

# Shasta County Probation Youth and Family Focused Meeting

A meeting to establish, plan, and communicate goals established by the Youth and family team, supporting the premise that no single individual, agency or service provider works independently but rather as part of the team for decision making. Meetings held by a group of people who are involved with the Youth and family to achieve positive outcomes of safety, permanency, and well-being.

**Family:** \_\_\_\_\_

**Date/Time:** \_\_\_\_\_

**Next Meeting:** \_\_\_\_\_

**Agenda:**

- Welcome and Introductions
- Safety Organized Practice Language
- Group Agreements
- Purpose (Harm/Danger) & Goal (Behavioral)
- 3 Questions
- Next Steps

**Group Agreements:**

- Respect Confidentiality
- Cell phones to off or vibrate
- Hear each other out
- Agree to disagree
- Do not interrupt
- No side bar conversations
- No video or audio recording of meeting

**Safety Organized Practice Language:**

- Harm: Past behavior of youth/caregiver that is a barrier to in home placement
- Danger: Risk Factors/Worries about future harm
- Complicating Factors: Things that did not cause the harm, but add to the worries
- Safety: Acts of protection over time
- Supporting Strengths: Qualities that are positive

**Today's Purpose & Goal(s):**

\_\_\_\_\_

**Who is Here:**

The Shasta County Youth and Family Focused Meetings is meeting for the purpose listed on page 1. The laws of confidentiality govern each person participating in this meeting. Welfare and Institutions Codes, Drug and Alcohol Codes, Educational Codes and Penal Codes all require that the information shared in the course of this meeting be confidential and shall only be used for the purpose of developing and implementing interventions that will reduce the risk to the Youth being discussed. Every member of this team who receives information today shall be under the same privacy and confidentiality obligations and subject to the same confidentiality penalties as the person disclosing and providing information.

As indicated by my signature on the attendance sheet below, I verify that I have read, understood and agree to abide by the Confidentiality Agreement listed above and have been provided and will adhere to the MDT Protocol. I understand that one or more of the above set codes have penalties attached to improper disclosure of material I hear today.

Family Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b><i>Name (please print)</i></b>	<b><i>Relationship to Youth</i></b>	<b><i>Contact Information (phone number and/or email)</i></b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			
<b>13</b>			
<b>14</b>			
<b>15</b>			

**Safety**

- Concerted efforts to prevent entry or re-entry into foster care.
- Concerted efforts to assess and address the safety and risk concerns.

**Worries/Questions/Things to Discuss:**

\_\_\_\_\_

**Working Well/Positive Behaviors:**

\_\_\_\_\_

**Permanency**

- Concerted efforts in the following areas: siblings placed together, visitation plan AND promote/support/maintain relationships beyond visitation (i.e. attending doctor appts etc), preserving Youth's important connections (school, tribe, extended family etc).
- Identify, locate, inform, evaluate relative/non related extended family member placement.
- Placement stability, timely permanency goals, and achieving permanency.

**Worries/Questions/Things to Discuss:**

\_\_\_\_\_

**Working Well/Positive Behaviors:**

\_\_\_\_\_

**Well Being**

- Ongoing assessment (formal or informal) of Youth, parents, and caregivers' needs and provide services to meet that need (bonding, social, housing, transportation, training etc).
- Engaging families in case planning process on an ongoing basis.
- Youth's education, physical, dental, mental/behavioral health, and substance abuse.
- Pathways to Wellbeing, Wraparound domains

**Worries/Questions/Things to Discuss:**

\_\_\_\_\_

**Working Well/Positive Behaviors:**

\_\_\_\_\_

**What Needs to Happen Next:**

**By When:** \_\_\_\_\_

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**Parking Lot:**

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**Levels of Agreement:**

**1(Love it) 2(Like it) 3(Don't care) 4(Not comfortable, but won't stand in the way) 5(No Way)**

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**Scaling:**

**(1-10) \_\_\_\_\_**

***Can you follow this plan?***

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***How safe do you feel this plan is?***

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**Credit Checks and Reports For  
Placement Youth and Non-Minor  
Dependents (NMD)**

**Issue Date: 1/25/2017**

**Mandates Reference:**

**Welfare and Institutions Code 10618.6**

**Attachments**

- Attachment A: Experian Credit Report Instructions
- Attachment B: Equifax Credit Report Instructions
- Attachment C: TransUnion credit Report Instructions
- Attachment D: Release of Information
- Attachment E: Foster Youth Credit Acknowledgement Form
- Attachment F: Understanding Credit Flyer
- Attachment G: Good Credit: Build it and Keep it brochure
- Attachment H: Teens and Money Booklet
- Attachment I: iFoster and the Digital Locker
- Attachment J: Credit Freeze
- Attachment K: Experian Sample Credit Report with interpretation Prompts
- Attachment L: Discrepancy Dispute Letters to Credit Agencies
- Attachment M: Credit Freeze Letter and Email
- Attachment N: Documenting Credit Reports in CWS/CMS
- Attachment O: Credit Report Audit Process

**References and Citations**

- All County Letters (ACL): 13-31, 14-23, & 15-98
- Welfare and Institutions Code: 10618.6 & 16501.1(g)(16)(c)
- TransUnion LLC Agreement
- Equifax Information Services LLC Agreement
- Experian information Solutions Inc. Agreement

**PURPOSE:**

To provide policy and procedure to staff regarding Credit Reports for Placement Youth and Non-Minor Dependents (NMD).

## **POLICY:**

Probation is required to ascertain whether identity theft has occurred to youths and non-minor dependents in the probation system in Shasta County. Welfare and Institutions Code 10618.6 provides mandates requiring counties to request a credit report from the three credit reporting agencies on behalf of foster youths ages 14 through 17. Counties are also required to assist non-minor dependents in requesting their credit history. Additionally, counties are required to assist minor youth and non-minor dependents in receiving assistance in interpreting and resolving any inaccuracies in their credit reports.

Each quarter, CDSS will extract information from the Child Welfare Services/Case Management System (CWS/CMS) electronic batch request process on all youth in foster care, aged 14 through 17, under the jurisdiction of counties. The information will include specific data elements needed by TransUnion, Experian, and Equifax in order to generate a notice that specifies whether credit history exists.

Minors should not have a credit report. When a youth is identified via the batch process to have a credit history, Shasta County Probation will follow the prescribed procedures and request that credit report directly from the three credit reporting agencies.

Every youth and non-minor dependent that is identified, as having a discrepancy on their credit history must be advised about the sensitive nature of credit information and how to keep the credit report safe.

The credit reports must be made available to the youth or non-minor dependent at no cost to them. Credit reports are confidential and will not be scanned in to CWS/CMS. It cannot be attached to court reports or be otherwise distributed.

Only the Designated Probation Staff are authorized to access the TransUnion, Experian, and Equifax systems to generate the credit reports. Credit reports will be generated only for all youth age 14 and older who are identified on the batch file as having a discrepancy on their credit history. Unauthorized access to consumer reports may be subject to civil and criminal liability.

Findings and orders authorizing the agency to run credit reports and remedy discrepancies will be included in the court reports.

## **PROCEDURE:**

Upon completion by CDSS of the quarterly batch process, the Children's Services Analyst will download the batch file and email the file to the Supervising Probation Officer, Division Director and designated CWS social workers.

### **Designated Probation Staff**

Upon receipt of the file, the designated probation staff will:

1. Document in CWS/CMS that the quarterly credit batch process has been completed and that the youth has a credit history or does not have a credit history.
2. If there is a credit history, the supervising probation officer will send an email to the youth's Probation Officer informing them that there is a credit history with a

specific credit-reporting agency. The PO will then run a credit report with that specific agency to check for discrepancies.

3. If there are discrepancies, contact the foster parent or group home staff and the youth. Inform them of the discrepancy and schedule a meeting with the youth to review the credit report(s).

### **Youth age 14-17**

1. Designated probation staff will generate a credit report from each of the credit agencies depicting a discrepancy (See attachments A-C for directions) A. Experian, B. TransUnion, C. Equifax
2. The assigned Probation Officer meets with the youth, reviews the credit report(s), discusses the steps the department will take to correct the discrepancies, and provides and reviews the credit information documents (see "Credit Education").
  - a. If the youth has declined to meet with probation, the designated staff will generate the reports and correct the discrepancies.
  - b. The case carrying Probation Officer will have the youth complete the necessary form at the next scheduled Monthly Contact meeting, provide the youth with the credit brochures (see "Credit Education") and return the forms to the designated probation staff.

### **Youth age 14-17**

1. Designated probation staff will generate a credit report from each of the credit agencies depicting a discrepancy (See attachments A-C for directions). A. Experian, B. TransUnion, C. Equifax
2. The assigned Probation Officer meets with the youth, reviews the credit report(s), discusses the steps the department will take to correct the discrepancies, and provides and reviews the credit information documents (see "Credit Education").
  - a. If the youth has declined to meet with probation, the department will generate the reports and correct the discrepancies.
  - b. The assigned Probation Officer will have the youth complete the necessary form at the next scheduled Monthly Contact meeting, provide the youth with the credit brochures (See "Credit Education"), and return the forms to the Designated Probation Officer.

### **Non-Minor Dependents (NMDs)**

All non-minor dependents identified through the batch process will be informed of the possible credit discrepancy and offered assistance in obtaining their credit reports from the three credit reporting agencies. Probation is not authorized to run credit reports for NMDs.

#### **Accepts Assistance to Generate Credit Reports**

NMDs who accept assistance will be scheduled for a meeting with their assigned probation officer. The NMD will access their credit reports on the [www.annualcreditreport.com](http://www.annualcreditreport.com) website on a department computer with direct supervision of the probation staff if no other internet-enabled device is available. The credit reports will be reviewed with the NMD and discrepancies will be identified. All NMDs will be offered assistance in resolving discrepancies but have the option of declining and resolving the discrepancies on their own. If the NMD elects to receive assistance, the

probation staff will obtain a Release of Information (Attachment D) authorizing the County to assist with disputing the discrepancies with the credit reporting agencies. With authorization from the NMD as noted on the Release of Information, the probation staff can:

- Submit documentation of foster youth status (if the discrepancy occurred when the NMD was a minor and under Probation jurisdiction), and
- Receive correspondence on behalf of the NMD.

If the discrepancy occurred after the youth turned 18, the probation staff can assist the NMD in submitting a dispute electronically on each credit agency's website. Additionally, for open accounts, the NMD will be encouraged to contact the credit granters and request the account be closed immediately.

### **Declines Assistance in Generating Credit Reports**

The case carrying Probation Officer will identify barriers as to why the NMD declined assistance with generating the credit reports and address the barriers. The PO will explain the importance of knowing one's credit history, offer the County's assistance in requesting credit reports, and document their response as part of their monthly contact narrative in CWS/CMS. All who decline assistance will be required to complete the Foster Youth Credit Acknowledgement form (Attachment E).

### **Annual Requirement**

Per WIC Section 18618.6, the probation officer will assist, on a yearly basis while the NMD is under the jurisdiction of the juvenile court, with requesting the consumer credit report from each of the three major credit-reporting agencies, pursuant to the free annual disclosure provision of the federal Fair Credit Reporting Act.

### **Credit Education**

All youth and NMD will be provided with the following credit education documents:

- Understanding Credit Flyer (Attachment F),
- Good Credit: Build it and Keep it brochure (Attachment G),
- Teens and Money booklet (Attachment H),
- iFoster and the Digital Locker (Attachment I),
- Credit Freeze (Attachment J), and
- Experian Sample Credit Report (Attachment K).

### **Resolving Discrepancies**

The designated probation staff will contact each company where an account was fraudulently opened or misused.

The designated probation staff can call the creditor and explain that the applicant is a foster youth minor or was a minor at the time the account was opened. The department can provide the creditor documents in support of the minor including:

- The Fraudulent / Inaccurate account Letter (Attachment L),

- A copy of the child's birth certificate or other documentation of age, such as a court order, and
- Documentation verifying that the youth is in foster care and the agency is authorized to act on the youth's behalf.

Once the discrepancy has been resolved, probation staff will request a letter stating that the company has closed the disputed account(s) and has discharged the fraudulent debt(s). The letter can be faxed or mailed to the Probation Department unless the youth is a non-minor dependent. Non-minor dependents can elect to have the letter mailed directly to them (preferred method) or have it sent to the Probation Department where they can arrange to pick it up once it arrives. This letter will enable the youth in foster care to dispute erroneous charges if errors relating to the account reappear on his credit report in the future.

For minor youth, the correspondence will be placed in the credit report case file maintained by the Probation Officer. This case file will be kept separate from the court file and will not be distributed. NMDs will be given their resolution letters.

### **Preventing the Creation or Display of Credit Reports**

Credit freeze can be placed and removed at any time and blocks creditors from opening accounts but allows them to see an individual's credit history. Credit freezes will be placed on the credit history of all youth age 14-17. There is no fee to place a credit freeze for minor youth. NMDs will be offered assistance in requesting a credit freeze with the three credit agencies. There is a fee for NMDs to conduct a credit freeze for each credit agency.

#### **Credit Freeze by Agency**

Experian: Experian offers an ID Blocking program that blocks credit report creation and can be removed by agency request or automatically when the youth turns 18.

TransUnion: TransUnion offers a file suppression program that will block the additions to the credit report. The block is not automatically removed once the youth turns 18 but can be removed by request from the agency or youth.

Equifax: Equifax offers a credit freeze (security freeze) program that will block the additions to the credit report. The DSW or NMD will receive a 10-digit code that will need to be used to temporarily lift a freeze when needed. The freeze is not automatically removed once the youth turns 18 but can be removed by request from the agency or youth.

### **Credit Reporting Agency Contacts**

Staff will utilize the Letter to Credit Agency (Attachment L) and the Credit Freeze letter and email (Attachment M) to correspond with the credit agencies.

- To dispute a discrepancy or request a credit block from **TransUnion**, mail correspondence including a copy of the credit report with the discrepancy in question identified and the documents listed in the procedure Section 5.6 to:

TransUnion  
Attn: Foster Care Youth Services  
P.O. Box 10  
Woodlyn, PA 19094

- To dispute a discrepancy with **Experian**, mail correspondence including a copy of the credit report with the discrepancy in question identified and the documents listed in the procedure Section 5.6 to:

Experian National Consumer Assistance Center  
 PO Box 9701  
 Allen, TX 75013

To request to add or remove a youth from the ID Blocking Program with **Experian**, e-mail correspondence to [ExperianFosterYouth@experian.com](mailto:ExperianFosterYouth@experian.com) with the subject line, EXPERIAN FOSTER YOUTH BLOCKING REQUEST, include the documents listed in the procedure Section 5.6, and specify if the request is to add (process the block) or delete (remove the block) the youth from the program.

- To dispute a discrepancy or request a credit freeze with **Equifax**, contact [Ursula.Ramirez@equifax.com](mailto:Ursula.Ramirez@equifax.com); include the documents listed in the procedure Section 5.6, and specify if the request is to add or remove the youth from the credit freeze. Credit freezes can be placed or removed online at [www.freeze.equifax.com](http://www.freeze.equifax.com) for NMDs. Credit freeze can be placed by mail by sending correspondence to:

Equifax Security Freeze  
 P.O. Box 105788  
 Atlanta, GA 30348

#### **Subsequent quarterly batch reports**

If the youth's name appears again in future credit agency batch reports, the designated staff must obtain a current version of the credit report to ensure new accounts or other fraudulent activity has not been added. If new activity is identified, designated probation staff will inform the youth's case carrying probation officer and their supervisor; however, the youth does not need to meet with the Probation Officer. Staff must follow the procedures in section 5.6 to resolve new discrepancies identified on NMDs credit history.

#### **Foster care youths turning 18**

All credit reports and discrepancy dispute correspondences will be given to the youth during their ILP 17 ½ year old foster care transition meeting. Youth must be reminded of the importance of having good credit history and of safeguarding their personal information (Social Security Number, other identification numbers, documents including their Social Security card, birth certificate, etc....). Youth will be encouraged to utilize the iFoster website and its digital locker to store documents for future needs.

#### **Documentation in CWS/CMS and Court Reports**

For placement minors, the following must be documented in CWS/CMS:

- Document that the quarterly credit batch process has been completed,
- Document that the youth has a credit report with a specific credit reporting agency,
- Document that the youth has or does not have discrepancies on their credit history and the steps taken to remedy the discrepancies,
- Request for a meeting with the youth and if they accepted or declined the offer,
- Credit reports were requested from all three credit reporting agencies at no cost to the youth,

- Credit reports were received from the credit reporting agencies and the date(s) received,
- Credit reports were provided to the youth and the date(s) provided,
- If credit reports contain any accounts, how county ensured youth received assistance with interpreting credit reports,
- Steps taken to resolving inaccuracies, and
- Any communication from CDSS indicating youth does or does not have credit report, as determined by the credit reporting agencies.

For NMDs, the following must be documented in CWS/CMS:

- Efforts the county has made to assist NMD in obtaining credit reports,
- If credit reports contain any accounts, how county ensured NMD received assistance with interpreting credit reports and resolving inaccuracies, including referrals made for assistance and any resulting actions,
- Any barriers to obtaining credit reports and steps that will be taken to resolve them, and
- If NMD refuses to request credit reports, the efforts made to assist the NMD in requesting the credit reports and understanding the value of being knowledgeable about one's own credit.

*Documentation instructions can be found on Documenting Credit Reports in CWS/CMS (Attachment N).*

### **Court Reports**

Case carrying Probation Officer will document on the court report:

1. If there were any discrepancies found on the batch report,
2. Status of the discrepancy dispute, and
3. Measures taken to clear up the fraudulent account(s).

*Never attach the credit report to any Court documents!*

Findings and orders documentation will be as follows:

- *For ages 18-21* - Probation is authorized to view and assist in remedying (clearing) any negative hits against the youths credit score through Equifax, Trans Union, and Experian.
- *For ages 14-17* - Probation is authorized to run credit report on behalf of minor child through Equifax, Trans Union, and Experian. Agency is authorized to clear any negative hits against the minor youth's credit.

### **Security of Data**

#### **Storage and Disposal**

The original credit reports will be maintained in a separate case file to include copies of the Fraudulent / Inaccurate Account Dispute Letter, all correspondences from the credit reporting agencies, and any other documentation applicable to the credit report or dispute. Documents should not be stored for NMDs unless we are temporarily holding correspondence as authorized by the NMD.

#### **Access**

Access to credit report data is limited to the designated staff, their supervisors, and director. Case conferencing is restricted to closed-door sessions. Credit reports are the property of the youth. Under no circumstances shall staff make credit reports available to the foster

parents, biological parents or potential adoptive parents, other staff members, or the courts.

### **Breaches**

Report any identified or perceived breaches to the Division Director.

### **Audits**

On a quarterly basis, the HHSa analyst will request an electronic log of credit reports requested for minors. The PA will follow the instruction on the Credit Report Audit Process instructions (Attachment O) and email the file to the analyst. The analyst will audit the list of generated credit reports to the youths identified through the CDSS batch process. Any discrepancy will be reported to the Supervising Probation Officer.

### **Staff Responsibility**

Designated Probation Staff

Access to credit reporting agencies for the purpose of obtaining credit reports will be limited to one Probation Assistant,

Assigned staff must:

1. Create a unique username and password.
2. Keep username and password confidential. If you forget your username or password, contact your supervisor immediately.
3. Maintain confidentiality of information on credit reports.
4. Report identified or perceived breaches to your supervisor immediately.
5. Never generate credit reports for family members, friends, coworkers, neighbors, or anyone not identified on this policy and procedure.

### **Confidentiality of Credit Reports**

The credit report is a confidential document. It must not be attached to the court report or any other court filing or be otherwise distributed. The probation officer must take necessary steps to prevent improper disclosure or misuse of information contained in the credit report. These steps may include, but are not limited to, keeping credit reports in a separate and sealed part of the file; keeping credit reports separate from the file in a locked location, etc. Youth should also be advised about the sensitive nature of credit information and how to keep the credit report safe.

### **Definitions**

**Credit Freeze** – A tool that restricts access to an individual's credit report, which in turn makes it more difficult for identity thieves to open new accounts in the individual's name.

### **Attachments**

Attachment A: Experian Credit Report Instructions

Attachment B: Equifax Credit Report Instructions

Attachment C: TransUnion credit Report Instructions

Attachment D: Release of Information

Attachment E: Foster Youth Credit Acknowledgement Form

Attachment F: Understanding Credit Flyer

Attachment G: Good Credit: Build it and Keep it brochure

Attachment H: Teens and Money Booklet

Attachment I: iFoster and the Digital Locker

Attachment J: Credit Freeze

Attachment K: Experian Sample Credit Report with interpretation Prompts

Attachment L: Discrepancy Dispute Letters to Credit Agencies

Attachment M: Credit Freeze Letter and Email

Attachment N: Documenting Credit Reports in CWS/CMS

Attachment O: Credit Report Audit Process

**10.0 References and Citations**

All County Letters (ACL): 13-31, 14-23, & 15-98

Welfare and Institutions Code: 10618.6 & 16501.1(g)(16)(c)

TransUnion LLC Agreement

Equifax Information Services LLC Agreement

Experian information Solutions Inc. Agreement



CWS-CMS Release 7  
2 Quick Guide.docx

<b>Safety Organized Practice</b>	<b>Issue Date: 04/03/2017</b>
<p><b>Authority Reference:</b>  <u>ACL 16-84 (also referred to as Mental Health Substance Use Disorder Services (MHSUDS) Informational Notice No. 16-049)</u></p>	
<p><b>Attachments:</b>  <u>Core Practice Model (Teaming information on page 12)</u>  <u>Release 7.6 Quick Guide (contains information on CFT documentation and RFA)</u></p>	

**PURPOSE:**

To provide guidelines the implementation of Safety Organized Practices (SOP).

**POLICY:**

Safety Organized Practice (SOP) is a collaborative probation department practice that enhances family and staff participation, engagement, critical thinking, and decision making.

Probation Staff will use tools from SOP on referrals that are determined to be at risk for out of home placement (Title IV-E) or are moderate to high risk to reoffend and have been declared a Ward of the Court at times when it is appropriate. This will include efforts towards Family Engagement and Findings (see Policy/Procedure) which begins at intake.

It is understood that the Probation Department works with youth who might be in an unsafe environment, however; the youth we supervise have committed offenses and have been deemed a safety risk to the community, their family and/or themselves. Not every SOP tool can be applied to those the probation department supervises.

It is also understood that the probation department employees have been using these techniques but under different names.

Juvenile Probation Department staff will apply SOP Practices throughout the work that they do with families and children including:

1. Structured Decision Making (SDM)
2. Consultation and Information Sharing Framework (formerly "Safety Mapping"),
3. Cultural Humility,
4. Three Questions (Working Well, Worries, What Needs to Happen),
5. Motivational Interviewing,
6. Plus/Delta (What went well, What should change), and
7. Youth and Family Focused Meetings. (see Policy/procedures)

## **SOP PRACTICE DESCRIPTIONS:**

### Structured Decision Making (SDM)

Staff will utilize the SDM Tools via assessment/case plan tools in compliance with Policy and Procedure. Intake officers will complete the Noble PACT Risk Needs Assessment and Reasonable Candidacy Imminent Risk form.

1. Intake Officer SDM
  - a. Review DRAI information, offense reports, school documents and CFS history
  - b. Complete initial Imminent Risk Form
  - c. Complete Initial PACT Risk Assessment
2. Supervision PO
  - a. Complete PACT Re Assessment
  - b. Complete Evaluation of Imminent Risk and Reasonable Candidacy Form

### Motivational Interviewing (MI) & Solution-Focused Scaling Questions

Staff shall use MI when interacting with youth and their families.

#### The Three Questions

The Three Questions are utilized to determine what the family/agency is worried about (harm and danger/risk), what is working well (strengths/protective factors), and what needs to happen next to ensure future and continued working on case plan goals.

