=6)	At the time we were researching tools it was not the most cost efficient tool for our court. Use different tool. Not needed. Ditto [unclear what this references]. Use our own developed tool. Have not been instructed to use the tool.
YASI (n=8)	Small caseload. Wouldn't need for many cases. Not needed to do this job. Use our own developed tool. We use something else. Not required by Court. Chose YLS. Use another tool. Lack of resources in community to refer.
MJJAS (n=7)	Was trained in it and like the tool. Just need it to be computerized. Have questions about how it was developed. Appears more based on static risk factors. Not needed. We do not have multiple tools. Have our own tool. We use something else. Court worker do not use, but local DHS Juvenile Justice workers do.
CAFAS (n=9)	Not a criminogenic risk assessment tool. We refer to CMH and they administer when needed. Not needed. Not trained. Use our own tool. CMH does use with our shared youth. Have used it in some cases but not consistently. Our CMH uses this instrument. More for Mental Health than Juvenile Justice.
CANS (n=4)	Poor measurement. May not be necessary for short-term probationers. Not needed. Not needed.
COMPAS Youth (n=6)	Don't need it. Not rated very well. Not needed. Not needed. Use our own tool. Use other tool.

Tool	Explanation Why Tool Not Used
JIFF (n=5)	Small caseload. Not needed. Not needed. Use our own tool. Use something else. Not sure.

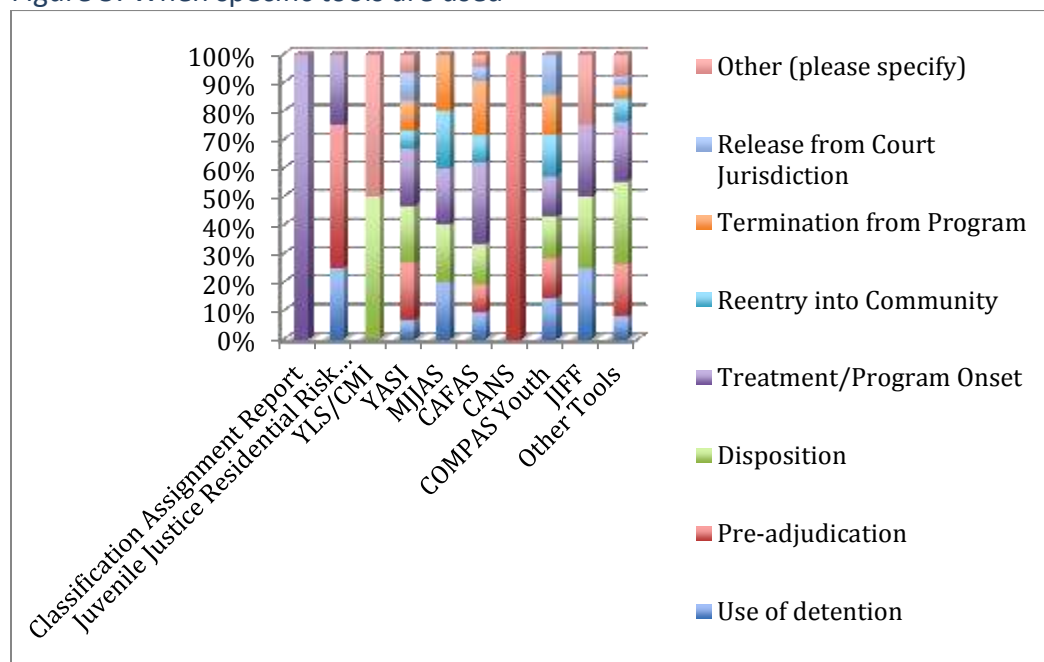
Figure 4. Reasons why specific tools are not used



When Specific Tools Are Used

Respondents were asked to identify when they used specific tools along a standard continuum of care ranging from use of detention through release from court jurisdiction. Approximately a third of the specific tools appear to be used across the continuum (YASI, MJJAS, CAFAS, and COMPAS Youth). According to respondents, the remaining tools are used primarily at particular points of youth engagement with the court system. The CANS is used only at pre-adjudication (n=1). The Classification Assignment Report is used at treatment/program onset (n =1). Jurisdictions split on their use of the Juvenile Justice Residential Risk Assessment; both respondents use the tool at pre-adjudication while one uses it to determine use of detention while the other uses it at treatment/program onset (n =2). Of the two jurisdictions using the YLS/CMI, one deploys the tool at disposition while the other indicated that they are still in the process of implementing the tool. The two jurisdictions using the JIFF do so to assess youth in relation to use of detention, disposition, treatment/program onset, and for prevention and access to Mental Health. Finally, as indicated in Figure 5, “other tools” are used across the judicial and treatment process (including at intake and diversion).

Figure 5. When specific tools are used



How Specific Tools Are Used

Tool Purposes

Looking at the purposes for which tools are used, all tools appear to be used for case planning, nearly all appear to be used to identify treatment needs, and a majority appears to be used to assess criminogenic risk. This appears to be consistent with the point at which the tools are used along the continuum of care. As Figure 6 indicates, those tools being used across the continuum of care (YASI, MJJAS, CAFAS, COMPAS Youth), with the addition of JIFF, also are used for multiple purposes. Tools used at more targeted points along the continuum of care also are used more narrowly. The respondent (n=1) uses the CAR for assessing criminogenic risk, to guide case planning, to determine the need for detainment, and to identify treatment needs. Both respondents (n=2) using the RRA also use the tool to guide case planning and determine the need for detainment, while one of these jurisdictions additionally uses the tool to determine treatment needs. The YLS/CMI (n=2) is used to assess criminogenic risk, guide case planning, identify treatment needs, identify protective factors/assets in youth, and change treatment according to needs. Finally, the CANS is used to guide case planning and to identify trauma risk.

Figure 6. Specific purposes for which tools are used

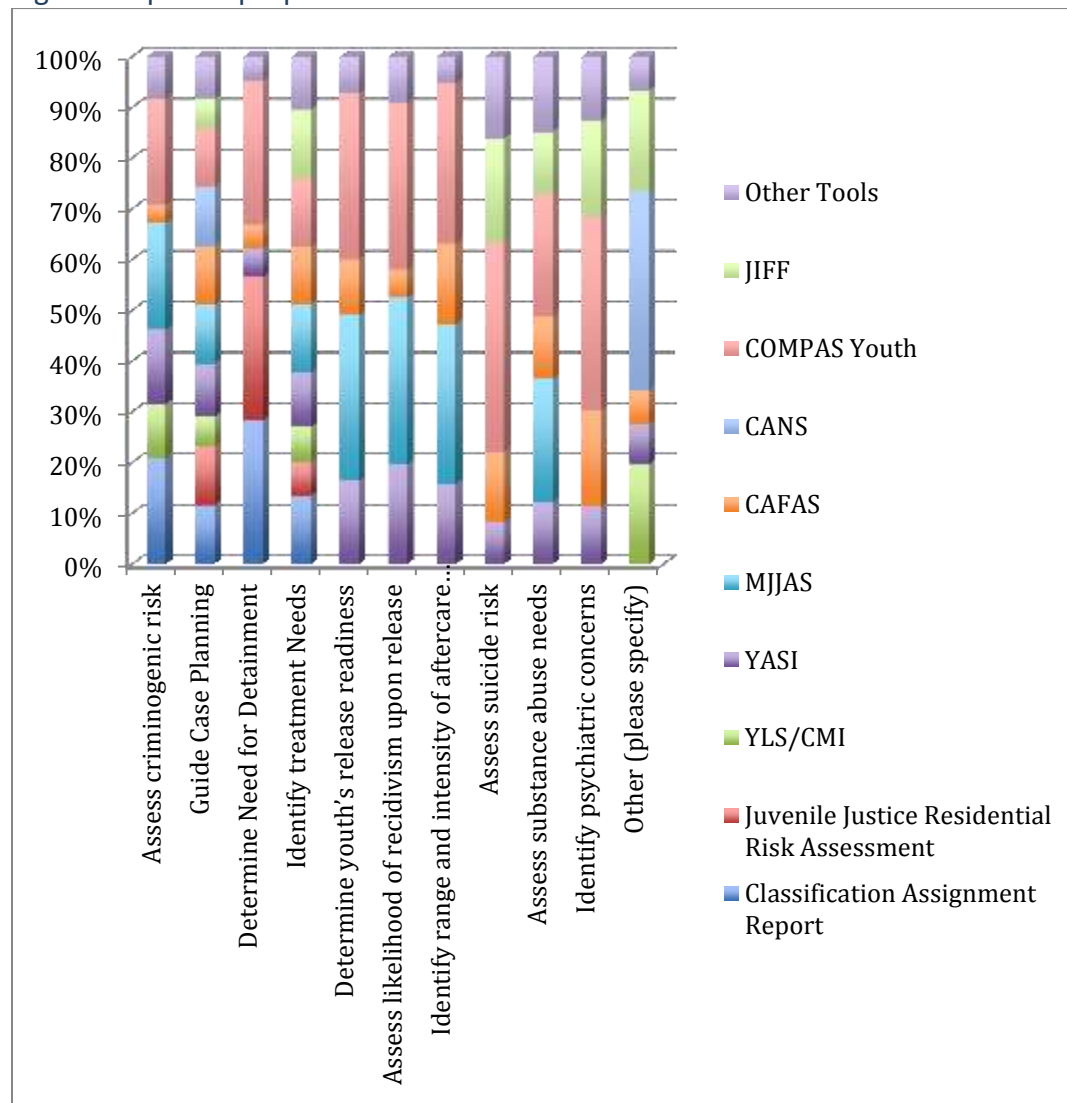
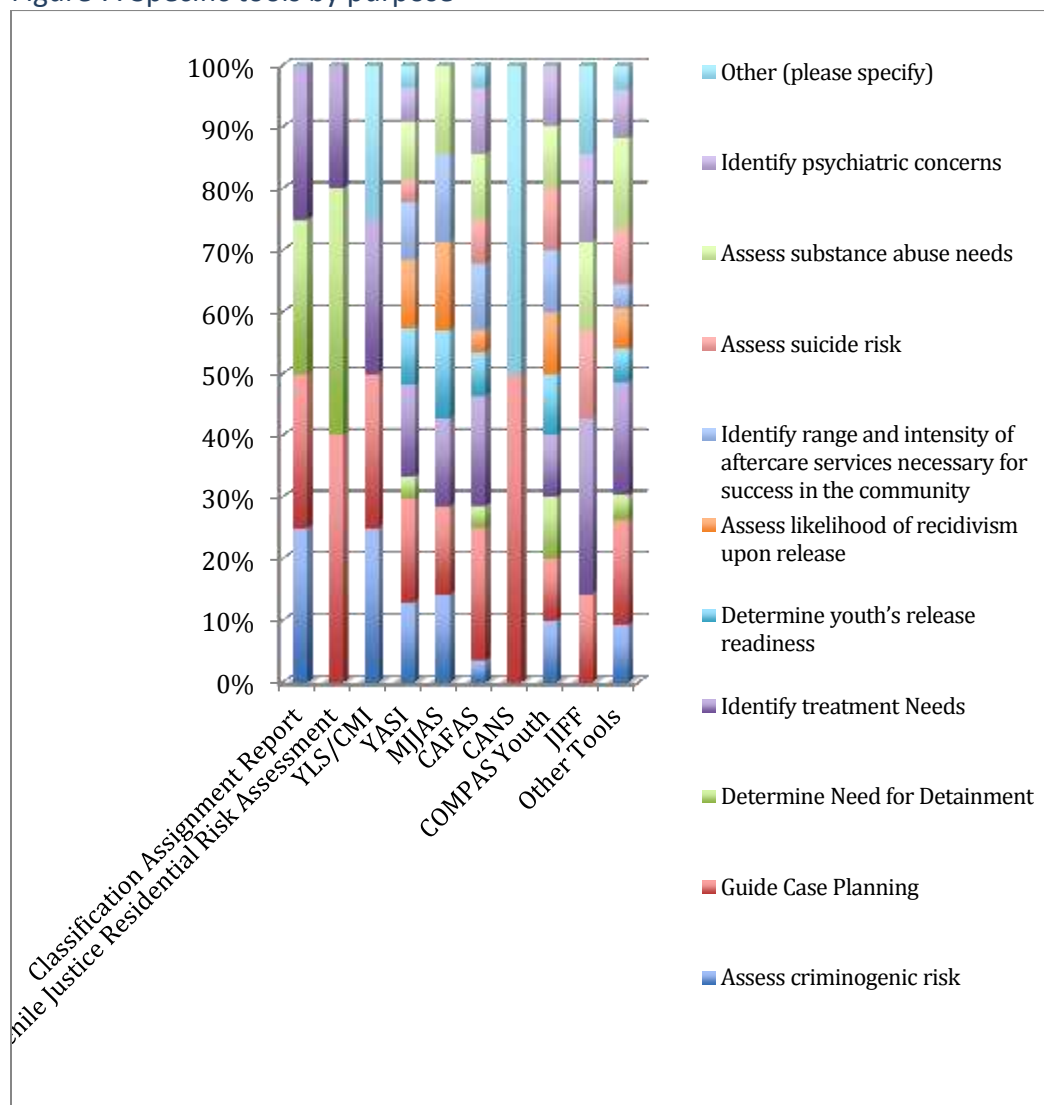


