

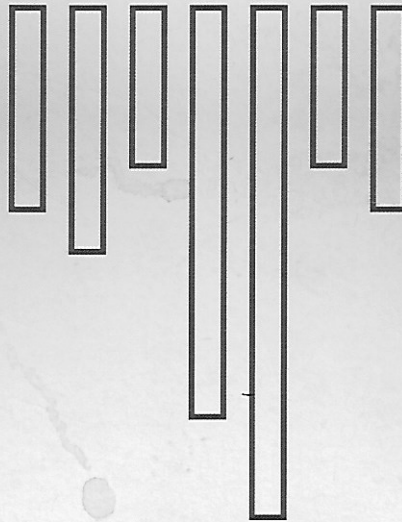
New
Gender-/Setting-Based
Norms

Additional
Responsivity
Factors

YLS/CMI 2.0TM

Youth Level of Service/Case Management Inventory 2.0TM

R. D. Hoge, Ph.D.
D. A. Andrews, Ph.D.



USER'S MANUAL

epic.org

EPIC-21-11-05-DC-DYRS-FOIA-20211130-YLS-CMI-User-Manual

 **MHS**

000001

2 Administration Guidelines

General Principles

The YLS/CMI 2.0™ checklist calls for a detailed review of a wide range of risk, need, and responsivity characteristics of the youth being assessed. Two general issues arise in connection with this activity. The first concerns the information sources used for the review. Listed below are the major sources of information about youths that might be available to professionals:

- A structured or unstructured interview with the youth
- A structured or unstructured interview with the youth's parent(s)
- A structured or unstructured interview with other professionals (police, teacher, or clinician)
- Psychological aptitude and achievement tests
- Psychological personality tests
- Behavioral ratings/checklists from the clinician, the youth, or his/her parents or teachers
- School records
- Criminal records
- Institutional records

Under ideal conditions, the probation officer or other professional completing the inventory would have access to all of the sources of information listed above; consequently, the professional would have considerable knowledge about the youth and his/her circumstances. Completion of the inventory under these conditions would be relatively easy. It is more likely, however, that the professional will not have information from all these sources and there might be questions about the reliability of the information available. The YLS/CMI 2.0 could still be completed under these conditions, but any deficiency in the information sources should be noted. The general rule is that the YLS/CMI 2.0 should be completed based on the best information available. The YLS/CMI 2.0 Interview Guide provides a semi-structured interview schedule for collecting information from the youth.

A second issue concerns the validity of the subjective judgments required to complete the YLS/CMI 2.0, since many of the risk, need, and responsivity items call for a measure of judgment on the part of the professional who completes the form. For example, the assessor is asked to indicate the quality of parenting provided for the youth or the level of physical aggression displayed by him/her. The assumption underlying the YLS/CMI 2.0 is that professionals are capable of making these judgments. The process is facilitated by the descriptions of items provided in the Rating Guide (see appendices A and B); training programs are also available.¹ Generally, effective use of the YLS/CMI 2.0 depends on the skilled professional judgment of responsible caseworkers.

Caution: The YLS/CMI 2.0 is designed to aid the professional in case planning and assessment for the client's risk and need levels. However, final decisions about the client should rest with the individual(s) responsible for his/her welfare, as reflected by the Professional Override Principle.

Components of the YLS/CMI 2.0

The YLS/CMI 2.0 is composed of the following seven sections:

- Part I: Assessment of Risks and Needs
- Part II: Summary of Risks and Needs
- Part III: Assessment of Other Needs and Special Considerations
- Part IV: Final Risk/Need Level and Professional Override
- Part V: Program/Placement Decision
- Part VI: Case Management Plan
- Part VII: Case Management Review

In addition, an optional Case Planning worksheet is described later in this manual (see appendix C).

¹ For information about YLS/CMI 2.0 training, contact customerservice@mhs.com.

Administering the YLS/CMI 2.0

This section provides information for the administration of each section of the YLS/CMI 2.0.

Part I: Assessment of Risks and Needs

Part I of the YLS/CMI 2.0 provides a survey of all the risk and need factors that might be exhibited by the youth.

The 42 risk items in Part I are those identified in the literature as most predictive of criminal activity in young people. The scores in this section reflect the risk of continued criminal activity. In addition, many of the items are criminogenic need factors; consequently, with favorable changes to these items, there would be a reduced chance of antisocial behavior.

The risk/need items fall into the following eight categories:

- Prior and Current Offenses/Dispositions
- Family Circumstances/Parenting
- Education/Employment
- Peer Relations
- Substance Abuse
- Leisure/Recreation
- Personality/Behavior
- Attitudes/Orientation

Definitions of the 42 risk items are presented in appendix A, while norms for the subcomponents and Total Risk/Need Score are provided in appendix D.

Within each subcomponent category, the assessor marks those items that apply to the client. The assessor then records the total number of items marked within each subcomponent and the overall level of risk (Low, Moderate, or High) represented in the category. These levels of risk are based on an analysis of a sample of 12,798 young offenders aged 12 to 18.

Part I also allows the recording of areas of strength. For seven of the eight risk categories¹, the assessor is asked to indicate whether the area in question represents a strength for the youth. For example, while the youth may be experiencing difficulties in many areas, he/she might like school and be doing well in that setting. Education/Employment would then be identified as a strength.

¹ Prior and Current Offenses/Dispositions cannot be marked as a strength.

The strength ratings are not used directly in calculating the risk/need scores, but they are important for case planning. As much as possible, interventions should build on existing areas of strength. It should be noted, however, that the absence of risk does not necessarily denote strength.

The assessor should describe the source or sources of information for each risk category, using the Source of Information area on the YLS/CMI 2.0 form. For example, the assessor should indicate whether the ratings of Family Circumstances/Parenting are based on interviews with the parent, observations in the home, reports from the youth, or the reports of social workers or other professionals. If no information is available about an item, the section should simply be left blank. As indicated earlier, the assessment of an item should represent the best judgment of the professional, made on the basis of the best information available to him/her.

Finally, space is provided on the YLS/CMI 2.0 form for narrative comments. Here the assessor has an opportunity to record risk or need factors not represented in the items, problems with the information on which the ratings are based, and any special circumstances that might apply to a particular risk/need category.

Omitted Items

If there is inadequate information available to score a YLS/CMI 2.0 item, attempts should be made to obtain more information. However, YLS/CMI 2.0 Part I has been used effectively even if information is unavailable for up to four (4) items.

If an item is omitted, the item letter should be clearly circled on the QuikScore™ form so that it is easy to identify the missing information. Note any missing items in the Comments section of the form, as these may artificially decrease the subcomponent or Total Risk/Need Score. In scoring the Total Risk/Need Score, the maximum number of items that can be omitted is four. If more than four items are missing, the test should be considered invalid, and more information should be obtained to assure valid YLS/CMI 2.0 use.

Part II: Summary of Risks and Needs

Part II of the YLS/CMI 2.0 provides a Final Risk/Need Score and a summary of the subcomponent Risk/Need levels recorded in Part I. Scores and risk/need levels (Low, Moderate, or High) from each subcomponent are recorded. The Total Risk/Need Score is calculated by summing across the subcomponents. Four categories of

Total Risk/Need Level are provided: Low, Moderate, High, and Very High, based on a normative sample of young offenders.

While the Final Risk/Need Level exhibited by a youth is relevant to decisions about security and the level of service to be provided, it is the pattern of subcomponent risk/needs that is most relevant to case planning.

Part III: Assessment of Other Needs/Special Considerations

Part III of the YLS/CMI 2.0 provides a section where the assessor can record information about a range of variables, since these might be relevant to disposition or intervention decisions about the youth. Many of these variables represent what we defined earlier as Responsivity Factors.

The items in this section are defined in appendix B. The items fall into two groups: those relating to the youth's family circumstances and parenting, and those relating to the youth himself/herself (e.g., security considerations, such as a history of escapes or assaults on authority figures). The form also provides space to record comments or any unlisted factors that should be considered when developing a case management plan.