- a. What is working well?
- b. What are the worries?
- c. What needs to happen?

Utilize the Three Questions during Intake and ongoing Supervision. Opportunities to utilize the Three Questions include:

- a. Initial and ongoing contact with family,
- b. Youth and Family Focused Meetings,
- c. Case plans,
- d. Concurrent Planning,
- e. Placement transitions,
- f. Home visits,
- g. School visits,
- h. Office visits, and
- i. Case plan reviews.

#### Solution-Focused Scaling Questions

Solution Focused Scaling Questions may be used and are relatively easy to learn and yield significant results. A scaling question is generally phrased like this, "On a scale of

0 to 10 with 0 being the worst time you have had in your life and 10 being the best time you have had in your life, where would you place yourself?"

Utilize the Solution-Focused Scaling Questions with:

- a. Youth and families during investigation and case management
- b. Caregivers, service providers, collaterals and others as appropriate.

Opportunities to use Solution-Focused Scaling questions include:

Youth and Family Focused Meetings,  
When assessing safety and risk,  
When discussing progress  
Placement transitions  
During Safety Mapping or The Consultation and Information Sharing Framework.

### Cultural Humility

Cultural Humility is a practice that encourages officers to examine their knowledge of different cultures, learn from the people with whom they interact, reserve judgement and work to bridge the cultural divide between their perspectives and those of others.

Cultural humility includes self-awareness (personal bias) and awareness and acceptance of the other persons, any differences in the contrasting cultures and acting in the best interest of the youth and others we work with.

All probation department employees shall exhibit Cultural Humility by asking as many questions as necessary to better understand the cultural values of the youth and their families with who we are working, as well as sharing the context of the agency with the family openly and honestly. Opportunities to practice Cultural Humility include:

- Youth and Family Focused Meetings,
- When working with families to complete the family history (family engagement and findings),
- When developing a safety plan,
- When visiting families at home, and
- When completing SMD tools.

### Youth and Family Focused Meetings:

Any youth deemed at Imminent Risk for removal from the home and is a ward of the court, will have an initial Youth and Family Team meeting prior to or within 30 days of disposition when placement is requested at intake. See YFFM Policy/Procedure.

### Consultation and Information Sharing Framework (CISF) (Mapping)

CISF should be used when appropriate. These occur in conjunction with CFS to gather information and generate options for the youth.



## SHASTA COUNTY PROBATION DEPARTMENT

### TRAINING BULLETIN: Fitness for Juvenile Court

SB1391 amended Welfare and Institutions Code (WIC) Section 707, effective 01/01/19.

This amendment repealed the authority of a district attorney to make a motion to transfer a minor from juvenile court to a court of criminal jurisdiction in a case in which a minor is alleged to have committed a specified serious offense when he or she was 14 or 15 years of age, unless the individual was not apprehended prior to the end of juvenile court jurisdiction, thereby amending Proposition 57.

#### **Process Overview for Probation:**

Officers must be aware of this information to assist in appropriate handling of cases within our courts. If there are efforts being made to petition for a transfer of a case in which the minor was under the age of the 16 at the time the crime was committed, Officers are required to research the law to determine if the minor meets the age requirements to be transferred to the adult court system.

# PLACEMENT CONTRACT CHECKLIST

Youth Name \_\_\_\_\_ Date Placement Ordered \_\_\_\_\_

Number of prior placements \_\_\_\_\_

- Pre-Placement CFT Completed
- Family Finding Necessary for Placement Completed
- Mapping Completed
- Placement Factors Considered
  - Mental Health Needs
  - Contracts and Presumptive Transfer
  - Educational Needs
- PPRT Completed and Placement Approved
- Approved and Accepted Placement: \_\_\_\_\_
- Transport Arranged
  - Travel Approved
  - JH Nurse Informed
  - Medication Arranged (If Needed)
- Pre-Transport Family Visit Completed (If Scheduled Date/Time: \_\_\_\_\_)
- Updated Case Plan signed or date scheduled: \_\_\_\_\_
- Initial CFT scheduled date: \_\_\_\_\_

Placement Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Placement SPO: \_\_\_\_\_

Date: \_\_\_\_\_



## SHASTA COUNTY PROBATION DEPARTMENT PROCEDURE: Placement Overview Procedure and Checklist

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### PLACEMENT CHECKLIST

#### GETTING TO PLACEMENT

Once an officer believes all efforts to maintain a minor in their home have been exhausted and the option of placement is in the minor's best interest it is important to follow and document the following steps.

##### **Prepare the File**

Ensure all case notes, case plans, and assessments leading up to placement are accurate and up to date and have the appropriate signatures. Case notes demonstrate that probation is providing services as defined by the Case Plan. A case note that addresses the issues, goals, objectives, and progress of the case plan **must be made monthly**. (JCN event with CE tickler for 30 days.) This allows the others associated with the case to see what efforts have previously been made, pertinent information regarding the minor's case, and what behaviors need to be addressed.

##### **CFT Requirements**

Per ACL 16-84 and guidance provided in TEMP 3013, a CFT should be held as frequently as needed to address emerging issues, provide integrated and coordinated interventions, and refine the plan as needed. In addition, the following timelines for CFT's are required:

1. An initial CFT will be scheduled if an officer believes a minor is a placement candidate. This will help confirm that placement is the best course of action, as well as identifying the type of placement, specific services needed, and create a vision for the step down process following placement.
  - a. A CFT shall be scheduled coinciding with the minor's first 30 days following their arrival at the placement.
  - b. A CFT shall be scheduled monthly thereafter.
    - (1) Contact FRRS or Supervision DPO III and set up a date and time for facilitation.
    - (2) Reserve space with Suzanne Wahl for visiting room in JRF.
    - (3) Send out invitations to all involved community partners. Mental health, Child and Family Services partners, family members, and any one the minor identifies as a support.
  - c. Once CFT is completed document in case management system with a YFM event and the appropriate action code.
    - (1) PLC – Placement
    - (2) INT – Intake
    - (3) SUR – Supervision

- (4) WDC – Wings/Drug Court

### **Family Finding**

1. Following the CFT, additional family finding efforts should be conducted.
  - a. Update the Family Finding document.
  - b. Contact the FPRRS/Family Finding DPO and request additional family finding.
  - c. The case is next staffed with the Intake/Placement Supervisor who will schedule an Intensive Services Mapping.
2. Mappings are held during the Friday Intensive Services Meeting at 1:15 p.m.
3. The minor will be placed on the agenda for the Intensive Services Mapping and the meeting will take place in the conference room at the LINCS Building, 1550 California Street, Redding.

### **Mapping**

1. Prepare the mapping.
  - a. Be prepared to discuss:
    - (1) Have a clear understanding of the case history and family history.
    - (2) Previous efforts to maintain the minor in the home.
    - (3) Child welfare history.
    - (4) Potential family placements
    - (5) Services needed to reunify the minor with his family.
    - (6) Family strengths and concerns.
    - (7) Criminal history.
    - (8) Strengths of the minor as well as worries or concerns.
    - (9) School concerns, last school attended prior to incarceration, Individualized Education Plan (IEP) or 504 Plan, current transcripts and a behavior summary.
    - (10) Mental health concerns, diagnosis, medications, and treatment.
2. While waiting for the Mapping, the case carrying PO will:
  - a. Submit a completed request for a mental health evaluation to Shasta County Mental Health to the Supervising Mental Health Clinician if the minor is not currently receiving services from Shasta County Mental Health.
  - b. Ensure all releases of information must be signed by the minor and the parent. Make sure all releases are scanned into case management system by clerical staff and submitted to Shasta County Mental Health.
3. Attend the Mapping.

### **Prepare the Case to Transfer**

1. The case is then staffed with the Juvenile Division Director. Be prepared to discuss the originating crime, mapping outcomes, family finding efforts, potential placements, minor's history, and previous efforts by probation to maintain the minor in the home.
2. Preparatory Items to Complete
  - a. Ensure the Mental Health Assessment has been completed (required for PPRT).
  - b. Ensure necessary documents are in the file:
    - (1) Original Birth Certificate.
    - (2) Social Security Card
    - (3) Immunization Record.
  - c. Case carrying PO completes the Placement Prevention Resource Team (PPRT) form, gathers signatures and submits to Supervising Placement Probation Officer who will submit the case for PPRT to scheduler at Child and Family Services to set a time for presentation.
  - d. Case carrying PO ensures that all prior Title IV E Case plans are correct and have the necessary signatures.
  - e. Case carrying PO ensures that any restitution orders are set up and being collected on.
  - f. If the minor is 16 or older refer for Independent Living Plan. If the minor is 16 this must be completed within 30 days of booking if minor is going to placement, or within 30 days of minor turning 16 if minor is in placement.
  - g. If minor is a Special Education Student obtain a copy of a current Individualized Education Plan (IEP). NOTE: Generally, the minor is in custody in the JRF and school staff can provide this information.

### **PPRT**

1. At PPRT be prepared to discuss:
  - a. Complete and be prepared to discuss any next steps identified in the mapping.
  - b. Have a clear understanding of the case history and family history.
  - c. Previous efforts to maintain the minor in the home.
  - d. Potential family placements
  - e. Services needed to reunify the minor with his family.
  - f. Family strengths and concerns.
  - g. Criminal history.
  - h. Strengths of the minor as well as worries or concerns.
  - i. School
  - j. Mental Health
2. The case carrying probation officer will work with the placement team to complete a Placement Case Plan and file it with the supplemental/dispositional report.

## **Post-Disposition**

1. Once a minor has been made/continued a ward of the Court and out of home placement has been ordered:
  - a. Case carrying officer ensures all pertinent documents are in the file.
  - b. All custody credits are up to date on purple sheet in the file.
  - c. Submit file to Supervision or Intake/Placement SPO to be transferred to a placement officer.
    - (1) SPO will notify Placement PA, placement officers, and family finding officer, the minor has out-of-home placement orders via e-mail.
2. Placement Team will:
  - a. Meet with Parents/guardians and orient them to the placement process.
  - b. Schedule a pre-placement visit for appropriate family members, supports, etc.
  - c. Meet and discuss program selection, barriers, logistics, needs and services based on mental health assessment, history, and Assessment Goals and Objectives.
  - d. Send packets out to the programs to ascertain availability of bed space.
    - (1) Consider educational needs (SELPA, IEP, 504 Plan)
    - (2) Consider Mental Health Needs (Staff with SCMH)
    - (3) No need to send packets to placements that cannot accommodate these needs.
  - e. Document all denials with case notes in the case management system and ensure all denials are entered in the appropriate documents to send CDSS within 5 business days of the receipt of the denial in writing (FUD Case note in case management system).
3. Probation officer will:
  - a. Meet with the minor, family members and probation officers to seek supports and make secondary family finding efforts. This will begin the transition planning for completion of STRTP Program and ensure concurrent planning.

## **Minor Accepted by Placement**

1. Once a minor has been accepted to a placement, the Placement Team will:
  - a. Submit Travel Request to Administration for permission to travel.
  - b. Contact the program with travel arrangements to ensure timely pick up and drop off.
  - c. Contact SCJRF and notify via Communication Form when minor will be leaving.
  - d. Contact SCJRF Nurse and inform him of expected transport date and placement contact information to ensure medical information is in place and prescriptions (if any) are set up.
  - e. Contact SCJRF school and inform them of expected transport date and placement contact information to ensure medical information is in place.
  - f. Secure vehicle for transport.
  - g. Contact the minor's family and request they pack belongings for the minor and deliver them to the SCJRF.
  - h. PA will have Placement Agreement and all information necessary to Probation Officer prior to transport.
  - i. Complete 15-day review to notify the Court of the minor's placement.
  - j. Ensure case plan is updated for placement

- k. Schedule initial CFT
  - l. Submit Placement Agreement to Chief Probation Officer for signature.
2. Once Placement Officer returns from transporting minor to placement, they shall:
- a. Contact the minor's parents and notify them of minor's transport and give information for the parent to contact minor in placement.
  - b. Case note transport and document in case management system.

SHASTA COUNTY  
JUVENILE COMPETENCY PROTOCOL

**1. INCOMPETENCY**

Pursuant to Section 709(a)(1) of the California Welfare and Institutions Code, a minor is incompetent for purposes of this section if he or she lacks sufficient present ability to consult with counsel and assist in preparing his or her defense with a reasonable degree of rational understanding, or lacks a rational as well as factual understanding of the nature of the charges or proceedings against him or her. Incompetency may result from the presence of any condition or conditions, including, but not limited to, mental illness, mental disorder, developmental disability, or developmental immaturity. Except as specifically provided otherwise, this section applies to a minor who is alleged to come within the jurisdiction of the court pursuant to Section 601 or 602.

**2. CONSIDERATION OF INFORMAL RESOLUTION**

Prior to or at the time of raising a doubt as to Minor's competency, the Court will order the District Attorney and Minor's Counsel to discuss whether the case may be resolved without formal competency proceedings.

**3. EVALUATION**

- A. Minor's Counsel or the Court may express a doubt as to the minor's competency.
- B. If the Court finds substantial evidence raises a doubt as to the minor's competency, the Court will order proceedings suspended.
- C. Far Northern Regional Center (FNRC) shall be notified that doubt as to the minor's competency has been raised when the minor is a client or suspected client. If the minor is a FNRC client, the evaluation will be conducted by the FNRC psychologist.
- D. If the minor is not a FNRC client, the Court will order an expert to evaluate the minor to determine if the minor is incompetent through a psychological evaluation. The Shasta County Superior Court maintains a rotation of experts contracted for such evaluations.
- E. Probation will complete the Court Ordered Psychological Evaluation form, indicating the order for Competency Evaluation, and attach the relevant information available as needed by the Court appointed expert.
- F. The assigned Probation Court Officer will email the Probation Division Director, and these Health and Human Services Agency (HHSA) staff: Children's Director (or designee), and Clinical Division Chief that an order has been made.
- G. The evaluator will prepare a report addressing the following (per 709(a)(1)WI):

1. The expert shall personally interview the minor and review all of the available records provided, including, but not limited to, medical, education, special education, probation, child welfare, mental health, regional center, and court records, and any other relevant information that is available. The expert shall consult with the minor's counsel and any other person who has provided information to the court regarding the minor's lack of competency.
  2. The expert shall gather a developmental history of the minor. If any information is unavailable to the expert, he or she shall note in the report the efforts made to obtain that information.
  3. The expert shall administer age-appropriate testing specific to the issue of competency unless the facts of the particular case render testing unnecessary or inappropriate. If testing is not completed, the expert shall state in the report the specific justification for lack of testing.
  4. The expert shall be proficient in the language preferred by the minor, or, if that is not feasible, the expert shall employ the services of a certified interpreter and use assessment tools that are linguistically and culturally appropriate for the minor.
  5. In a written report, the expert shall opine whether the minor has the sufficient present ability to consult with his or her counsel with a reasonable degree of rational understanding and whether he or she has a rational and factual understanding of the proceedings against him or her. The expert shall also state the basis for these conclusions. If the expert concludes that the minor lacks competency, the expert shall give his or her opinion on whether the minor is likely to attain competency in the foreseeable future, and, if so, make recommendations regarding the type of remediation services that would be effective in assisting the minor in attaining competency.
- H. The evaluator shall prepare a written report of the result of the examination five (5) court days prior to the next scheduled court date.
- I. Probation shall file the report signed by the evaluator with the Court two (2) court days prior to the scheduled hearing.

#### **4. RECEIPT OF EVALUATOR'S REPORT AND COMPETENCY HEARING**

The Court will review the expert's report and opinion on competency of the minor. A hearing on competence will be held within timelines required by Section 709 of the California Welfare and Institutions Code and the Court will determine if the minor is competent or incompetent.

#### **5. FINDING OF COMPETENCY**

If the Court finds the minor to be competent, the Court will reinstate delinquency proceedings.

## **6. FINDING OF INCOMPETENCY**

- A. After a finding of incompetency, the court will consider the expert's report to determine the nature of the minor's incompetency.
- B. Probation will initiate a Multi-Disciplinary Team meeting.
- C. If incompetency is due to a developmental disability and/or the Court finds that it appears the minor is currently a Regional Center Client, the Court will refer the minor to the Regional Center.
- D. If incompetency is due to a mental disorder, developmental immaturity, or other condition, the Court will refer the minor to the Shasta County Health and Human Services Agency (HHSA) for competency training.
- E. HHSA or FNRC will develop a plan for competency attainment or restoration, and shall provide a written interim report to the Probation Department. The plan will be submitted by the HHSA to the Probation Department within two (2) business days of the court date. The Probation Department shall file the interim report with the Court and a filed copy to distribute to the District Attorney and minor's Counsel.
- F. Each plan for competency completed by HHSA will be individualized based on the evaluator's report and will address items such as the minor's living situation; medication management; education needs; instruction on the juvenile court process; case management/oversight; and any other services recommended by the evaluator. When appropriate, the plan will also recommend a timeline for re-evaluation of competency.
- G. The Court will make findings on the record and order the minor and his or her parent(s), guardian(s), and educational rights holder to participate in the plan for competency.
- H. The Court will set status reviews at regular intervals. Probation will provide memos to the Court with the information and /or reports from HHSA at the status reviews.
- I. If at any time during the minor's participation in the plan, it appears that the minor may have attained or been restored to competency or remains incompetent, the District Attorney, minor's Counsel, Probation, or HHSA may request that the Court order a re-evaluation of competency at the expense of the requesting party.

## **7. PARENTS, GUARDIANS and EDUCATIONAL RIGHTS HOLDERS**

As provided in the Court's Orders, the parent(s), guardian(s), and educational rights holder will meet with the evaluator or other agencies upon request, sign consents and releases of information, and work with Probation Department and the HHSA to establish/determine medical coverage and obtain relevant information for treatment.

## **8. JURISDICTION**

- A. The Court will maintain jurisdiction during the time that the minor is being evaluated for competency and during the time that the minor is receiving additional evaluations and receiving competency attainment or restoration services.
- B. The Court will suspend proceedings for a period of time that is no longer than reasonably necessary to determine whether there is a substantial probability that the minor will attain competency in the foreseeable future, or the Court no longer retains jurisdiction.
- C. The Court shall review remediation services at least every 30 calendar days for minors in custody and every 45 calendar days for minors out of custody.
- D. The Court may rule on motions that do not require the participation of the minor in the preparation of the motions. These motions include, but are not limited to:
  - 1. Motions to Dismiss
  - 2. Motions by minor's Counsel regarding a change in the placement of the minor
  - 3. Detention Hearings
  - 4. Demurrers
  - 5. If the minor is found to be incompetent and the petition contains only misdemeanor offenses, the petition shall be dismissed.
- E. The Court may dismiss the petition and terminate jurisdiction when it finds that the minor will not regain competency in the foreseeable future and that the minor and the safety of the community are being adequately served by an alternative forum.

## **9. CONFINEMENT OF MINOR**

- A. Services shall be provided in the least restrictive environment consistent with public safety, as determined by the court. A finding of incompetency alone shall not be the basis for secure confinement. The court shall consider appropriate alternatives to juvenile hall confinement, including, but not limited to, all of the following:
  - 1. Developmental centers.
  - 2. Placement through regional centers.
  - 3. Short-term residential therapeutic programs.
  - 4. Crisis residential programs.
  - 5. Civil commitment.
  - 6. Foster care, relative placement, or other non-secure placement.
  - 7. Other residential treatment programs.
  - 8. The court may make any orders necessary to assist with the delivery of remediation services in an alternative setting to secure confinement.

- B. Secure confinement shall not extend beyond six months from the finding of incompetence, except if at the six month review the Court finds the minor is likely to be remediated within the next six months. In making that determination, the court shall consider all of the following:
1. Where the minor will have the best chance of obtaining competence.
  2. Whether the placement is the least restrictive setting appropriate for the minor.
  3. Whether alternatives to secure confinement have been identified and pursued and why alternatives are not available or appropriate.
  4. Whether the placement is necessary for the safety of the minor or others.
  5. If the court determines, upon consideration of these factors, that it is in the best interests of the minor and the public's safety for the minor to remain in secure confinement, the court shall state the reasons on the record.
- C. Only in cases where the petition involves an offense listed in subdivision (b) of Section 707 may the court consider whether it is necessary and in the best interests of the minor and the public's safety to order secure confinement of a minor for up to an additional year, not to exceed 18 months from the finding of incompetence.

## **10. COMPETENCY OPTIONS OVERVIEW**

### **A. If the Minor is Likely to Attain Competency in the Foreseeable Future**

If the court finds that there is a substantial probability that the minor will attain competency in the foreseeable future, the court shall order Probation and HHS/FNRC to coordinate remediation services to help the minor attain competency. Remediation services may be provided through Regional Center. No minor should be ordered to participate in a remediation program unless there is a likelihood that additional services would help minor attain competency in the foreseeable future. Hearings and review shall be conducted in accordance with the law.

### **B. If the Court Cannot Determine Whether Minor is Likely to Attain Competency in the Foreseeable Future**

If the court cannot determine whether minor is likely to attain competency in the foreseeable future, then it may dismiss the case, or order remediation services for a period of time that is no longer than reasonably necessary to determine whether there is a substantial probability that the minor will attain competency in the foreseeable future and is consistent with the time-lines in accordance with the law.

### **C. If Minor is Not Likely to Attain Competency in the Foreseeable Future**

If the court finds that there is not a substantial probability that the minor will attain competency in the foreseeable future it shall dismiss the petition. The court may invite persons and agencies with information about the minor, including, but not limited to, the minor and his or her attorney, the probation department, parents, guardians, or relative caregivers, mental health treatment professionals, the public guardian, educational rights holders, education providers, and social services agencies, to the dismissal hearing to discuss any services that may be available to the minor after jurisdiction is terminated. If it appears that the minor may require hospitalization due to a mental health disorder or a developmental disability, it may order HHS to perform a mental health evaluation pursuant to §705 and §6550 for wards, or pursuant to §705 and Penal Code §4011.6 for non-wards. (See also California Rules of Court, Rule 5.645.) If HHS determines that a minor qualifies for

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conservatorship under the LPS Act, it shall file an Application for Mental Health Conservatorship Investigation with the Public Guardian's Office for the purpose of initiating LPS Act proceedings.

If it appears the minor has a developmental disability, the court may direct that FNRC submit an affidavit seeking the initiation of proceedings presented by County Counsel under Welfare and Institutions Code Section 6500 et. seg. pursuant to Welfare and Institutions Code Section 6512. The court may order that the minor be detained in the least restrictive environment pending such proceedings. The status of commitment proceedings shall be reviewed every 15 days. If the Public Guardian declines to file, the minor shall be released. If the Public Guardian does file, minor's case will proceed according to law.

*Welfare & Institutions Code section 709 California (Effective January 01, 2019)*



## SHASTA COUNTY PROBATION DEPARTMENT

### TRAINING BULLETIN: COMPETENCY PURSUANT TO AB1214

AB1214 amended Welfare and Institutions Code (WIC) Section 712 and added section 709 to revise existing law. The act expanded the duties imposed upon the expert evaluating the minor whose competency is in doubt and outlines the doubt process and the requirements to refer the minor to services designed to attain competency. Additionally, it requires that if a minor is found incompetent and the petition contains only misdemeanor offenses, the petition shall be dismissed. A protocol describing the county competency process and program was developed to ensure minors found to be incompetent receive appropriate remediation services.

Pursuant to Section 709(a)(1) of the California Welfare and Institutions Code, a minor is incompetent for purposes of this section if he or she lacks sufficient present ability to consult with counsel and assist in preparing his or her defense with a reasonable degree of rational understanding, or lacks a rational as well as factual understanding of the nature of the charges or proceedings against him or her. Incompetency may result from the presence of any condition or conditions, including, but not limited to, mental illness, mental disorder, developmental disability, or developmental immaturity. Except as specifically provided otherwise, this section applies to a minor who is alleged to come within the jurisdiction of the court pursuant to Section 601 or 602.