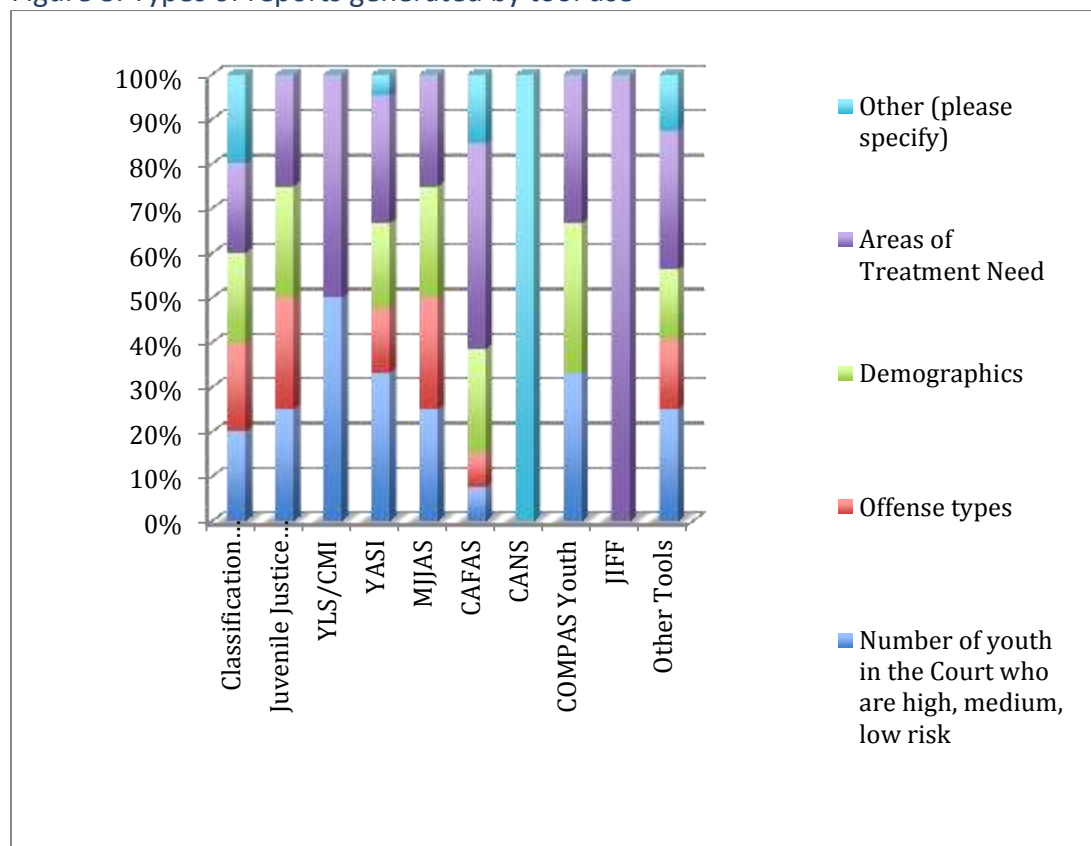
Figure 7. Specific tools by purpose



Writing Service Plans and Reports

According to respondents, all specified tools except for the Classification Assignment Report are used to write service (case) plans based upon assessment results using the specified tool. About half of the tools are used to produce a range of reports from information collected. Tools used for narrower reporting purposes include the YLS/CMI for risk reports and treatments needs only, CANS for “data collected for a trauma grant only,” COMPAS Youth for risk reports and treatment needs only, and JIFF for treatment needs only. Figure 8 identifies the types of reports generated by tool use.

Figure 8. Types of reports generated by tool use



Target Population for Tools

Consistent with the discussion above, tool target populations vary depending on the tool used and location within the system of the services/care to be provided. The YASI, CAFAS, and “other tools” are used across all identified types of youth: first offenders/diversion, probationers, youth in residential treatment, serious/habitual offenders, and youth in (non-probation) community settings. The “other tools” also are used to address sex offenders (e.g., ERASOR), substance abuse offenders (e.g., GAIN), and mental health cases (e.g. MAYSI). (See also Table 6 above.) Generally, different tools may be used across jurisdictions to assess identified types of youth, although only the YASI, the JIFF, and unidentified “other tools” are used for youth in non-probation community settings and only the YASI, MJJAS, JIFF, and unidentified “other tools” are used for other types of youth/contexts. The YASI, for example, is also used to “note difficulty in any area of functioning” and for “youth sent to programs.” The MJJAS is used for “detained youth.” The JIFF is used for “prevention...and school-based” youth. Finally, the “other tools” are used to “[ID] possible DSM-IV diagnosis,” “to do the job needed,” and “determine if diversion, consent, formal or intensive.”

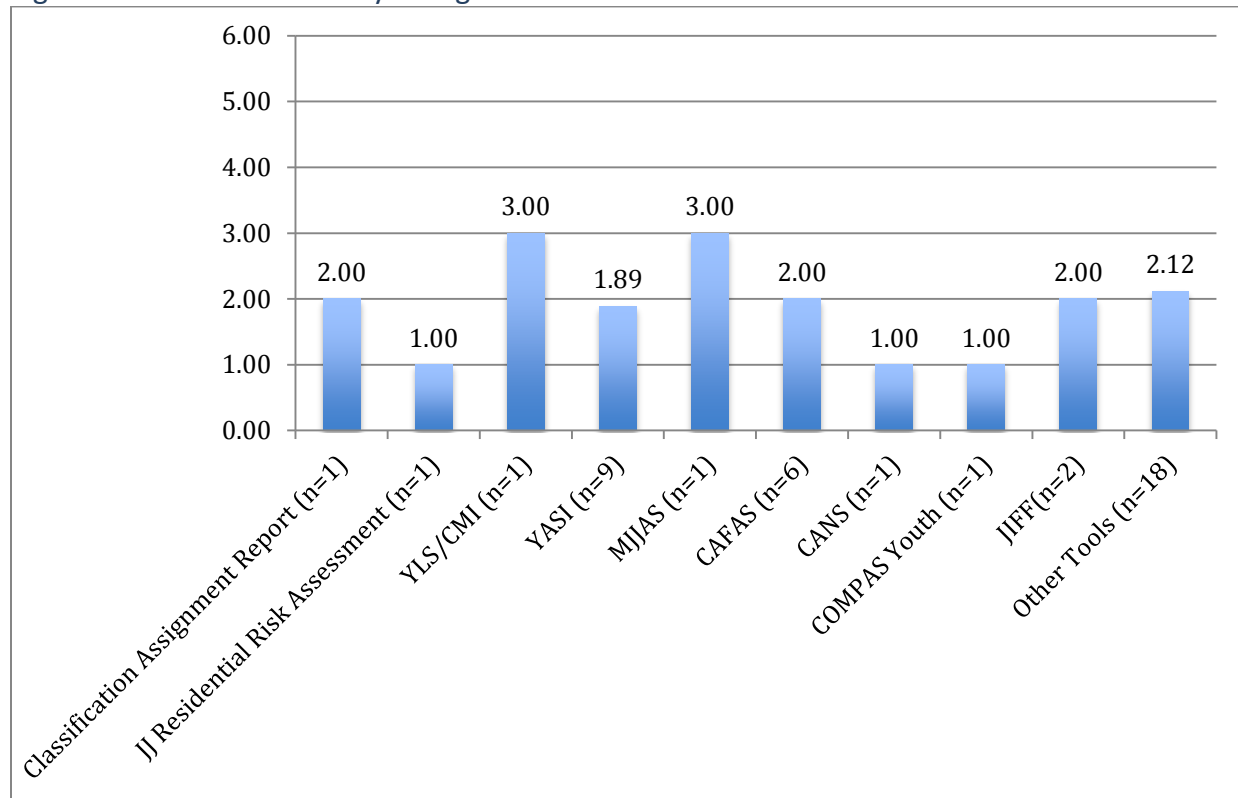
In terms of the specified tools, single respondent using the Classification Assignment Report does so to assess youth in residential treatment. Both respondents (n=2) use the Juvenile Justice Residential Risk Assessment for youth in residential treatment and

serious/habitual offenders and are split in additional use between first time youth diversion and probationers. The YLS/CMI is used for probationers (n=2); these respondents also split their use: one uses the tool for first offenders diversion while the other uses it for youth in residential treatment. The MJJAS (n=1) is used for serious/habitual offenders and youth in non-probation community settings as well as “detained youth.” CANS (n=1) is used for first offenders diversion and probationers. Finally, COMPAS Youth (n=1) is used for all types of youth but those in non-probation community settings.

Difficulty of Tool Administration

According to respondents, most tools are relatively easy to administer. On a scale of 1-6, with 1 being very easy, YLS/CMI (n=1) and MJJAS (n=1) were the only tools that reflected any challenge (mean of 3.00 each). The remaining identified tools scored a mean difficulty of 2 or less.

Figure 9. Mean tool difficulty rating



When asked to explain their ratings, most respondents offered no explanation. Those using the YASI, MJJAS, CAFAS and JIFF qualified their answers as provided in Table 8. Respondents using “other tools” generally indicated that those tools were relatively easy to use by trained, experienced staff.

Table 8. Explanations for difficulty rating of specified tools

Tool	Explanation
YASI (n=7)	Interpretations of questions/responses can be misconstrued unless the team has some internal standards. Good training provided to learn how to administer/score and develop case plans based on assessment results. This is the level of difficulty in which the probation officers have reported. It takes some effort. Familiarity. Simple process of elimination to find correct assessment of the youth. Time, but not difficulty.
MJJAS (n=1)	It is not a difficult tool to administer; however the paper version, which we use, is rather cumbersome and time consuming.
CAFAS (n=4)	Good training and scoring guides. Self-explanatory instructions. Computer and time involved. Process of elimination.
JIFF (n=1)	It is on computer and family just has to read and click.