The factors represented in Part III of the YLS/CMI 2.0 do not directly affect the risk/need scores, but they represent those characteristics of the youth and his/her circumstances that may be relevant to case planning.

Part IV: Final Risk/Need Level and Professional Override

Part IV of the YLS/CMI 2.0 provides the assessor with a professional override. This feature allows the assessor to consider all the information about the youth, then provide his/her estimate of the risk/need level involved. Usually, this estimation corresponds to the level of risk/need indicated in Part II. In some circumstances, however, the assessor might feel that the level of risk/need is different from that produced by the inventory because of factors that are not represented in the ratings. Where the two estimates of risk/need differ, the assessor is asked to comment on the reasons for the difference.

Part V: Program/Placement Decision

Part V of the YLS/CMI 2.0 provides a location where the assessor can record the program/placement decision that is appropriate for the case. It is important that the decision be linked in some way with the risk assessment indicated for the case. As stated in the Risk Principle of Case Classification, intensive levels of service should be reserved for high risk cases and lower levels of service for lower risk cases. The four levels of supervision indicated are Administrative/Paper, Minimum Supervision, Medium Supervision, and Maximum Supervision. However, these categories may vary from jurisdiction to jurisdiction. Separate subsections are used for custodial and community youth.

Part VI: Case Management Plan

Part VI of the YLS/CMI 2.0 is used to plan and document specific goals for the youth and for specifying the means for achieving these goals. The major consideration in the selection of goals flows from the Need Principle of Case Classification. Targets of service should be matched with the criminogenic needs of the youth. In other words, the selection of goals for Section A (Criminogenic Needs) should be guided by the need areas identified in Part I. Case planning should also take into account the strength or protective factors that are identified in Part I and the responsivity considerations, identified in Part III, should be incorporated into Section B (Other Client Non-Criminogenic Needs Requiring Attention). Appendix C is a Case Planning Worksheet that may be useful in developing the case management plan.

A number of rules can be identified for the formation of goals. For example, effective goals for a young offender should perform the following functions:

- Reflect the criminogenic needs of the youth
- Reflect the responsivity characteristics of the youth
- Appear realistic and attainable
- Build on the youth's strengths
- Be specific and concrete
- Be comprehensible to the youth and his/her parents
- Be acceptable to the youth
- Have a time limit
- Be reviewed and revised on an ongoing basis

Further guidance regarding effective programming for juvenile offenders can be found in Ashford, Sales, and Reid (2000), Hoge (2001), and Loeber and Farrington (1998).

Part VII: Case Management Review

The Case Management Review (Part VII) is designed for use when reviewing case progress. The Risk Level section (Section A) provides a location where the assessor can record the initial risk/need ratings and any changes in the risk levels or contact level. Sections B and C of the Case Management Review form provide an opportunity to record incidences of noncompliance with judicial orders and any other changes in the client or his/her circumstances. Sections D and E, Progress/Revisions in the Case Management Plan, allow the professional to review the previous case plan (related to either criminogenic needs or other needs and special considerations) and to indicate areas of progress and any revisions to the plan.

Scoring the YLS/CMI 2.0 QuikScore™ form

Responses from Part I (Assessment of Risks and Needs), including strength notations, automatically transfer through to Part II where they are converted into scores. Sample QuikScore Forms illustrating how to complete these sections are included in chapter 3. All that is required is to follow the very simple instructions, which involve counting the number of Xs that appear in each box.

The specific instructions are:

1. Calculate the subcomponent scores and determine the Risk/Need levels by adding up the number of Xs for each subcomponent and placing a check mark in the appropriate Risk/Need level. For example, in Figure 3.3, there are no Xs marked for Prior and Current Offenses/Dispositions, therefore the subcomponent score is 0 and a check mark is placed next to the Low (0) Risk/Need category.

Note: For Prior and Current Offenses/Dispositions, Family Circumstances/Parenting, Education/Employment, and Peer Relations, the Xs appear in a box to the right of the subcomponent (Column A). For Substance Abuse, Leisure/Recreation, Personality/Behavior, and Attitudes/Orientation, the Xs appear in a box to the left of the subcomponent (Column B).

These Risk/Need levels (as well as any noted strengths) can be summarized by placing check marks in the appropriate box of the summary table at the top of Part II.

2. Calculate the Total Score. Sum the number of Xs in Column A and write that sum into the Column A Total box. Sum the number of Xs in Column B and write that sum into the Column B Total box (note that strength notation check marks are not included in the scoring).

Sum the Column A and Column B Totals to get the YLS/CMI 2.0 Total Score.

3. Determine the Total Risk/Need Level. Based on the gender and classification of the youth, place a checkmark in the appropriate Total Risk/Need Level box.

3 Interpretation and Use

This chapter describes the main steps in the interpretation of the YLS/CMI 2.0™ results, followed by three case studies. For each case study, the interpretation of the YLS/CMI 2.0 results is described in detail.

Main Interpretive Steps

The YLS/CMI 2.0 is designed to assist the caseworker in assessing risk and needs in the client and in developing a case plan.

Step 1: Examine the Total Risk/Need Level of each subcomponent and the Total Risk/Need Score

The specific items in the eight domains of risk/need are identified in Part I of the YLS/CMI 2.0, and the Total Risk/Need Level and the Total Risk/Need Score are identified in Part II. The Total Risk/Need Level and the Total Risk/Need Score provide an overall estimate of the risk for continued criminal activity by the youth. The normative data provided in appendix D can also aid in this interpretation, since these data show the percentage of youths in the normative sample with scores lower than the individual. If, for example, the youth's Total Risk/Need Score is at the 30th percentile, then his or her Total Risk/Need Score was equal to or higher than 30% of those in the normative sample.

The client's overall level of risk and need determines the level of supervision (Part V) and the appropriate intensity or extent of programming (Part VI). The latter should be consistent with the Risk Principle of Case Classification.

Step 2: Examine the levels of Subcomponent Risk/Need

After the Total Risk/Need Levels and Total Risk/Need Score are identified in Part II, the levels of subcomponent risk/need are summarized in a convenient table. Appendix D contains normative data for evaluating the level of risk/need for a youth, relative to the normative sample.

The goals and the means of achieving those goals, identified in Part VI, should be a direct reflection of the specific risk/need items identified in Part I. This is consistent with the Need Principle of Case Classification (see chapter 1). In addition, the case plan that is developed should reflect the strengths identified in Part I.

Step 3: Examine Other Needs and Special Considerations

Other Needs and Special Considerations, identified in Part III of the YLS/CMI 2.0, should be carefully examined. The effects of an intervention can be modified by the characteristics of the youth and by the particulars of his or her circumstances. These considerations might have a bearing on the means used for achieving the selected goals, consistent with the Responsivity Principle of Case Classification.

Step 4: Determine the Final Risk/Need Level

The override portion (Part IV) is an opportunity for the assessor to show that he or she views the Total Risk/Need Level of the case differently than what the Part II Total Score indicates. An example of when the override may be used would be a youth who scores in the Moderate Risk/Need range, but in the override portion the assessor determined the case should be scored as Low Risk/Need. On the other hand, a youth who scored at a Low Total Risk/Need Level in Part II may be judged to be a Moderate Risk/Need case. Information such as strength factors and factors noted in Part III of the assessment is used to make the override decision. Note that the override should only be used in rare circumstances, and should be supported by logical argument and reasonable evidence. The rationale should be recorded in the space provided (i.e., *Reasons for override*) in Part IV.

Remember that the purpose of the YLS/CMI 2.0 is to aid the professional in formulating and managing a case plan. It is not designed to dictate decisions or replace professional judgments. Final decisions about the client must rest with the professional responsible for the youth.

The remainder of this chapter utilizes three fictional case studies to demonstrate the administration and scoring of the YLS/CMI 2.0.