#### Process overview

- 1) Prior to doubt being raised, the deputy district attorney and minor's counsel discuss whether the case may be resolved without formal competency proceedings.
- 2) If the minor is not a Far Northern Regional Center (FNRC) client, the Court will order an expert to evaluate the minor to determine if the minor is incompetent through a psychological evaluation. The Shasta County Superior Court maintains a rotation of experts contracted for such evaluations.
- 3) Probation shall file the report signed by the evaluator with the Court two (2) court days prior to the scheduled hearing.
- 4) If the Court finds the minor to be competent, the Court will reinstate delinquency proceedings.
- 5) After a finding of incompetency, the Court will consider the expert's report to determine the nature of the minor's incompetency.
  - a) Probation will initiate a Multi-Disciplinary Team meeting.
  - b) Health and Human Services Agency (HHS) or FNRC will develop a plan for competency attainment or restoration, and shall provide a written interim report to the Probation Department. The plan will be submitted by the HHS or FNRC to the Probation Department within two (2) business days of the court date. The Probation Department shall file the interim report with the Court and a filed copy to distribute to the deputy district attorney and minor's counsel.
  - c) The Court will set status reviews at regular intervals. Probation will provide memos to the Court with the information and/or reports from HHS or FNRC at the status reviews.
- 6) If a minor is not likely to attain competency in the foreseeable future, the Court shall dismiss the petition. If it appears that the minor may require hospitalization due to a mental health disorder or a developmental disability, it may order HHS to perform a mental health evaluation pursuant to §705 and §6550 for wards, or pursuant to §705 and Penal Code §4011.6 for non-wards. (See also California Rules of Court, Rule 5.645.)

Refer to the Shasta County Juvenile Competency Protocol for full information.

<b>Family Engagement &amp; Findings</b>	<b>Issue Date: 7/1/2017</b>
<p><b>Authority Reference:</b></p> <p><b>Welfare &amp; Institutions, Section 362.7</b></p> <p><b>Welfare &amp; Institutions, Section 309</b></p> <p><b>Welfare &amp; Institutions, Section 628</b></p>	
<p><b>Attachments:</b></p>	

**PURPOSE:**

- I. Family Engagement and Findings (FE&F) is a process designed to build and maintain a lifelong family support network for youth to ensure the best chance for success. All youth who are placed under our supervision and are identified as an imminent risk of removal from the home must participate in the FE&F process. The probation department recognizes that the primary goal is to maintain the youth in their home however, it is necessary to identify and establish a support network for the youth to ensure the best chance not to be removed from their home. In those cases the youth must be removed from the home, FE&F provides possible placements for the youth.

Should removal of the home be necessary, the objective is not to simply identify the relatives or non-related extended family members (NREFM) that are willing to provide a home-based placement for the minor but to also find those willing to be a part of their support network should the minor need to be removed from the home. Relatives that are presently unable to provide support should be included as they may be willing in the future. Relatives that are under 18 or would be permanently excluded based on offense history do not need to be included unless legally required.

- II. Definitions:
  - a. Due Diligence: ensures that all legal notice requirements are met and helps ensure that child welfare services are provided in accordance with the law.
  - b. Non-Relative Extended Family Member (NREFM): any adult caregiver who has an established familial or mentoring relationship with the child. Children's Services shall verify the existence of a relationship through interviews with the parent and child or with their parties. The parties

may include relatives of the child, teachers, medical professionals, clergy, neighbors, and family friends. (W&I Code §362.7)

- c. Relative: an adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand," or the spouse of any of these persons, even if the marriage was terminated by death or dissolution.

### III. **POLICY:**

Shasta County Probation Department employees will engage all youth under our formal supervision and their families in the FE&F process.

### IV. **Procedures:**

#### In Home Family Maintenance:

##### a. Intake

Probation Officers will interview the youth and immediate family members and identify and document names and available contact information of all the youth's relatives or NREFMs as outlined in the documenting FE&Fs procedures. When the youth is to remain in the home at the time of disposition contact with relatives and NREFM by the intake officer is only required for the extent that is needed to meet the current case plan objectives and maintain the minor in the home.

1. If the youth and/or family are uncooperative when researching family findings, a request for family findings shall be completed and given to the FE&F officer.
2. The FE&F officer will research possible relatives and NREFM using LexisNexis research analytics software tool.
3. The FE&F officer will provide the case-carrying officer the information and the case-carrying officer shall contact the possible relatives and/or NREFMs.
4. The case-carrying officer shall document each and all relatives and NREFMs as outlined in the documenting FE&Fs procedures

##### b. Supervision

Supervision Officers will regularly maintain and document current contact information of as many relatives and NREFM as available. Supervision Officers shall encourage pro-social contact and family connectedness with relatives and NREFM as part of the supervision case plan.

When a minor or family are unable to meet case plan objectives to maintain the child in the home prior to petitioning the Court for removal from the home, the probation officer shall staff the case with their supervisor, the placement supervisor and present the case at the HHS Children's services Intensive Services Staffing meeting where the case will be assessed using the Safety Organized Practice model.

1. The supervision officer shall continue FE&Fs on all youth under their formal supervision.
2. The supervision officer shall interview the youth and his/her family and elicit all relatives and NREFMs known to the immediate family.
3. The supervision officer shall also complete and submit a request for family findings to the FE&F officer.
4. The FE&F officer will research possible relatives and NREFM using LexisNexis research analytics software tool.
5. The FE&F officer will provide the case-carrying officer the information and the case-carrying officer shall contact the possible relatives and/or NREFMs.
6. The case-carrying officer shall document each and all relatives and NREFMs as outlined in the documenting FE&Fs procedures.
7. FE&F should be a continuous process but shall be completed at least every 6 months, at any major event or change in the youth's situation throughout the life of the case.

c. Detention Memos:

The probation officer shall document all relative and NREFM search efforts and inquire about potential relative placements in every detention memo that is filed before Shasta County Juvenile Delinquency Court. All efforts to locate, contact and assess Family/Natural Supports will be documented. If the youth has placement orders, the placement probation assistant will also enter documentation into CMS/CWS.

d. Removal from the home:

Welfare and Institution Code (W&I Code) §309 and 628 state that within 30 days of a child's removal from the home or before dispositional hearing, whichever is soonest the Probation Officer will exercise due diligence to conduct an investigation to identify and locate within the fifth degree of kinship all grandparents, adult siblings and other adult relatives, including Non Relative Extended Family Members (NREFM) and adults identified by the youth or the parents.

- e. When a child is removed from the home, the case carrying probation officer, in conjunction with the FE&F officer will conduct a formal search for absent parents, relatives and other caring adults who may serve as natural supports, life-long connections and/or potential placements. All efforts to locate and engage Family/Natural Supports will be conducted in accordance with current California regulations and legal codes regarding client confidentiality.

f. Due Diligence:

Due Diligence includes asking the child in an age-appropriate manner about relatives important to the child and obtaining information regarding the location of the child's adult relatives. W&I Code §319 states that parents are required to disclose to the social worker the names, addresses and identifying information of any maternal or paternal relatives to the child that could provide support to the

family or to potentially take placement of the child if out-of-home placement becomes necessary.

The goal of Shasta County Probation is to ensure the safety of the community and the youth and to help them achieve successful reunification with their parents. Relatives, Non-Relative Extended Family Members (NREFM), and others having an existing relationship with the child can help to maintain the child's connection with family, community, and culture of origin while reducing the trauma of removal and retaining the child's sense of identity.

Early Family Engagement and Finding efforts may reveal that family members (including fathers and paternal family members) can be safe and nurturing resources for minor's, thus preventing out of home placement at outset or decreased length of time in placement. Probation's goal is to build an enduring network of caring relationships for these youth. This process encourages and supports adults in their commitment to contribute/be involved in the minor's life. It involves persistent and consistent outreach and engagement of people who provide enduring support and those who promote safety, permanency and well-being for minors.



## SHASTA COUNTY PROBATION DEPARTMENT PROCEDURE: Juvenile File Procedure

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### FILE PROCEDURE

#### PURPOSE:

To increase the efficiency of all staff in the juvenile division files will remain stored in the file room. Information will be readily available in the case management system. Files will be easily located for reference and filing of documents.

#### FILES:

1. Active and closed files are to remain in the file room;
2. Files are not to leave the building with the exceptions of for court or by permission of Juvenile's Director;
3. Files can be checked out by staff via the "out cards" located in the file room;
  - a. Fill out an out card. (Be sure to write very clearly, your initials, youth's name and the date);
  - b. Place card in the space left by the file you require;
  - c. When you return the file, remove the card and mark out your entry with one line through the middle;

#### FILING:

Clerical staff are responsible for the filing of loose documents placed in the sorter in the filing room. It is vital to the operation of the division that documents are filed as soon as possible so that officers are kept current on a youth's situation. If there are documents to be put away, each clerk is to spend a minimum of 15 minutes filing daily to keep things caught up;

#### FILES RETURNED FROM COURT:

1. The files will no longer be placed in the officer's boxes;
2. The court notes will be scanned into the home case from court upon return to the court clerk's desk;
3. Officers will use the JN tickler to see when a report or memo is due to court and they can then refer to the scanned court notes to find out the details; (do not delete)
4. Officers will use the JD tickler to see when there are court dates; (do not delete)
5. If there is a disposition or other rare court action that does not create a JN or JD, the clerk will place photo copy of the court note in the officer's box.

#### SCANNING COURT NOTES:

1. Court note sheets shall be scanned immediately after each court hearing;
2. Each scan of court notes shall replace the prior scan;
3. Should the number of sheets become overly cumbersome, a batch may be saved by date range upon approval of the clerical supervisor;



Investigative Offense Report  
Creation Procedure

1. Retrieving report number
  - a. Call the JRF Central Control desk to request the report number (i.e. SCPD 15-0011) and provide them the date, subject(s) name, the offense or reason for the report and the author of the report.
  - b. Central Control will enter the information in the "Investigative-Offense Report Log" and on the "Investigative-Offense Report Log" spread sheet located on the H:\Investigative-Offense Reports.
2. If the offender/subject is under our supervision the report is created in JALAN.
  - a. Select the Proper case
    - i. Adult: Select Master Case (containing the "ME" tickler in adult cases).
    - ii. Juvenile: If there is no new violation (technical or law) Select Master Case (the active case ending with the lowest number using the last two digits; e.g. SQ982007501, SQ982007510: which ever has "AC" under the status heading)
    - iii. Juvenile: If there is a new violation (technical or law), Select New Case (If the juvenile is being booked into the JRF, they will open new case. If not, ask support staff to open new case)
  - b. From the File Master Update screen, select #4 "Event Information."
  - c. Event code "IPT" in the "Event Code" field. It will generate the INV OFFENSE REPORT document.
  - d. From the File Master Update screen, select #9 and locate the INV OFFENSE REPORT document.
  - e. Write your report and save.
3. If the subject is not under supervision utilize the Master Report.
  - a. H:\Investigative-Offense Reports Folder.
  - b. Open form: Master Investigative-Offense Report.doc
  - c. Enter the report number and save it in the Investigative-Offense Report folder by the report number (i.e., SCPD-15-001).
  - d. Finish report and save.
4. Photo evidence
  - a. Photo evidence should be printed and attached to the report.
  - b. Each photo should be labeled with the report number and series number, i.e., SCPD-15-001.1. The numbering should correlate to the numbering as listed as evidence.
  - c. Photo evidence must be saved on the H:\Investigative-Offense Reports as the lab no longer accepts digital photos for upload. Each photo shall be uploaded in the H:\Investigative-Offense Reports Photo Evidence Folder (with the correct year). This file only allows officers to upload. Each photo shall be saved as the report number and photo number ie: "SCPD-15-50.1". The next would be SCPD-15-50.2". The officer may also create a folder saved as the case number and save all photos in the folder. The entire folder would then be saved into the H:\Investigative-Offense Reports, Photo Evidence Folder. Should photo evidence be requested by an attorney (Dueces Tecum), the SPOs have access to burn the photos to a CD.
5. Original Reports with original signature shall be scanned into the appropriate JALAN file (if there is one) and then forwarded to the JRF Administration for record storage.
6. To file the report for a complaint request with the District Attorney's office:
  - a. Adult
    - i. Complete the Complaint Request portion of the "IPT" which is included at the bottom of the Investigative-Offense Report form.
    - ii. The Complaint Request should be placed on top of the report.
    - iii. Attach all desired photos and the subject's RAP sheet.  
(In custody reports shall file according to 825 PC and out of custody reports shall be submitted to supervisor within 3 working days (Investigative/Offense Report Policy).
    - iv. If you are not filing a VOP or a new law violation, delete the "complaint request" form from the Investigative/Offense Report form prior to closing.
  - b. Juvenile
    - i. Delete the "complaint request" form from the Investigative Offense Report form prior whether or not you are filing a VOP or new law violation.
    - ii. Follow normal juvenile filing procedures.



## SHASTA COUNTY PROBATION DEPARTMENT

### Investigative/Offense Report Procedures

1. Retrieving report number
  - a. Call the JRF Central Control desk (530-225-5824) to request a report number. Provide them the date, subject(s) name, the offense or reason for the report and the author of the report.
  - b. Central Control will enter the information in the "Investigative-Offense Report Log" and on the "Investigative-Offense Report Log" spread sheet located H:\Investigative-Offense Reports.
2. If the offender/subject is under our supervision, the report is created in JALAN.
  - a.

ADULT:

    - i. Select the Master Case (containing the "ME" tickler in adult cases).
    - ii. From the main JALAN menu, select #17 (Proceedings/file update).
    - iii. Enter "ME" in the Tickler Type.
    - iv. Type in subject's last name and enter.

JUVENILE:

    - i. Select the new case file (opened for this arrest or violation)
    - ii. If the minor was booked, the JRF created a new case file. If the minor was not booked, request Clerical to open a new file prior to writing the report.
  - b. From the File Master Update screen, select #4 "Event Information."
  - c. Event code "IPT" in "event Type" filed: Generates the INV OFFENSE REPORT document.
  - d. From the File Master Update screen, select #9 and locate the INV OFFENSE REPORT document.
  - e. Write and save your report.
  - f. Print a copy and provide it to your supervisor for approval.
3. If the subject is not under supervision utilize the "Master Investigative Offense Report".
  - a. Location: H:\Investigative-Offense Reports
  - b. Open form: Master Investigative Offense Report.doc
  - c. Enter the report number and save it in the "Investigative Offense Report" folder under the correct year by the report number (i.e., SCPD-15-050).
  - d. Finish report and save.
  - e. Print a copy and provide it to your supervisor for approval.



## SHASTA COUNTY PROBATION DEPARTMENT

### Investigative/Offense Report Procedures

4. Photo evidence
  - a. Photo evidence must be saved on the H/Drive as the lab no longer accepts digital photos for upload. The officer shall first create a folder on their desktop named as the case number and save all photos in that folder. Each photo shall be saved as the report number and photo number (i.e.: "SCPD-15-50-1, SCPD-15-50-2, SCPD-15-50-3 etc.). Once all the photos are in the folder, the folder shall be uploaded to the H/Drive in the "Investigative Offense Report Folder", Photo Evidence Folder under the correct year. This file only allows officers to upload.
  - b. Photo evidence should be printed and attached to the report.
  - c. Each printed photo shall be labeled with the report number and series number, (i.e.: "SCPD-15-50-1, SCPD-15-50-2, SCPD-15-50-3 etc.). The numbering should correlate to the numbering as listed as evidence.
  - d. Should photo evidence be requested by an attorney (Duces Tecum), supervisors will have access to burn the photos to a CD or DVD.
5. Original Reports with original signature shall be forwarded to the JRF Administration for record storage.
6. To file the report for a complaint request with the District Attorney's office:
  - a. Adult
    - i. Complete the Complaint Request portion of the "IPT" which is included at the bottom of the Investigative-Offense Report form.
    - ii. The Complaint Request should be placed on top of the report.
    - iii. Attach all desired photos and the subject's RAP sheet.  
(In custody reports shall file according to 825 PC and out of custody reports shall be submitted to supervisor within 3 working days in the Investigative/Offense Report Policy.
    - iv. If you are not filing a VOP or a new law violation, delete the "complaint request" section (form) from the Investigative Offense Report form prior to closing.
  - b. Juvenile
    - i. Delete the "complaint request" form from the Investigative Offense Report form.
    - ii. Provide the printed report to the clerical supervisor so it may be scanned into RVI format in JALAN.
    - iii. Follow normal juvenile filing procedures



## SHASTA COUNTY PROBATION DEPARTMENT

### PROCEDURE: MRT Referral

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#### Overview

Moral Reconciliation Therapy (MRT) seeks to decrease recidivism among both juvenile and adult criminal offenders by increasing moral reasoning. MRT is systematic and implements a cognitive-behavioral approach, which positively addresses an adolescent's ego, social, moral, and positive behavioral growth.

MRT is designed to treat: substance abuse disorders, trauma, domestic violence, anti-social thoughts and behaviors, criminal thinking, and poor moral reasoning.

#### Definitions

1. In Custody
  - a. Probation Officer/Intake Officer decides if Resident is a candidate for MRT
  - b. Probation Officer/Intake Officer creates/edits Institutional Case Plan (ICP) filling out the Case Plan Objectives with:
    - i. Objective - To Minimize Anti-Social Thoughts and Beliefs
    - ii. Program Assigned – MRT
    - iii. Date Assigned -
    - iv. Program Start Date – Usually Blank
    - v. End Date – Until Completion
  - c. Email new/edited ICP to JRC Command mailbox
  - d. Juvenile Hall assigned support staff adds Residents name to Programming Case Plans.xls master document located at: H:\Juvenile\JUVENILE HALL\Programming Provided
  - e. Juvenile Hall assigned support staff prints out weekly roster for MRT facilitator
  - f. Juvenile Hall assigned support staff updates JALAN weekly with hours completed
2. In Custody Residents that have been released and have not completed MRT
  - a. Released Resident will finish the MRT classes at Juvenile Supervision.
    - i. Probation Officer/Intake Officer verbally directs Resident to attend the next upcoming out of custody class held at Juvenile Supervision office
    - ii. Probation Officer fills out GOALS section of Case Plan
      1. As an Intervention under the Temperament section
3. Out of Custody
  - a. Probation Officer decides if youth is a candidate for MRT
  - b. Probation Officer fills out GOALS section of Case Plan
    - i. As an Intervention under the Temperament section
  - c. Probation Officer fills out REQUEST for SERVICES/REFERRAL form in JALAN

- i. Log into JALAN, select option #5 (Proceedings/File Update)
    - ii. Enter youths last and first name
    - iii. Select youths name from list under correct petition number (Should always be the 001 case for all programs)
    - iv. Select option #2 (Program Information)
    - v. Press F10 (Update Mode)
    - vi. Type "MJ" in Program Type
    - vii. Type "TC001" (for services at Juvenile Probation or outside JRF) and "SCJH" (when the services are received at JRF for all programs)
    - viii. Referred Date auto fills with today's date
    - ix. Tab to "Assigned Hrs" and enter 30
    - x. Tab to "Start Date" and enter date the youth needs to start
    - xi. Tab to "Print (P/\_)" enter "P" hit enter
    - xii. "F12" back to File Master Update screen
    - xiii. Select "9" (Work with File Documents)
    - xiv. Page down if necessary to find "JUV MRT DOCUMENT"
    - xv. Form "Request for Services/Referral" opens in Word
    - xvi. Fill in all shaded areas; Agency is RemiVista and Program is MRT
    - xvii. Print and save document
    - xviii. Have Supervising Probation Officer sign document
    - xix. Fax document to Remi Vista (530)893-6144
  - d. Juvenile Supervision assigned support staff logs MRT hours into JALAN weekly
4. Out of Custody youth that have been booked into JRF and have not completed MRT
- a. Probation Officer/Intake Officer creates/edits Institutional Case Plan (ICP) filling out the Case Plan Objectives with:
    - i. Objective - To Minimize Anti-Social Thoughts and Beliefs
    - ii. Program Assigned – MRT
    - iii. Date Assigned -
    - iv. Program Start Date – Usually Blank
    - v. End Date – Until Completion
  - b. Email new/edited ICP to JRC Command mailbox
  - c. Juvenile Hall assigned support staff adds Residents name to Programming Case Plans.xls master document located at: H:\JuvenileJUVENILE HALL\Programming Provided
  - d. Juvenile Hall assigned support staff prints out weekly roster for MRT facilitator
  - e. Juvenile Hall assigned support staff updates JALAN weekly with hours completed
5. How to view hours completed for MRT program
- a. From the Master Menu in JALAN select "9" Program Completion/Status Update
  - b. Enter "MJ" in the Program Code and hit enter
  - c. Select "3" to see In Custody details or "4" to see Out of Custody details hit enter
  - d. The next screen shows an overview of youths and the remaining hours
  - e. To see the detail behind every individual "Tab" till the cursor is in the "Time" column and hit "F9" (Time Tracker)
  - f. This screen shows the dates and time for each MRT class attending with any associated comments

## **Effective Practices in Community Supervision (EPICS)**

### **Roles and Responsibilities of Internal Coaches**

The role of the internal coach is designed to empower sites to ensure model fidelity and develop quality assurance processes. During the EPICS coaching process, UCCI fulfills this role. The goal is to slowly transfer the role of coach from UCCI to the site as coaching sessions progress.

- Internal coaches need to become competent and comfortable with the model. This means that they need to practice and record sessions with clients just as the other staff are required to do.
  - Internal coaches should submit a total of five audios. If internal coaches do not carry a caseload, it is acceptable to “borrow” clients from other staff to complete the audio recording assignments. Support is also available from UCCI to help determine the best approach for internal coaches to submit audios.
- Conference calls with UCCI staff occur before each video coaching session. Internal coaches participate in these sessions and help plan coaching sessions.
  - There are five video conferences, so there are five corresponding conference calls.
  - Internal coaches will start co-facilitating sections of the video conferences with the UCCI coach. Conference calls are used as practice opportunities for presenting the information to be shared in the video coaching session.
  - Conference calls are also used as a time to train internal coaches on the process of listening and coding audio recordings of contact sessions. Starting with session two, internal coaches will be assigned one example audio to review and code for the next conference call.
- Internal coaches provide ongoing feedback and coaching to other staff.
  - Based on the UCCI audio feedback forms, internal coaches should meet with staff individually and/or in small groups to discuss staff skill development. Internal coaches are encouraged to listen to the audio so that he or she can provide additional comments or clarify feedback.
  - Internal coaches are also responsible for monitoring morale of staff and providing support as needed.

## Procedure for continued EPICS taping

After completing the initial five month follow up training for EPICS, staff are to complete six months of post-training coding and feedback with a department coach.

1. Supervision staff are required to submit two EPICS recordings to their assigned department coach. Intake and Placement staff are required to submit one recording to their assigned coach. The coaches choose one recording to code. The recording are due by the end of each month.
2. Once recordings are complete, staff enter a detailed JCN about the session followed by, EPC highlighting which intervention was used and what homework was assigned. If Title IV-E eligible, staff will enter JT4 followed by see below with the notes from the same day.
3. Staff provide their recorder with completed recording to their coach who can transfer the recording to the folder on the H drive with all recordings.
4. The coach's then code the recordings for the fidelity of the EPICS program, ensuring staff have followed proper structure: *Check In, Review, Intervention, and Homework*.
5. The coach's then send them back to staff and check in with them and offer feedback when necessary.

It is the head coach's responsibility to check in with the other coach's to ensure they understand coding and answer any questions they may have. The head coach will then meet with the Supervising Probation Officer on a quarterly basis to discuss progress, and the SPO will in turn provide update to the Division Director on same quarterly basis.