Administration of Tools

The survey asked respondents to identify whether they administered the tool by computer, paper and pencil, or reading aloud. The CAR (n=1), COMPAS Youth (n=1), and JIFF (n=2) are administered only by computer. The RRA (n=1) and YLS/CMI (n=1) are administered by paper and pencil. The YASI (n=9) is administered by computer (77.8%) or by paper and pencil (33.3%) while the respondents using the MJJAS (n=1) and CANS (N=1) administer these tools by both paper and pencil and reading them aloud.

Most tools also take relatively little time to administer. Respondents indicated that they took less than 30 minutes to administer the CAR (n=1), YLS/CMI (n=1), and CANS (n=1). The RRA (n=1), MJJAS (n=1), COMPAS Youth (n=1), and JIFF (n=2) take 30-60 minutes to administer according to the respondents. Respondents (n=9) identified a diverse range of times for administering the YASI: less than 30 minutes (11.1%), 30-60 minutes (55.6%), and 60-90 minutes (33.3%). Respondents using CAFAS (n=6) indicated similarly diverse administration times: less than 30 minutes (50%), 30-60 minutes (33.3%), and 60-90 minutes (16.7%). Those respondents identifying other tools (n=17) indicated that they may take anywhere from less than 30 to more than 90 minutes, depending on the tool. One respondent indicates that an unidentified “other tool” “takes about 3 hours of time to administer and interview youth and parent.”

When asked who administers the tool (self-administered or by court or designated personnel), only one respondent indicated indirectly that the tool was self-administered (respondent using JIFF referenced family use of computer to do assessment). Otherwise respondents indicated that their tools are administered by: juvenile probation officers, supervisors or other court staff (RRA, CAR, JIFF, YLS/CMI, YASI, CAFAS, CANS, COMPAS Youth); court mental health clinicians (CAFAS) or Medicaid mental health providers

(CAFAS); caseworkers (YASI); licensed MSW (YASI) or other master's level assessment specialists (CAFAS, JIFF); residential providers (MJJAS, CAFAS); or other external agencies (YASI). Those using "other tools" administer them using similar personnel – court clinicians, CMH staff, intake officers, probation officers, diversion workers, in-home care supervisors or staff, and other outside service providers.

As indicated by the variety of personnel administering the specified tools, respondents indicated variation in qualifications for tool administration across tools and, for some tools, across jurisdictions. Table 9 summarizes these qualifications for specified tools.

Table 9. Qualifications for administration of specified tools

Tool	Education Required	Training	Certification Needed
CAR (n=1)	Graduate or professional	Half-day	No
RRA (n=1)	Undergraduate	Half-day	No
YLS/CMI (n=1)	High School Diploma or G.E.D.	Half day	No
YASI (n=9)	High School Diploma or G.E.D (11.1%) Undergraduate (66.7%) Graduate or professional (22.2%)	1 hour or less (22.2%) Half day (22.2%) Full day (33.3%) Other (22.2%) NEED TO CHECK	Yes (44.4%) No (55.6%)
MJJAS (n=1)	Undergraduate	Other [need to check]	yes
CAFAS (n=6)	High School Diploma or G.E.D (16.7%) Undergraduate (66.7%) Graduate or professional (16.7%)	Half day (16.7%) Full day (66.7%) Other (16.7%) NEED TO CHECK	Yes (66.7%) No (33.3%)
CANS (n=1)	Undergraduate	1 hour or less	No
COMPAS Youth (n=1) Disappeared – Compass (n=1)	Graduate or professional	Half day	No
JIFF (n=1)	High School Diploma or G.E.D (50%) Graduate or professional (50%)	1 hour or less (22.2%) Half day (22.2%)	No

Cost of tools

Respondents indicate variation in how tool costs are assessed across jurisdictions and instruments³. According to respondents, a flat fee is assessed for the RRA and COMPAS Youth; 50% of respondents using YASI and 33% of respondents using CAFAS also indicated a flat fee assessment for those tools. YLS/CMI and JIFF assess cost by use; 33% of those using CAFAS also identified a by use assessment. The remaining tools have no cost or charge only for set up, training, materials, and/or updates: CAR [no cost], YASI [62%, No-fee public domain but costs for initial set up, materials, training, and updates], MJJAS [free public domain, only costs are materials and printing], CAFAS [33%, billable to Medicaid, only costs of materials], and CANS [no cost]. All "other tools" identified in the report are free or cost nothing to the jurisdiction.

³ This discussion reflects respondent perceptions of tool costs at time of survey. These costs may change over time. Readers are encouraged to contact providers directly for cost information. See Appendix E regarding costs of selected criminogenic risk assessment tools.

Local Assessment of Specific Tools

Appendix E provides a summary of assessment tools that have been assessed empirically for validity and reliability. When asked whether their jurisdiction had conducted a local internal assessment of the usefulness of the tools they use, most respondents indicated that they had not. Respondents using CAR (n=1), YLS/CMI (n=1), YASI (n=4, 50%), MJJAS (n=1), CAFAS (n=2, 33%), COMPAS (n=1), JIFF (n=1, 50%) and other tools (n=4, 16%) have conducted some form of assessment. The jurisdiction using the MJJAS is in the process of assessing the usefulness of the tool.

More specifically, the respondent using the CAR has provided assessment outcome data to the court and the state. One jurisdiction using YASI normed the instrument for its county's youth in 2004, made gender scoring adjustments in 2007, assessed reliability and validity of outcomes in 2009, and began cross-referencing data with CAFAS scores and domains beginning in 2005. Another respondent using YASI noted, "even though it provides a data driven risk level, treatment plans cannot always be based solely on this tool." Two jurisdictions have assessed the use of CAFAS. One stated that outcomes were provided "via CCF report and Court Outcomes via the county." The second conducted an inter-rater reliability assessment in 2005, finding strong reliability "if staff receive training and ongoing quality assurance." "2005 Inter-rater reliability- strong if staff receive training and ongoing quality assurance. " From 2005 onward, this jurisdiction's "comparison analysis of CAFAS and YASI [has] show[n] highly correlated results." One jurisdiction using COMPAS Youth has assessed the tool's usefulness, finding that it is "very accurate and helps the client/ youth realize areas for their needed improvements and identifies issues they may not be aware of." Finally, one jurisdiction using JIFF indicated that assessment outcomes were provided in the "CCF report and outcomes report to the court."

Optimal Characteristics for Assessment Tools

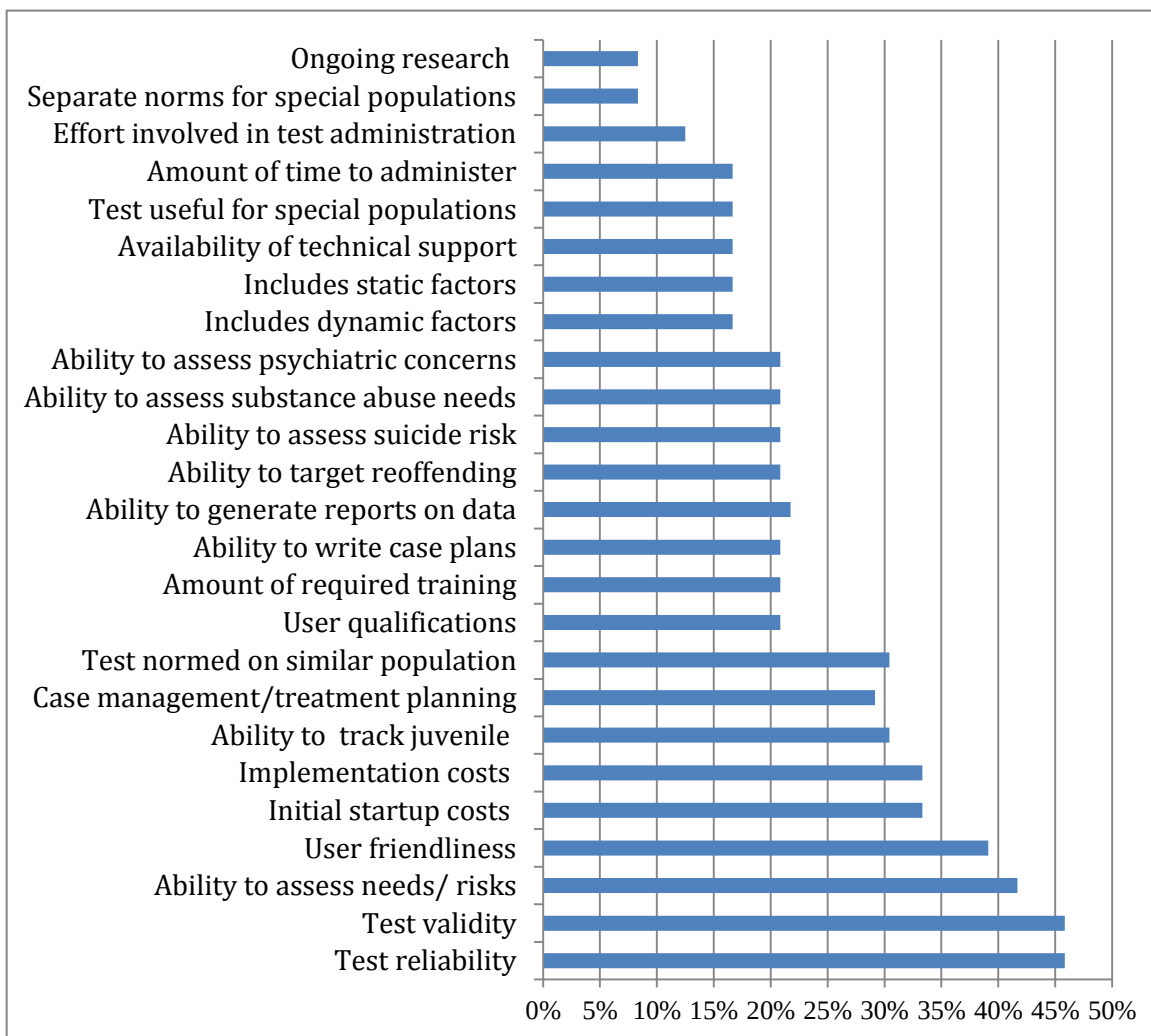
Respondents were asked to "think about the optimal assessment tool and the importance of each factor identified, ranging from 1 not important to 6 very important." Their ratings are reported in order of importance in Table 10. Test validity and test reliability top the list in terms of importance while usefulness and validity of the test for special populations appears to be relatively unimportant. Six respondents identified other factors with an average rating of 3.83. Only one person explained their "other" response: the ability to identify protective factors and level of care.

Similarly, Figure 10 identifies the percentage of respondents rated a given tool factor as "very important." Again, the largest percentage of respondents are interested in tool validity and reliability.