Case Study 1: Low Risk Community Female

The subject of the first case study is Sally, a 15-year-old female. Parts I–IV of the YLS/CMI 2.0 results for Sally are illustrated in Figures 3.1 to 3.4.

Reason for the YLS/CMI 2.0 Assessment

To aid the disposition decision, the Family Court Judge has directed that a pre-disposition report be prepared. The YLS/CMI 2.0 forms the basis for this report.

Sources of Information

The YLS/CMI 2.0 was completed on the basis of information from the following sources: an interview with Sally's mother and father, a telephone interview with the school principal, an interview with the victim, and a 2-hour interview with Sally.

Background

Sally is a 15-year-old youth convicted of one count of assault. The conviction relates to a fight Sally had with another girl after school. She admits to initiating the fight and says it was in response to the victim teasing her about her weight. The victim suffered a cut to her lip and a loosened tooth. Sally accepts responsibility for her actions and appears to express genuine remorse. She has apologized to the victim and her parents and has recently become friendly with the victim (e.g., they went shopping together). The fighting was an uncharacteristic act for this young woman and seems to relate in part to the distress she is experiencing over the break-up of her parents.

Interpretation of Results

Part I: Assessment of Risks and Needs

1. Prior and Current Offenses/ Dispositions

This conviction is the first contact Sally has had with the justice system. As noted, the conviction relates to an assault on another young woman. Therefore, none of the items 1a through 1e were marked.

2. Family Circumstances/ Parenting

Sally is the youngest of three children. The two older boys have never been involved in antisocial activities, and the three siblings relate well to one another. Sally's mother is a nurse who works part-time and her father is manager of an appliance store. Sally's mother and father separated three months ago. The separation is reasonably amicable and was not preceded by major conflicts. Sally's parents mutually decided to go their own way. No formal custody arrangements have been made, and the children seem free to move back and forth between their parents, although their mother is the primary caregiver.

Both the mother and father care about the welfare of their children and appear to make every effort to provide support. However, Sally was surprised by the separation and she has reacted badly to it. She became quite depressed. Her parents consulted the family physician who prescribed a mild anti-depressant, although Sally decided she didn't want the medication. Sally was also counseled by the family's pastor. She seemed to be coming out of the depression, although she was still often in a "bad mood," which seemed to account for her lashing out at the victim.

Sally and her parents are meeting with the pastor, and Sally seems to be coming to terms with the separation. Her parents and teachers report that she is returning to her usual cheerful self. Based on this information, none of the items 2a through 2f were marked, and this subcomponent was marked as a strength.

3. Education/Employment

Sally has always performed well in school. She relates well to other students and she is involved in school activities. Her performance deteriorated in the weeks after her parents' separation and she became uncharacteristically withdrawn. However, the situation has now improved and there are no current concerns about her schoolwork. The school took no action on the assault because it did not occur on school

property. Based on this information, none of the items 3a through 3g were marked, and this subcomponent was marked as a strength.

4. Peer Relations

Sally has always been a popular girl with a wide range of positive relationships. None of the items 4a through 4d were marked, and this subcomponent was marked as a strength.

5. Substance Abuse

Sally reports that she drank two beers twice at parties. She has never used illegal drugs and has no interest in experimenting with them. Drug use is not an issue in her circle of friends. None of the items 5a through 5e were marked.

6. Leisure/Recreation

Sally has always been involved in youth activities at her church and is an avid floor hockey player. None of the items 6a through 6c were marked, and this subcomponent was marked as a strength.

7. Personality/Behavior

With the exception of the assault associated with the current conviction, Sally has no history of aggressive behavior. She is widely regarded as an intelligent, mature, and well adjusted young woman. None of the items 7a through 7g were marked, and this subcomponent was marked as a strength.

8. Attitudes/Orientation

Sally's orientation reflects the positive values and beliefs of her family. She recognizes that her recent actions have caused pain to the victim, the victim's family, and her own family, and she is willing to accept help to get her through this difficult time. None of the items 8a through 8c were marked, and this subcomponent was marked as a strength.

Part II: Summary of Risks and Needs

None of the YLS/CMI 2.0 Part I items were marked, resulting in a Total Score of 0 and a Low Total Risk/Need Level. Each of the subcomponent scores represented Low Risk/Need levels.

Part III: Assessment of Other Needs and Special Considerations

The separation of Sally's parents was considered a Significant Family Trauma for Part III 1. Family/Parents. Sally's history of depression was marked in Part III 2. Youth.

Part IV: Final Risk/Need Level and Professional Override

There were no factors considered relevant to using the Professional Override for Sally's Total Risk/Need level, which therefore remained low.

Figure 3.1. Sally's YLS/CMI 2.0 Form Part I

YLS/CMI 2.0™ <small>Youth Level of Service/Case Management Inventory 2.0</small> By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.	
Name of Assessed: <u>Sally</u>	Gender: <input type="checkbox"/> M <input checked="" type="checkbox"/> F Age: <u>15</u>
Setting: <input checked="" type="checkbox"/> Community <input type="checkbox"/> Custodial	
Date of Birth: <u>02 / 11 / 1994</u>	Today's Date: <u>05 / 13 / 2009</u>

Part I: Assessment of Risks and Needs

The YLS/CMI 2.0™ is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. The items are explained in Appendix A of the User's Manual. For any omitted items, circle the item letter.

1. Prior and Current Offenses/Dispositions:

a. Three or more prior convictions	<input type="checkbox"/>	-
b. Two or more failures to comply	<input type="checkbox"/>	
c. Prior probation	<input type="checkbox"/>	
d. Prior custody	<input type="checkbox"/>	
e. Three or more current convictions	<input type="checkbox"/>	

2. Family Circumstances/Parenting:

a. Inadequate supervision	<input type="checkbox"/>
b. Difficulty in controlling behavior	<input type="checkbox"/>
c. Inappropriate discipline	<input type="checkbox"/>
d. Inconsistent parenting	<input type="checkbox"/>
e. Poor relations (father-youth)	<input type="checkbox"/>
f. Poor relations (mother-youth)	<input type="checkbox"/>

Strength ☒

3. Education/Employment:

a. Disruptive classroom behavior	<input type="checkbox"/>
b. Disruptive behavior on school property	<input type="checkbox"/>
c. Low achievement	<input type="checkbox"/>
d. Problems with peers	<input type="checkbox"/>
e. Problems with teachers	<input type="checkbox"/>
f. Truancy	<input type="checkbox"/>
g. Unemployed/not seeking employment	<input type="checkbox"/>

Strength ☒

4. Peer Relations:

a. Some delinquent acquaintances	<input type="checkbox"/>
b. Some delinquent friends	<input type="checkbox"/>
c. No/few positive acquaintances	<input type="checkbox"/>
d. No/few positive friends	<input type="checkbox"/>

Strength ☒

Comments:
First offense (assault)

Source(s) of information:
Parents; youth

Comments:
*Positive and supportive family environment
Recent parental separation*

Source(s) of information:

Comments:
*No performance/behavior problems
Participates in activities
Well liked*

Source(s) of information:
School; parents

Comments:

Source(s) of information:
Parents; youth

Figure 3.2. Sally's YLS/CMI 2.0 Form Part I (Continued)

YLS/CMI 2.0™ Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. For any omitted items, circle the item letter.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use ☐
- b. Chronic drug use ☐
- c. Chronic alcohol use ☐
- d. Substance abuse interferes with life ☐
- e. Substance use linked to offense(s) ☐

Strength ☐

Comments:

Source(s) of information:

Parents; youth

6. Leisure/Recreation:

- a. Limited organized activities ☐
- b. Could make better use of time ☐
- c. No personal interests ☐

Strength ☒

Comments:

Active girl
Interest in sports and church activities

Source(s) of information:

Parents; youth

7. Personality/Behavior:

- a. Inflated self-esteem ☐
- b. Physically aggressive ☐
- c. Tantrums ☐
- d. Short attention span ☐
- e. Poor frustration tolerance ☐
- f. Inadequate guilt feelings ☐
- g. Verbally aggressive, impudent ☐

Strength ☒

Comments:

Recent depression over parents' breakup,
otherwise intelligent
Mature young woman

Source(s) of information:

Parents; school; victim

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes ☐
- b. Not seeking help ☐
- c. Actively rejecting help ☐
- d. Defies authority ☐
- e. Callous, little concern for others ☐

Strength ☒

Comments:

Displays prosocial values and beliefs;
willing to accept help

Source(s) of information:

Parents; youth



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.3. Sally's YLS/CMI 2.0 Form Part II

YLS/CMI 2.0™

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Check the first two pages of the assessment for omitted (circled) items. If more than four (4) items are omitted, the test should be considered invalid, and more information should be obtained before scoring. Sum the total number of items marked with an "X" within each subscale and mark the risk/need level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Score at the bottom of the page, which is used to complete the Total Risk/Need Level box. Checkmarks in the boxes labeled "S" indicate a strength.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Moderate								
High								
Strength		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk/Need Level:

Low (0) ☒

Moderate (1-2) ☐

High (3-5) ☐

5. Substance Abuse

Risk/Need Level:

Low (0) ☒

Moderate (1-2) ☐

High (3-5) ☐

S

2. Family Circumstances/Parenting

Risk/Need Level:

Low (0-2) ☒

Moderate (3-4) ☐

High (5-6) ☐

6. Leisure/Recreation

Risk/Need Level:

Low (0) ☒

Moderate (1) ☐

High (2-3) ☐

S

3. Education/Employment

Risk/Need Level:

Low (0) ☒

Moderate (1-3) ☐

High (4-7) ☐

7. Personality/Behavior

Risk/Need Level:

Low (0) ☒

Moderate (1-4) ☐

High (5-7) ☐

S

4. Peer Relations

Risk/Need Level:

Low (0-1) ☒

Moderate (2-3) ☐

High (4) ☐

8. Attitudes/Orientation

Risk/Need Level:

Low (0) ☒

Moderate (1-3) ☐

High (4-5) ☐

S

Total Risk/Need Levels

Custodial Male:

☐ Low (0-19)

☐ Moderate (20-29)

☐ High (30-36)

☐ Very High (37-42)

Custodial Female:

☐ Low (0-19)

☐ Moderate (20-29)

☐ High (30-36)

☐ Very High (37-42)

Community Male:

☐ Low (0-9)

☐ Moderate (10-21)

☐ High (22-31)

☐ Very High (32-42)

Community Female:

☒ Low (0-8)

☐ Moderate (9-19)

☐ High (20-28)

☐ Very High (29-42)

0

Column A
Total

0

Column B
Total

=

0

YLS/CMI 2.0
Total Score

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda, NY, 14120-0950 1-800-456-3003. In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.



Figure 3.4. Sally's YLS/CMI 2.0 Form Parts III-IV

YLS/CMI 2.0™

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="radio"/> Chronic History of Offenses | <input type="radio"/> Financial/Accommodation Problems | <input type="radio"/> Abusive Mother |
| <input type="radio"/> Emotional Distress/Psychiatric | <input type="radio"/> Uncooperative Parents | <input checked="" type="radio"/> Significant Family Trauma (specify): <u>Parents separated</u> |
| <input type="radio"/> Drug/Alcohol Abuse | <input type="radio"/> Cultural/Ethnic Issues | <input type="radio"/> Other (specify): _____ |
| <input type="radio"/> Marital Conflict | <input type="radio"/> Abusive Father | |

Comments: _____

2. Youth

- | | | | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------|
| <input type="radio"/> Adverse Living Conditions | <input type="radio"/> Gang Involvement | <input type="radio"/> Learning Disability | <input type="radio"/> Self-Management Skills |
| <input type="radio"/> Anxious | <input type="radio"/> Gender Issues | <input type="radio"/> Low Intelligence/ Developmental Delay | <input type="radio"/> Shy/Withdrawn |
| <input type="radio"/> Communication Problems | <input type="radio"/> Health Problems | <input type="radio"/> Low Self-Esteem | <input type="radio"/> Suicidal Ideation/Attempts or Self-Injury |
| <input type="radio"/> Cruelty to Animals | <input type="radio"/> History of Assault on Authority Figures | <input type="radio"/> Manipulative | <input type="radio"/> Third Party Threat |
| <input type="radio"/> Cultural/Ethnic Issues | <input type="radio"/> History of Bullying | <input type="radio"/> Parenting Issues | <input type="radio"/> Underachievement |
| <input checked="" type="radio"/> Depressed | <input type="radio"/> History of Escape | <input type="radio"/> Peers Outside Age Range | <input type="radio"/> Victim of Bullying |
| <input type="radio"/> Diagnosis of Conduct Disorder/ Oppositional Defiant Disorder | <input type="radio"/> History of Fire Setting | <input type="radio"/> Physical Disability | <input type="radio"/> Victim of Neglect |
| <input type="radio"/> Diagnosis of Psychosis | <input type="radio"/> History of Running Away | <input type="radio"/> Poor Problem-Solving Skills | <input type="radio"/> Victim of Physical/Sexual Abuse |
| <input type="radio"/> Engages in Denial | <input type="radio"/> History of Sexual/Physical Assault | <input type="radio"/> Poor Social Skills | <input type="radio"/> Witness of Domestic Violence |
| <input type="radio"/> Fetal Alcohol Spectrum Disorder (FASD) | <input type="radio"/> History of Weapons Use | <input type="radio"/> Pregnancy Issues | <input type="radio"/> Other Mental Health Issues (specify below) |
| <input type="radio"/> Financial/Accommodation Problems | <input type="radio"/> Inappropriate Sexual Activity | <input type="radio"/> Protection Issues | <input type="radio"/> Other (specify below) |
| | | <input type="radio"/> Racist/Sexist Attitudes | |

Comments: (Note any special cultural/ethnic or gender-related responsivity considerations) _____

Part IV: Final Risk/Need Level and Professional Override

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Part II Risk/Need Level	Use the professional override?	Final YLS/CMI 2.0 Risk/Need Level
<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High

Reasons for override: _____



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
 In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Case Study 2: Moderate Risk Community Male

The subject of the second case study is Jack, a 14-year-old male, convicted of three counts of breaking and entering and theft. This case study provides an example of a full assesment. Jack's YLS/CMI 2.0 results are illustrated in Figures 3.5–3.10, and his six-month follow-up is described in Figures 3.11–3.13.

Reason for Assessment

To aid the disposition decision, the Family Court Judge has directed that a pre-disposition report be prepared. The YLS/CMI 2.0 forms the basis for this report.

Sources of Information

The YLS/CMI 2.0 was completed on the basis of a review of file information (including prior probation and police reports), an interview with Jack's mother, telephone interviews with the school principal and two teachers, an interview with Jack's previous probation officer, and a 2-hour interview with Jack.

Background

Jack is a 14-year-old youth convicted of three counts of breaking and entering and theft. He has seven prior convictions for similar offenses and has served two periods of probation. He has not been in custody but has twice failed the conditions of his probation. Unlike previous offenses, the current ones were carried out in association with another youth. Jack admits to the crimes but has no explanation for his actions. Jack was generally friendly and cooperative during the interview, although reluctant to reveal information.

Interpretation of Results

Part I: Assessment of Risks and Needs

1. Prior and Current Offenses/ Dispositions

As indicated, Jack has been convicted of three counts of breaking and entering and theft (item 1e). These involved breaking into garages and stealing items of relatively small value. He has seven prior convictions for similar offenses (1a) and two periods of probation (1c). There were numerous

infractions during the probation sentences, including reporting problems, truancy, and reoffending (1b). Jack has served no periods in detention or custody.