## **EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION-EPICS**

Shasta County Juvenile Probation uses the structured supervision model Effective Practices in Community Supervision (EPICS). EPICS structures supervision interactions to focus on the criminogenic need factors and criminal thinking, by teaching new behaviors, reinforcing socially acceptable behavior and responding appropriately to socially unacceptable behavior. These interactions of problem-solving approaches and cognitive behavioral interventions are utilized to improve supervision outcomes. Shasta County Juvenile Probation shall supervise youth and use the EPICS model in all instances where the youth is on a supervision status of formal probation, Deferred Entry of Judgment, and or DJJ Parole, AND determined to be High or Moderate Risk to reoffend by the PACT.

### **EXPECTATIONS:**

EPICS will be conducted by supervision officers working with High Risk or Moderate Risk Wards, 725, and 790 youth.

It is expected meetings with youth follow the EPICS model interview process. High Risk are expected to have two EPICS sessions a month. Medium Risk are expected to have one EPICS session a month. Low Risk wards, if appropriate, can be done to address a specific behavior or social skill provided with no homework. EPICS is not expected to be conducted on 654.2 youth or during the intake process.

For those who have participated in the training, you are expected to finish the training which includes submitting five taped sessions and attending the five booster trainings. If after completion, you are interested in practicing the skill, staff can voluntarily work with a youth to practice the skill. Practice is very important.

### **IMPLEMENTATION PLAN:**

All staff are required to submit five taped sessions (one per month) throughout the first six months after the initial three-day training. Immediately after the three-day training, all trained staff should begin practicing the skills learned preparing for the first audio taped session. The first submission is due on or before 3/15/2018. Each tape will be reviewed by UCCI staff for the use of the EPICS model. Written feedback will be given to the coaches. The coaches will review the information with each staff individually. Staff are to submit one tape per month. By September 2018, all staff will have submitted five tapes. Staff will increase the dosage and be expected to ensure two sessions per month are conducted on all high risk youth, and one session per month for moderate youth under supervision. Officer performance will be evaluated on a monthly basis. The coding process will measure an officer's adherence to the EPICS model, as well as provide the opportunity to receive feedback from a coach. Officer performance will also be evaluated by taking a count of sessions conducted by officers by tracking entries in JALAN. When coaches do the coding after the first 5 tapes, they will provide feedback to officers within 5 business days of the submission.

### **Ideas of getting sessions completed:**

1. Plan contacts early and often. Do not procrastinate. Don't put yourself in a bad situation by putting all your sessions off until the last week of the month. This strategy will not work.
2. Get support from your coach. Work with them to become more confident in your EPICS skills. Attend the required Booster Trainings
3. Talk with your peers. Speak with an officer who you believe is organized and see how they are approaching getting the sessions completed.
4. Regularly performing EPICS will build your skill level, increase confidence in your ability, and increase your comfort level with using the EPICS model
5. Have a positive attitude. Having a negative attitude towards EPICS will only make each session a painstaking event

### **Proficient Use of EPICS:**

The goal is for officers to adhere to the EPICS model, demonstrate proficiency in the use of the model, and consistently conduct EPICS sessions with eligible youth. If an officer is able to meet all three standards, their need for submitting a recorded EPICS session will be reduced to quarterly basis. Staff are eligible if the following have occurred:

1. Complete initial three-day training
2. Complete five month follow up training along with submitting monthly recordings due the last working day of each month.
3. Regularly attend internal booster sessions, which should be held monthly.
4. Complete six months of post-training coding and feedback with a department coach.
5. After completing 6 months of post-training coding, after the initial 5 months of training period, with a general score of satisfactory as determined by the internal coaches and there are no scores of "M" in the General Ratings section.
6. Monthly EPICS data indicates officer regularly conducts EPICS sessions with eligible youth.
7. The Division Director, the SPO and the coach will consult to make a final determination if the officer meets criteria for submitting recorded tapes on a quarterly basis. The DD will notify the analyst for accurate record keeping.
8. If an officer is submitting recordings on a quarterly basis and they have two consecutive coding feedbacks that have a rating of "Needs Improvement" or a "Needs Improvement" in the General Ratings section, the officer will return to submitting monthly tapes. The SPO will inform the DD and the analyst. If an officer returns to monthly submissions, they will need to meet the criteria in steps 4, 5, and 6 before returning to quarterly submissions.

## **PROCEDURES:**

### Who, When, How Often, What Documentation:

- Supervision Officers are to conduct two EPICS sessions a month with eligible youth.
- All Officers must enter JALAN event code EPC (Juv EPICS Session) in the case management system at the end of each session to track the EPICS sessions. Remind yourself in case note what intervention and homework you used.
- Intake, placement, school resource officer once per month with a youth of their choice
- Probation assistant once a month with an appropriate youth on either 790 or 725 with a moderate or high risk to reoffend

### To Begin: Relationship Building and Role Clarification:

- Officers should build a collaborative relationship, showing you care, you are reliable, consistent and are there to help.
- Role clarification is important to understand the role of the probation officer as a dual role: helper role and accountability role.
- Discuss the flexible and inflexible areas, what is negotiable and what is not.
- What are the youth's expectations? What he or she expects of staff, previous experiences, and what should they expect while on supervision.
- Role clarification should occur during initial meeting, but continue throughout sessions as necessary.

### Goal Setting:

- Effective goals are linked to risk/need assessment results and are clearly outlines, realistic and achievable, but chosen by the youth.
- Set goals, both short and long term and discuss the difference between the two. Discuss potential barriers to achieving their goals. Discuss what steps they can take to achieve those goals. Provide feedback on goal progress.
- Check in with those goals at every EPICS session.

### Officers should use the following throughout the EPICS Session:

- Effective Reinforcement: Reinforce Pro-Social Behavior-acknowledge youth did something expected/well (tell youth liked what they did/said specifically, emphasize behavior being reinforced), positive comment about progress/behavior reinforcement (external-curfew, privilege, monetary)

- Effective Disapproval: Disapprove of antisocial behavior unacceptable, give reasons why, discuss and identify pro-social alternative, and how the anti-social behavior is inhibiting them from reaching their goals
- Effective Use of Authority: Focus on behavior-if youth reports breaking law/probation. Keep calm voice throughout. Specify choices/consequences-identify options for future behavior and specify consequences for specific behaviors.

EPICS Session Overview-Each session should be structured in the following way:

1. Check in
2. Review
3. Intervention
4. Homework

1. *Check in:* Enhances relationship and builds rapport-respectful. Assess for crisis/acute needs-significant changes? Anything on their mind? Compliance with conditions-probation/change of address etc
2. *Review:* Short/long Term Goals- illicit personal goals, progress towards completion, barriers.  
 Repetition and Feedback-review and practice previous intervention  
 Community Agency Referrals-treatment group barriers, what are they learning?  
 Review Homework-ask for youth to report and submit homework, clarify, give feedback
3. *Intervention:* Behavior Chain, Cost Benefit Analysis, Skills/Problem Solving
4. *Homework:* Graduated Rehearsal-practice the skill, assign homework, assign specific tasks regarding new skill or Generalize Learning-how else could you use this? Anytime in past? Other situations?  
 Assign Homework-target criminogenic need or criminal behavior, link thought to behavior

Please refer to the EPICS training binder for more information

# PACT FULL INTERVIEW GUIDE



Youth's Name: \_\_\_\_\_

Interview Date: \_\_\_\_\_

Interviewed By: \_\_\_\_\_

INTRODUCTION/EXPLANATION OF PACT.....Explain that you are gathering information to learn more about them. State that you will be taking notes, checking other sources of information and giving them feedback once you have completed the assessment.

## **DOMAIN 1 and 10-12**

How old were you the first time you committed a crime?

How old are you now?

Tell me why you believe that you are involved with our department.

Who were you with when you got arrested? Tell me about them.

What was happening when you got arrested? What time of day was it?.

Tell me the thoughts you were having right before you were arrested.

How did you feel during the time you were actually getting arrested?

How did your parents find out you were arrested?

# PACT FULL INTERVIEW GUIDE



Noble

How did they respond?

How did getting arrested affect you?

Who was affected by you getting arrested?

How do you feel now about what happened?

What would you do differently if you had to do it over again?

Tell me about other times you have been in trouble with the police?

Have you ever been in trouble for any type of sexual misbehavior? Tell me about that.

Have you ever had a weapon when you committed a crime? Please explain:

Have you ever hurt anyone (human/animal)? Please explain:

# PACT FULL INTERVIEW GUIDE



Have you ever destroyed anyone's property or started a fire? Please explain:

What have you learned from these experiences?

Have you ever been court ordered to spend at least 24 hours in a detention facility? Explain

Have you ever been court ordered to spend at least 24 hours in a residential placement facility? Explain

Have you tried to escape or succeeded in escaping from a detention or residential facility. Tell me about that.

Have you ever failed to appear in court which resulted in a warrant being issued?

## **DOMAIN 3 SCHOOL**

Where do you go to school and what grade are you in? Are you in any special classes or on a special campus?

Tell me how you feel about school? Do you feel your school is encouraging to you?

How many times have you been suspended or expelled? When? How old were you the first time?

Tell me about your attendance. How many absences have you had in the 6 months?

# PACT FULL INTERVIEW GUIDE



Were most of your absences partial or full days and please explain the reasons for those absences.

What has your school conduct been in the last 6 months?

Have you ever spent any time in after school detention, ISS, or AEP? Tell me about that.

Tell me about your grades. What classes, if any, are you failing?

Tell me about the teachers, coaches, staff at your school. Are you close to any of them?

How many school activities are you involved in? What are they and how important are they to you?

## **DOMAIN 4 FREE TIME**

What type of activities do you enjoy?

Tell me about the activities you have been involved in (past and current).

Do you belong to any formal groups for your favorite activities: church, community, clubs, sports teams, etc.

# PACT FULL INTERVIEW GUIDE



## **DOMAIN 5 EMPLOYMENT**

What type of work have you done? Who did you work for?

How long did you work at those jobs?

Why did you stop working at those jobs (if no longer employed)?

What were your relationships like with co-workers?

Tell me about your employers?

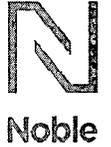
What skills does a person need to be able to keep a job?

Tell me how you feel about working?

## **DOMAIN 6 RELATIONSHIPS**

Other than family members and teachers/school staff, what adults have you felt close to? Are you still close with them?

# PACT FULL INTERVIEW GUIDE



Tell me about people in your community who have had a positive influence on you.

Who are your best friends? What are they like? What types of activities do you do with them?

Are there any friends you used to hang out with but don't anymore? Why?

How old were you when you had your first girlfriend/boyfriend? What is your current relationship like?

How do you feel about people who are in gangs or who commit crimes?

When have you felt influenced by negative friends? How did you respond?

## **DOMAIN 7 FAMILY HISTORY**

Have you ever been removed from your home by child protective services? Please explain:

Has child protective services ever investigated your home for abuse or neglect? Tell me about that:

How many times have you run away from home?

# PACT FULL INTERVIEW GUIDE



Tell me about the times you have run away or been kicked out of your home.

Tell me about the family/home you have lived with for the longest period of time in your life: who lived there, how everyone got along.

Tell me about where you live now and the people who live with you. How does everyone in your family get along? Describe the relationships between everyone

Who in your family do you feel closest to? Why?

Where do the adults in the home work? How much money do they make?

Has anyone you ever lived with for at least 3 months been to jail or prison? Tell me about that.

Has anyone who lives in your home ever been to jail or prison? Tell me about that.

Tell me about your parents (health, alcohol or drug abuse, mental health, employment difficulties).

Tell me about your siblings (ages, health, alcohol/drugs, MH, employment, delinquency).

Tell me about any extended family members or friends that you feel are supportive to you and your family. How?

How supportive are your parents? Please describe.

# PACT FULL INTERVIEW GUIDE



What types of family activities does your family do together?

What type of discipline/supervision do you receive in the home?

How do you feel about your parent's supervision (strict, lenient, inconsistent)?

How often do you follow their rules?

Describe a time you were punished by a family member for bad behavior.

Describe a time you were rewarded by a family member for good behavior.

What does your family think about your trouble with the law?

## **DOMAIN 8 ALCOHOL AND DRUGS**

Describe the first time you used alcohol. How often did you use after that?

What affect did your alcohol have on school, relationships, health and family?

Describe the first time you used drugs. How often did you use after that?

What types of drugs have you used before?

# PACT FULL INTERVIEW GUIDE



How did they affect your school, relationships, health and family?

Have you ever had an assessment for drug and alcohol abuse?

Have you ever attended drug and alcohol classes? When? For how long? Did you complete the classes?

Have you ever attended an intensive treatment program? Where? When? Did you complete the program?

Tell me about your CURRENT alcohol use. How is it affecting you?

Tell me about your CURRENT drug use. How is it affecting you?

Are you currently in any alcohol or drug treatment program?

## **DOMAIN 9 MENTAL HEALTH**

Describe any times you have ever thought of harming yourself or others. Have you ever carried out any of those thoughts?

Describe any situations where you have been a victim of a crime or abused. Who was the person who harmed you?

Explain any times you have witnessed violence.

Tell me about any sexual abuse you have experienced.

Was there ever a time you felt neglected or weren't being cared for by an adult? Explain.

# PACT FULL INTERVIEW GUIDE



Have you ever seen a counselor? When, who, and what for? Any diagnosis of ADHD?

Describe any medications you have been prescribed by a psychologist or psychiatrist. How did they make you feel? Are you currently taking them?

Describe how you react when you get angry? How often do you get angry?

Describe how you feel when you are sad. How often does this happen?

Tell me about any physical complaints you have when you are upset.

Do you ever hear people talking who really aren't there? Do you ever see things that you know aren't really there?

Do you ever feel that there are voices that are inside your head and trying to control you?

Describe any terrible events that you have had in your life. Do you have flashbacks about the situation?

What type of health insurance do you have?

## **DOMAIN 10 ATTITUDES and BEHAVIORS**

Explain how you felt when you were committing your crimes.

When you think about it, what were your main reasons for committing your crimes?

Where do you see yourself in 5 years? 10 years? What goals do you have for the future?

# PACT FULL INTERVIEW GUIDE



Noble

What is usually going through your mind the very second before you commit a crime? Before you get angry? Before you hit someone? What do you tell yourself?

How much control do you think you have over your behavior?

How do you think your victims feel about the crimes you have committed? Your loved ones?

Have you ever taken anything from someone else? How do you feel about that? When is it ok to take something without permission?

How do you feel when a teacher or other adult tells you to do something?

What happens when you have a disagreement with an adult?

How many times have you gotten mad at an adult and what do you usually do?

Why do you think there are rules and laws? How fair are they?

Who follows them? Who does not follow them?

How do you feel about following them?

What choices did you have in committing this crime? Or, did someone else make you do it? Who is to blame?

What are the conditions for your supervision? What do you think about meeting these conditions? Are they realistic? Can they be met?

# PACT FULL INTERVIEW GUIDE



Noble

## DOMAIN 11: Aggression

What happens if you have to wait to do something or get something you want? In general, what kinds of things frustrate you? Make you impatient? What do you usually do about it?

When someone disagrees with you, why do you think they disagree? When people say they are doing you a favor or trying to help you, what do you think is going on? Why are they doing that? Who do you think is angry with you right now and why?

When is yelling at someone a good idea? How often does yelling help you get what you want? How do you feel after you yell at someone?

When is hitting someone a good idea? How often does hitting help you get what you want? How would you feel after you hit someone? How do you feel after you hit someone?

How can you tell when you are about to get angry? What happens to your body?

What types of things make you mad?

Have you ever been bothered by your sexual behavior? Do you think you have any problems with your attitude toward sex?

## DOMAIN 12: SKILLS

*This domain is based on your opinion of the youth's skills and not the youth's opinion. Use the information collected throughout the interview to respond to these items. Use a general pattern of current behavior and not a single instance.*

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## THE PACT MANUAL

Assessment Process Rev. 04/01/2007 [Print](#)

### Online Help Screens for the PACT Full Assessment

NOTE: This Manual is adapted from the *Washington State Juvenile Court Assessment Manual, Version 2.1*, (2004), authored by Dr. Robert Barnoski, Ph.D.

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**Note:** This Manual is adapted from the *Washington State Juvenile Court Assessment Manual, Version 2.1*, (2004), authored under the direction of Dr. Robert Barnoski, Ph.D.

The PACT (Positive Achievement Change Tool) Full Assessment consists of 12 domains. In this manual, each Domain includes three areas of discussion:

1. **Research:** Presents research relating to re-offending, and the behavioral impact of static and dynamic risk and protective factors.
  2. **General Instructions**
  3. **Item Definitions**
- 

### Domain 1: Record of Referrals

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**Research:** Research has shown that minors with extensive criminal histories that start at an early age are more likely to re-offend in the future. Andrews and Bonta (1994) conducted an extensive review of the longitudinal research. They discovered that a small number of offenders appear to account for a large number of officially recorded criminal acts. Built upon this research, the PACT criminal history domain has been shown to be a valid predictor of recidivism (See the *Washington State Juvenile Court Assessment Manual, Version 2.1*, Barnoski, 2004).

A minor's criminal history is an indicator of the duration and established persistence of the minor's criminal behavior. Referrals that resulted in a sustained offense (conviction), diversion, deferred adjudication (adjudication withheld), adjudication, or deferred disposition -- regardless of whether successfully completed -- rather than offenses, are the unit of criminal history counted in this tool. This reflects the minor's persistence to re-offend even after being processed through the juvenile justice system. For example, minors who have three separate referrals are more persistent in their behavior than minors with three offenses on a single referral.

#### General Instructions:

- Sustained offenses (convictions) are defined as separate juvenile court cases in which the minor plead or was adjudicated on at least one offense.
- Diversion agreements or other informal contracts are to be counted as sustained offenses.
- Multiple offenses adjudicated on a single case conviction (petition) are considered as a single sustained offense.
- Include all cases that resulted in a sustained offense (conviction), diversion, deferred adjudication (adjudication withheld), adjudication, or deferred disposition.
- For deferred prosecution and adjudications withheld, include all cases regardless of whether the

case (petition) was subsequently dismissed.

- Include all current case(s), if the case(s) has/have resulted in adjudication withheld, adjudication, deferred prosecution, or diversion.
- Include adjudications in other jurisdictions for criminal behavior. Once you know whether the minor has ever lived in another jurisdiction, you should ask the minor and the minor's family about sustained offenses and prior probation status in other jurisdictions. If the minor and the minor's family deny that the minor has a record in another jurisdiction and you have reason to believe otherwise, then you may wish to contact that jurisdiction and/or do a search.
- Generally, a minor's criminal history must be based on the minor's juvenile court records. This information may be supplemented by the minor during the interview process.

**INSTRUCTIONS FOR OUT-OF-JURISDICTION CHARGES:** Some minors have received charges from other jurisdictions. In order to capture a more accurate 'Risk-to-Re-offend' score, users must enter information manually for out-of-jurisdiction charges (petitions). This information includes:

- A description of the charge (petition).
- The name of the jurisdiction where the offense occurred.
- Whether the most serious charge in the referral was a Misdemeanor or a Felony (non-criminal offenses are not entered).
- The date of the offense.
- Whether the offense was a:
  - a. Weapons offense,
  - b. Offense against a person, or
  - c. Sex offense.
- The date of petition, if filed.
- Court date charge(s)/petitions sustained.
- Confinement time and custody credits (date in/out).

Once you know whether a minor has ever lived in another jurisdiction, you should ask the minor and the minor's family about adjudications or convictions in other jurisdictions. If the minor and the minor's family deny that the minor has a record in another jurisdiction and you have reason to believe otherwise, then you may need to contact that jurisdiction and/or do a search.

### **Item Definitions: Domain 1**

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Domain 1 Definitions: Referrals, rather than offenses, are used to assess the persistence of re-offending by the minor. Referrals should be included in Domain 1 if either (a) they have a qualifying disposition or (b) they have no qualifying disposition, or are still pending disposition, but are less than 1500 days old from the date of the referral. This includes the current and prior matters. Qualifying dispositions include: any diversion (including police diversion), citation hearing, (offense which results in sanctions expectation are to be counted) any informal intervention (654 Informal, 654.2), Deferred Entry of Judgment (790 WIC), adjudication (725 (a) or 725 (b) WIC), or referral or petition to adult court. Counsel and close, or reprimand and close, cannot locate, information only, or referrals without further action do not count as a qualifying disposition.

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## Item Definitions: Domain 1

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**1. Age at first offense:** The age at the time of the offense for which the minor was referred to juvenile court for the first time, on a non-traffic misdemeanor or felony that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed), whether or not the juvenile appeared in court. (Even though it says juvenile court -- this also means contact with juvenile probation)

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***Felony and misdemeanor referrals:** Items 2 and 3 are mutually exclusive and should add to the total number of referrals as defined in 'Domain 1 Definitions' (see above).*

Each referral must be counted once as either a misdemeanor or a felony referral.

- If the case involves plea-bargaining, use the final offense(s) to characterize the referral.
  - A referral that involved a felony must only be counted as a felony referral.
  - A referral that involved a misdemeanor, but no felony, must be counted as a misdemeanor referral.
  - A referral that involved a misdemeanor and a felony must be counted as a felony referral.
  - Technical violations of probation are not counted as a referral.
  - Multiple offenses on one petition count as one referral.
- 

**2. Misdemeanor referrals:** Total number of referrals as defined in 'Domain 1 Definitions' (see above), for which the most serious offense was a non-traffic misdemeanor that resulted in a diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).

**3. Felony referrals:** Total number of referrals as defined in 'Domain 1 Definitions' (see above), for a felony offense that resulted in a diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).

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***Against-person or weapon referrals:** Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals, as defined in 'Domain 1 Definitions' (see above), that involve an against-person or a weapon offense, including sex offenses that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).*

- No referral should be counted more than once.
- A referral that involved an against-person felony offense must only be counted as an against-person felony referral.
- A referral that involved both an against-person felony offense and either a felony weapon offense or an against-person misdemeanor offense is counted as an against-person felony referral.
- A referral that does not involve an against-person felony offense but involved both a felony weapon offense and an against-person misdemeanor offense is counted as a felony weapon referral.
- A referral that involved a felony weapon, but not an against-person felony, must be counted as a weapon referral.
- A referral that involved an against-person misdemeanor, but not an against-person felony and not a weapon referral, must be counted as an against-person misdemeanor referral.
- An against-person felony involves force or physical harm to another person such as homicide,

murder, manslaughter, assault, rape, sex, robbery, kidnapping, domestic violence, harassment, criminal mistreatment, intimidation, coercion, obscene or harassing phone calls, etc.

- First-Degree Burglary should not be included if you know that the minor was charged by law enforcement with First-Degree Burglary when the minor was caught stealing a gun from the home with the intention to sell it. If you know the First-Degree Burglary involved harm or the direct threat of harm, then include it as an against-person felony.

**4. Weapon referrals:** Total number of referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.

**5. Against-person misdemeanor referrals:** Total number of referrals for which the most serious offense was an against-person misdemeanor -- a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.

**6. Against-person felony referrals:** Total number of referrals for which the most serious offense was an against-person felony involving force or physical harm to another person including sexual misconduct defined as a violent felony.

Items 7 and 8 are mutually exclusive and should add to the total number of referrals that involve a sex offense or sexual misconduct that resulted in a *diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court.*

**7. Sexual misconduct misdemeanor referrals:** Total number of referrals for which the most serious offense was a sexual misconduct misdemeanor including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.

**8. Felony sex offense referrals:** Total number of referrals for which the most serious offense was a felony sex offense involving sexual motivation, including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape/sodomy or voyeurism.

**9. Confinements in secure detention where minor was held for at least 48 hours:** Number of times the minor was held for at least 48 hours physically confined in a detention facility,

- Detention includes physical confinement in a county detention facility. It does not include electronic detention or another version of a detention order that does not include being physically confined in a detention facility.
- In scoring detention stays, a number of factors can lead to a decrease in scores over time. For example, if and when a detention stay is associated with a commitment on the same referral, it will no longer count towards the scoring of this question. Second, detention stays that are open at the time of a PACT assessment might be counted in the scoring, but later, if they are closed with less than a 48 hour stay, they will no longer be counted.