Table 10. Optimal assessment tool and importance of each factor (n = 24)

Factor	Ratings Average
Test validity	5.25
Test reliability	5.08
Ability to assess both needs and risks	5.04
Implementation costs	5.00
Initial startup costs	4.96
Case management and treatment planning	4.92
Test normed on population similar to yours	4.87
Ability to use same instrument to track juvenile	4.87
User friendliness	4.83
Ability to write case plans	4.83
Ability to target reoffending	4.79
Ability to generate reports on data	4.61
Ability to assess substance abuse needs	4.58
Ability to assess psychiatric concerns	4.54
Availability of technical support	4.50
Ability to assess suicide risk	4.38
Includes dynamic factors	4.33
Ongoing research to support test development and refinement	4.25
Amount of time to administer	4.21
Includes static factors	4.17
User qualifications	4.04
Effort involved in test administration	3.96
Test useful for special populations	3.92
Amount of required training	3.92
Separate norms for special populations	3.88

Figure 10. Percentage of respondents who identified listed tool factor as "very important" (n = 24)



Discussion of Profiles Studies

In order to supplement the survey results, team members interviewed representatives from three jurisdictions with experience utilizing risk assessment instruments. This information is offered to highlight the choices, decisions, and logistics involved in identifying and implementing a risk assessment tool. These juvenile court examples were purposively selected based upon Action Team knowledge of their experience and commitment to utilizing risk assessment information as an important component of their juvenile justice system. This discussion is not meant to be comprehensive or conclusive, but rather to offer a glimpse into the working of these three jurisdictions in order to better highlight the administrative aspects of the risk assessment process. This report does not

advocate the particular tools these counties selected or label these jurisdictions as “model” programs to be followed. These profiles are included in Appendix F.

Several interesting observations can be drawn from a review of this profile information:

- ❖ The choice to select a particular tool is individual to the community served and includes consideration of local resources.
- ❖ The risk assessment tool assists in data collection for the jurisdiction.
- ❖ Comprehensive and ongoing staff training is a key component to successful implementation.
- ❖ All profiled jurisdictions see significant benefits to the use of risk assessment, are committed to its continued use, and recommend other jurisdictions pursue use of risk assessment.

Recommendations and Discussion

1. The Juvenile Justice Vision 20/20 Action Team 2 recommends that youth receive a criminogenic risk assessment as they enter and move through the juvenile justice system.

Criminogenic risk assessments are an initial tool in the assessment of a youth and their needs. Appropriate and sound criminogenic risk assessment tools allow courts to provide the best possible services through empirically grounded best practices. Of 54 jurisdictions that responded to the survey 38 (70.4%) reported using an assessment tool to assess youth in their court’s juvenile justice system. Out of those 38 jurisdictions that use an assessment tool, 15 use a criminogenic risk assessment tool.

2. MJJAS, YASI, YLS/CMI 2, and SAVRY are four tools that would meet respondent needs, based on survey findings.

From the survey response the most important factor in selecting a risk assessment tool is the test validity and reliability (survey ratings average 5.25 and 5.08 respectively). To support Michigan juvenile courts’ consideration of valid and reliable tools, Table 11 identifies four criminogenic risk assessment tools that have been implemented widely in the United States, have been validated and deemed reliable for use among youth ages 12-18 (rating 3.92 - 4.87) and that can be used for re-assessments of the youth as they move through the court process and for directing case planning (ratings average 4.91 and 4.92 respectively). Appendix E contains additional information about each tool, including provider contact information.

These four tools include static and dynamic risk factors and protective factors covering multiple domains of a youth’s life (ratings 4.17-4.33). The information generated allows for informed decision making in case planning with targeted interventions based on needs. The assessments incorporate the use of motivational interviewing skills and gathering

collateral information (rating 3.96) to make informed decisions for case planning and effective response to needs.

The risk assessment tools can be completed by trained individuals and assist the Juvenile Court in objectively predicting the likelihood that a youth may reoffend (ratings 4.04 and 4.79, respectively). Costs, training and technical support vary for each instrument and can include multiple options that are tailored to a Court's needs (rating 4.5-5). Counties can share resources and training opportunities to reduce the cost of the tools, training, and implementation.

Research on criminogenic risk assessments continues to evolve with new generations of the tools becoming available on a regular basis as more data are evaluated (rating 4.25). Efforts also continue to develop assessment tools, protocols, and practices at the national level (see, e.g., Vincent et. al., 2012a, Lovins & Latessa, 2013).

3. The criminogenic risk assessment does not encompass the entirety of the youth and/or situation.

In addition to assessing the potential for reoffending the assessments and interviews may indicate a youth has additional needs that need to be assessed, for example mental health, suicide risk, substance abuse, or sexual offending (ratings average 4.38-4.58). Other assessments may be indicated to further evaluate the youths' and families' current functioning. A continuum of services to best meet the needs of the youth and families is critical.

Communities, depending on population and various demographics, should consider the tools represented here as well as other specific tools. It is important to note that the tools identified here are not the only other tools available, but reflect those were in use throughout Michigan at the time as captured by survey responses.

4. The use of assessment tools requires sound implementation.

Respondents' lack of familiarity with a number of specified tools suggests the need for training on criminogenic risk assessment, including the types of tools available that meet local needs. Moving to juvenile justice best practices requires a shift of available resources to procure training, implementation, application, frequency of testing and re-testing, identification of criminogenic needs when required, volume of service, point of risk assessment and specialized staff to carry out these functions selectively.

Table 11. Criminogenic risk assessment tools that would meet respondent needs

	Importance to Respondents (Avg. Rating)	MJJAS*	YASI	YLS/CMI 2	SAVRY
FACTORS					
Risk Static	4.17	Y	Y	Y	Y
Risk Dynamic	4.33	Y	Y	Y	Y
Protective/Strengths		Y	Y	Y	Y
Needs	5.04	Y	Y	Y	Y
ADMINISTRATION METHOD					
Computerized		Y	Y	Y	N
Paper and Pencil		Y			Y
TIME TO ADMINISTER	4.21				
Prescreen		10	20-40		N
Full Screen		40-60	30-60	30-40	20
CASE MANAGEMENT	4.92				
Generated Narrative	4.83	Y	Y	Y	N
Built-in Treatment Planning	4.92	Y	Y	Y	N
Generate Reports on Data	4.61	Y	Y		N
Re-Assessments	4.87	*Y	Y	Y	Y
DOMAINS MEASURED		Criminal History, Family, Education & Employment, Pro-Social Skill Sets, Substance abuse/Mental Health/Personality Peers, Antisocial Attitudes	Legal History, Family, Alcohol/Drugs, School, Violence & Aggression, Mental Health, Skills, Community/Peers, Attitudes, Employment/Use of Free Time	Prior and Current Offenses, Family Circumstances & Parenting, Education & Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality/Behavior, Attitudes/Orientation	Historical Risk Factors, Social and Contextual Risk Factors, Individual/Clinical Risk Factors, Protective Factors
NUMERICALLY SCORED		Y	Y	Y	N
GENDER NORMED	4.87	Y	Y	Y	Y
CULTURALLY INFORMED	4.87	Y	Y	Y	Y

* 5 tools, See narrative in Appendix E

5. Local assessments are critical to determining implementation success.

The ability to engage, monitor, and measure case planning is another critical aspect for risk assessment so that it fits into an assessment, planning and service model. While regional and national efforts increasingly address the implementation of standardized tools, local assessments are important to determine local best practices. Both court process and outcome evaluations will help jurisdictions assess whether they are using the right tools, using them effectively for their clients and families, and where service gaps might be. Jurisdictions already using risk assessment tools are encouraged to conduct local process and outcome assessments to confirm that they are using the best practices and products available for their jurisdiction.

6. Statewide use of a single empirically supported tool is not currently feasible.

Statewide use of a single empirically-supported risk assessment tool would provide the ability for greater data collection, sharing and evaluation. While a commendable goal, this is not currently feasible and such efforts would likely present more barriers and delays in identifying and using best practices to meet the needs of our youth. Juvenile courts in the state operate independently from one another and differ greatly, including by the number of youth involved in their juvenile justice system, available community resources, and court resources (personnel and finances). Which tool is used, and when, should be a decision left to each jurisdiction based on youth served, placement type, demographics (of youth and jurisdiction), and unique context of the situation. This flexibility ensures that each jurisdiction will use the tools most efficient and effective for serving their youth clients, families, and community.

7. Statewide training and information sharing are critical next steps to assist jurisdictions in building risk-assessment capacities.

Developing statewide conferences and building a clearinghouse and/or resource center to hold and share data on Michigan's youth in care throughout the state would be a valuable first step towards coordinating assessment efforts.

Conclusion

This report reflects the culmination of efforts to assess the nature and use of risk assessment tools in Michigan and summarize relevant findings and their practical and policy implications. Findings suggest that nearly 60% of responding jurisdictions conduct some form of assessment; about 28% use a criminogenic risk assessment tool. Overall, many respondents are not familiar with a number of the tools presented in the survey, suggesting the significance of ongoing conversations about assessment tool options. Findings also confirm that respondents value tools that provide valid and reliable measures to support their intervention efforts. Finally, respondents recognize the importance of effective tool implementation (e.g. training appropriate personnel) and use (e.g. case planning and tracking) to better serve client youth and their families.

Despite the rich findings presented, this study contains inherent limitations: these findings are based on self-reports without independent external verification, reflecting a level of subjectivity that may impact both the data collected and extrapolated results; salient data and corresponding findings could not be captured due to lack of participation of approximately 43% of invited jurisdictions; while anonymity may have increased response rate, it also prevents confirmation or follow up on data that may raise questions or seem incomplete. Despite these limitations, it is hoped that this information will serve as a resource and stimulus for jurisdictions across the state as they seek to implement, utilize, improve, and/or evaluate a risk assessment process to more effectively and efficiently serve client youth and families. The results will be used to inform Juvenile Justice Vision 20/20, juvenile court administrators, legislators and other stakeholders about current and optimal tool use and related personnel and resource needs. These findings also may provide a foundation for further discussions as the state and local juvenile court systems continue efforts to more directly link locally identified best practices with national efforts.

This Action Team, as well as Juvenile Justice Vision 20/20 as a whole, recognizes that while risk assessment is an important and beneficial tool in delinquency treatment, it certainly cannot stand alone in structured decision making. A comprehensive and robust assessment process is necessary to successfully identify and treat the causative and sustaining factors of juvenile delinquency. A complimentary needs assessment tool is absolutely necessary to create an effective treatment plan. Psychological and psychiatric evaluations can provide additional key information for plan formulation. Specialized assessments in areas of mental health, sexual offending issues or substance abuse must be used when these factors are prominent in a youth's background. Furthering the use of comprehensive, validated and objective information in delinquency evaluation and treatment remains an important tenet of this team's mission to provide effective outcomes for youth, families and communities.

