

Juvenile Justice Vision 20/20  
Spring Conference  
June 4, 2015  
Grand Valley State University

# NUTS AND BOLTS : USING ASSESSMENT INFORMATION TO DRIVE TREATMENT PLANNING

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For any questions, issues or follow-up information, feel free to contact us

# Special Thanks to:

- Grand Valley State University –School of Criminal Justice
- Tina Yalda Ph. D. GVSU

# AGENDA

- Overview/Review of Risk Assessment Concepts
- Completing a Risk Assessment Tool
- Treatment Plan Development  
Breakout Groups
- Case Planning and Treatment Guide
- MJJAS Information

# Risk Assessment Tools

## Definition:

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

# Types of Assessments in Juvenile Justice

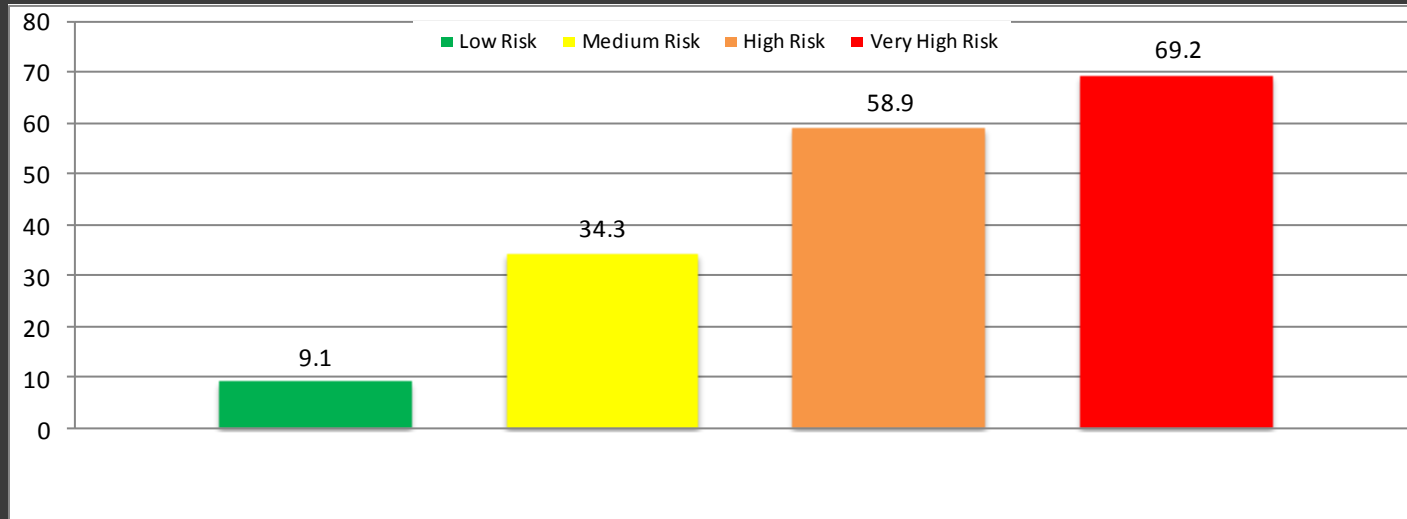
- ⦿ Risk Assessments
- ⦿ Needs Assessments
- ⦿ Risk and Needs Assessment
- ⦿ Mental Health Assessments
- ⦿ Substance Abuse Assessments
- ⦿ Sexual Reactivity Assessments
- ⦿ Trauma Assessments

# Criminogenic Risk Assessment

- ⦿ There is a large body of research that has indicated a strong correlation between being able to identify criminogenic risk and a reduction in recidivism
- ⦿ **Criminogenic Risk Assessment:**
  - Based on research
  - Predicts group behavior (Actuarial assessment)
  - Combination of dynamic and static factors
  - Predicts future criminal behavior based on actual past behavior and indicators

# Risk Level by Recidivism for the Community Supervision Sample

Percent with New Arrest



34+



# Risk Assessment Domains

- Aggression
- Alcohol and Drug Use
- Attitudes, Values, and Beliefs
- Education
- Employment
- Family / Living Environment
- Juvenile Justice History
- Mental Health
- Peers and Social Supports
- Pro-Social Skills
- Use of Leisure Time

# What risk assessments cannot do

- ⦿ Predict risk for youth with significant mental health issues
- ⦿ Predict risk for youth with sexual offending issues (ERASOR, JSOAP)
- ⦿ Predict the outcomes for any particular youth

# Risk Assessment Tools in Use in Michigan

- YLS-Youth Level of Service, Case Management Inventory (YLS/CMI)
- YASI-Youth Assessment and Screening Instrument (YASI)
- MJJAS-Michigan Juvenile Justice Assessment System (MJJAS)

# Risk Assessment Tools in Use in Michigan (continued)

- Juvenile Classification Assessment Report (DHS-CAR)
- SAVRY- Structured Assessment of Violence Risk in Youth
- JIFF-Juvenile Inventory for Functioning
- Youth COMPAS

# Principals of Effective Classification

- Match level of services to level of risk
- Prioritize supervision and treatment resources for higher risk clients
- Higher risk clients need more intensive services
- Low risk clients require little to no intervention
- “If it ain’t broke, don’t fix it”

# Utilizing Risk Assessment information

- ① Identify level of structure or security needed
- ① Identify domains with high risk score
- ① Identify types and dosages of treatment services

# Dosing

- ⦿ Higher risk youth will require much higher dosage of treatment
  - Rule of thumb: 100 hours for moderate risk
  - 200+ hours for high risk
  - 100 hours for high risk will have little if any effect
  - Does not include work/school and other activities that are not directly addressing criminogenic risk factors

# Needs assessment

- ⦿ Administer Needs assessment tool
- ⦿ Identify domains of strength and weakness
- ⦿ Review and prioritize the combined list of identified domains as the foundation for your treatment plan



# Example of Intervention Guidelines

(42<sup>nd</sup> Circuit Court - Midland County)

| Criminogenic Need                      | Program/Intervention Examples   |
|--|---|
| Anti-social history                    | Electronic Monitoring, Curfew, Community Service Work, Restitution, Victim Impact (VIG)   |
| Anti-social Thinking                   | Thinking for a Change (CBT), Moral Recognition Training (MRT), VIG, Aggression Replacement Training (ART), SITCAP/trauma groups                       |
| Anti-social Peers                      | Thinking for a Change (CBT ), MRT, Pro-social Activities , ART, Peer Directory, ART Booster Sessions, CBT/individual, Safe Dates                      |
| Anti-social Personality or Temperament | Thinking for a Change (CBT), MRT, VIG, CBT  |
| Family Stressors                       | Common Sense Parenting, Wraparound, MST, MST-PSB, Intensive Counseling, In Home Services, BSFT, ART interactive Sessions for Parents, Family Meetings |
| Substance Abuse                        | Counseling, MST, CBT  |
| Employment                             | Staff driven  |
| Education                              | E2020 Credit Recovery, Tutors, Check and Connect  |
| Leisure                                | Community Centers, Music and other lessons/classes  |

# Implementation Fundamentals

1. Establish “buy-in” from stakeholders, staff, court and community
2. Inventory current treatment resources and service gaps
3. Select an assessment tool which fulfills the purpose for a particular community
4. Develop a method for collection and review of scoring and outcomes