**10. Commitment orders where minor served at least one day confined under residential commitment:** Total number of commitment orders and modification orders, , for which the minor served at least one day confined under residential commitment.. This includes short and long term commitment of at least 1 day in residential or institutional delinquency placement ordered by a court. A residential commitment includes camps/ranches, juvenile halls, group homes and fosters care, or a commitment to the Department of Juvenile Justice.

**11. Escapes:** Total number of attempted or actual escapes that resulted in adjudication.

- Include whether addressed as a Violation, filed by the DA, or considered at disposition.

Escapes include incarceration and detention, and may also include camps, group homes, residential treatment, electronic monitoring, etc., if, again, it results in a sustained violation (conviction) or adjudication. (Needs to result in adjudication for 871 WIC)

## 12. Warrants for failure-to-appear in court or absconding from supervision:

- Total number of failures-to-appear in court or absconding from supervision that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters, e.g., traffic citations or infractions
- 

## Domain 3a and 3b: School

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### General Instructions

- Always complete Section 3a.
  - Complete Section 3b when the minor is currently in school.
  - *For Initial Assessments, current is the most recent term in last 6 months; for Re-assessments and Final Assessments current is the last 4 to 8 weeks in the most recent term.*
  - Complete Section 3b when the minor is currently in school.
  - Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.
- 

### Item Definitions: Domain 3a: School History

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**1. Minor is a special education student or has a formal diagnosis of a special education need:** Do not include gifted designation.

**Research:** Research suggests that minors with these disadvantages may have difficulty staying involved in school, experience failure in school, and feel frustrated and isolated from school. They may seek acceptance with anti-social peers who can lead them into criminal activities.

- Indicate if the minor is or has ever been a special education student or the minor has special education needs as evidenced by his or her receiving special treatment in school. Note: A 504 plan does not indicate special education, but rather a need for special accommodation.
- Contact the school to determine any or all special education classifications and needs that apply.
- Indicate if the minor has an active IEP (Individualized Education Plan) and, if so, its most current date.
- Check the first box if the minor has never been a special education student.
- If a minor has a diagnosis of a special education need based on autism, it should be noted here as a behavioral issue.

### 2. History of expulsions and out-of-school suspensions since the first grade:

**Research:** Minors with an extensive number of expulsions and suspensions have established a persistent pattern of anti-social behavior that may continue as criminal activity.

- Include only out-of-school expulsions and suspensions. Exclude on-campus suspensions and Saturday School.
- Some special education minors cannot be suspended and receive disciplinary hearings. Note this in the comment section, but do NOT score as a suspension or expulsion. This factor is concerned with the minor's absence from the school.

### 3. Age at first expulsion or suspension:

**Research:** Research suggests that minors who exhibit school problems early in life are more likely to establish a pattern of anti-social behavior. These behaviors may become persistent and surface as continuing criminal activity.

**4. Minor has been enrolled in school during the last 6 months, regardless of attendance:** School includes a conventional academic or vocational public or private school, continuation school, or accredited distance learning classes, home school and independent study programs.

- Exclude detention schools, schools in a drug/alcohol program, and other similar schools which are not open to the general public. Do not exclude on-site group home schools when performing re-assessments, even though they may not be open to the general public. CHSPE is 'California High School Proficiencies Exam' which is equivalent to a GED (General Education Diploma).

### Domain 3b. Current School Status

- For Initial Assessments, current means behaviors during the last 6 months and for Re-assessments and Final Assessments, current means behaviors during the last 4 to 8 weeks.
- A community school is a school that is open to the general public excluding detention schools, schools in a drug/alcohol program, and other similar schools which are not open to the general public.
- Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending a community school.

**1. Minor's current school enrollment status, regardless of attendance:** If the minor is in continuation school, home school or independent study program as a result of being expelled or dropping out, check expelled or dropped out; otherwise check enrolled, if in continuation school/home school or independent study program.

**Research:** Minors who are enrolled in school are at a lower risk than minors who are no longer enrolled and attending school. Not attending school indicates the minor's detachment from a pro-social activity and peers and the possibility that the minor has a lot of free time for getting into trouble. If a minor has withdrawn from school due to in-patient treatment, place minor in enrolled part-time.

**2. Type of school in which minor is enrolled:** Enter the name of the school and school district in which the minor is enrolled or was last enrolled, and his or her Grade (e.g., 9<sup>th</sup>).

Name of School \_\_\_\_\_  
 Name of School District: \_\_\_\_\_

**Grade:** \_\_\_\_\_

**3. Minor believes there is value in getting an education:**

**Research:** Research suggests that minors who do not place much value in education are less likely to be successful in school and then later in life. Not believing in school is a marker for isolation from the healthy school pro-social environment and may also be a marker for not believing in pro-social values and conventions.

- From minor's perspective.

**4. Minor believes school provides an encouraging environment for him or her:**

**Research:** Research suggests that minors who do not see school as an encouraging environment are more likely to do poorly and drop out of school, making them vulnerable to anti-social influences.

- From minor's perspective.

**5. Teachers, staff, or coaches whom the minor likes or with whom the minor feels comfortable talking:**

**Research:** Protective factor research suggests that minors who have positive relationships with pro-social adult role models are less likely to continue anti-social behaviors.

**6. Minor's involvement in school activities during most recent term:** Examples include school leadership, social service clubs, music, dance, drama, art, athletics, and other extracurricular activities.

**Research:** Protective factor research suggests that minors who are involved in school activities have less time for anti-social behavior, are exhibiting an interest in healthy pro-social behaviors, and a commitment and bonding to school. Minors who have no such interests are at higher risk because of their isolation from these pro-social activities and increased vulnerability to anti-social influences.

- No interest in school activities is evidenced by the minor not participating in any school activities, not considering self to have any involvement with school, not seeing self as a student, school is not a part of the minor's life.
- School dances are not considered an activity.
- Recent term refers to any school term within the last

**6. Minor's involvement in school activities during most recent term:** Examples include school leadership, social service clubs, music, dance, drama, art, athletics, and other extracurricular activities.

**Research:** Protective factor research suggests that minors who are involved in school activities have less time for anti-social behavior, are exhibiting an interest in healthy pro-social behaviors, and a commitment and bonding to school. Minors who have no such interests are at higher risk because of their isolation from these pro-social activities and increased vulnerability to anti-social influences.

- No interest in school activities is evidenced by the minor not participating in any school activities, not considering self to have any involvement with school, not seeing self as a student, school is not a part of the minor's life.
- School dances are not considered an activity.
- Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.

six months prior to the assessment during which the minor was attending school.

**7. Minor's conduct in the most recent term:** Fighting or threatening students; threatening

teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying; cheating; dishonesty.

**Research:** School misconduct provides direct evidence of anti-social behavior and an inability of the minor to successfully function in the school environment. Examples of the types of problematic conduct include:

- Fighting or threatening/harassing students at own school or another campus
  - Drug/alcohol use
  - Threatening teachers/staff
  - Crimes, e.g., theft, vandalism
  - Overly disruptive behavior
  - Lying, cheating, dishonesty: This question is progressive, please select the most severe.
- This is the school misconduct record of the minor as measured by teacher reports and calls to the parents/caretakers and law enforcement. Most schools have an individual, usually a vice-principal, responsible for formal misconduct calls to parents and law enforcement.
  - Do not count calls for the following types of misconduct: swearing, attendance, grades, and non-aggressive disrespectful behavior.
  - Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.

#### **8. Number of expulsions and suspensions in the most recent term:**

**Research:** Minors with an extensive number of expulsions and suspensions have established a persistent pattern of anti-social behavior that may continue as criminal activities.

- Include only out-of-school expulsions and suspensions.
- Some special education students cannot be suspended and receive disciplinary hearings. Note this in the comment section but do NOT score as a suspension or expulsion. This factor is concerned with the minor's absence from the school.
- Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.

#### **9. Minor's attendance in the most recent term:**

**Research:** Unexcused absences may indicate a lack of interest and involvement in school and suggests the minor has difficulties complying with the rules and expectations of the school.

- A full-day unexcused absence is defined as the juvenile being absent for the majority of classes in one day (e.g., 2 classes out of 3; 4 classes out of 6).
- Partial-day absence means attending the majority of classes and missing the minority.
- Habitual truancy as defined in the Ed Code is student reported truant (absent/unexcused on 3 days) on 3 separate occasions in a school year.
- Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.

#### **10. Minor's academic performance in the most recent school term:**

**Research:** Protective factor research indicates that minors who get good grades in school demonstrate a commitment to school and pro-social values. Minor who get poor grades are at risk because of their lack of commitment to school, learning problems, or possibly an indication that a vocationally oriented environment may be more appropriate.

- Check one box for minor's average academic performance in the first column and, if applicable, check one box in the second column if failing classes. Ask the minor and the minor's family about the minor's average academic performance in the most recent term. You may also need to contact the school if the minor is overestimating how well he or she is doing in school. Consider the minor's average academic performance, or grade point average, during the most recent term in a community school.
- Recent term refers to any school term within the last six months prior to the assessment during which the minor was attending school.

#### Notes on grades and failing classes:

- Only minors who have lower than C average may be failing most classes.
- Only minors with a C or better average may be failing some classes.
- Honor students could not be failing any classes.

#### 11. Interviewer's assessment of likelihood the minor will stay in and graduate from high school or an equivalent vocational school:

**Research:** The ability of the minor to stay in school and graduate is an indicator of the minor being able to live a pro-social lifestyle, develop the skills for future employment, develop a sense of accomplishment, and avoid future legal troubles.

- Based on your discussion with the minor and from directly asking the minor about graduating, indicate your assessment of the minor's chances for graduating.
  - The protective factor relates to staying in school and completing school, not returning later to earn a GED or pass a High School Equivalency Exam.
- 

#### Domain 4a and 4b: Use of Free Time

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#### General Instructions

- Section 4a concerns the use of free time over the past five years.
  - Exclude activities sponsored by the minor's school, since those activities are already considered in the school section.
    - *For Initial Assessments, current is within the last 6 months*
    - *For Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.*
- 

#### Item Definitions: Domain 4a. Historic Use of Free Time

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**Research:** Research suggests that involvement in organized/structured activities provide minors with opportunities to develop relationships with pro-social peers and adults. This may serve to facilitate involvement in conventional social networks and promote a global sense of competence, self-efficacy, and pro-social conduct. Research has also shown that minors who spend their free-time in pro-social and constructive activities are at lesser risk. At the same time, minors who have no interest in any of these activities are at higher risk.

**1. History of structured recreational activities within the past 5 years:** Minor has participated in

structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, scouts, or other community activities.

**2. History of unstructured recreational activities within the past 5 years:** Minor has engaged in activities that positively occupy the minor's time, such as reading, hobbies, etc.

â€¢ Video games and television do not count as pro-social unstructured activities.

â€¢ Be sure that the minor actually engaged in walking, hobbies, outdoor recreation, activities, and pastimes that occupied the minor's attention and time in a healthy, positive way.

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### Item Definitions: Domain 4b. Current Use of Free Time

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#### General Instructions

For Initial Assessments, current means behaviors during the last 6 months and for Re-assessments and Final Assessments, current means behaviors during the last 4 to 8 weeks.

#### 1. Current interest and involvement in structured recreational activities:

Minor participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, scouts or other community activities.

- Be sure that the minor is actually participating in these activities and not just saying he or she is. You may need to check with the organization sponsoring the activity to confirm that the minor shows up and participates.

#### 2. Types of structured recreational activities in which minor currently participates:

**Research:** The protective factor research suggests that commitment and bonding to the community can reduce anti-social behavior. This item measures this bonding through the minor's participation in structured community activities.

**3. Current interest and involvement in pro-social unstructured recreational activities:** Minor engages in activities that positively occupy his or her time, such as reading, hobbies, etc.

- Be sure that the minor actually engages in walking, hobbies, outdoor recreation, activities, and pastimes that occupy the minor's attention and time in a healthy, positive way.
- 

### Domain 5a and 5b: Employment

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#### General Instructions

- Domain 5a concerns employment history, including whether minor is currently employed.
- If the first button in Domain 5a is selected, 'Minor is currently too young...', then the remainder of Domain 5a and 5b will grey out and cannot be completed. Move to the next Domain.
- If the second button in Domain 5a is selected, 'Minor is 14 years or older and never been employed,' then the remainder of Domain 5a and questions 3 and 4 of Domain 5b will grey

out and cannot be completed. Please complete questions 1 and 2 in Domain 5b.

- 
- *For Initial Assessments, current is within the last 6 months;*
- *For Re-assessments and Final Assessment, current is within the last 4 weeks.*

Consider the minor's global involvement as an employee to get a general impression of adaptability and performance. Consider only voluntary employment that is not a court-ordered obligation or a condition of supervision, and not a family chore or expectation. The minor must be expected to show up at work at a certain time, on a regular basis, and get paid.

### **Item Definitions: Domain 5a. Employment History**

**Research:** The protective factor research indicates that minors who have been successfully employed and have developed good relationships with their employer(s) and co-worker(s) are at lower risk for re-offending. Participation in a supervised work environment can provide the minor with essential job related and social skills that will facilitate the transition into adulthood.

Complete following section only if the minor has ever been employed.

Complete following section only if the minor has ever been employed.

- 1. History of employment:**
- 2. History of employment performance:**
- 3. History of positive personal relationship(s) with past employer(s) or adult coworker(s):**

### **Item Definitions: Domain 5b. Current Employment**

For Initial Assessments, current means behaviors during the last 6 months and for Re-assessments and Final Assessments, current means behaviors during the last 4 to 8 weeks

- 1. Current Employment Status:**
- 2. Understanding of what is required to maintain a job:**
- 3. Current interest in employment:**
- 4. Current positive personal relationship(s) with employer(s) or adult co-worker(s):**

### **Domain 6a and 6b: Relationships**

#### **General Instructions**

This section requires the interviewer to conduct a thorough examination of individuals in the minor's

life. It is critical to identify all individuals with whom the minor is in contact and then to determine if these individuals provide pro-social modeling and support. Start by asking the minor about adults who they are in contact with and then focus on peer relationships.

Exclude school, employment, and family relationships.

Section 6a concerns all past relationships

- Section 6b concerns current relationships.
  - *For Initial Assessments, current is within the last 6 months.*
  - *For Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.*
- 

### Item Definitions: Domain 6a. History of Relationships

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**Research:** Minors are influenced by their peers, family, and other adult role models. The weaker the bond between the minor and family, the greater the influence that peers may have upon the minor. Minors who spend a lot of time with peers, who are a negative influence, particularly if there are weak family and adult attachments, are at higher risk for re-offending. The protective factor research suggests that minor (a minor or minor's?) with weak family attachments can be influenced by other positive adult role models. According to the prevention research literature, improving the minor's relationships with pro-social adults and peers and weakening the relationship with anti-social peers should reduce the risk for re-offending.

**1. History of positive adult non-family relationships not connected to school or employment:** This includes adults who are not teachers nor members of the minor's family, who can provide support and model pro-social behavior, such as a religious leader, club member, community person, etc.

**2. History of anti-social friends/companions:** Anti-social peers are minors hostile to or disruptive of the legal social order; minors who violate the law and the rights of others and other delinquent minors. *(Check all that apply.)*

**Research:** Minors are influenced by their peers, family, and other adult role models. The weaker the bond between the minor and family, the greater the influence that peers may have upon the minor. Minors who spend a lot of time with peers, who are a negative influence, particularly if there are weak family and adult attachments, are at higher risk for re-offending. The protective factor research suggests that minor (a minor or minor's?) with weak family attachments can be influenced by other positive adult role models. According to the prevention research literature, improving the minor's relationships with pro-social adults and peers and weakening the relationship with anti-social peers should reduce the risk for re-offending.

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### Item Definitions: Domain 6b. Current Relationships

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**Research:** This protective factor is characterized by the existence of reliable, caring relationships based upon compassion, understanding, respect, and interest that establish

**Research:** This protective factor is characterized by the existence of reliable, caring relationships based upon compassion, understanding, respect, and interest that establish trust and self-confidence. That is, are there adults or older persons in the minor's life who can provide support to help the minor live a positive life? This includes adults such as a religious leader, club member, community person, or any other non-family adult(s). Exclude teachers, school staff, employers, and adult co-workers since that

information is included in those sections.

sh trust and self-confidence. That is, are there adults or older persons in the minor's life who can provide support to help the minor live a positive life? This includes adults such as a religious leader, club member, community person, or any other non-family adult(s). Exclude teachers, school staff, employers, and adult co-workers since that information is included in those sections.

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.

**1. Current positive adult non-family relationships not connected to school or employment:** Adults, who are not teachers and not part of the minor's family, who can provide support and model pro-social behavior, such as a religious leader, club member, community person, or probation officer, etc.

**Research:** This protective factor is characterized by the existence of reliable, caring relationships based upon compassion, understanding, respect, and interest that establish trust and self-confidence. That is, are there adults or older persons in the minor's life who can provide support to help the minor live a positive life? This includes adults such as a religious leader, club member, community person, or any other non-family adult(s). Exclude teachers, school staff, employers, and adult co-workers since that information is included in those sections.

**2. Current pro-social community ties:** Minor feels there are people in his or her community who encourage him or her to stay out of trouble and are willing to help the minor.

**Research:** The minor feels attached to a pro-social community in which he or she voluntarily associates. The minor feels there are community supports and resources to which the he or she can turn for help and belonging. The minor has a sense of attachment and does not feel socially isolated.

- Minor feels there are people in his or her community who encourage him or her to stay out of trouble and are willing to help the minor.
- The minor feels attached to a pro-social community (excluding school). The minor feels there are community supports and resources to which he or she can turn for help and belonging. The minor has a sense of attachment and does not feel socially isolated.

**3. Current friends/companions with whom minor actually spends time:** *(Check all that apply.)*

**Research:** This protective factor is characterized by the existence of reliable, caring relationships based upon compassion, understanding, respect, and interest that establish trust and self-confidence. That is, are there adults or older persons in the minor's life who can provide support to help the minor live a positive life? This includes adults such as a religious leader, club member, community person, or any other non-family adult(s). Exclude teachers, school staff, employers, and adult co-workers since that information is included in those sections.

Research has repeatedly shown that peers have a potentially large influence over minor (minors or a minor?). Whom the minor associates with, whom the minor emulates, and what role the minor plays among his or her peers are indicators whether the minor's friends and companions are a positive or negative influence.

- These are friends whom the minor actually spends time with.
- Anti-social peers are defined as those persons who are hostile to or disruptive of the legal social order; minors who violate the law and the rights of others.

**4. Currently in a 'romantic,' intimate, or sexual relationship:**

**Research:** Romantic partners may have more of an influence than other peers.

### 5. Currently admires/emulates anti-social peers:

**Research:** Because peer relationships have such a potentially large influence over the minor and because measuring peer relationships is subjective, researchers suggest having several items measure the strength of this relationship. The sum of these items should form a more reliable scale of the influence that negative peers have over the minor.

### 6. Current resistance to anti-social peer influence:

**Research:** This item directly measures the degree to which the minor is influenced by the peer group.

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## Domain 7a: Family History

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### General Instructions

Parents in this assessment include the minor's mother and father or any individuals who are legally responsible for raising the minor. (The "parents" may also be non-relative adult caretakers acting "*in loco parentis*", relatives who have assumed the care of the minor in absence of birth/adoptive parent(s), step-parents and foster parents.) A mother includes the minor's primary female adult caretaker. A father includes the minor's primary male adult caretaker. Section 7a concerns family history.

- Complete this section if the minor is currently under any adult supervision.
  - *For Initial Assessments, current is within the last 6 months.*
  - *For Re-assessments and Final Assessment, current is within the last 4 to 8 weeks*
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### Item Definitions: Domain 7a. History of Relationships

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**Research:** The family environment in which the minor was raised has a large influence over the minor's attitudes and behaviors. The two major areas addressed in Domain 7A and 7B include parent characteristics and family management practices.

Research has consistently identified factors, such as parental criminality, substance abuse problems, mental health etc., that are related to juvenile delinquency. Family management practices also play an important role in the child's development. Researchers have found four aspects of family management practices that contribute to problematic behavior. First, minimal parental supervision, (lack of knowledge of the child's whereabouts, activities engaged in outside of the home, and peers) place minors at risk for anti-social behavior. Second, minors who receive little support, encouragement and affection are more likely to experience difficulties in adolescence. Third, poorly defined and poorly communicated rules and expectations for behavior appear to play a major role in child problematic behavior. Inconsistent or excessively severe discipline for inappropriate behavior further contributes to difficulties for the minor. Finally, minors who witness or experience abuses are at greater risk for behavioral and emotional problems.

If the minor is returning to a dysfunctional family environment, research indicates that family-based interventions may be effective in reducing risk. In addition to the environment in which the minor was raised, research suggests the minor's current living arrangements have an impact on the minor's level of risk.

### 1. History of court-ordered or child welfare/child protective/social services voluntary out-of-home

**and emergency foster care placements exceeding 30 days:** Exclude delinquency-related referrals or placements.

- In determining the number of times the minor has had an out-of-home placement, a minor does not have to be returned home between placements since this may not be possible for some minors.
- Include only those voluntary programs that have official agency involvement.
- Exclude respite care, detention, and shelter care under 30 days. Exclude sending the minor to live with other relatives as out-of-home placement unless officially recognized as an out-of-home placement. The intent of this risk factor encompasses
- The number of out-of-home placements should be based on the number of times they were court ordered or voluntarily removed from the home, NOT the number of different shelters in which they were placed. For example, a minor who is removed from his home and sent to a shelter, but then moved to another shelter due to crowding issues or behavioral issues, would only be counted as having one out-of-home placement.

**2. History of running away or getting kicked out of home: Include times the minor did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.**

- Determine the number of times the minor has run away from home, been kicked out of home, or had any placement where the minor did not voluntarily return within 24 hours.
- Include any such history with residential or foster care, etc.

**3. History of petitions filed:** Include all petitions regardless of whether the petition was sustained. *(Check all that apply.)*

- Check as many as apply for dependency petitions.
- Petitions refer to dependency petitions, not delinquency petitions

**4. History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:** *(Check all that apply.)*

**Research:** In addition to the environment in which the minor was raised, research suggests the minor's current living arrangements have an impact on the minor's level of risk. Once again, it is important to examine who is present in the minor's environment to provide support and encouragement and to discourage anti-social behavior. A thorough assessment of how the minor is supervised, disciplined, and reinforced is critical.

- This includes residential delinquency placement ordered by a court.
- If a sibling who was ever involved in the household for at least 3 months has been, or is, in a residential commitment program, it should be scored as older or younger sibling having a history of jail/imprisonment.
- Female or male caretaker can refer to a primary caregiver beyond biological parents.

**5. Minor is currently living under any adult supervision:**

- Adult supervision must be someone who is responsible for providing for the minor's welfare.
- Minors who are not under the supervision and guidance of an adult are at higher risk of getting into trouble. Domain 7b cannot be completed if no one is providing any of those parental responsibilities.

## Domain 7b. Current Living Arrangements

## General Instructions

In this section, it is important to determine risk and protective factors in the minor's current living arrangements. Parents in this assessment include the minor's mother and father or any individuals who are legally responsible for raising the minor.

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.

## Item Definitions: Domain 7b

Complete this section if the minor is currently under any adult supervision. For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.

In this section, it is important to determine risk and protective factors in the minor's current living arrangements. Parents in this assessment include the minor's mother and father or any individuals who are legally responsible for raising the minor.

For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.

**Research:** In addition to the environment in which the minor was raised, research suggests the minor's current living arrangements have an impact on the minor's level of risk. Once again, it is important to examine who is present in the minor's environment to provide support and encouragement and to discourage anti-social behavior. A thorough assessment of how the minor is supervised, disciplined, and reinforced is critical.

1. **All persons with whom minor is currently living:** *(Check all that apply.)*
2. **Annual combined income of minor and family:** Answers to the right will auto-populate from numbers entered below.