References

- ADE Incorporated. (2013). *Assessment and case management software for substance abuse programs (JASAE)*. Retrieved from <http://www.adeincorp.com/jasae.htm>.
- Andrews, D. A., & Bonta, J. (2010). Rehabilitating criminal justice policy and practice. *Psychology, Public Policy, and Law*, 16, 39-55.
- Assessments.com. (n.d.). *PACT Full assessment: Positive achievement change tool*. Retrieved from https://www.assessments.com/catalog/PACT_Full_Assessment.htm.
- Bilchik, S. (1999). Juvenile justice: A century of change. *OJJDP 1999 national report series: Juvenile justice bulletin*, Retrieved from <https://www.ncjrs.gov/pdffiles1/ojjdp/178995.pdf>.
- Borum, R., Bartel, P., & Forth, A. (2012). *Structured assessment of violence risk in youth (SAVRY)*. Retrieved from <http://www4.parinc.com/Products/Product.aspx?ProductID=SAVRY>
- Borum, R., Bartel P., & Forth, A. (n.d.). *Structured assessment of violence risk in youth (SAVRY)*. Retrieved from <https://www.stoeltingco.com/stoelting/productlist13c.aspx?home=Psychological&searchtext=SAVRY&catid=2294>
- BuddinPraed Foundation. (1999). *Child & adolescent needs & strengths: An information integration tool for children and adolescents with mental health challenges, CANS-MH manual*. Retrieved from <http://www.dcf.state.fl.us/programs/samh/mentalhealth/docs/cans4.pdf>
- Carey, M. (2011). *Using evidence based practices research to inform justice system practices*. Retrieved from <http://www.thecareygroupinc.com/documents/TCG%20EBP%20for%20Stakeholders.pdf>
- Center for the Promotion of Mental Health in Juvenile Justice. (2003). *Assessment tools*. Retrieved from <http://www.promotementalhealth.org/atsectionI.htm>.
- Chestnut Health Systems. (2013). *Global appraisal of individual needs: Improving assessment to facilitate evidence-based practice (GAIN)*. Retrieved from <http://www.gaincc.org/>.
- Department of Health and Human Services (DHHS). (2001). *Youth violence: A report of the Surgeon General*. Retrieved from www.surgeongeneral.gov/library/youthviolence/toc.html
- Functional Assessment Systems (FAS) (2013). *Child and adolescent functional assessment scale (CAFAS)*. Retrieved from <http://www.fasoutcomes.com/content.aspx?contentid=12>

Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., & Cothorn, L. (2000, April). Predictors of youth violence. *Juvenile Justice Bulletin*, 1-11.

Hoge, R.D. (2009). Advances in the assessment and treatment of juvenile offenders. *Kriminologijaisocijalnaintegracija*. 17(2), 49-70.

Hoge, R. D., & Andrews, D. A. (2006). *Youth Level of Service/Case Management Inventory: User's manual*. North Tonawanda, NY: Multi-Health Systems.

Howell, J. C. (2003). *Preventing & reducing juvenile delinquency: A comprehensive framework*. Thousand Oaks, CA: Sage.

Juvenile Justice And Delinquency Prevention [JJDP] Act of 2002, 42 U.S.C. 5663. Retrieved from <http://www.ojjdp.gov/about/jjdpa2002titlev.pdf>

Justice System Assessment & Training (2013). *Risk & resiliency check-up (RRC)*. Retrieved from <http://www.j-satresources.com/Toolkit/Juvenile/51751d05-ba8d-4cd4-a4d2-d8cdcea20b99>.

Latessa, E., Lovins, B., & Ostrowski, K. (2009). *The Ohio Youth System assessment: Final report*. Retrieved from <http://www.dys.ohio.gov/DNN/LinkClick.aspx?fileticket=qs3kMUWdVQY%3D&...>

Latessa, E. J., & Lovins, B. (2010). The role of offender risk assessment: A policy maker guide. *Victims & Offenders*, 5(3), 203-219. DOI: 10.1080/15564886.2010.485900

Latessa, E. (2012). Why work is important, and how to improve the effectiveness of correctional reentry programs that target employment. *Criminology & Public Policy*, 11(1), 87-91.

Latona, C. J., Smith, C. J., & Chaney, D. L. (2006). *Advocating success: A groundbreaking approach to juvenile justice*. Detroit, MI: The Juvenile Assessment.

Lipsey M. W., & Derzon, J. H. (1998). Predictors of violent and serious delinquency in adolescence and early adulthood: A synthesis of longitudinal research. In: Loeber R. & Farrington D. P., editors, *Serious and violent juvenile offenders: Risk factors and successful interventions*, 86–105. Thousand Oaks, CA: Sage Publications.

Lovins, B., & Latessa, E. (2013). Creation and validation of the Ohio Youth Assessment System (OYAS) and strategies for successful implementation. *Justice Research & Policy*, 15(1) [in press]. DOI: 10.3818/JRP.15.1.2013.

Lowenkamp, C. T., & Latessa, E. (2004). Understanding the risk principle: How and why correctional interventions can harm low-risk offenders. *Topics in Community Corrections: Assessment Issues for Managers*. Retrieved from http://www.uc.edu/content/dam/uc/ccjr/docs/articles/ticc04_final_complete.pdf.

Mercy, J., Butchart, A., Farrington, D., & Cerdá, M. (2002). Youth violence. In: Krug E., Dahlberg L.L., Mercy J.A., Zwi, A.B., & Lozano, R. editors. *World report on violence and health*, 25–56. Geneva (Switzerland): World Health Organization. Retrieved from http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap2.pdf.

Multi-Health Systems, Inc. (2004-2013). *YLS/CMI Youth Level of Service/Case Management Inventory*. Retrieved from <http://www.mhs.com/product.aspx?gr=saf&prod=yls-cmi2&id=overview>.

National Reentry Resource Center. (2013). *Glossary of terms in the recidivism reduction checklists*. Retrieved from <http://csgjusticecenter.org/documents/0000/1672/glossary-of-terms.pdf>

National Training and Technical Assistance Center. (n.d.). *Review of assessment instruments suitability tool for delinquent girls*. Retrieved from <https://www.nttac.org/index.cfm?event=gsg.WebtoolHomepage>

National Youth Screening Assessment Project (NYSAP). (2012). *MAYSI-2*. Retrieved from <http://www.nysap.us/MAYSI2.html>

Office of Child, Adolescent, and Family Branch, Substance Abuse and Mental Health Services Administration (SAMHSA). (2012). *Identifying mental health and substance use problems of children and adolescents: A guide for child-serving organizations*. Retrieved from <http://www.samhsa.gov/children/508compliant Identifying MH and SU Problems 1-30-2012.pdf>

Orbis Partners. (2013). *Youth Assessment (YASI)*. Retrieved from <http://www.orbispartners.com/assessment/yasi>.

Reentry Policy Council. (n.d.). *Assessments glossary*. Retrieved from <http://tools.reentrypolicy.org/assessments/glossary>.

Resnick, M.D., Ireland, M., & Borowsky, I. (2004). Youth violence perpetration: What protects? What predicts? Findings from the National Longitudinal Study of Adolescent Health. *Journal of Adolescent Health*, 35, 424.e1–e10.

Schwalbe, C. S. (2007). Risk assessment for juvenile justice: A meta-analysis. *Law and Human Behavior*, 31, 440-462, DOI 10.1007/s 10979-006-9071-7.

Shepherd, S. M., Leubbers, S., & Dolan, M. (2013). Gender and ethnicity in juvenile risk assessment. *Criminal Justice and Behavior*, 40(4), 388-408.

Strauss, A. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: Cambridge University Press.

The SASSI Institute. (2008-2009). *Substance use measures*. Retrieved from <http://www.sassi.com>.

Thompson, C., & Stewart, A. (2006). *Review of empirically based risk/needs assessment tools for youth justice*. Retrieved from http://www.griffith.edu.au/_data/assets/pdf_file/0018/208206/Review-of-empirically-based-risk-needs-assessment-tools.pdf

Turner, M. G., Hartman, J. L., Exum, M. L., & Cullen, F. T. (2007). Examining the cumulative effects of protective factors: Resiliency among a national sample of high-risk youth. *Journal of Offender Rehabilitation*, 46, 81-111.

University of South Florida Department of Mental Health Law and Policy (USF). (2012). *SAVRY: Structured assessment of violence risk in youth*. Retrieved from <http://savry.fmhi.usf.edu/>

Vincent, G. M. (2011). *Screening and assessment in juvenile justice systems: Identifying mental health needs and risk of reoffending*. Retrieved from <http://www.modelsforchange.net/publications/328>.

Vincent, G. M., Chapman, J., & Cook, N. E. (2011). Risk-needs assessment in juvenile justice; Predictive validity of the SAVRY, racial differences, and the contribution of needs factors. *Criminal Justice and Behavior*, 38(1), 42-62.

Vincent, G. M., Guy, L. S., & Grisso, T. (2012) [Vincent et. el., 2012a]. *Risk assessment in juvenile justice: A guidebook for implementation*. Retrieved from <http://www.modelsforchange.net/publications/346>

Vincent, G. M., Paiva-Salisbury, M. L., Cook, N. E., Guy, L. S., & Perrault, R. T. (2012). [Vincent et. al., 2012b]. Impact of risk/needs assessment on juvenile probation officers' decision making: Importance of implementation. *Psychology, Public Policy, and Law*, 18(4), 549-576.

Wakeen, J. & Lyon, S. (2010). *Search process for a 4th generation criminogenic risk assessment tool*. Bureau of Juvenile Justice (Michigan Reentry Initiative).

Wasserman, G. A., Ko, S. J., & McReynolds, L. S. (2004). Assessing the mental health status of youth in juvenile justice settings. *OJJDP Juvenile Justice Bulletin. (V-DISC)*. Retrieved from <https://www.ncjrs.gov/html/ojjdp/202713/page1.html>.

Wayne County Department of Children and Family Services [Wayne County]. (2013). *Juvenile Justice Services statistical report through FY 2012*. Retrieved from <http://the-jac.org/wp-content/uploads/2013/03/AnnualStatisticalReport-FY12-ReadOnly-1.docx>.
Worling, J. R., & Curwen, T. (2013). *The ERASOR (Estimate of risk of adolescent sexual offense recidivism)*. Retrieved from <http://www.erasor.org>.

Appendix A: Assessment Glossary

(All terms quoted from the Re-Entry Policy Council (n.d.) unless otherwise noted)

Adjudication

Adjudication is the court process that determines (judges) if the juvenile committed the act for which he or she is charged. The term "adjudicated" is analogous to "convicted" and indicates that the court concluded the juvenile committed the act.

Assessment

An examination, more comprehensive than a screening, often completed after initial intake procedures and consisting of comprehensive appraisals of a variety of service needs including physical health, education, housing, employment, education, and substance abuse. Assessment usually includes a recommendation for treatment and programming interventions, as well as supervision levels.

Assessment Process

All of the points at which information is gathered and shared about a person as he or she comes into a booking facility or jail, and moves through his or her stay to be transferred to a prison, period of community supervision, and/or release.

Criminogenic Factors

Elements of an individual's character and environment that might contribute to his or her committing crimes, and which may therefore provide a valuable resource for predicting and responding to recidivism.

Criminogenic Risk

(National Reentry Resource Center, 2013)

The likelihood that an individual (either formerly incarcerated and/or under supervision of a justice agency) will commit a crime or violate the conditions of his/her supervision. In this context, risk does not refer to the seriousness of crime that a person has committed in the past or will commit in the future.

Dynamic Risk Factors

Changing conditions of an individual's character and environment that might contribute to criminal behavior, including antisocial attitudes, substance abuse, educational deficiencies, mental health problems, and social skills. Because they may be improved with treatment,

dynamic risk factors correspond to service and treatment needs that must be met in order for an individual to avoid recidivism.

Evidence-Based Practices

(National Reentry Resource Center, 2013)

Interventions and treatment approaches that have been proven effective through a rigorous scientific process. In the context of reentry, this often refers to a practice that has had a demonstrable, positive outcome in terms of lowering recidivism.

Motivational Interviewing

A directive, client-centered counseling style for eliciting behavior change by helping individuals to explore and resolve ambivalence. Compared with nondirective counseling, it is more focused and goal-directed. The examination and resolution of ambivalence is its central purpose, and the counselor is intentionally directive in pursuing this goal.

Needs

(Authors-generated)

Needs are areas of poor functioning or circumstances that impact a youth's overall success. Criminogenic needs are those dynamic risk factors – characteristics that are associated with risk of delinquency / recidivism - that with targeted, effective intervention can be changed.

Norming

Instruments that have been “normed” to the local population have been calibrated to ensure that results for the new population, such as the population of [juveniles] in a particular facility, are as valid as they are for the population for which the instruments were developed.