2. Family Circumstances/ Parenting

Jack is an only child. He is living with his mother. The family has had no contact with his biological father for some years. There is a positive bond between Jack and his mother, but the latter has a history of psychiatric and drinking problems. Her common-law partner was living in the home until 2 years ago and this person was verbally abusive toward Jack and his mother (item 2e). Jack may have some continuing emotional problems from that situation.

Jack's mother has a great deal of difficulty coping and over the past few years she and Jack have frequently moved. Jack's maternal grandfather lived nearby until his death within the past year. His passing was unfortunate because he was one of the few elements of stability in the family.

While Jack's mother seems to care about him, her ability to supervise him is very inadequate (2a). She is very inconsistent in her parenting, ranging from punitive to permissive practices (2c, 2d). Jack seems to generally ignore her efforts to regulate his behavior (2b). The Children's Aid Society has been involved in the home in the past.

3. Education/Employment

School reports indicate that Jack is of average or slightly above average ability. His behavior has never been a problem at school and he is always described as a polite and slightly withdrawn youth. Although not particularly sociable, he appears to have no problems in relating to other students. Nevertheless, his academic performance has always been below average (item 3c). Jack appears to lack the motivation to do his school work and he has frequently been truant from school (3f). His mother has generally been uninterested in cooperating with the school about these issues. In the past, the school authorities have contacted the Children's Aid Society about the possibility that Jack is neglected by his mother.

4. Peer Relations

Jack has generally been described as a "loner" with few close friends (items 4c, 4d). He appears to spend a great deal of time by himself. When things are difficult at home, he spends time alone in a "fort" he has constructed in a woodland near his home. On the other hand, he does not seem to be actively rejected by his peers. His most recent offenses were carried out in association with a boy of his own age who has a minor criminal history (4a).

5. Substance Abuse

There is no evidence that Jack has ever used drugs or alcohol, and he seems to express no interest in them. Therefore none of the items 5a through 5e were marked.

6. Leisure/Recreation

Jack has expressed some interest in outdoor activities such as fishing, wood carving, and hiking, but he has received little opportunity or encouragement to engage in these activities (items 6a, 6c). Little of his time is spent in constructive activity (6b).

7. Personality/Behavior

Jack might have unresolved issues because of the verbal abuse inflicted by his stepfather and, perhaps, the absence of his biological father. However, he does not exhibit serious emotional, behavioral, or social adjustment issues and he shows no signs of passive or active anger or aggression. He has no issues with self-control or attention, and he seems capable of experiencing normal levels of guilt. Adults generally see Jack as bright, cooperative, and friendly. Therefore, none of the items 7a through 7g were marked, and this component was marked as an area of strength.

8. Attitudes/Orientation

Jack seems to have little respect for the justice system, but he does not have strong antisocial attitudes or feelings. Rather, his rejection of the system seems to be passive, which is consistent with his lack of concern for his own welfare. Jack is not an oppositional or defiant young man, but he seems to have little interest in addressing his problems and, at times, he has actively rejected his mother's attempts to help him (items 8b, 8c).

Part II: Summary of Risks and Needs

The YLS/CMI 2.0 items that were marked summed to a Total Score of 19 and a Moderate Total Risk/Need Level. The subcomponents Prior and Current Offenses/Dispositions, Family Circumstances/Parenting, and Leisure/Recreation each represented a High Risk/Need level, whereas the subcomponents Education/Employment, Peer Relations, and Attitudes/Orientation each represented a Moderate Risk/Need Level, and the subcomponents Substance Abuse and Personality/Behavior each represented a Low Risk/Need Level.

Part III: Assessment of Other Needs and Special Considerations

Jack's family and living situation suggested that the Part III 1. Family/Parents items Marital Conflict, Financial/Accommodation Problems, Abusive Father, and Significant Family Trauma should be marked. Other information gathered from various sources used in the assessment suggested that Part III 2. Youth items Adverse Living Conditions, Poor Social Skills, Shy/Withdrawn, Underachievement, Victim of Neglect, and Victim of Physical/Sexual Abuse should all be marked.

Part IV: Final Risk/Need Level and Professional Override

After accounting for Jack's strengths as listed in Part I, and factors endorsed in Part III, the Professional Override was not used; therefore, Jack's Final Risk/Need Level was Moderate.

Part V: Program/Placement Decision

Based on Jack's Total Risk/Need Level, medium supervision was recommended. The assessor determined that consideration should be given to out-of-home placement; however, if placed in a probationary setting, intensive supervision should be provided.

Part VI: Case Management Plan

As a High Risk/Need subcomponent, Leisure/Recreation was prioritized in Jack's case management plan. Specifically, a four-month plan to increase Jack's involvement in external activities was developed through Sea Cadets and Boys and Girls club activities. Education/Employment was targeted as the second most important criminogenic need, with a six-month after-school program intended to improve Jack's school performance.

Family/Parents (Mother) was targeted as an other/non-criminogenic need requiring attention. Specifically, Jack and his mother were encouraged to continue contact with a community mental health worker and support group for abuse victims, in the hopes of improving the coping and parenting skills of Jack's mother.

Part VII: Case Management Review

A six-month follow-up assessment (Figures 3.11 and 3.12) revealed that Jack had not committed any new criminal activity, and was co-operating fully with probation direction. Regarding criminogenic needs, Jack had partly achieved his goal of increasing involvement in external activities. He had not joined the Boys and Girls club but had been attending other after-school programs (basketball, photography club) and was helping a neighbor on the weekend with odd jobs. Jack had also partly achieved his goal of improved school performance. Jack's teachers note that his interest and attention in the classroom has improved somewhat and he is making progress, even though it is slow. Regarding other/non-criminogenic needs, Jack's mother has been receiving mental health counseling, and it seems to be addressing her issues. Jack is pleased by his mother's progress and the home seems to have become more stable over the past six months. Overall, these changes warranted a change in Jack's overall risk rating from Moderate to Low.

Figure 3.5. Jack's YLS/CMI 2.0 Form Part I

YLS/CMI 2.0™

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: JackGender: ☒ M ☐ FAge: 14Setting: ☒ Community ☐ CustodialDate of Birth: 04 / 27 / 1995Today's Date: 05 / 13 / 2009**Part I: Assessment of Risks and Needs**

The YLS/CMI 2.0™ is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. The items are explained in Appendix A of the User's Manual. For any omitted items, circle the item letter.

1. Prior and Current Offenses/Dispositions:

- | | |
|--------------------------------------|-------------------------------------|
| a. Three or more prior convictions | <input checked="" type="checkbox"/> |
| b. Two or more failures to comply | <input checked="" type="checkbox"/> |
| c. Prior probation | <input checked="" type="checkbox"/> |
| d. Prior custody | <input type="checkbox"/> |
| e. Three or more current convictions | <input checked="" type="checkbox"/> |

Comments:

Multiple charges of break-enter-theft over in past 2 years
7 convictions
2 prior probation orders

Source(s) of information:

Police; probation officer; CIC

2. Family Circumstances/Parenting:

- | | |
|---------------------------------------|-------------------------------------|
| a. Inadequate supervision | <input checked="" type="checkbox"/> |
| b. Difficulty in controlling behavior | <input checked="" type="checkbox"/> |
| c. Inappropriate discipline | <input checked="" type="checkbox"/> |
| d. Inconsistent parenting | <input checked="" type="checkbox"/> |
| e. Poor relations (father-youth) | <input checked="" type="checkbox"/> |
| f. Poor relations (mother-youth) | <input type="checkbox"/> |

Strength ☐**Comments:**

Lives with mother; no contact with biological father or stepfather for 2 years; abusive stepfather; warm relations with mother, but very inadequate parenting; CAS referral because of neglect and physical conditions of the home

Source(s) of information:

Probation officer; mother; youth

3. Education/Employment:

- | | |
|-------------------------------------------|-------------------------------------|
| a. Disruptive classroom behavior | <input type="checkbox"/> |
| b. Disruptive behavior on school property | <input type="checkbox"/> |
| c. Low achievement | <input checked="" type="checkbox"/> |
| d. Problems with peers | <input type="checkbox"/> |
| e. Problems with teachers | <input type="checkbox"/> |
| f. Truancy | <input checked="" type="checkbox"/> |
| g. Unemployed/not seeking employment | <input type="checkbox"/> |

Strength ☐**Comments:**

No behavior problems in school
Child is polite and easy to manage
Appears to be average intelligence
Frequent truancy, poor attitude towards school
Low achievement

Source(s) of information:

Teacher; principal

4. Peer Relations:

- | | |
|----------------------------------|-------------------------------------|
| a. Some delinquent acquaintances | <input checked="" type="checkbox"/> |
| b. Some delinquent friends | <input type="checkbox"/> |
| c. No/few positive acquaintances | <input checked="" type="checkbox"/> |
| d. No/few positive friends | <input checked="" type="checkbox"/> |

Strength ☐**Comments:**

Described as a loner, with few friends
Recent association with delinquent peers
Most recent offense with peer accomplice

Source(s) of information:

Police; probation officer; mother



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.6. Jack's YLS/CMI 2.0 Form Part I (Continued)

YLS/CMI 2.0™ Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. For any omitted items, circle the item letter.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- | | |
|-----------------------------------------|--------------------------|
| a. Occasional drug use | <input type="checkbox"/> |
| b. Chronic drug use | <input type="checkbox"/> |
| c. Chronic alcohol use | <input type="checkbox"/> |
| d. Substance abuse interferes with life | <input type="checkbox"/> |
| e. Substance use linked to offense(s) | <input type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

Source(s) of information:

Probation officer; youth

6. Leisure/Recreation:

- | | |
|----------------------------------|-------------------------------------|
| a. Limited organized activities | <input checked="" type="checkbox"/> |
| b. Could make better use of time | <input checked="" type="checkbox"/> |
| c. No personal interests | <input checked="" type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

Spends most of his time alone
Some interest in outdoor activity, but little opportunity to pursue

Source(s) of information:

Probation officer; mother; youth

7. Personality/Behavior:

- | | |
|----------------------------------|-------------------------------------|
| a. Inflated self-esteem | <input type="checkbox"/> |
| b. Physically aggressive | <input type="checkbox"/> |
| c. Tantrums | <input type="checkbox"/> |
| d. Short attention span | <input type="checkbox"/> |
| e. Poor frustration tolerance | <input type="checkbox"/> |
| f. Inadequate guilt feelings | <input type="checkbox"/> |
| g. Verbally aggressive, impudent | <input type="checkbox"/> |
| Strength | <input checked="" type="checkbox"/> |

Comments:

Child is usually described as bright, co-operative, and friendly individual who does have a sense of personal responsibility

Source(s) of information:

Probation officer; police; teacher; youth

8. Attitudes/Orientation:

- | | |
|---------------------------------------|-------------------------------------|
| a. Antisocial/procriminal attitudes | <input type="checkbox"/> |
| b. Not seeking help | <input checked="" type="checkbox"/> |
| c. Actively rejecting help | <input checked="" type="checkbox"/> |
| d. Defies authority | <input type="checkbox"/> |
| e. Callous, little concern for others | <input type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

Not a callous or defiant person, but has little respect for the justice system and little concern for his own welfare

Source(s) of information:

Probation officer; police; youth



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.7. Jack's YLS/CMI 2.0 Form Part II

YLS/CMI 2.0™

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Check the first two pages of the assessment for omitted (circled) items. If more than four (4) items are omitted, the test should be considered invalid, and more information should be obtained before scoring. Sum the total number of items marked with an "X" within each subscale and mark the risk/need level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Score at the bottom of the page, which is used to complete the Total Risk/Need Level box. Checkmarks in the boxes labeled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/Recreation	Personality/Behavior	Attitudes/Orientation
Low					✓		✓	
Moderate			✓	✓				✓
High	✓	✓				✓		
Strength							✓	

Column A Column B**1. Prior and Current Offenses/Dispositions****Risk/Need Level:**

- Low (0) ☐
 Moderate (1-2) ☐
 High (3-5) ☒

X
X
X
X

S

5. Substance Abuse**Risk/Need Level:**

- Low (0) ☒
 Moderate (1-2) ☐
 High (3-5) ☐

2. Family Circumstances/Parenting**Risk/Need Level:**

- Low (0-2) ☐
 Moderate (3-4) ☐
 High (5-6) ☒

X
X
X
X
X

S

6. Leisure/Recreation**Risk/Need Level:**

- Low (0) ☐
 Moderate (1) ☐
 High (2-3) ☒

S

3. Education/Employment**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-3) ☒
 High (4-7) ☐

X
X
X

✓

7. Personality/Behavior**Risk/Need Level:**

- Low (0) ☒
 Moderate (1-4) ☐
 High (5-7) ☐

X

8. Attitudes/Orientation**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-3) ☒
 High (4-5) ☐

S

4. Peer Relations**Risk/Need Level:**

- Low (0-1) ☐
 Moderate (2-3) ☒
 High (4) ☐

X
X
X

S

Total Risk/Need Levels**Custodial Male:**

- ☐ Low (0-19)
☐ Moderate (20-29)
☐ High (30-36)
☐ Very High (37-42)

Custodial Female:

- ☐ Low (0-19)
☐ Moderate (20-29)
☐ High (30-36)
☐ Very High (37-42)

Community Male:

- ☐ Low (0-9)
☒ Moderate (10-21)
☐ High (22-31)
☐ Very High (32-42)

Community Female:

- ☐ Low (0-8)
☐ Moderate (9-19)
☐ High (20-28)
☐ Very High (29-42)

14 + 5 = 19
 Column A Total Column B Total YLS/CMI 2.0 Total Score

Figure 3.8. Jack's YLS/CMI 2.0 Form Parts III–IV

YLS/CMI 2.0™ Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- ☐ Chronic History of Offenses
- ☐ Emotional Distress/Psychiatric
- ☐ Drug/Alcohol Abuse
- ☒ Marital Conflict

- ☒ Financial/Accommodation Problems
- ☐ Uncooperative Parents
- ☐ Cultural/Ethnic Issues
- ☒ Abusive Father

- ☐ Abusive Mother
- ☒ Significant Family Trauma (specify): death of grandfather
- ☐ Other (specify): _____

Comments:

Mother has serious emotional and drinking problems and history of involvement with abusive men. Home is physically inadequate; recent death of grandfather who was a stabilizing force in life of mother and child.

2. Youth

- ☒ Adverse Living Conditions
- ☐ Anxious
- ☐ Communication Problems
- ☐ Cruelty to Animals
- ☐ Cultural/Ethnic Issues
- ☐ Depressed
- ☐ Diagnosis of Conduct Disorder/ Oppositional Defiant Disorder
- ☐ Diagnosis of Psychosis
- ☐ Engages in Denial
- ☐ Fetal Alcohol Spectrum Disorder (FASD)
- ☐ Financial/Accommodation Problems

- ☐ Gang Involvement
- ☐ Gender Issues
- ☐ Health Problems
- ☐ History of Assault on Authority Figures
- ☐ History of Bullying
- ☐ History of Escape
- ☐ History of Fire Setting
- ☐ History of Running Away
- ☐ History of Sexual/Physical Assault
- ☐ History of Weapons Use
- ☐ Inappropriate Sexual Activity

- ☐ Learning Disability
- ☐ Low Intelligence/ Developmental Delay
- ☐ Low Self-Esteem
- ☐ Manipulative
- ☐ Parenting Issues
- ☐ Peers Outside Age Range
- ☐ Physical Disability
- ☐ Poor Problem-Solving Skills
- ☒ Poor Social Skills
- ☐ Pregnancy Issues
- ☐ Protection Issues
- ☐ Racist/Sexist Attitudes