**Number of persons in the household:** \_\_\_\_\_

**Annual income:** \_\_\_\_\_

- Annual income is the money available to the household responsible for the minor.
- Because this can be an embarrassing item, one suggestion is to have the income question on a separate piece of paper that you can ask the family to complete without verbally asking them for the information. You can assure them that this information will not be used for placement (or agency) costs or other financial obligations. You can add that the agency makes you collect this information, and you do not like it any more than they do. The juvenile court may already ask this information when they are determining financial obligations and the family's ability to pay those obligations.
- If child support is being provided to the minor, include only the child support payment, not the income of the person paying child support, in the total income.
- If the minor is working to partially or totally support him/herself, be sure that the employment box

is checked and write on the assessment that the minor is financially self-supported through employment.

- Living below (or slightly above) the poverty line is a risk factor. Living considerably above the poverty line is a protective factor. The table below is used to calculate the answers to this question, based on to the minor's family size and income. The current poverty rate is measured according to the 2006 HHS Poverty Guidelines which are illustrated in the table below.

Persons in Family Unit	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$9,800	\$12,250	\$11,270
2	\$13,200	\$16,500	\$15,180
3	\$16,600	\$20,750	\$19,090
4	\$20,000	\$25,000	\$23,000
5	\$23,400	\$29,250	\$26,910
For each additional person, add	\$3,400	\$4,250	\$3,910

**3. Jail/imprisonment history of persons who are currently involved with the household:** *(Check all that apply.)*

- Check jail/imprisonment if either parent or siblings were ever incarcerated. This includes time frame before minor was born.
- Asking your local law enforcement about family criminal history could be the most reliable and valid method for obtaining this information. Using any self-reported information from either the minor or a parent is a valid way to reduce your search effort. Your local MIS (Management Information System) can also be used to determine the juvenile court records of the minor's siblings. At the state level, you could do a search of court records. For parents and siblings, you may need their birth date, in addition to name, for identification.
- If a family member currently involved in the household, who was involved for at least 3 months is currently in jail/prison, this should be scored on Domain 7A: Q4.

**4. Problem history of parents who are currently involved with the household:** *(Check all that apply.) Include non-parental caregivers when scoring this item.*

- Include any problem(s) the parents/relations currently involved in the household have ever experienced. Interviewing the minor separately from the parents may help provide this information as well as asking the parents directly without the minor being present. Other sources of information are school counselors, law enforcement, and drug/alcohol providers who know the minor or minor's family.
- Problem history for drug and/or alcohol use involves disrupted function in four life areas: employment, family conflict, health, and legal consequences.
- Disruption of employment as evidenced by problems with work, lack of work, absence from work, or poor job performance.
- Disruption of family life as the result of absence from the family life or conflicts (fighting) over alcohol or drug use.
- Disruption in health as evidenced by emergency room visits or medical problems that resulted from alcohol or drug use.
- Problems with legal system such as DUIs, loss of driver's license, arrests for alcohol or drug offenses, or criminal activity involving or as the result of alcohol or drug use.
- If a family member/person involved in the household is currently in jail/prison/commitment, it should be scored as having a history of jail/imprisonment (Domain 7A Q4).

- If a sibling who is currently involved in the household has been, or is in, a residential commitment program, it should be scored as older or younger sibling having a history of jail/imprisonment.

**5. Problem history of siblings who are currently involved with the household:** *(Check all that apply.)*

- Problem history for drug and/or alcohol use, physical health problem, or mental health problem, involves disrupted function in four life areas: employment, family conflict, health, and legal consequences.

**6. Support network for family:**

- Extended family and/or family friends who can provide additional support to the family

**7. Family willingness to help support minor:**

- If the minor indicates that she or he feels loved, supported, and cared for, ask the minor to indicate how the parent or caretaker expresses this.
- Look for signs of affection, such as giving compliments, supportive statements for something well done, increasing time spent together, and other ways of communicating approval and respect.
- Try to get an overall feeling of the level of affection, respect, and caring experienced by the minor.

**8. Family provides opportunities for minor to participate in family activities and decisions affecting the minor:**

**Research:** Lack of parental affection and parental rejection of the minor have been consistently linked to criminal behavior.

- Look for a range of opportunities to do things as a family on a regular basis.
- The family gives the minor a chance to be part of pro-social family events and activities.
- The minor feels included in the family.
- The minor is given the opportunity to be attached to the family.

**9. Minor has run away or been kicked out of home:**

- Include times minor did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.

**10. Family member(s) with whom minor feels close, or with whom the minor has good relationships:** *(Check all that apply.)*

- Female or male caretaker can refer to a primary caregiver beyond biological parents.

**11. Level of conflict between parents, between minor and parents, among siblings:**

**Research:** The level of conflict experienced by the minor has been linked to increased risk for problematic behavior. Minors who are repeatedly exposed to violence and abuse are at greater risk for perpetrating acts of violence or further victimization.

- Since several forms of conflict may be present, check the most severe level of conflict.

**12. Parental supervision:** Parents know whom minor is with, when minor will return, where minor is going, and what minor is doing.

**Research:** Parental supervision is a critical risk factor in predicting anti-social behavior. Minors who are not supervised are free to spend time with other anti-social minors and engage in anti-social behavior.

- Good supervision implies encouraging and guiding minor to engage in pro-social activities and

influences.

- Parental supervision is evidenced by the parents knowing and approving whom minor is with, when minor will return, where minor is going, and what minor is doing?
- Knowledge alone is not good supervision. Knowing that a minor is with gang members is not good supervision. This implies supervision is inadequate. Look for efforts on the parent's part to monitor the minor.
- For example, does the minor know how to reach the parent at all times? Does the parent know where the minor is at all times, even when she or he is at work or out of the house? If parents are at work when the minor returns from school, what efforts have been put into place to ensure the minor is properly supervised?

### **13. Parental authority and control:**

- The focus of this risk factor is the level of parental control.
- Determine if the family has rules and expectations and how frequently the minor follows through and obeys them. Probe carefully when the minor indicates there are no rules or expectations. Typically the minor has some type of restriction placed on his or her behavior.
- You can consider what the parents say as a confirming source about what the minor says, although if you suspect the parents are denying this problem, you may need to refer to another source. (Compare parent's' statements immediately after minor's arrest with those later, when they are no longer angry and possibly ready to cover for minor.)
- The time of the offense can indicate parental control. If a minor commits a crime in the middle of the night, the parent may not have the control to keep the minor in the house.

**14. Consistent, appropriate punishment for bad behavior:** "Appropriate punishment" means clear communication of the undesired behavior, timely response and response or consequence that is proportionate to conduct, and is non-coercive or abusive.

**Research:** Research suggests that little, insufficient (used erratically or infrequently), or overly severe punishment (severe consequences in relation to the problem behavior) are related to delinquency.

**15. Consistent, appropriate rewards for good behavior:** 'Appropriate' means clear communication of the desired behavior, timely response, and response that is proportionate to conduct; rewards could include affection, praise, or other tangible or intangible benefit.

- 'Consistent' refers to timely response (closely follows target behavior).

### **16. Parental characterization of minor's anti-social behavior:**

**Research:** There is significant evidence to suggest that parents who condone or ignore anti-social acts exhibited by their children may actually reinforce and promote their child's criminal behavior.

- Determine if the parent colludes with the minor and/or promotes anti-social behavior by denying the significance of the offense or minimizing the minor's responsibility.

## **Domain 8a and 8b: Alcohol And Drugs**

### **General Instructions**

Assess any alcohol and drug usage by the minor relative to its disruption of the minor's life. Disrupted functioning involves problems in any one of these five life areas: education, family conflict, peer relationships, crime or health consequences. Disrupted functioning usually indicates that treatment is

warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the minor's criminal activity is related to alcohol use.

- Disruption of education is evidenced by problems with attendance or poor school performance (grades).
- Disruption of family life is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
- Disruption in peer relationships is evidenced by most of the minor's friends using alcohol or drugs.
- Disruption in health is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.

If minor are using these substances four or five days a week in an amount that alters their ability to function "normally" and you conclude they are in need of treatment, then consider the minors to have a disruptive alcohol/drug abuse problem.

- Section 8a concerns history of alcohol and drug use.
- Section 8b concerns current alcohol and drug use.
- Section 9a concerns history of mental health.
- Section 9b concerns current mental health.

### Item Definitions: Domain 8a. Alcohol and Drug History

Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the minor's criminal activity is related to drug use. Answering yes means the minor may need alcohol or drug treatment. If a minor is a minor in possession with no indication of dependence on alcohol or drugs, then answer no.

**Research:** Substance use disorders represent the most frequently occurring mental health problem in the general population and are over-represented in the criminal justice population, with estimates ranging from 60% to 85%.

Minors with an early behavioral history of experimentation with alcohol or drugs are at greater risk for criminal behavior. Drug and alcohol usage is also linked to academic and conduct problems at school and may involve associations with anti-social peers.

**1. History of alcohol use: (One time use of alcohol may not want to be included.) Assessor should carefully consider not making the assumption that there is a history of alcohol if the minor has used only once. History can include consuming the day before) (Check all that apply.)**

- Disruption of education is evidenced by problems with attendance or poor school performance (grades).
- Disruption of family life is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
- Disruption in peer relationships is evidenced by most of the minor's friends using alcohol or drugs.
- Disruption in health is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.

- Use of alcohol in and of itself should not be scored as having contributed to criminal behavior. The alcohol use has to have been a factor in criminal activities; for example, desire for alcohol was a motivation for stealing, or crimes were committed while intoxicated.

**2. History of drug use:(One time use of drugs may not want to be included.) Assessor should carefully consider not making the assumption that there is a history of drugs if the minor has used only once. History can include consuming the day before) (Check all that apply.)**

- Disruption of education is evidenced by problems with attendance or poor school performance (grades).
- Disruption of family life is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
- Disruption in peer relationships is evidenced by most of the minor's friends using alcohol or drugs.
- Disruption in health is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.
- Use of drugs in and of itself should not be scored as having contributed to criminal behavior. The drug use has to have been a factor in criminal activities; for example, desire for drugs was a motivation for stealing, or crimes were committed while under the influence.

**3. Minor's history of referrals for drug/alcohol assessment:**

**4. History of attending alcohol/drug education classes for an alcohol/drug problem:**

**5. History of participating in alcohol/drug treatment program:** (For clarification of the difference between an education class, and a treatment program, seek consultation from a member of the liaison team)

â€¢ Base the response on the number of treatment programs the minor participated in, not the number of sessions attended.

**6. Minor is currently using alcohol or drugs:**

â€¢ If the response currently using alcohol or drugs is selected, past history must also be selected in Q1 and/or Q2.

### **Item Definitions: Domain 8b. Current Alcohol and Drugs**

- Assess any alcohol and drug usage by the minor relative to its disruption of the minor's life. Indicate whether alcohol and/or drug use often contributes to the minor's criminal behavior; alcohol or drug use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the minor's criminal activity is related to drug use. Selecting this answer means the minor may need alcohol or drug treatment.

**1. Minor's current alcohol use: (Check all that apply.)**

- Disruption of education is evidenced by problems with attendance or poor school performance (grades).
- Disruption of family life is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
- Disruption in peer relationships is evidenced by most of the minor's friends using alcohol or drugs.
- Disruption in health is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.

- Use of alcohol in and of itself should not be scored as contributing to criminal behavior. The alcohol use has to be a factor in criminal activities; for example, desire for alcohol was a motivation for stealing, or crimes were committed while intoxicated.

**2. Current drug use:** *(Check all that apply.)*

- Disruption of education is evidenced by problems with attendance or poor school performance (grades).
- Disruption of family life is evidenced by conflicts over alcohol or drug use, such as running away from home, stealing at home to support use, arguing over use, or stealing alcohol/drugs from home.
- Disruption in peer relationships is evidenced by most of the minor's friends using alcohol or drugs.
- Disruption in health is evidenced by emergency room visits or medical problems which resulted from alcohol or drug use.
- Use of drugs in and of itself should not be scored as having contributed to criminal behavior. The drug use has to be a factor in other criminal activities; for example, desire for drugs was a motivation for stealing, or crimes were committed while under the influence.

**3. Type(s) of drugs used:** *(Check all that apply.)*

**4. Current drug/alcohol treatment program participation:**

⌘ In selecting a response to this question, in most cases, if alcohol or drug use is contributing to criminal behavior, then the response of alcohol/drug treatment not warranted is inappropriate.

⌘ If a minor has successfully completed treatment in the past, but has relapsed and is not currently in treatment, select not currently attending needed treatment.

**Domain 9a and 9b: Mental Health**

**General Instructions**

Physical abuse includes mental abuse as well as physical abuse. DCF defines physical abuse as any non-accidental physical injury, such as bruises, burns, fractures, bites, or internal injuries. Mental abuse includes, by accident or omission, the damaging of the intellectual, psychological, or emotional functioning of the child.

Sexual abuse includes acts such as indecent liberties, communication with a minor for immoral purposes, sexual exploitation of a child, child molestation, sexual misconduct with a minor, rape of a child, and rape.

The Department of Children and Families (DCF) definition of neglect includes negligent or maltreatment (dangerous act) or omission that constitutes a clear and present danger to the child's health, welfare, and safety, such as:

- Failure to provide adequate food, clothing, shelter, emotional nurturing, or health care.
- Failure to provide adequate supervision in relation to the child's level of development.
- An act of abandonment with the intent to forego parental responsibilities despite an ability to do so.
- An act of exploitation, such as requiring the child to be involved in criminal activity, imposing unreasonable work standards, etc.
- An act of reckless endangerment, such as a parent driving under the influence of alcohol or drugs

with children present.

- Other dangerous acts, such as hitting, kicking, throwing, choking a child, or shaking an infant. Include any history of being a victim of physical or sexual abuse or neglect that is suspected, whether or not substantiated.

Include any history of being a victim of physical or sexual abuse or neglect that is suspected, whether or not substantiated. Exclude reports of abuse or neglect that have been investigated and proven to be false.

If you suspect that self-reported abuse is being used to get back at the minor's parents, it may be necessary to confirm this risk factor even if a minor affirmatively replies. Parental/caretaker self-report can be considered confirmation. Children and Family Services may be the last place to look after asking the minor, parents, and the school counselor. This risk factor is for suspected abuse that may or may not be confirmed. Therefore, a school counselor may suspect abuse but may not call DCF or law enforcement. However, you would need to exercise your discretion to evaluate the counselor's suspicion concerning abuse.

Determine the existence of abuse by asking the minor and by contacting a qualified professional, e.g., DCF worker, school counselor, social worker, health care professional.

Qualified professionals are individuals with the necessary training or experience that enables them to determine, either directly from the minor or indirectly from family, relatives, or other sources, whether the juvenile was abused.

Qualified professionals include DCF workers, social workers, health care workers, drug or alcohol counselors, or school counselors.

- Section 9a concerns history of mental health.
- Section 9b concerns current mental health.

*For Initial Assessments, current is within the last 6 months.*

*For Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.*

## **Item Definitions: Domain 9a. Mental Health History**

### **General Instructions:**

- Physical abuse includes mental abuse as well as physical abuse. Child Protective Services defines physical abuse as any non-accidental physical injury, such as bruises, burns, fractures, bites, or internal injuries. Mental abuse includes, by accident or omission, the damaging of the intellectual, psychological, or emotional functioning of the child.
- Sexual abuse includes acts such as indecent liberties, communication with a minor for immoral purposes, sexual exploitation of a child, child molestation, sexual misconduct with a minor, rape of a child, and rape.
- Neglect includes negligent or maltreatment (dangerous act) or omission that constitutes a clear and present danger to the child's health, welfare, and safety, such as:
  - o Failure to provide adequate food, clothing, shelter, emotional nurturing, or health care.
  - o Failure to provide adequate supervision in relation to the child's level of development.

- o An act of abandonment with the intent to forego parental responsibilities despite an ability to do so.
  - o An act of exploitation, such as requiring the child to be involved in criminal activity, imposing unreasonable work standards, etc.
  - o An act of reckless endangerment, such as a parent driving under the influence of alcohol or drugs with children present.
  - o Other dangerous acts, such as hitting, kicking, throwing, choking a child, or shaking an infant.
- Include any history of being a victim of physical or sexual abuse or neglect that is suspected, whether or not substantiated. Exclude reports of abuse or neglect that have been proven to be false.
- \* The California Welfare & Institutions Code 300 defines several categories of abuse of children, such as:
    - o 300(a): Physical Abuse
    - o 300(b): Neglect
    - o 300(c): Emotional Damage
    - o 300(d): Sexual Abuse
    - o 300(e): Severe Physical & Sexual Abuse
    - o 300(f): Causing Death of Another
    - o 300(g): Abandonment
    - o 300(h): Freed for Adoption
    - o 300(i): Cruelty (or failure to protect from acts of cruelty)
    - o 300(j): Abuse of Sibling
  - \* 300 WIC defines Physical Abuse as any non-accidental serious physical harm, or there is substantial risk of same ('serious physical harm' does not include reasonable and age-appropriate to the buttocks where there is no evidence of serious physical injury).
  - \* Neglect is the failure to provide adequate supervision, which has or may result in serious physical harm or illness.
  - \* Emotional Damage is evidenced by severe anxiety, depression, withdrawal, or untoward aggression by the child as a result of conduct of the parent/guardian.
  - \* Sexual Abuse by parent/guardian or known/allowed by parent is defined in 11165.1 PC (includes acts such as communication with a minor for immoral purposes, sexual exploitation of a child, child molestation, sexual misconduct with a minor, rape of a child, and rape/sodomy).
  - \* Severe Physical Abuse means any single act of abuse of a child under 5, which caused physical trauma that if left untreated would be permanently disfiguring; Abandonment as child has been left without any provision for support;
  - \* Include any history of being a victim of physical or sexual abuse or neglect that is suspected, whether or not substantiated. Exclude reports of abuse or neglect that have been investigated and proven to be false.
- If you suspect that self-reported abuse is being used to get back at the minor's parents, it may be necessary to confirm this risk factor even if a minor affirmatively replies. As a mandated reporter you must err on the side of caution. Local CPS computer records can be cross-checked for confirmation, but may have limited information when incident occurred in another county (or state). In these circumstances ask the parent, with the knowledge that they are likely to be very reluctant to provide information which portrays them badly.
  - Information may also be gained from others involved in minor's life; teachers, counselors, health

care professionals, coaches, all law enforcement and anyone working with children is a mandated reporter of suspected abuse.

- Section 9a concerns history of mental health.
- Section 9b concerns current mental health.
- For items 1 and 2, include any previous thoughts, threats, plans and attempts, even if minor indicates they were manipulative and there was no intent. Affirmative answers for any item in this domain require further mental health assessment and suicide assessment.

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**1. History of suicidal ideation:** Include any previous thoughts, threats, plans and attempts even if minor indicates they were manipulative or there was no intent. *(Check all that apply.)*

**2. History of violence/physical abuse** Include suspected incidents of abuse if disclosed by minor, whether or not reported or substantiated, but exclude reports investigated but proven to be false. *(Check all that apply.)*

**3. History of witnessing violence:** Include perpetrators and victims of violence as having witnessed violence. *(Check all that apply.)*

Do not select a response indicating the minor has witnessed violence based solely on the minor having been a perpetrator of violence. However, if the event(s) involved the minor as both perpetrator and victim, then one of the responses indicating witnessed violence should be selected.

**4. History of sexual abuse/rape:** Include suspected incidents of abuse if disclosed by minor, whether or not reported or substantiated, but exclude reports investigated but proven to be false. *(Check all that apply.)*

**5. History of being a victim of neglect:**

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

**6. History of ADD/ADHD:** Confirmed by a professional in the social service/healthcare field.

Diagnosis must be confirmed by a professional, not just a concern expressed by a parent

**7. History of mental health problems:** Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD confirmed by a professional in the social service/healthcare field. Include confirmed 5150 Holds. (An effort should be made to confirm unconfirmed reports of mental health problems/diagnosis/5150 Holds.)

- To determine if the minor has any mental health problems, start by asking the minor and parents about any history of taking medication or receiving counseling/mental health treatment. Since the family may be embarrassed by the minor having a problem, use your discretion about seeking another source of information to confirm the minor/family denying the use of medication or counseling. If current prescribed medication is reported, attempt to gather full information (prescribing physician's name/number, medication and dosage) for confirmation. If counseling is reported, attempt to learn counselor's name and contact number for confirmation. If 5150 WIC hold or voluntary placement/treatment at in-patient Mental Health facility is reported, attempt to gather details (date(s) of hold/placement and reason for same); confirmation should be attempted. If you know from self-report about the medication and/or treatment, checking with whomever prescribed the medication or provided treatment will give a solid answer to whether the minor has a problem and whether it is severe.

- Any history of emotional/behavioral problems, as evidenced by the minor ever having been prescribed medication, or received treatment/counseling, or been diagnosed for any emotional or behavioral problem.
- Confirm by a professional in the mental health field.
- If diagnosed with Autism, select History of mental health problems.

#### **8. History of anger or irritability:**

- These are explicit and preoccupying feelings of anger and vengefulness, as well as a general tendency toward irritability, frustration, and tension related to anger. An angry mood, its associated tension, 'touchiness', and an impulsive reaction to annoyance or frustration are all relatively common among juvenile offenders. It is not a symptom of any particular disorder, and some minors experience irritability without having a significant disorder. But angry mood is found in association with a number of clinical conditions (e.g., depression, a history of trauma, attention-deficit/hyperactivity disorder, oppositional behavior, conduct problems, poor socialization, and personality problems, as well as any combination of these difficulties).

#### **9. History of depression or anxiety:**

- Clinical observation, theory, and studies of adolescent disorder have often identified the fact that many adolescents experience depressed and anxious feelings together rather than as distinct problems. Moreover, often they are accompanied by anger and suicidal ideation. This does not mean that whenever a minor manifests one of these he or she will necessarily manifest the others. For example, although minors who are high on Suicidal Ideation will usually be high also in Depressed Anxious, many minors who are high on Depressed/Anxious may not be high on Suicidal Ideation. Take into account the minor's reported history of a depression or anxiety diagnosis or reporting of these types of feelings.

#### **10. History of somatic complaints:** Bodily or physical discomforts associated with distress, such as stomachaches or headaches.

- Somatic complaints tend to co-occur with depression and anxiety, and sometimes they can be associated with trauma history and with thought disorder as well. On the other hand, aches, pains, and other somatic complaints may be symptoms of physical illnesses, and such complaints should not be overlooked as symptoms in their own right. Somatic complaints sometimes reflect emotional distress that is not immediately apparent in other ways.

#### **11. History of Thought Disturbance:**

- This indicates the possibility of serious mental disorder involving problems with reality orientation. It is sometimes an early indication of a psychotic state, but it may simply arise in anxiety or dissociative states as well.

#### **12. History of traumatic experience:** Lifetime exposure to events such as rape, abuse or observed violence, including dreams or flashbacks.

- This item asks for response regarding events or feelings over the minor's entire lifetime, including up to the present time, rather than just 'the past few months.' This focuses on exposure to specific traumatic events (abuse, beatings, rape). This provides the minor the opportunity to think of any other events that he or she experienced as 'bad or terrifying' or that resulted in 'bad thoughts or dreams.' Juvenile offenders disproportionately have a history of child abuse, sexual victimization, and exposure to other serious and disturbing violence in their families and communities, which can have compelling negative emotional consequences can include a Post Traumatic Stress Disorder (PTSD), which may be short lived or may endure for years.

#### **13. Currently has health insurance:**

#### **14. Current mental health problem status:**

- If diagnosed with Autism, including Asperger Syndrome, select History of mental health problems.
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### Item Definitions: Domain 9b. Current Mental Health

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For Initial Assessments, current is within the last 6 months; for Re-assessments and Final Assessment, current is within the last 4 to 8 weeks.