Protective Factors

(Authors-generated)

Protective factors are characteristics of individuals, their family, school, and community environment that lessen the impact of exposure to risk factors, resulting in decreased likelihood of engaging in problem behavior (i.e. delinquency, drug use, teen pregnancy, violence).

Reliability

Reliable instruments will produce the same or similar results for a group of individuals, even when administered by different assessors. Reliability can be measured by having the scores of a sample of individuals re-computed by another person[for example: if both

testers produce the same scores in at least 80 percent of cases, and produce the same overall results in at least 90 percent of cases, then the administration of the instrument is reliable]. Testing for reliability is important to ensure consistency of administration among staff, regardless of whether a particular instrument has been validated.

Risk/Needs Assessment

(National Reentry Resource Center, 2013)

A comprehensive examination and evaluation of both dynamic (changeable) and static (historical and/or demographic) factors that predicts risk of recidivism and provides guidance on services; placements and supervision; and in some cases, sentencing.

Risk Factors

(Authors-generated)

Risk factors are characteristics of individuals, their family, school, and community environments that, if present, are associated with increased likelihood of engaging in problem behavior (i.e. delinquency, drug use, teen pregnancy, violence). Risk factors may be static – historic elements that do not change over time (i.e. history of neglect or age at first referral) or dynamic – characteristics that are changeable over time (i.e. attitude, substance abuse, and educational engagement).

Screening

(Authors-generated)

An abbreviated tool used to help identify youth who are at low risk to reoffend or youth more likely to reoffend, which would indicate a need for a full assessment.

Static Risk Factors

Unchanging conditions of an individual's character, environment, or criminal history that might contribute to criminal behavior, including the number and severity of prior convictions, prior behavior during confinement, and a history of childhood abuse and neglect.

Tool

(Authors-generated)

Specific paper- or computer-based form used to collect information about an individual throughout the assessment process.

Validity

Assessment instruments that have been “validated” are those that have been statistically determined to accurately predict outcomes for the population served in the issue areas

being assessed. Validity applies to both face value (whether the instrument or process used makes sense to those who use it) and predictive validity (whether the instrument or process can predict and measure risks such as recidivism with statistical accuracy). Validation processes have found that previously validated tools may not be valid for all populations.

Appendix C: Survey Excerpts

Juvenile Justice 2020 Assessment Survey
Introduction and Thank You
Greetings Juvenile Justice Professional, As part of the statewide collaborative Michigan Juvenile Justice Vision 20/20, I am asking for your participation in the following survey. Michigan Juvenile Justice Vision 20/20 seeks to catalyze the creation of a collective vision and voice for juvenile justice and develop a long-term road map for the constant improvement of the administration of justice- making juvenile justice and the courts in Michigan stronger, more effective, and increasingly responsive to all. Currently, we are gathering information about the types of assessments being used to classify and guide treatment of delinquent youth statewide as well as the perceived effectiveness of these tools in working with our juvenile population. This is the first of two surveys that should take, in total, about 30 minutes to complete (each taking about 10-15 minutes). Our goal is to identify which assessments each court jurisdiction is using. This information will help to develop Juvenile Justice Vision 20/20's assessment "catalog." Information and technical assistance on standardized assessment will be available to you, if desired, at the conclusion of this project. If you wish for your responses to be kept confidential, we will do so and only include information in our aggregate totals. You will have an opportunity to indicate your confidentiality requirements at the end of the survey. This survey has been developed with the assistance of Grand Valley State University College of Community and Public Service. If you have any questions or problems related to the survey, please contact Dr. Christine Yalda at yalda@gvsu.edu We thank you in advance for your time and look forward to your responses and working with you in the future. If you are interested in additional information about our organization please feel free to contact me at dhitchcock@highfields.org.
Any Assessment Conducted?
*1. Does your court conduct any assessment of juveniles who enter the juvenile justice system? ☐ yes ☐ no
Instructions for Assessment Tools Questions
The next set of questions asks about the tools used in your jurisdiction. Please click on each assessment tool that is used by your jurisdiction and complete the follow-up questions. If you use more than one of these assessment tools, please complete information for all tools used. If you do not use a designated assessment tool, please indicate why. If you use a tool other than those listed, please identify and complete the information for Other Tool. The name of each tool will be at the top of the page.
Classification Assignment Report Use

Page 1

Juvenile Justice 2020 Assessment Survey

***200. This next question asks you to think about the optimal assessment tool and identify the importance of each factor identified, ranging from 1 not important to 6 very important**

When thinking about the optimal assessment tool, how important are the following?

	1 Not Important	2	3	4	5	6 Very Important
User qualifications	☐	☐	☐	☐	☐	☐
Amount of time to administer	☐	☐	☐	☐	☐	☐
Effort involved in test administration	☐	☐	☐	☐	☐	☐
User friendliness	☐	☐	☐	☐	☐	☐
Amount of required training	☐	☐	☐	☐	☐	☐
Test normed on population similar to yours	☐	☐	☐	☐	☐	☐
Test useful for special populations (e.g. females, Native Americans, gang affiliated)	☐	☐	☐	☐	☐	☐
Separate norms for special populations	☐	☐	☐	☐	☐	☐
Test reliability	☐	☐	☐	☐	☐	☐
Test validity	☐	☐	☐	☐	☐	☐
Availability of technical support	☐	☐	☐	☐	☐	☐
Initial startup costs (e.g. set-up, training and hosting)	☐	☐	☐	☐	☐	☐
Implementation costs (including local courts, JJS workers, detention centers, and private residential facilities)	☐	☐	☐	☐	☐	☐
Ability to write case plans	☐	☐	☐	☐	☐	☐
Case management and treatment planning recommendations options	☐	☐	☐	☐	☐	☐
Ongoing research to support test development and refinement	☐	☐	☐	☐	☐	☐
Ability to generate reports on data	☐	☐	☐	☐	☐	☐
Ability to assess both needs and risks	☐	☐	☐	☐	☐	☐
Ability to target reoffending	☐	☐	☐	☐	☐	☐

Page 52

Juvenile Justice 2020 Assessment Survey						
Includes dynamic factors	☐	☐	☐	☐	☐	☐
Includes static factors	☐	☐	☐	☐	☐	☐
Ability to assess suicide risk	☐	☐	☐	☐	☐	☐
Ability to assess substance abuse needs	☐	☐	☐	☐	☐	☐
Ability to assess psychiatric concerns	☐	☐	☐	☐	☐	☐
Ability to use same instrument to track juvenile through the system/Continuum of Care	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐
(please specify)						
Other Thoughts and Contact Information						
201. Do you have any other information that you would like to share that we have not asked about?						
202. Name and contact information of person completing this survey: Name: Court: Address: Address 2: City/Town: ZIP: Email Address: Phone Number:						

⁴A copy of the entire survey is available through Juvenile Justice Vision 20/20.

Appendix D: Summary of Responses Across All Tools

Table D.1 Why specific tools are used

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
WHY USE										
Cost	0%	100.0%	100.0%	50.0%	100.0%	33.3%	0.0%	100.0%	50.0%	52.9%
Ease of use	0%	100.0%	0.0%	75.0%	100.0%	66.7%	0.0%	100.0%	100.0%	70.6%
Features	0%	0.0%	100.0%	50.0%	100.0%	50.0%	0.0%	100.0%	50.0%	41.2%
Tech support available	0%	0.0%	0.0%	12.5%	0.0%	16.7%	0.0%	100.0%	50.0%	5.9%
Amount of time to administer	0%	0.0%	0.0%	37.5%	0.0%	33.3%	0.0%	100.0%	50.0%	35.3%
Test reliability	100%	0.0%	100.0%	50.0%	100.0%	50.0%	0.0%	100.0%	50.0%	52.9%
Test validity	100%	0.0%	100.0%	62.5%	100.0%	66.7%	0.0%	100%	50.0%	47.1%
Other	0%	0.0%	0.0%	25.0%	0.0%	33.3%	100.0%	0%	50.0%	11.8%
Total > 100% because of multiple answers										
Respondent Size	n=1	n=1	n=1	n=8	n=1	n=6	n=1	n=1	n=2	n=17

Table D.2 Why specific tools are not used

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
WHY NOT USE										
Not familiar with it	78.8%	74.2%	73.3%	40.0%	74.1%	57.1%	80.8%	65.4%	64.0%	n/a
Cost	3.0%	3.2%	13.3%	30.0%	7.4%	9.5%	3.8%	15.4%	24.0%	n/a
Ease of use	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	n/a
Features	3.0%	3.2%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	n/a
Lack of available technical support	6.1%	3.2%	3.3%	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	n/a
Amount of time to administer	6.1%	3.2%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	n/a
Test reliability	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	4.0%	n/a
Test validity	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	n/a
Other	15.2%	19.4%	20.0%	40.0%	25.9%	42.9%	15.4%	23.1%	20.0%	n/a
Total > 100% because of multiple answers										
Respondent Size	n=33	n=31	n=30	n=20	n=27	n=21	n=25	n=26	n=25	n/a

Table D.3 When specific tools are used

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
WHEN										
Use of detention	0.00%	50.0%	0.0%	20.0%	100.0%	33.3%	0.0%	100.0%	50.0%	16.7%
Pre-adjudication	0.00%	100.0%	0.0%	60.0%	0.0%	33.3%	100.0%	100.0%	0.0%	38.9%
Disposition	0.00%	0.0%	50.0%	60.0%	100.0%	50.0%	0.0%	100.0%	50.0%	61.1%
Treatment/ program onset	100.00%	50.0%	0.0%	60.0%	100.0%	100.0%	0.0%	100.0%	50.0%	44.4%
Reentry into community	0.00%	0.0%	0.0%	20.0%	100.0%	33.3%	0.0%	100.0%	0.0%	16.7%
Termination from program	0.00%	0.0%	0.0%	30.0%	100.0%	66.7%	0.0%	100.0%	0.0%	11.1%
Release from court jurisdiction	0.00%	0.0%	0.0%	30.0%	0.0%	16.7%	0.0%	100.0%	0.0%	5.6%
Other	0.00%	0.0%	50.0%	20.0%	0.0%	16.7%	0.0%	0.0%	50.0%	16.7%
Total > 100% because of multiple answers										
Respondent size	n=1	n=2	n=2	n=10	n=1	n=6	n=1	n=1	n=2	n=18

Table D.4 Purpose for specific tools

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
PURPOSE										
Assess criminogenic risk	100.00%	0.0%	50.0%	70.0%	100.0%	16.7%	0.0%	100.0%	0.0%	38.9%
Guide case planning	100.00%	100.0%	50.0%	90.0%	100.0%	100.0%	100.0%	100.0%	50.0%	72.2%
Determine need for detainment	100.00%	100.0%	0.0%	20.0%	0.0%	16.7%	0.0%	100.0%	0.0%	16.7%
Identify treatment needs	100.00%	50.0%	50.0%	80.0%	100.0%	83.3%	0.0%	100.0%	100.0%	77.8%
Determine youth's release readiness	0.00%	0.0%	0.0%	50.0%	100.0%	33.3%	0.0%	100.0%	0.0%	22.2%
Assess likelihood of recidivism upon release	0.00%	0.0%	0.0%	60.0%	100.0%	16.7%	0.0%	100.0%	0.0%	27.8%
Identify range and intensity of aftercare services necessary for success in the community	0.00%	0.0%	0.0%	50.0%	100.0%	50.0%	0.0%	100.0%	0.0%	16.7%
Assess suicide risk	0.00%	0.0%	0.0%	20.0%	0.0%	33.3%	0.0%	100.0%	50.0%	38.9%
Assess substance abuse needs	0.00%	0.0%	0.0%	50.0%	100.0%	50.0%	0.00%	100.0%	50.0%	61.1%
Identify psychiatric concerns	0.00%	0.0%	0.0%	30.0%	0.0%	50.0%	0.00%	100.0%	50.0%	33.3%
Other	0.00%	0.0%	50.0%	20.0%	0.0%	16.7%	100.00%	0.0%	50.0%	16.7%
Total > 100% because of multiple answers										
Respondent size	n=1	n=2	n=2	n=1	n=1	n=6	n=1	n=1	n=2	n=18