- ☐ Self-Management Skills
- ☒ Shy/Withdrawn
- ☐ Suicidal Ideation/Attempts or Self-Injury
- ☐ Third Party Threat
- ☒ Underachievement
- ☐ Victim of Bullying
- ☒ Victim of Neglect
- ☒ Victim of Physical/Sexual Abuse
- ☐ Witness of Domestic Violence
- ☐ Other Mental Health Issues (specify below)
- ☐ Other (specify below)

Comments: (Note any special cultural/ethnic or gender-related responsivity considerations)

Part IV: Final Risk/Need Level and Professional Override

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Part II Risk/Need Level	Use the professional override?	Final YLS/CMI 2.0 Risk/Need Level
<input type="checkbox"/> Low <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High

Reasons for override: _____



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003. In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.9. Jack's YLS/CMI 2.0 Form Part V

YLS/CMI 2.0TM Case Management

Multi-Health Systems Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: JackGender: ☒ M ☐ FAge: 14Setting: ☒ Community ☐ CustodialDate of Birth: 04 / 27 / 1995Today's Date: 05 / 13 / 2009**Part V: Program/Placement Decision**

Complete V.1 for custodial youth and V.2 for community youth.

V.1 Custodial**Recommendation/Decision**

- ☐ Administrative/Paper
☐ Minimum Supervision
☐ Medium Supervision
☐ Maximum Supervision

Release Recommended☐ No ☐ Yes**Custodial Placement**

Comments: _____

V.2 Community**Recommendation/Decision**

- ☐ Administrative/Paper
☐ Minimum Supervision
☒ Medium Supervision
☐ Maximum Supervision

Program Placement

Comments: Consideration should be given to out-of-home placement; if probation,
intensive supervision should be provided.

Probation Officer's Signature/Date

M. Smith05/13/2009

Supervisor's Signature/Date

T. Johnson05/13/2009

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
 In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.10. Jack's YLS/CMI 2.0 Case Management Form Part VI

YLS/CMI 2.0™ Case Management

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: Jack

Gender: ☒ M ☐ F

Age: 14

Setting: ☒ Community ☐ Custodial

Date of Birth: 04 / 27 / 1995

Today's Date: 05 / 13 / 2009

Part VI: Case Management Plan

A. Criminogenic Needs (rank order)

Criminogenic Need	Goal	Intervention	Time Frame
1. Leisure/Recreation	Increase involvement in external activities	Follow-up expressed interest in Sea Cadets; encourage involvement in Boys and girls club activities	4 months
2. Education/Employment	Improve school performance	School has offered to enrol client in several after-school programs for low achieving students (also rec. activities)	6 months
3.			
4.			

B. Other Client Non-Criminogenic Needs Requiring Attention (rank order)

Other Needs	Goal	Intervention	Time Frame
1. Family/Parents (Mother)	Improve coping and parenting skills of mother	Encourage continued contact with community mental health worker and support group for abuse victims	6 months
2.			
3.			
4.			



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.11. Jack's YLS/CMI 2.0 Case Management Form Part VII

YLS/CMI 2.0TM

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: JackReference No.: 12345Gender: ☒ M ☐ FDate of Birth: 04/27/1995 Referral Source: Family Court JudgeSetting: ☒ Community ☐ CustodialOffence(s): Breaking and entering, theft (3 counts)Outcome: Convicted; probation with intensive supervisionDate of Test: 11/13/2009 Tested by: M. Smith**Part VII: Case Management Review**

A. Risk Level	Date:	Date:	Date:	Date:	Date:	Date:
	<u>05/13/2009</u>	<u>11/13/2009</u>				
Offenses/Dispositions	<u>High</u>	<u>High</u>				
Family Factors	<u>High</u>	<u>High</u>				
Education/Employment	<u>Moderate</u>	<u>Low</u>				
Peer Relations	<u>Moderate</u>	<u>Moderate</u>				
Substance Abuse	<u>Low</u>	<u>Low</u>				
Leisure/Recreation	<u>High</u>	<u>Moderate</u>				
Personality/Behavior	<u>Low</u>	<u>Low</u>				
Attitudes/Orientation	<u>Moderate</u>	<u>Moderate</u>				
Total Score	<u>Moderate</u>	<u>Low</u>				
Contact Level	<u>Medium</u>	<u>Medium</u>				

B. Other changes

Indicate any other changes in circumstances, including new charges, court appearances, or contacts since last review:

There has been no new criminal activity.**C. Non-compliance with court orders (action taken/comments)**Jack has been cooperating fully with all probation direction.

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
 In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.12. Jack's YLS/CMI 2.0 Case Management Form Part VII (Continued)

YLS/CMI 2.0™
Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part VII: Case Management Review (Continued)**D. Progress/Revisions in Case Management Plan: Criminogenic Needs**

Review the current case management goals and any progress (e.g. not achieved, partly achieved, achieved)/revisions to the plan:

Date	Criminogenic Need	Change	Noteworthy Developments
11/13/2009	Activities	Partly Achieved	<ul style="list-style-type: none"> - not joined boys & girls club - attending after school programs - helping neighbor with odd jobs
11/13/2009	School	Partly Achieved	<ul style="list-style-type: none"> - improved interest and attention - making progress, but slowly

E. Progress/Revisions in Case Management Plan: Other Needs and Special Considerations

Review the current case management goals and any progress/revisions to the plan:

Date	Other Needs and Special Considerations	Change	Noteworthy Developments
11/13/2009	Mother	Partly Achieved	<ul style="list-style-type: none"> - mother receiving counseling, making progress - joined support group - home is more stable

Social Worker's Signature/Date

M. Smith11/13/2009

Supervisor's Signature/Date

T. Johnson11/13/2009

Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
 In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Case Study 3: High Risk Custodial Male

The subject of the third case study is Michael, a 17-year-old male. Parts I through IV of Michael's YLS/CMI 2.0 results for this case study are illustrated in Figures 3.13 through 3.16.

Reason for Assessment

To aid the disposition decision, the Family Court Judge has directed that a pre-disposition report be prepared. The YLS/CMI 2.0 results form the basis for this report.

Sources of Information

The YLS/CMI 2.0 was completed on the basis of information from a review of file information (prior probation and police reports), an interview with Michael's mother, a telephone interview with the school principal, a telephone interview with the juvenile police officer, and a 2½-hour interview with Michael.

Background

Michael is a 17-year-old youth who has convictions for two counts of felony and one count of misdemeanor assaults. He has a lengthy criminal history, having served periods of probation and custody. He has been held in detention since his arrest. As documented below, there are significant problems in Michael's family and he has associations with antisocial gang members.

There have been no disciplinary concerns during Michael's current period of detention and he seems to have adjusted well to his confinement. He presented as friendly and cooperative during the interview.

Interpretation of Results

Part I: Assessment of Risks and Needs

1. Prior and Current Offenses/Dispositions

Michael has been convicted of two counts of felony and one count of misdemeanor assaults (item 1e). The assaults relate to two incidents where he was part of a group of 4 or 5 youths who forced themselves into homes and assaulted the occupants. The accused, as well as the victims, are known to be involved in the drug trade to a minor extent. Michael neither admitted nor denied the offenses.

Michael's criminal history began at 12 years of age. He has been convicted of robbery, burglary, four counts of disorderly conduct, and seven counts of assault (1a). Most of the crimes have been in association with a loosely organized gang. There is no evidence that any of the assaults produced significant physical injuries. Michael claims that most of the assaults have resulted from efforts to protect family or friends.

Michael has received one secure custody disposition (8 months; 1d) and four probation dispositions (1c), and he has three violations for failure to observe court orders (1b).