**1. Current suicidal ideation:**

**2. Currently diagnosed with ADD/ADHD: Confirmed by a professional in the social service/healthcare field:**

**3. Mental health treatment currently prescribed, excluding ADD/ADHD treatment:**

- If diagnosed with Autism, including Asperger Syndrome, select History of mental health problems

**4. Mental health (psychological) medication currently prescribed, excluding ADD/ADHD medication:**

**5. Mental health problems currently interfere in working with the minor:**

- This is based on the interviewer's or collateral contact's perspective.
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### Domain 10: Attitudes/Behaviors

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#### General Instructions

Use the information collected throughout the interview to respond to these items. Encourage an open discussion with the minor by asking them to describe how they felt, what they thought, and what they did prior, during, and immediately after committing offenses.

Most items in this section deal with thinking errors (cognitive distortions) that increase the minor's likelihood of continuing anti-social behavior and getting into trouble.

Use the last offense as well as offenses within the last six months to assess current attitudes and behaviors.

Note: Domain 10 concerns current attitudes and behaviors. For Initial Assessments, current is within the last 6 months; Re-assessments & Final Assessments, current is within the last 4 to 8 weeks.

**Research:** Perhaps one of the most important and consistently identified factors linked to criminal behavior is anti-social attitudes, values, and beliefs. Most people will deny responsibility or minimize the impact of negative behavior when placed in a difficult or embarrassing situation. However, offenders tend to minimize, deny, or excuse their behavior more frequently and across a broader range of situations than non-offenders. Typically, statements include negative comments about the law, courts, and police; conventional activities or practices in general; conventional people; and statements that

suggest a lack of empathy for the victim. Other statements may attempt to diminish the impact of the offense. For example, the offender may deny responsibility, deny that any injury was done, blame the victim, blame the system, or claim that they had to do the crime to protect someone else.

Research has shown that anti-social attitudes are directly related to criminal behavior. A number of intervention strategies have been developed in an effort to teach offenders to identify and replace pro-criminal expressions with pro-social statements.

In addition to anti-social attitudes, this domain is also concerned with how the offender views the future and his or her level of motivation to change. Research suggests that individuals may come into the system at different stages of readiness or willingness to change. Prochaska and DiClemente (1991) have identified six stages of change. The first two stages, pre-contemplation and contemplation, characterize individuals who deny they have a problem and who are not prepared to participate in the change process. The remaining stages, determination, action, maintenance, and relapse, characterize individuals who recognize that a problem exists and who are beginning to do something about the problem.

Readiness to change has been linked to success in altering anti-social and other destructive behaviors. A minor who is motivated to stay out of the criminal justice system is more likely to comply with supervision guidelines and to benefit from intervention.

### **General Instructions:**

Use the information collected throughout the interview to respond to these items. Encourage an open discussion with the minor by asking them to describe how they felt, what they thought, and what they did -- prior, during, and immediately after committing offenses.

Most items in this section deal with thinking errors (cognitive distortions) that increase the minor's likelihood of continuing anti-social behavior and getting into trouble.

Use the last offense as well as offenses within the last six months to assess current attitudes and behaviors.

Domain 10 concerns current attitudes and behaviors. For Initial Assessments, current is within the last 6 months; Re-assessments & Final Assessments, current is within the last 4 weeks.

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### **Item Definitions: Domain 10: Attitudes and Behaviors**

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#### **1. Primary emotion when committing crime(s):**

- Primary emotion means the predominant or most consistent feeling the minor has when committing crimes. This item is looking for the current, most consistent or predominant pattern.

#### **2. Primary purpose for committing crime(s) within the last 6 months:**

**3. Optimism:** Minor talks about future in positive way with plans or aspirations of a better life that could include employment, education, raising a family, travel or other pro-social life goals.

#### **4. Impulsive; acts before thinking:**

#### **5. Belief in control over anti-social behavior:**

**6. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior: (A victim is**

**anyone affected by the crime. This includes family members, peers, or anyone associated with the offender pertaining to a drug and/or alcohol offense or their usage)**

**Research:** The minor's lack of concern for others allows them to harm others without the normal social constraint. The minor may have inadequate guilt feelings that allow them to continue their anti-social activities.

- Determine the minor's empathy, remorse, sympathy, or feelings for the victims of the criminal behavior; the degree to which the minor sees how the victim is affected and whether the minor cares how the victim feels.
- The response 'has some empathy' includes having some amount of empathy for all victims as well as having empathy for some, but not all, victims.
- If you are not allowed by court rules to ask this question in relation to the current offense, ask the question in general terms, e.g., 'Do you feel sorry for folks who are victims of a crime, or do you think they probably had it coming to them?'

### **7. Respect for property of others:**

**Research:** The minor's attitude toward the property of others makes him or her more likely to steal or damage property.

- Determine the degree to which the minor has a problematic attitude toward the property of others. Disrespectful behavior of this type would include trespassing, graffiti, etc.
- If you are seeking a response from a minor who has no history of property offenses, ask the question in general terms, e.g., "Tell me about how you would feel if someone stole or damaged your personal property. Have you ever thought about your property rights or the property rights of others?"

### **8. Respect for authority figures:**

**Research:** The minor's attitude toward authority makes him or her difficult to deal with and provide helpful interventions, refusing help or advice.

- Determine the degree to which the minor has a problematic attitude toward authority--refusing to follow directions from parents, teachers, employers, coaches, etc.--or resents or is hostile to authority, being openly defiant toward authority.
- This assessment must be made relative to a normal teenager who is typically a little rebellious.

### **9. Attitude toward responsible law abiding behavior:**

**Research:** The minor's lack of belief in the rules and conventions of society is almost the definition for not being a pro-social individual but an individual with a low level of cognitive moral development.

- Believes pro-social rules/conventions apply to him or her means the minor understands the value of pro-social rules to themselves and to society; seeing beyond their own personal needs.
- Believes some pro-social rules/conventions sometimes apply to him or her means the minor understands the value of some pro-social rules when they benefit their own personal needs.
- Does not believe pro-social rules/conventions apply to him or her means the minor does not see a value in pro-social rules because they cannot see beyond their own personal needs.
- Defiant and resents pro-social rules/conventions means the minor rejects these values because they might interfere in he or she obtaining his or her own personal needs -- what they want when they want it.
- A good question to ask about this item is, 'Why do you think there are rules and laws, and are they fair?'

**10. Accepts responsibility for anti-social behavior:**

**Research:** The minors' lack of responsibility for their own actions allows him or her to commit behaviors without any second thoughts.

- Determine the degree to which the minor minimizes, justifies, or excuses his or her criminal actions or blames others or circumstances; not accepting responsibility for his or her actions, or even accepting their criminal behavior as OK or being proud of it.

**11. Minor's belief in successfully meeting conditions of court supervision:****Domain 11: Aggression****General Instructions**

Complete this domain based on your conversation with the minor and family, and any collateral contacts.

**Research:** The National Center for Health Statistics defines violence as the threatened or actual use of physical force or power that results in or has a high likelihood of resulting in death, injury, or deprivation. Aggression refers to the intent to hurt or gain advantage over others, without necessarily involving physical attack.

Aggressive behavior is of particular concern to the courts and the public because of the fear that aggression leads to violent crimes. Violent crime is more severe than other forms of criminal activity because of the harm to the victim, as well as the greater costs incurred by society. Research supports the notion that aggression is one of the important precursors of risk for later serious and violent offending.

The literature discusses two purposes or motivations for violent behavior:

- Purely hostile or angry violence which can be impulsive or the reaction of an emotion or excitation (heat of the moment).
  - Instrumental violence is a more deliberate act to obtain some goal, goods, or services.
- As currently designed, the aggression domain captures more information relating to angry violence than to instrumental violence. The attitudes/behaviors domain picks up information concerning instrumental anti-social behavior.

**Item Definitions:**

For Initial Assessments, rate items 1 to 4 based on the last 6 months; for Re-assessments and Final Assessments, use the last 4 to 8 weeks.

**1. Tolerance for frustration:**

**Research:** The minor's inability to tolerate frustration can lead to impulsive reactions and over-reacting

to situations. A minor may not be able to fulfill a perceived need and a low tolerance for this frustration may cause him or her to resort to anti-social means of fulfilling that need.

- Determine the degree to which the minor is able to tolerate frustration of even small matters without acting out. This assessment must be made relative to a normal teenager who is typically a little emotionally volatile.

**2. Hostile interpretation of actions and intentions of others in a common, non-confrontational setting:**

**Research:** Attributing hostility is called attributional bias in the delinquency research literature. Because the minor sees others as hostile, an anti-social reaction may seem perfectly reasonable to him or her. This attitude can also help him or her justify the anti-social actions.

- Determine the degree to which the minor attributes hostility to the actions or intentions of others when there is no such hostility.

**3. Belief in yelling and verbal aggression to resolve a disagreement or conflict:**

**Research:** Minor's aggressiveness and hostility dispose him or her toward becoming violent, or given the situation, the minor would use verbal or physical aggression to get what he or she wants or intimidate others; likelihood of being the leader to perform anti-social activities.

- Determine the degree to which the minor believes verbal aggression is an appropriate way of expressing him or herself and dealing with others to get what he or she wants, or is an appropriate response when prevented from getting what he or she wants. The minor believes that shouting, yelling, and verbally intimidating others are appropriate; or that pushing, punching, or fighting are appropriate means for obtaining what he or she wants.

**4. Belief in fighting and physical aggression to resolve a disagreement or conflict:**

- Determine the degree to which the minor believes physical aggression is an appropriate way of expressing him or herself and dealing with others to get what he or she wants, or is an appropriate response when prevented from getting what he or she wants. The minor believes that shouting, yelling, and verbally intimidating others are appropriate; or that pushing, punching, or fighting are appropriate means for obtaining what he or she wants.

For Initial Assessments, include the entire history of reports; for Re-assessments and Final Assessment include reports within the last 4 to 8 weeks.

**5. Reports/evidence of violence not included in criminal history:**

*(Check all that apply.)*

- This is a history of ever exhibiting these behaviors.

**6. Reports of problem with sexual aggression not included in criminal history:** *(Check all that apply.)*

- This is a history of ever exhibiting these behaviors.
- Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.

**Domain 12: Skills**

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## General Instructions

Use a general pattern of current behavior and not a single instance.

**Research:** A critical developmental task for pre-school children is to gain increasing control over attention (become task-focused), emotions (anger, frustration, anxiety, disappointment, etc.), and behavior. This is commonly referred to as self-regulation and self-monitoring. Over time, the child must learn to acquire more complicated and sophisticated self-management skills in order to participate fully in academic and social pursuits.

Research suggests that the child's disposition and temperament play an important role in ensuring the development of self-monitoring and self-management skills. Minors in contact with the criminal justice system often display difficulties in focusing their attention, regulating, and controlling impulsive behavior, and in solving problems.

The research literature indicates that interventions most successful with juvenile offenders are those that take a cognitive-behavioral approach. This approach focuses on correcting the cognitive deficits that the minor has and then giving the minor the skills to more appropriately manage his or herself and his or her environment. The 'Skills' section measures these skill factors and the progress that a minor is making in improving these skills while under supervision. There are six factors, each measured by two or three individual items.

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## Item Definitions: Domain 12

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This domain is based on your opinion of the minor's skills and not the minor's opinion. Use the information collected throughout the interview to respond to these items. Use a general pattern of current behavior and not a single instance.

### 1. Consequential thinking:

**Research:** Because the minor does not understand cause and effect concerning his or her actions, he or she does not understand that he or she can avoid bad consequences and can obtain good consequences.

- A minor who lacks this skill does not understand that there are consequences, both good and bad, for his or her actions. The minor does not understand that if he or she does that, then this will happen to him or her. If he or she gets a good grade in school it was luck or the teacher was easy; if he or she gets a poor grade, it was bad luck or the teacher does not like him or her.

### 2. Goal setting:

- In order to set positive realistic goals, the minor must have consequential thinking skills (understand there is a cause and effect to his or her actions).

### 3. Problem-solving:

- A minor who lacks this skill does not know how to solve problems. Because of poor problem-solving skills, the minor does not know how to resolve problem situations that can get him or her into trouble. The minor must possess the consequential thinking and critical thinking skills to be a

problem solver. First, the minor must be able to recognize that something is a problem -- in particular his or her criminal behavior. Then he or she must be able to apply his or her critical thinking skills to think of alternative solutions to his or her criminal behavior. Finally, the minor must be able to apply or live out the best solution that will keep him or her from re-offending.

**4. Situational perception:** Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.

**5. Dealing with others:** Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.

**6. Dealing with difficult situations:** Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.

**7. Dealing with feelings/emotions:** Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.

**8. Monitoring of internal triggers, distorted thoughts that can lead to trouble:**

- A minor who is not able to recognize and monitor those triggers that lead him or her into trouble is at risk of repeating his or her criminal behavior. There are two types of triggers: internal and external. Internal triggers are thoughts, images, needs, or emotions. External triggers are situations, people, and events outside of themselves. A minor who does not understand those situations that get him or her into further trouble may find him or herself in those situations again and commit another crime. The minor must know what the triggers are and then be able to monitor his or her conduct to be aware when a trigger is present.
- Examples of internal triggers include distorted thoughts that lead to emotional states such as sadness, anger, loneliness, boredom, stress, wanting to celebrate or distorted thoughts that trigger an anti-social response.

**9. Monitoring of external triggers, events or situations that can lead to trouble:**

- A minor who is not able to recognize and monitor those triggers that lead him or her into trouble is at risk of repeating his or her criminal behavior. There are two types of triggers: internal and external. Internal triggers are thoughts, images, needs, or emotions. External triggers are situations, people, and events outside of themselves. A minor who does not understand those situations that get him or her into further trouble may find him or herself in those situations again and commit another crime. The minor must know what the triggers are and then be able to monitor his or her conduct to be aware when a trigger is present.
- Examples of external triggers include events, situations or locations that trigger a minor's problem behaviors; for example, attending parties, being around a certain group of people, driving past a dealer's house or a liquor store, pay day, certain times of day.

**10. Control of impulsive behaviors that get minor into trouble:** Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.

- Minors who have little ability to control themselves will have a difficult time avoiding re-offending if they encounter triggers that lead them to re-offend. These minors lack the ability to avoid criminal behaviors, responding to external or internal triggers without thinking or stopping. These minors may be impulsive, excitable, and overly active with a low tolerance for frustration. These minors may also be controlled by immediate gratification.
- This skill goes beyond monitoring the trigger to being able to control themselves to either avoid

the trigger or diffuse its impact upon them. There are techniques for self-control that are taught in cognitive-behaviorally oriented skill-building interventions. These techniques include reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem-solving, negotiation, and relapse prevention.

**11. Control of aggression:** Includes asking permission, sharing thoughts, helping others, negotiating, using self control, responding to teasing, avoiding trouble with others, keeping out of fights and standing up for one's rights.

# Shasta County Juvenile Probation

## PACT Business Rules

### **Background**

The PACT (Positive Achievement Change Tool) is an evidence-based, risk/needs assessment, and case planning system implemented by the Shasta County Probation Department, in conjunction with NOBLE, to assist Probation Department staff in accomplishing four basic objectives:

1. Determine a minor's level of risk to re-offend as a way to target resources to higher-risk minors and implement risk based supervision within the Juvenile Division.
2. Identify the risk and protective factors linked to criminal behavior so that the rehabilitative effort can be tailored to address the minor's unique assessment profile.
3. Develop an automated case Administration plan focused on reducing risk factors and increasing protective factors.
4. Allow Administration to determine if targeted factors change as a result of the Court's intervention.

### **Philosophy**

The underlying philosophy of the PACT enables the Department to reduce recidivism by helping minors, under their supervision, increase personal accountability and make positive changes in attitudes and behavior, thereby increasing community protection. In summary, the PACT and the case plan address the offender rather than the offense, creating safer communities and better lives.

### **Role of Staff**

The implementation of the PACT revitalizes the role and responsibilities of staff from that of monitoring sanctions to that of an "agent of change," who models pro-social behavior and works with the minor and the minor's family to reduce the minor's risk to re-offend.

### **Protocols for Training**

1. Prior to completing any assessment, staff are required to complete the initial PACT training and Motivational Interviewing training to increase their Motivational Interviewing skills, their PACT proficiencies, and use information from the PACT assessment to develop individualized case plans with goals and actions chosen to address the minor's top criminogenic needs.

The Department will provide training to newly hired or transferred staff by Department certified Train the Trainers. Until such time that the above staff are trained, the Department will allow liaisons to oversee assessment implementation to ensure inter-rater reliability.

### **Creating Minor's Profile**

In the minor's lead JALAN case press the F2 (Noble) function key. This function will bring up the Noble Risk/Needs Assessment Options screen. Please select the appropriate option. Only select #1 Risk Assessment- New Crime if the minor has been adjudicated of a new crime. JALAN will then give you an option for selecting the appropriate new crime. This is very important for collecting statistical information. If the minor did not commit a new crime and you are needing to do a Re-Assessment, please select #2 for a Re-Assessment or if you want to modify a case plan or do a pre-screen, Select #3 for Other. JALAN will pre populate the minor's demographic information.

1. Minor's JALAN demographic information will create the NOBLE profile.
2. Sustained offenses in JALAN will pre-populate the criminal history in the minor's profile.
3. Prior sustained charges from other counties or states will require manual entry by staff into the NOBLE system.

### **Protocols for Entering Out of County/State Charges Module**

1. When entering prior referrals from another jurisdiction, only enter referrals with qualifying dispositions.
2. Do not enter WIC 601's, infractions, or enhancements.
3. Do not enter any WIC 777 violations that are based solely on a technical violation (i.e. work program failure.) If the WIC 777 petition is based upon a new crime, enter that crime with the disposition as "handled as 777."
4. Do not enter PC 664 if the charge is an attempted crime, enter the actual crime code.
5. Do not enter PC 17 if the offense was reduced to a misdemeanor; instead, select the offense with the misdemeanor denotation.
6. The "referral date" is the actual date the petition was filed. If you are completing an assessment on a minor without a petition, the "referral date" is the date you assessed (interviewed) the minor.
7. The "disposition date" is either the date the minor received a disposition in court, or the date action was taken.

**Protocols for Pre-Screen Assessments – The PACT Pre-Screen Assessment is required to determine each minor’s level of risk to re-offend and the need for further mental health and substance abuse assessment.**

1. Minors referred for non-judicial action, or diversion, without face-to-face staff contact, do not require completion of a PACT Pre-Screen Assessment.
2. Minors who are the subject of subsequent referrals after diverted services were provided, will require a PACT Pre-Screen Assessment to determine if judicial action is to be taken.
3. Prior to administering a PACT Pre-Screen Assessment, staff will explain to the minor and family the purpose of the PACT Pre-Screen, which is to identify factors that place the minor at risk to re-offend and determine the appropriate action.
4. When the PACT Pre-Screen interview is completed, feedback is offered to the minor and parent/guardian.
5. Before the PACT Pre-Screen Assessment is completed, collateral information should also be gathered as soon as practicable. Sources of collateral information may include, but are not limited to: Rap, School, other family members, other Court agencies, other staff, and community social service agencies.
6. Minors at low risk to re-offend, based on the PACT Pre-Screen Assessment, should be considered for Diversion services unless the seriousness of the charge warrants judicial action based on the professional discretion of the staff member, or is required by law or Department policy.
7. If a Pre-Screen Assessment was completed and the minor was not referred to the District Attorney’s Office for Petition, a new Pre-Screen Assessment may be completed if the minor is the subject of a subsequent referral.
8. If a minor was on formal probation and was later dismissed from Juvenile Probation and comes back on a new referral, the same process as if it were a “new” case will be followed. (Pre-Screen or Full Assessment, whatever the case dictates) Officers will have the discretion to rely on a previous assessment if appropriate.
9. All out of custody referrals will have a PACT Pre-Screen Assessment completed prior to being referred to the District Attorney, except:
  - a. Mandatory referrals as agreed upon by the Juvenile DA’s office and the Probation Department which include: graffiti vandalism, DUI, domestic violence, gang related charges, all 707(b) offenses, residential burglary, victim restitution exceeds \$1,000, drug sales/transportation, sexual offenses, and arson.
  - b. Cases that are serious enough to justify filing without a PACT Pre-Screen Assessment and will have a PACT Full Assessment completed at a later date.

## **Protocols for Full Assessments**

1. A PACT Full Assessment will be completed on all minors who have a sustained Petition in Juvenile Court or a fitness or joint assessment hearing pending. The results of the PACT may be used for the purpose of determining appropriate services for Court disposition and supervision assignment. Information from the PACT Full Assessment will be included in the report to the Court. The analysis and plan will include a detailed discussion of the minor's top criminogenic needs, mental health needs, and dispositional options available to meet those needs. The discussion should highlight the minor's protective factors that can be used in the minor's dispositional options.
2. The interview guide will be used during the full assessment and the interview guide will be made available upon the supervisors' request.
3. A Full Assessment will be completed by the assigned supervision officer on cases that are transferred in for jurisdiction only or interstate compact.
4. When the PACT Full Assessment is completed, verbal feedback will be available to the minor and parent/guardian regarding the results of the assessment, including a verbal summary of the major risk and protective factors as indicated in the PACT summary Report. This feedback will generally be discussed at the initial interview with the Supervision officer; however, it may also be addressed by the Intake officer working the case.
5. In instances where an initial Full Assessment cannot be completed due to the minor/family/attorney's unwillingness to cooperate, unavailability, whereabouts unknown, or for mental health reasons, the officer will create a Full Assessment and click "Cannot Complete" and select the appropriate reason that the assessment cannot be completed. Upon returning to the minor's home screen, it will show that Full Assessment could not be completed. Should circumstances change that would allow for a Re-Assessment to be completed, the officer will create a new Full Assessment.
6. If a minor's case is going to be transferred to the legal county of jurisdiction for disposition, an assessment does not need to be completed.

## **Protocols for Re-Assessments**

1. All minors except for those on the low risk caseload shall be Re-Assessed prior to 180 days from their last assessment, whether it was a Full Assessment or Re-Assessment, for the purpose of possible supervisory re-classification, tracking minor progress, identifying behavior and attitude change, and to ensure the top criminogenic needs are being addressed. Staff shall consider collateral information available from the family (request rap sheets), school (request school records), and commitment program in completing the Re-Assessment. The Re-Assessment should be completed after assuring the most current information is included. At no time should the "Edit" function be utilized once an assessment is completed. If a re-assessment was completed and information needs to be updated, create a new assessment and use the

“Re-Assessment- Amended” label.

2. In instances where a Re-Assessment cannot be completed due to the minor/family/attorney’s unwillingness to cooperate, unavailability, whereabouts unknown, or for mental health reasons, the officer will create a Re-Assessment and click “Cannot Complete” and select the appropriate reason that the assessment cannot be completed. Upon returning to the minor’s home screen, it will show that Re-Assessment could not be completed. Should circumstances change that would allow for a Re-Assessment to be completed, the officer will create a new Re-Assessment.
3. A PACT Re-Assessment will also be completed when an event which results in an attitude or behavior change occurs. Some examples may include an arrest, death, divorce, disruption in living arrangement, etc. If the event results in a new in custody WIC 602 petition, a Re-Assessment will be completed. If the event results in a new out of custody petition request, Supervision staff will complete the Re-Assessment prior to taking the file to the Supervisor. The event may also necessitate a Re-Assessment without a petition (as determined by the officer/supervisor) for the sole purpose of determining any change in their needs/case plan.
4. A PACT Re-Assessment will not be completed for minors being supervised on courtesy supervision or ICPC by other counties or state, excluding Care, Custody and Control cases.
5. A PACT Re-Assessment will not be completed on minors assigned to the low risk caseloads. (The 6 Month Reviews will still be completed.)

#### **Protocols for Final Assessment**

1. If only a Pre-Screen Assessment was completed then a Final Assessment is not required for case termination.
2. For all subjects who have reached the age of 18, regardless of whether they are being actively supervised final assessment must be completed.