Table D.5 Tools used for case plans

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
WRITE CASE PLANS										
yes	0%	100.0%	100.0%	100.0%	100.0%	83.3%	0%	100%	100%	76.5%
no	100%	0.0%	0.0%	0.0%	0.0%	16.7%	100%	0%	0%	23.5%
Respondent Size	n=1	n=1	n=1	n=8	n=1	n=6	n=1	n=1	n=2	n=17

Table D.6 Tools used for reports

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
REPORTS										
Number of youth in the court who are high, medium, low risk	100%	100.0%	100.0%	87.5%	100.0%	16.7%	0.0%	100%	0%	47.1%
Offense types	100%	100.0%	0.0%	37.5%	100.0%	16.7%	0.0%	0%	0%	29.4%
Demographics	100%	100.0%	0.0%	50.0%	100.0%	50.0%	0.0%	100%	0%	29.4%
Areas of treatment need	100%	100.0%	100.0%	75.0%	100.0%	100.0%	0.0%	100%	100%	58.8%
Other	100%	0.0%	0.0%	12.5%	0.0%	33.3%	100.0%	0%	0%	23.5%
Total > 100% because of multiple answers										
Respondent size	n=1	n=1	n=1	n=8	n=1	n=6	n=1	n=1	n=2	n=17

Table D.7 Target population for tools

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
TYPES OF YOUTH										
First offenders	0%	50.0%	50.0%	40.0%	0.0%	33.3%	100.0%	100.0%	100.0%	50.0%
Diversion	0%	50.0%	100.0%	90.0%	0.0%	83.3%	100.0%	100.0%	50.0%	77.8%
Probationers	100%	100.0%	50.0%	40.0%	100.0%	50.0%	0.0%	100.0%	0.0%	33.3%
Youth in residential treatment	0%	100.0%	0.0%	60.0%	100.0%	50.0%	0.0%	100.0%	0.0%	38.9%
Serious/Habitual offenders	0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	50.0%	22.2%
Youth in community setting (non-probation)	0%	0.0%	0.0%	20.0%	100.0%	0.0%	0.0%	0.0%	50.0%	16.7%
Other	0%	0.0%	0.0%	20.0%	100.0%	0.0%	0.0%	0.0%	50.0%	16.7%
Total > 100% because of multiple answers										
Respondent size	n=0 n=1	n=2	n=2	n=10	n=1	n=6	n=1	n=1	n=1	n=18

Table D.8 Administration methods

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
HOW ADMINISTERED										
On a computer	100%	0.0%	0.0%	77.8%	0.0%	66.7%	0.0%	100%	100%	33.3%
Paper and pencil	0%	100.0%	100.0%	33.3%	100.0%	33.3%	100.0%	0%	0%	77.8%
Read aloud	0%	0.0%	0%	0.0%	100.0%	0.0%	100.0%	0%	0%	33.3%
Total > 100% because of multiple answers										
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=18

Table D.9 Administration time

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
TIME TO ADMINISTER										
Less than 30 minutes	100%	0.0%	100.0%	11.1%	0.0%	50.0%	100%	0%	0%	47.1%
30-60 minutes	0%	100.0%	0.0%	55.6%	100.0%	33.3%	0%	100%	100%	11.8%
60-90 minutes	0%	0.0%	0.0%	33.3%	0.0%	16.7%	0%	0%	0%	29.4%
More than 90 minutes.	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%	0%	11.8%
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=17

Table D.10 Administration difficulty

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
HOW HARD TO ADMINISTER										
Average rating	2.00	1.00	3.00	1.89	3.00	2.00	1.00	1.00	2.00	2.12
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=18

Table D.11 Education required

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
EDUCATION REQUIRED										
High school diploma or G.E.D.	0%	0.0%	100.0%	11.1%	0.0%	16.7%	0.0%	0%	50.0%	11.1%
Some college	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	5.6%
Undergraduate	0%	100.0%	0.0%	66.7%	100.0%	66.7%	100.0%	0%	50.0%	50.0%
Graduate or professional	100%	0.0%	0.0%	22.2%	0.0%	16.7%	0.0%	100%	0.0%	33.3%
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=18

Table D.12 Training needed

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
HOW MUCH TRAINING										
1 hour or less	0.00%	0.00%	0.0%	22.2%	0.0%	0.0%	100.00%	0.00%	50.0%	22.2%
Half day	100.00%	100.00%	0.0%	22.2%	0.0%	16.7%	0.00%	100.00%	50.0%	33.3%
Full day	0.00%	0.00%	100.0%	33.3%	0.0%	66.7%	0.00%	0.00%	0.0%	0.0%
Other	0.00%	0.00%	0.0%	22.2%	100.0%	16.7%	0.00%	0.00%	0.0%	44.4%
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=18

Table D.13 Certification needed

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
CERTIFICATION NEEDED										
yes	0%	0.0%	0.0%	44.4%	100.0%	66.7%	0%	0%	0%	41.2%
no	100%	100.0%	100.0%	55.6%	0.0%	33.3%	100%	100%	100%	58.8%
Respondent size	n=1	n=1	n=1	n=9	n=1	n=6	n=1	n=1	n=2	n=18

Table D.14 Cost of tools

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
COST ASSESSED ⁵										
Flat fee	0%	100.0%	0.0%	50.0%	0.0%	33.3%	0%	100%	0%	35.3%
By use	0%	0.0%	100.0%	0.0%	0.0%	33.3%	0%	0%	100%	11.8%
Other	100%	0.0%	0.0%	62.5%	100.0%	33.3%	100%	0%	0%	52.9%
Respondent size	n=1	n=1	n=1	n=8	n=1	n=6	n=1	n=1	n=2	n=17

Table D.15 Assessment of specific tools

	CAR	JJRRRA	YLS/CMI	YASI	MJJAS	CAFAS	CANS	COMPAS Youth	JIFF	Other Tools
ASSESSED										
yes	100%	0.0%	100.0%	50.0%	100.0%	33.3%	0%	100%	50.0%	16.0%
no	0%	100.0%	0.0%	50.0%	0.0%	66.7%	100%	0%	50.0%	84.0%
Respondent size	n=1	n=1	n=1	n=8	n=1	n=6	n=1	n=1	n=2	n=25

⁵ As previously noted, this information reflects respondent perceptions at the time of the survey. Costs may vary across instruments and programs.

Appendix E: Criminogenic Assessment Tools Summaries

Youth Assessment Screening Instrument (YASI)

Website: Orbispartners.com

Contact: 888-682-7720 - Contact Orbis Partners for consultation on which training and programming is best suited for court's needs.

Description:

The Youth Assessment Screening Instrument (YASI) is a computerized tool with pre- and full-screen assessments as well as a separate tool for residential reentry assessments. The tool, developed by Orbis Partners, generates a narrative that can be customized, a case plan, case note development, collection of collateral contacts, and referral tracking. The tool identifies risks, strengths, needs, and barriers (personal communication, April 25, 2013).

The YASI and the Florida PACT (Positive Achievement Change Tool) were adapted from The Washington State Juvenile Court Assessment (WSJCA) also known as Back on Track (NTTAC, n.d.). The PACT was created collaboratively with Assessments.com and the Florida Department of Juvenile Justice (Assessments.com, n.d.).

Costs:

Based on jurisdiction needs. Service Packages can include customization, training, software, technical support, application consulting and validation/research services. The most common type of installation is the hosted software packages, which include unlimited use of the tool, support team, and back up data. The cost is based on the number of users on an annual basis or software can be purchased and installed on the client's servers. Cost is based on the number of licenses purchased. Contact Orbis Partners to get an estimate for your jurisdiction's needs (Orbis Partners, 2013).

Training (rating 3.83)

Onsite training is most beneficial for 15-30 people.

Remote training with a trainer (web and phone)

E-Training, an interactive training, is most cost beneficial for less than 15 people.

Train the Trainer available.

Online Brochure:

<http://www.orbispartners.com/sites/default/files/files/Brochures/YASI-Brochure.pdf>

Examples of Clients:

Statewide implementation in New York, Mississippi, Virginia, Vermont, North Dakota, California and Alberta, Canada, Illinois, and 10 Counties in Michigan. More information is available at www.orbispartners.com/company/clients.

The Youth Level of Service/Case Management Inventory (YLS/CMI) 2.0

Distributors: MHS at www.mhs.com

Developers: R.D Hoge, Ph.D. and D.A. Andrews Ph.D.

Contact: 800.456.3003 (MHS) for instrument

Description:

The YLS/CMI was originally derived from the LSI-R (MHS, 2004-2013). The YLS/CMI is a risk/needs assessment and case management tool that identifies risks, strengths, barriers and assists in setting goals for each youth and family to prevent reoffending.

The YLS/CMI 2 recently was released and now contains gender and culturally informed factors such as pregnancy/motherhood issues and physical/sexual victimization issues (R. Hoge, personal communication, March 21, 2013)

Examples of The YLS/CMI report can be found at <http://downloads.mhs.com/ylscmi/yls-cmi-v5-profile.pdf>

Costs:

By test administered. If 500 or less assessments are purchased the cost is \$10.00/assessment, if 500 or more the cost is \$5.00/assessment. No additional costs for software. All tests are administered and scored on-line. Pricing for paper and pencil can be found at www.mhs.com.

Training (rating 3.83)(R. Hoge, personal communication, March 21, 2013)

Coordinated through Dr. Robert Hoge

robert_hoge@carlton.ca

Carlton University

Ottawa, Ontario

Canada

Telephone: 613-864-0876

Basic training: 2 day intensive training for up to 25 people

Cost: \$2200.00 plus travel expenses and training material costs.

Train the Trainer available.

Examples of Clients:

Statewide implementation in Pennsylvania; Michigan clients include Ingham County, Gratiot County, and Iosco County

The Structured Assessment of Violence Risk in Youth (SAVRY)

Distributors: Psychological Assessment Resources, Inc. (PAR): www4.parinc.com and Stoelting Company: www.stoeltingco.com

Developers: Randy Borum, Psy.D, Patrick Bartel, Ph., and Adelle Forth, PhD

General Information: savry.fmhi.usf.edu

Description:

The SAVRY was initially used to assess the risk of violent behavior. Recent research indicates it has high accuracy for predicting general delinquent reoffending (Vincent et. al., 2012a). The SAVRY is a structured professional judgment tool and is not designed with numerical scores or to be a formal assessment. The tool assists case managers in decision-making and case planning. The tool identifies risks and protective factors, and proactive and reactive aggression. The tool assists case managers in decision-making and case planning.

Costs:

Paper and Pencil. Pricing for paper and pencil can be found at www4.parinc.com and: www.stoeltingco.com

Frequently Asked Questions site:

http://savry.fmhi.usf.edu/SAVRY_FAQs.htm#whatis

Training (rating 3.83)(G. Vincent, Personal communication, March 25, 2013).

Training is offered through University of Massachusetts Medical School.

Contact: Dr. Gina Vincent, Associate Professor at University of Massachusetts Medical School at Gina.Vincent@umassmed.edu. Cost: \$5000.00 plus travel expenses for two day training. Technical assistance is available if they provide assistance with implementation. Second training available for teaching case planning for probation officers.

Train the Trainer available.

Examples of Clients:

Used in juvenile probation as well as by mental health providers.

Implementation in Connecticut; Louisiana statewide; Las Vegas, NV; Catalonia, Spain; and the United Kingdom National Health Service (R. Borum, personal communication, March 21, 2013).

The Michigan Juvenile Justice Assessment System (MJJAS)

Developers: Collaboration between Ohio Department of Youth Services and the University of Cincinnati

Contacts at UC: Brian Lovins (Brian.Lovins@uc.edu) or John Schwartz (513-556-1913, john.schwartz@uc.edu)

General Information: <http://uc.edu/corrections>

Description:

The Michigan Juvenile Justice Assessment System is based on the Ohio Youth Assessment System. The MJJAS has 5 tools designed to assist in decision making throughout the juvenile justice system: Diversion, Detention, Disposition, Residential, and Reentry. The tools also measure strengths and barriers, external and internal, across each domain (Lovins & Latessa, 2013).

Costs:

Paper and pencil – no cost (public domain). Computerized systems available with a number of options, including University of Cincinnati (UC) hosted or site hosted.

Training (rating 3.83)(B. Lovins, personal communication, March 19, 2013):

Required to use the tool. \$7000.00 for up to 35 participants.

Train the Trainer available: Cost for \$16000.00 for up to 10 trainers and 70 participants trained in the tool

Examples of Clients: Statewide implementation Ohio (OYAS), Michigan County (Oakland) and State institutions

Appendix F: Profiles

Profile Protocol

Juvenile Justice Vision 20/20

Risk Assessment Profile

County/ Jurisdiction:

Information provided by:

Date:

- How long have you used a risk assessment tool?
- How did you select a particular risk assessment tool to utilize?
- How is risk assessment used in your system/jurisdiction?
- What data is collected from the assessments and how is that data used?
- What changes have you made to the process of administering the tool over time?
- How important are risk assessment scores in judicial or case management decision-making?
- What logistical challenges did you overcome in implementing use of a risk assessment?
- What is your current stance on the use of risk assessment in your county/jurisdiction?
- What would be your recommendations for other jurisdictions around using risk assessment?

Profile of Berrien County

Juvenile Justice Vision 20/20

Risk Assessment Profile

County/ Jurisdiction: Berrien County Trial Court –Family Division

Information provided by: Elvin Gonzalez-Family Division Administrator

Date: April 23, 2013

How long have you used a risk assessment tool?

We have used the YASI (Youth Assessment and Screening Instrument) since July 2002.

How did you select a particular risk assessment tool to utilize?

We conducted a search for evidence based risk/needs assessment tools that had been validated for use with Juvenile Justice populations.

How is risk assessment used in your system/jurisdiction?

It is administered to all youth entering the JJ system. We use the YASI Pre-screen to determine if a case is appropriate for diversion and consent calendar. We use the YASI full assessment for all cases that are scheduled for formal disposition. It is administered as part of the pre-disposition investigation and in preparation for the dispositional report to assist in determining recommendations, interventions and treatment services for the youth and family. We re-administer the YASI every 90 days to assess changes in risk and need and also evaluate the impact of interventions.

What data is collected from the assessments and how is that data used?

Individual and aggregate data related to demographics, offense patterns and profiles, risk factors, protective factors, trend data, gender and age comparisons, impact of interventions, etc.

Used to determine service gaps, needs, geographic referral and crime patterns, evaluate service providers program impacts, etc.

What changes have you made to the process of administering the tool over time?

We had the data normed for our population and also adjusted the cut-off scores to address gender differences. We have trained service providers on the YASI to aid in targeting primary criminogenic needs.

How important are risk assessment scores in judicial or case management decision-making?

The dynamic risk assessment level and the correlated domains that primarily contribute to the dynamic risk are targeted for interventions. They are used to assist in service matching the youth and family to the most effective level of supervision, services and intervention and also aid to determine the most appropriate level of care and placement of the youth.

What logistical challenges did you overcome in implementing use of a risk assessment?

System Education and Investment: By training all probation officers, supervisors, judges, prosecutors, defense counsel, service providers on the research and evidence based principles of Risk, Need and Responsibility.

Adjusted the pre-depositional investigation process to make conducting the risk/needs assessment a primary task. Developed an interview guide to streamline the information collection process to facilitated accurate scoring of the assessment.

What is your current stance on the use of risk assessment in your county/jurisdiction?

It is a cornerstone of our system. It guides all of the decision making related to how to triage, screen, assess and treat the youth and families that come to the attention of the Juvenile Justice System. It ensures we are using the right level, type and intensity of services and interventions and are not net-widening or over-servicing low risk youth.

What would be your recommendations for other jurisdictions around using Risk assessment?

The first recommendation would be training all staff on the value of implementing a risk assessment tool in order to make objective decisions. I would recommend that training should be provided to probation officers, supervisors and managers on evidenced-based programming to gain a better understanding of how to match a youth and family to the appropriate service. I would also recommend evaluating service providers who use evidenced-based programming in order to match a youth's risk level with the right service. Finally, implement methods for quality assurance and data collection to evaluate outcomes.

Profile of Ingham County

Juvenile Justice Vision 20/20

Risk Assessment Profile

County/ Jurisdiction: Ingham County

Information provided by: Maureen Winslow

Date: March 27, 2013

How long have you used a risk assessment tool?

Since 2003. Almost 10 years now.

How did you select a particular risk assessment tool to utilize?

A presentation on risk assessment was made to the Ingham Co. Board of Commissioners by Dr. Bill Davidson of the Michigan State University, Department of Psychology. He reviewed several instruments and recommended the Youth Level of Service (YLS) as best suited to our community. His recommendation was accepted by the Board.

How is risk assessment used in your system/jurisdiction?

Every juvenile involved in the Family Court receives it. A shortened version is used prior to a diversion hearing and aids the referee in considering risk to decide whether to proceed with a formal process. If not the assessment is used to identify necessary services for the informal process. The full YLS is administered for youth receiving a formal preliminary hearing. The YLS is then repeated every 90 days to review progress, and identify continued services. The YLS is not given while youth are in residential care settings. The YLS is given upon release from residential services to confirm that necessary services are in place for the aftercare plan. Risk assessment allows the county to review and compare scores, identify cluster types and speak the same language in discussions around case planning (domains).

What data is collected from the assessments and how is that data used?

Data is collected from every YLS administration and forwarded to MSU for compilation and analysis. A risk assessment team meeting is held every two weeks. Workers are provided a cluster type for each client based on the pattern of scores across the domains. The cluster type groups clients and is correlated with an array of services that have been shown to be effective with that cluster. Cluster examples are Family Needs or Environmental-Criminogenic. The cluster type can change over time as services are provided or new issues emerge. Update scores are submitted as well and timeliness of assessment administration is monitored.

The data can be used to review the effectiveness of various programs, such as Truancy Courts vs. standard delinquency proceedings. It allows for the evaluation of recidivism results from various programs. It is a key component of ongoing program evaluation. MSU is able to use the data as part of research projects and publications. Data collection also supports the norming of scores for the particular community.

What changes have you made to the process of administering the tool over time?

The initial bugs in the procedure were worked out in the first couple years. The YLS is not effective at predicting risk for sex offenders so the J-Soap has been adopted for this purpose. The shortened form was developed for use in diversion. It has the same domains but fewer questions

How important are risk assessment scores in judicial or case management decision-making?

On a scale of one to ten, ten, very important. It is the language that we speak and the information that we use to influence decision-making and case management. Overrides are available and necessary in a limited number of cases such as low risk score but serious crimes.

What logistical challenges did you overcome in implementing use of a risk assessment?

Training staff to get internal consistency in scoring. Staff is regularly scheduled to review the instrument and score an interview. The scoring is then reviewed and discussed as a group. Develops much greater consistency in scoring across workers and keeps the scores meaningful. We have made it a fun event...the Rater's Cup. Divisions compete against each other. This has led to an internal consistency rating of over 90%

What is your current stance on the use of risk assessment in your county/jurisdiction?

It is an essential component for our system in both individual case management and program evaluation.

What would be your recommendations for other jurisdictions around using Risk assessment?

Use of a risk assessment tool is very important. If you are not using a risk assessment tool, pursue it vigorously. Select a tool that works and makes sense for your particular community and its resources. It will make your workers and programs more effective. It can make a difficult job much easier. It ultimately makes your community safer. It teaches you what risk areas to pay serious attention to and what areas are lower priorities.

Profile of Oakland County

Juvenile Justice Vision 20/20

Risk Assessment Profile

County/ Jurisdiction: Oakland County

Information provided by: Joseph Hall

Date: March 22, 2013

How long have you used a risk assessment tool?

Since 2011. Almost 2 years now.

How did you select a particular risk assessment tool to utilize?

The Michigan Juvenile Justice Assessment System-MJJAS (taken from OYAS-Ohio Youth Assessment System) was selected as part of a reentry initiative funded by a federal grant for Oakland Co. The grant required use of a risk assessment tool. The MJJAS was recommended by a state reentry initiative. Contact was made with the tool author, the University of Cincinnati. The fact that the tool was public domain, and available without a user fee, was a supportive factor. The endorsement of recognized national juvenile justice figure, Ed Latessa, was a supportive factor as well.

How is risk assessment used in your system/jurisdiction?

Risk assessment is not used at the court dispositional level in Oakland Co. The assessment is administered to youth entering secure detention as an information gathering mechanism. The Residential version is used at intake of the residential programming to assist in treatment planning and case management. It serves as an internal screen to assign programming based on risk level. The Reentry version is given 6 mos. into treatment to assess progress and continued risk and to identify treatment priorities for aftercare plan development. The re-entry version is also given at the time of program exit.

What data is collected from the assessments and how is that data used?

Data is collected on individual scoring items and overall risk levels and entered into an Excel database. Information is reviewed and forwarded to case managers to ensure timely retesting. Analysis of the collected data is preliminary at this point, but holds potential for informing program evaluation and efficacy of treatment.

What changes have you made to the process of administering the tool over time?

Administration of the tool was moved into the intake unit as this decreased the number of staff administering the tool. It was felt that this provided greater consistency and ultimately reliability and validity for the data collection.

How important are risk assessment scores in judicial or case management decision-making?

While the potential for greater impact is apparent, currently the county is just gaining an understanding of what risk scores mean and how they can be effectively utilized in

decision-making processes. We are currently examining the risk scores of youth with unplanned discharges to see if there are useful patterns of information.

What logistical challenges did you overcome in implementing use of a risk assessment?

The training of staff on their view of risk assessment. Addressing both the importance and usefulness and its limitations. Solving the issue of data entry. One point of entry provides greater consistency and reliability.

What is your current stance on the use of risk assessment in your county/jurisdiction?

It has been a significant step forward. Providing an avenue to evaluate how the jurisdiction uses resources and programming. A great assist in targeting individual youth's treatment needs. It provides a common language for discussions. Seeking continued education on its use as a recidivism predictor.

What would be your recommendations for other jurisdictions around using Risk assessment?

Use of a risk assessment tool is very important. A significant tool for evaluating and directing service provision and resource allocation.