#### **Protocols for Supervision**

1. When staff believes a minor’s risk level may need to be overridden to a higher or lower supervision level approval for modification must be obtained from their supervisor and documented in the case history of the file. A rate of 10% or less for overrides will be our goal.
2. If a minor is referred for a new WIC 602 violation and already under terms of Juvenile Supervision, the assigned Supervision officer will complete a Re-Assessment prior to taking the file to the Supervisor for **out of custody** matters. Collateral information should also be gathered to complete the assessment. Sources of collateral information may include, but are not limited to: School, other family members, other Court agencies, other staff, and community social service agencies.

3. If the new WIC 602 referral is an **in custody** matter, a Re-assessment will be completed.
4. The supervision officer will assess minors on Formal Probation assigned to the low risk caseloads who are referred to the department for a new WIC 602 petition.
5. When a Transfer In or Interstate Compact case is accepted for supervision, a PACT Full Assessments will be completed on all minors to determine the risk level.
6. Minors on the low risk caseloads will not be required to have Re-Assessments or a Final Assessment.
7. A Full Assessment will be completed by the assigned supervision officer on cases that are transferred in for jurisdiction only.

### **Protocols for Warrants or Whereabouts Unknown**

Moderate or High Risk Supervision: When a minor's whereabouts are unknown, the officer will initiate a WIC 777 Warrant Petition or furlough warrant. The officer will open a Re-Assessment and click "Save In Progress." Upon returning to the minor's home screen, it will show that Re-Assessment as an assigned item. For that assigned item, the officer will click "cannot complete" and select the appropriate reason from the drop down options. Next, click "save," which should move that assessment under the "subject profile" box. That assessment will no longer be able to be opened, but will be there for tracking and record keeping purposes. Because it cannot be reopened, there is no need for notes in the comments sections of any of the domains. Upon arrest of the minor, the officer will assign and open a new Re-Assessment. Should the minor's whereabouts remain unknown for an additional 6 months, there is no need to assign and save an additional "cannot complete" Re-Assessment.

### **Protocols for Labeling**

1. Pre-Screen
2. 4 types of Full Assessments will be labeled either: Initial, Amended, Re-Assessment, or Final.
  - Initial – A Full Assessment will be labeled "Initial" in two circumstances. The first, and most common, will be if no previous Full Assessment has been completed. The second will be if a case has been "closed" and a Final Assessment has previously been completed.
  - Amended- When additional information is received within 60 days of the initial assessment
  - Re-Assessment – A Full Assessment will be labeled "Re-Assessment" every time a Full Assessment is completed after the Initial Full Assessment with the exception of those circumstances which are outlined under the "Final" labeling protocols.

- Final – A Full Assessment will be labeled “Final” when a case is closed.

### **Protocols for Case Plans**

- Title IV E: To be used for all minors who are or are not at risk for removal from the home and must be completed every 6 months. Title IVE claiming cannot occur until all signatures are captured on the case plan and must be done within 10 days of initial disposition.
- Placement Case Plan: To be used for minors in out of home placement and must be completed every 6 months.

### **Protocols for Help Screens**

1. Appointed Liaisons will be responsible for reviewing and updating the Help Screens every six months.

### **Protocols for Record-Keeping/Reports**

1. Reports will not be attached to documents sent to the Courts, the District Attorney, or defense counsel. When the Courts become more familiar with Noble, they may request copies of the reports. At that time, this rule may need to be reconsidered.

### **Protocols for Liaisons**

1. A Liaison team will be developed that will be involved in selecting future Liaisons and provide ongoing mentoring to staff. This team will provide feedback to Administration regarding operational issues and concerns surrounding the PACT.
2. The Department will provide Liaisons with ongoing annual training in Evidence Based practices, Motivational Interviewing and other subjects pertinent to their role as Liaisons.
3. The Liaisons will establish a protocol for length of commitment to the PACT process and provide protocols for succession planning which will include staff transfers, reassignments and promotions.
4. Liaisons, with the support of Administration, will develop requirements for measuring inter-rater reliability.
5. Liaisons will act as consultants to Administration and the Training Manager in the selection of staff for future Train the Trainer Training.
6. Liaisons will act as a conduit of information to gauge PACT effectiveness, usefulness and identify problem issues in implementation and delivery of the PACT. Liaisons will report their finding and concerns to supervisory and Administration staff.

## **Protocols for Administration**

1. Administration will conduct a formal research review every twelve (12) months to determine the effectiveness of existing services. The review will measure changes, if any, in PACT scores for minors participating in each program, from inception to completion. Administration will review aggregate PACT data from the PACT initial assessments and Final Assessments relating to changes in risk to re-offend, and changes in reducing dynamic risk and increasing protective factors. The results of which will be reported to the Department.
2. Administration will also conduct a formal research review every twelve (12) months to identify gaps in existing services based on an analysis of aggregate criminogenic needs identified in the PACT Full Assessments for which no, or inadequate, services exist. The analysis should emphasize evidence-based services, particularly cognitive-behavioral, social learning, community support, and relapse prevention programs.
3. Administration will track the validity of the help screens and modify as necessary to ensure staff concerns or issues when completing the assessment is addressed.

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# **EMERGENCY ACTION / EVACUATION PLAN, BOMB or TERRORIST THREAT, and ACTIVE SHOOTER PROCEDURE GUIDELINES:**

**SHASTA COUNTY JUVENILE PROBATION  
2680 Radio Lane**

## Contents:

### Evacuation Preparation Procedures:

- Evacuation Personnel
- Evacuation Supplies
- Other Considerations

### Evacuation Process:

- Notification
- Evacuation Routes and Points

### Staging Areas

### Staff Responsibilities

- General Evacuation Considerations

### Other Information

- Bomb Threat Procedures
- Suspicious Objects
- Active Shooter

## **Evacuation plan for: Juvenile Probation**

In the event an emergency situation occurs and it becomes necessary to evacuate the staff located at 2680 Radio Lane, the following procedures will be initiated to complete that evacuation.

These procedures have been developed to provide a plan to follow in the event of an emergency. However, all emergencies consist of unique situations; therefore, it is imperative common sense and good judgment be considered in all decisions made regarding the safety of all persons that may be affected.

Any staff in charge at the time of emergency can initiate the evacuation process. Based on the situation, the appropriate staff will have the responsibility to act according to the situation, keeping in mind the safety of all in the building.

### **Evacuation Preparation Procedures:**

Preparations must include the following:

### **Evacuation Personnel:**

1. Designated persons will act as evacuation personnel for Juvenile Probation. These persons are designated in order of the chain of command. The chain of command shall be as follows: Division Director, Supervising Probation Officer, and then Deputy Probation Officer III. Should none of these designated staff be in the office, the designation then becomes the Officer in Charge (OIC) or lastly the Officer of the Day (OD). All designated evacuation personnel will have the responsibility to:
  - a. Maintain a list of department staff evacuated, take the list to the staging area and coordinate staff at that location.

### **Evacuation Personnel Supplies:**

1. Evacuation personnel must have access to evacuation supplies, which will include:
  - a. Clipboard with a check-off list of all personnel
  - b. Working flashlight with extra batteries
  - c. 2-Way Radio

These items will be located in a specified location the SPO's offices at the Juvenile Probation.

### **Other Considerations:**

1. Maps showing exit routes from the department to the outside of the building will be posted in the main hallways throughout the building at Juvenile Probation. Please consult these exit maps as needed in a time of emergency.
2. Each new employee will be provided a copy of the evacuation plan and will be instructed to familiarize themselves with exits, fire extinguishers, and first aid materials. New staff will have an orientation by the SPO of the emergency procedures upon hire or transfer to the Juvenile Division and sign and acknowledge they have been provided and are familiar with this information.
3. Disabled persons might need assistance evacuating from Juvenile Probation. If an employee cannot assist the disabled people themselves, they should contact the nearest evacuation personnel for assistance.
4. All staff should keep in mind their own safety and the safety of their co-workers or other public in the building as their first priority.
5. A quarterly evacuation drill shall be performed by the SPO at Juvenile Probation at the direction of the Division Director. All drills will be conducted per department and county policy and documented. This documentation will be maintained by the SPO.

### **Evacuation Process:**

#### **NOTIFICATION**

If an employee becomes aware that a dangerous situation exists and it becomes necessary to immediately evacuate the area, he or she will:

1. Notify his/her supervisor, or nearest superior, advising of the situation and the danger that exists. This shall only be done if doing so does not place the employee or others at greater risk.
2. The highest ranking officer, or designee, will determine if an evacuation is necessary and, if determined to be necessary, without placing him/herself in harm's way, will supervise the evaluation of the situation. If the Division Director is present the SPO/OIC shall consult the DD regarding evacuation. If deemed necessary:
  - a. The supervisor/OIC will notify office personnel of the need to evacuate the building by physically walking through the building to each work area and calmly announce:

**"This is not a drill; all personnel are to evacuate the building immediately."**

The person making the announcement should assign other staff to notify personnel at the Shasta County Probation Administration Division in person if possible or call 245-6240 and call 9-911.

- b. If the danger is in one of the evacuation routes, or if using the normal evacuation routes would subject employees or the public to danger, the supervisor/OIC should advise the effected personnel not to use that route but one of the other routes.
3. If the danger is so great or immediate that taking the time to notify a supervisor would place employees and the public in grave danger, the employee discovering the danger will make the notification by the above methods.

### **EVACUATION ROUTES AND POINTS**

All employees, and members of the public, should exit the building using the nearest and safest routes. Unless instructed to evacuate by a different route, employees should use the attached diagrams to identify the **EXIT** locations for their normal work areas.

1. **Lobby and Clerical** will evacuate the building through the main public entrances.
2. **Intake:** Employees and public inside the Intake areas will evacuate the building through the closest safe exit. Two exits routes are available on both the South and West end of the building.
3. **Supervision:** Employees and public inside the Supervision area will evacuate the building through the closest safe exit. One exit route is available on the east side of the building through the sally port. Three exits are available from the main lobby exit, the south exit and the west corner of the building.

### **Staging Areas:**

1. The primary evacuation staging area is the southwest corner of the JRF parking lot on Radio Lane. If safety dictates an alternative evacuation point, employees will relocate to the southeast corner of the JRF parking lot on Radio Lane.
2. All evacuees must report to, and stay at, the staging area until the Fire Department or other Emergency Personnel authorize a return to the building, unless explicit permission is granted by the officer in charge at Juvenile Probation.

3. After staff have evacuated to the staging area, a check in will occur with (the highest ranking officer or designee) and be noted on the Juvenile Probation employee list to assure that all staff have been evacuated.
4. Further instructions regarding the incident will be provided by the staging area coordinator (OIC) as information becomes available.
5. If all employees are not accounted for, and the building is safe to enter, the highest ranking officer will assign someone to reenter the building to look for missing employees. No one should reenter the building if it is not clearly safe to do so.
6. If it is necessary to evacuate to a safer distance, everyone should move to a distance that is safe. This will be determined by the highest ranking officer on site or designee.
7. Upon completion of the evacuation, command staff will assign appropriate staff to handle and coordinate with other departments or in addressing the media.

### **PUBLIC**

1. Employees from each area should have the public evacuate following the same evacuation route as employees.
2. Once assembled, unless an individual is in custody the public should be directed to leave the affected area.

### **BUILDING REENTRY**

1. Employees may reenter the building only after receiving and **"ALL CLEAR"** from the emergency response team or the highest ranking officer.

### **Staff Responsibilities**

1. The supervisor will conduct on-going training and will ensure that his/her subordinates have read and understand the emergency procedures contained in this plan, and have had the opportunity to ask questions regarding its contents. Staff should become familiar with the evacuation plan. Staff shall participate in quarterly drills when present.
2. Staff should acquaint themselves with all exits. Staff must consider all emergency notifications as valid. No staff or visitor will independently decide not to leave the building as required. If evacuation is necessary, report to the designated staging area.
3. If an emergency occurs, DO NOT lock office doors which are normally unlocked before evacuating the building. Doors should be closed, but not locked. If doors are locked, do

not go back to unlock them. Accessibility to office space is extremely important to responding emergency personnel. Leave lights on to assist emergency responders.

4. Juvenile Probation will have a designated employee to assist with an employee is permanently or temporarily mobility-impaired. The employee should advise the Division Director so that an assistant for the individual can be assigned.
5. Fire Extinguishers are strategically placed throughout Juvenile Probation. They are located in the hallway by the lobby and court entrance, in the hallway connecting to the intake unit, and by the restroom in supervision.
  - a. Whenever possible, if the fire is minimal and it does not place the employee at significant risk, and if there is no immediate threat to life, extinguishers should be used to extinguish the fire. Fighting a fire is secondary to notification of emergency personnel.
6. As outlined in the department's safety drill procedure, Juvenile Probation will conduct an annual drill to prepare staff to effectively respond to this emergency and help minimize loss of life. Juvenile Probation may coordinate this drill with other divisions.

#### **General Evacuation Considerations:**

- Move quickly, but do not run.
- Do not stop to get your belongings.
- Assist in calmly notifying others in your direct route as you exit the building.
- Ensure you are not standing in driving lanes, blocking emergency personnel

#### **Alternative Emergency instructions:**

#### **Bomb/Terrorist Threat Procedure Guidelines**

This bomb/terrorist threat procedure has been prepared to provide guidance to in the event of a bomb or terrorism threat is received or a suspicious object is discovered at Juvenile Probation.

The first concern must always be for the safety of employees and the public. A secondary, but important, aspect is the effect on employees' morale and the disruption of productivity.

#### **Policy**

Probation procedures shall ensure a safe evacuation of all employees and members of the public during a bomb or terrorist threat.

## **Background**

The majority of bomb threats are actually the work of pranksters, the mentally disturbed, or those who harbor ill feelings toward a person or institution. However, the seriousness of the threat must never be underestimated.

The individuals or terrorist organizations committing actual bombings will usually select their targets for political or personal gain. Their intent is to injure or kill people, damage or destroy the building, and to obtain credit for disturbing governmental services.

## **Responsibility**

1. It is the primary responsibility of our local Law Enforcement officials to handle incidents involving bomb and or terrorism threats to their conclusion, which includes coordinating the protective and technical skills of related agencies and emergency responders.
2. It will be the responsibility of the person in charge of Juvenile Probation (indicated by rank) to decide whether evacuation is necessary, and if so, to see that the evacuation is conducted properly. Local law enforcement personnel will advise the OIC and assist as deemed appropriate.
3. It is the responsibility of the Emergency Communications Center (SHASCOM) to make appropriate dispatches to law enforcement and fire agencies and make notifications. The officer in charge of the incident shall appoint an employee to make notification to the JRF Central Control. It will be the responsibility of JRF Central Control staff to make department notifications.
4. **IMPORTANT POINTS to be aware of and listen for during the questioning process; see sample attachment on Bomb Threat Call Procedures.**

## **Notification**

Upon receiving a bomb and/or terrorist threat, the notified employee shall:

1. Notify the Division Director or supervisor immediately following receipt of the call, and provide the documentation (bomb threat checklist) of all information received. Do not create panic by informing everyone in the office that you have received a threat.
2. Notify the Emergency Dispatch Center (SHASCOM) by dialing 911. The OIC shall appoint an employee to make notification to the JRF Central Control. It will be the responsibility of JRF Central Control staff to make department notifications.
3. If a bomb threat is received by handwritten/typed note: Minimal handling of the note is essential. Notify your supervisor immediately.

4. If a bomb threat is received by e-mail: Do not delete the message, and notify your supervisor immediately.
5. The Division Director or supervisor of the facility must decide if there is time to contact the Chief Probation Officer or his/her designee for direction or if immediate evacuation is in order. In the event that the division director or supervisor decides to evacuate before contacting the Chief Probation Officer he/she shall ensure that all surrounding offices (including Community Service) have been notified of the incident with a recommendation to evacuate.

### **Bomb Evacuation**

1. The decision to evacuate a building is based on either the assumption that a bomb has been placed in the building, there is a credible threat of terrorism, or the fact that an unknown device has been discovered in or near the building. The Division Director or supervisor of Juvenile Probation, and/or Chief Probation Officer or designee, in consultation with Law Enforcement Officials must make the assessment of the threat.
2. If personal belongings, such as purses and briefcases, are located close in proximity to employees and can be readily retrieved, employees should take these items with them as they leave the building. These items pose a problem to search crews. However, if these items are not readily retrievable (e.g., the employee is at the DRC and her purse is at Juvenile Probation) they should not be retrieved and the employees are to exit the building immediately. **Safety comes first.**
3. Words and phrases such as BOMB, EXPLOSION, BLOW-UP, etc. can produce panic. To clear people from the building announce **"This is not a drill, all personnel are to evacuate the building immediately."** Repeat as often as necessary. Supervisors or their designee will follow their department's emergency action plan to alert everyone to evacuate as soon as the emergency evacuation has been declared by the Division Director or supervisor of the facility, the Chief Probation Officer, or designee, Law Enforcement Officials, or Incident Commander.
4. Employees must follow the facility's evacuation map and report to a designated relocation area or be instructed where they should go and or what is considered a safe distance from the building.
  - a. The primary evacuation staging area is the south west corner of the JRF parking lot on Radio Lane. If safety dictates an alternative evacuation point, employees will relocate to the southeast corner the JRF parking lot.

### **Search for a Device**

1. Must be done with assistance of trained personnel familiar with Juvenile Probation. This will not be done without direct order from the officer in charge of the incident and assistance from local law enforcement.
2. If a suspicious device is located and the facility has not been evacuated, that decision should be re-assessed.
  - a. A suspicious device should not be disturbed.
  - b. The bomb squad will be called in to handle the device
  - c. If a device is located, the County Emergency Coordinator should be notified.
3. The Sheriff's Department shall retain over all command of the facilities and work cooperatively with the police department of jurisdiction.
4. As outlined in the department's safety drill procedure, Juvenile Probation will conduct an annual drill to prepare staff to effectively respond to this emergency and help minimize loss of life. Juvenile Probation may coordinate this drill with other divisions.

### **Suspicious Objects**

1. If a suspicious object or material is located, **DO NOT TOUCH IT; DO NOT MOVE IT! DO NOT USE CELL PHONES OR RADIOS!** In all instances when a suspected object is located, the area in close proximity to the suspicious package is to be cleared of employees and the public immediately. Await instruction from the division director or supervisor of the facility, the Chief Probation Officer or designee, Law Enforcement, Incident Commander or emergency responders.
2. No one will be permitted to re-enter the building until the Incident Commander gives clearance. The Division Director or supervisor of Juvenile Probation, the Chief Probation Officer or designee works with the Incident Commander and assists in the effort to maintain order and public safety.

### **Building Re-Entry**

1. If a device or other hazardous object or material has not been found after a thorough search and a reasonable time has passed, the decision to allow evacuated persons back into the building will be left to Division Director or supervisor of Juvenile Probation, after consultation with the Incident Commander.
2. An after action review and critique will occur within 24 hours of any threat related situation to determine deficiencies and recommend improvements in procedures. The Chief Probation Officer or designee, County Administration staff, and the responding agencies will be invited to participate in the critique of the incident.

3. As outlined in the department's safety drill procedure, Juvenile Probation will conduct an annual drill to prepare staff to effectively respond to this emergency and help minimize loss of life. Juvenile Probation may coordinate this drill with other divisions.

### **Active Shooter Guidelines:**

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### **Procedure When an Active Shooting Occurs**

Upon receiving information that an armed subject is in the building, or near the building, the first employee(s) to identify an active shooter situation shall:

1. Dial 9-911 and notify SHASCOM dispatch
  - a. If possible and when safe to do so, the employee shall remain on the phone with dispatch and provide updated information throughout the incident.
  - b. If possible and when safe to do so, the employee speaking with dispatch should provide them with the following information:
    - Location of the active shooter
    - Number of shooters, if more than one
    - Physical description of shooter(s)
    - Number and type of weapons held by shooter(s)
2. Contact the JRF center control at (530) 225-5824 and advise of the situation.
  - a. The JRF control center will initiate lockdown of all probation buildings.
  - b. The JRF control center will notify off site locations and notify DPO's in the field not to return to any of the probation buildings.
3. Notify other employees in the building via the PA system at 8139-then 1 or IM or any safe communication method, "This is not a drill, there is an active shooter in <identify the location>".
4. If an employee is in the field and hears an active shooter notification over SHASCOM, the employee should not return to any of the Probation buildings without checking in with the JRF

center control. The employee should use the radio and notify SHASCOM of their location and wait for further instruction.

### **How to Respond When an Active Shooter is in Your Vicinity**

1. Quickly determine the most reasonable way to protect your own life.
2. **Evacuate-** If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
  - a. Have an escape route and plan in mind.
  - b. Evacuate regardless of whether others agree to follow.
  - c. Leave your belongings behind.
  - d. Help others escape, if possible.
  - e. Prevent individuals from entering an area where the active shooter may be.
  - f. Keep your hands visible.
  - g. Follow the instructions of any law enforcement officers.
  - h. Do not attempt to move wounded people.
3. **Hide-** If evacuation is not an option, find a place to hide where the active shooter is less likely to find you. Your hiding place should:
  - a. Be out of the active shooter's view.
  - b. Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door).
  - c. Not trap yourself or restrict your options for movement.
  - d. To prevent an active shooter from entering your hiding place:
    - I. Lock the door.
    - II. Blockade the door with heavy furniture.
  - e. If the active shooter is nearby:
    - I. Lock the door.
    - II. Silence your cell phone and/or pager.
    - III. Turn off any source of noise.
    - IV. Hide behind large items (i.e., cabinets, desks).
    - V. Remain Quiet.
4. **Take Action-** against the active shooter- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
  - a. Acting as aggressively as possible against him/her.
  - b. Throwing items and improvising weapons.
  - c. Yelling.
  - d. Committing to your actions.

If exiting the building is not an option, staff should secure themselves in a safe and secure way from windows and out of sight.

### **Responding when Law Enforcement Arrives/Building Reentry**

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

1. How to react when law enforcement arrives:

- a. Remain calm, and follow officers instructions
- b. Put down any items in your hands (i.e., bags, jackets)
- c. Immediately raise hands and spread fingers
- d. Keep hands visible at all times
- e. Avoid making quick movements toward officers such as holding on to them for safety
- f. Avoid pointing, screaming and/or yelling
- g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

2. Information to provide to law enforcement or 9-911 operator:

- a. Location of the active shooter
- b. Number of shooters, if more than one
- c. Physical description of shooter(s)
- d. Number and type of weapons held by the shooter(s)
- e. Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Do not reenter the building until the official in charge of the building, after consultation with the lead law enforcement agency and/or Incident Commander, receives permission to reenter the building.

### **Emergency Action Plan/Drills**

As outlined in the department's safety drill procedure, Juvenile Probation will conduct an annual drill to prepare staff to effectively respond to this emergency and help minimize loss of life. Juvenile Probation may coordinate this drill with other divisions. Juvenile Probation Emergency Action Plan includes:

1. An evacuation plan of the building(s)
2. Emergency escape plan and route assignments (i.e., floor plans, safe areas)
3. Contact information for, and responsibilities of, individuals to be contacted under the EAP
4. Information concerning local area hospitals (i.e., names, telephone numbers, and distance from your location)

This information will be reviewed at the drill.

The annual drill shall include:

1. Recognizing the sounds of gunshots
2. Reacting quickly when gunshots are heard and/or when a shooting is witnessed:
  - a. Evacuating the area
  - b. Hiding out
  - c. Acting against the shooter as a last resort
3. Calling 911 and the JRF
4. Reacting when law enforcement arrives
5. Adopting the survival mindset during times of crisis
6. Additional ways to prepare for and prevent an active shooter situation
7. Preparedness
  - a. Ensure that your division has at least two evacuation routes
  - b. Post evacuation routes in conspicuous locations throughout your building
8. Prevention
  - a. Foster a respectful workplace
  - b. Be aware of indications of workplace violence and take remedial action accordingly