2. Family Circumstances/Parenting

Michael lives with his mother, three younger sisters, and two younger brothers. Although the family is dysfunctional in many respects, the family members are close to one another and Michael seems to have a protective attitude toward his siblings. Michael's biological father has not contacted the family for some years and Michael appears to be psychologically affected by the perception that his father has deserted the family (item 2e).

Michael's mother is on probation for welfare fraud and possession of cocaine. She has a minor criminal history and a history of drug and alcohol abuse, although she has apparently been abstinent for several months. Michael's two younger brothers have minor criminal histories and his biological father has served some time in prison. The family has been supported mainly through social assistance and has moved often because of evictions.

Although Michael and his mother appear to care for each other, his mother has provided very inadequate parenting (2a). She sets rules, but does not enforce them consistently (2d). Her primary form of discipline is to yell at her children and their usual response is to ignore her and do what they please (2b, 2c). On the other hand, Michael's mother is committed to her children and wishes to address the family problems.

Special note should be made about the strong and cohesive bond between Michael's mother and her children. This is a potential strength factor in the situation.

3. Education/Employment

Michael was frequently truant from school (item 3f) and his academic performance was generally rated as poor to adequate (mostly Cs and Ds). The teachers felt that he was performing significantly below his capacity, but he shows no indications of attention span problems or learning

disabilities (3c). He is able to focus on the task at hand and he can perform well when he chooses to do so and when the environment is structured and supportive.

While Michael's behavior has presented no serious problems in the classroom setting, his relations with other students outside of the classroom have been troubled (3d). Sometimes he exhibits good social skills and relates easily to others, but he has been involved in serious physical confrontations with some students (3b). Michael claims these fights were justified to protect his "honor" and that of his family. The school recently expelled Michael for his fighting, since they have a zero-tolerance policy towards violence. Since his expulsion, Michael has been urged to seek either full-time or part-time employment, but he has shown no interest in doing this so far (3g).

4. Peer Relations

Most of Michael's friends are 3–4 years older than Michael and most of them have a criminal history (items 4a, 4b). They are members of a loose-knit gang, and Michael's most recent convictions resulted from actions carried out with this gang. Michael has virtually no positive relationships (4c, 4d) and claims that he is not seriously involved with any girls at the present time.

5. Substance Abuse

Michael denies having any problems with drugs or alcohol and his drug screens have consistently been negative. He admits to having used marijuana on occasion (item 5a). There are suspicions that he may be dealing in drugs, but there is no evidence to support these suspicions.

6. Leisure/Recreation

Michael is not involved in any positive organized activities (item 6a). Mostly, he plays basketball or just hangs out with his friends (6b). The family has limited funds, which has probably hindered efforts to involve Michael in organized sports or hobbies. He expresses some interest in sports, motorcycles, and photography but has not acted on those interests (6c).

7. Personality/Behavior

Michael has a history of verbal and physical assaults against youths (items 7b, 7g). He does not seem to tolerate frustration well (7e) and he does not behave in a mature fashion when dealing with perceived insults to himself and his family. He has shown little evidence of guilt for his actions (7f). On the other hand, Michael can behave in a pleasant manner and adults generally feel some sympathy for his problems and a willingness to help him. The latter characteristic is a potential strength factor in the situation.

8. Attitudes/Orientation

Michael expresses defiance and a lack of respect for the police and the judicial system (items 8a, 8d). He feels that the system is racist, that he has often been harassed because of his color, and that he was convicted of assault simply for defending his personal or family honor. While some of these attitudes and feelings may be justified, Michael must learn to respond to these situations with nonviolent strategies. Based on Michael's attitude to his family, he does not seem to lack empathy, which would prevent him from adopting such strategies.

Michael is not actively seeking help (8b), but he has been willing to participate in court-directed programming, and he has responded well to previous interventions.

Part II: Summary of Risks and Needs

The YLS/CMI 2.0 items that were marked summed to a Total Score of 30 and a High Total Risk/Need Level. The subcomponents Prior and Current Offenses/Dispositions, Family Circumstances/Parenting, Education/Employment, Peer Relations, and Leisure/Recreation each represented a High Risk/Need Level, whereas the subcomponents Substance Abuse, Personality/Behavior, and Attitudes/Orientation each represented a Moderate Risk/Need Level.

Part III: Assessment of Other Needs and Special Considerations

Based on information gathered throughout the assessment, Part III 1. Family/Parents items Chronic History of Offenses, Drug/Alcohol Abuse, Financial/Accommodation Problems, and Cultural/Ethnic Issues were endorsed. Similarly, Part III 2. Youth items Cultural/Ethnic Issues, History of Physical/Sexual Assault, Gang Involvement, Peers Outside Age Range and Underachievement were endorsed based on various relevant sources of information.

Part IV: Final Risk/Need Level and Professional Override

After accounting for Michael's strengths and factors endorsed in Part III, the assessor felt that the Part I Total Risk/Need classification (High) was accurate. Therefore, the Professional Override was not used.

Figure 3.13. Michael's YLS/CMI 2.0 Form Part I

YLS/CMI 2.0™
Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: MichaelGender: ☒ M ☐ FAge: 17Setting: ☐ Community ☒ CustodialDate of Birth: 03 / 21 / 1992Today's Date: 05 / 13 / 2009**Part I: Assessment of Risks and Needs**

The YLS/CMI 2.0™ is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. The items are explained in Appendix A of the User's Manual. For any omitted items, circle the item letter.

1. Prior and Current Offenses/Dispositions:

- | | |
|--------------------------------------|-------------------------------------|
| a. Three or more prior convictions | <input checked="" type="checkbox"/> |
| b. Two or more failures to comply | <input checked="" type="checkbox"/> |
| c. Prior probation | <input checked="" type="checkbox"/> |
| d. Prior custody | <input checked="" type="checkbox"/> |
| e. Three or more current convictions | <input checked="" type="checkbox"/> |

2. Family Circumstances/Parenting:

- | | |
|---------------------------------------|-------------------------------------|
| a. Inadequate supervision | <input checked="" type="checkbox"/> |
| b. Difficulty in controlling behavior | <input checked="" type="checkbox"/> |
| c. Inappropriate discipline | <input checked="" type="checkbox"/> |
| d. Inconsistent parenting | <input checked="" type="checkbox"/> |
| e. Poor relations (father-youth) | <input checked="" type="checkbox"/> |
| f. Poor relations (mother-youth) | <input type="checkbox"/> |

Strength ☒**3. Education/Employment:**

- | | |
|-------------------------------------------|-------------------------------------|
| a. Disruptive classroom behavior | <input type="checkbox"/> |
| b. Disruptive behavior on school property | <input checked="" type="checkbox"/> |
| c. Low achievement | <input checked="" type="checkbox"/> |
| d. Problems with peers | <input checked="" type="checkbox"/> |
| e. Problems with teachers | <input type="checkbox"/> |
| f. Truancy | <input checked="" type="checkbox"/> |
| g. Unemployed/not seeking employment | <input checked="" type="checkbox"/> |

Strength ☐**4. Peer Relations:**

- | | |
|----------------------------------|-------------------------------------|
| a. Some delinquent acquaintances | <input checked="" type="checkbox"/> |
| b. Some delinquent friends | <input checked="" type="checkbox"/> |
| c. No/few positive acquaintances | <input checked="" type="checkbox"/> |
| d. No/few positive friends | <input checked="" type="checkbox"/> |

Strength ☐**Comments:**

Current convictions—2 felony and 1 misdemeanor assault; 12 prior convictions; 4 probation and 1 secure custody dispositions; 3 probation violations

Source(s) of information:

Official records; probation officer

Comments:

Lives with mother and siblings; no contact with father; strong and cohesive family unit (strength) but very dysfunctional; mother history of drug/alcohol abuse and minor criminal history; mother's parenting very inadequate; frequent moves

Source(s) of information:

Probation officer; mother; youth

Comments:

Low achievement
Assaults against students
Expelled for assaults
No serious effort to find a job

Source(s) of information:

School and youth

Comments:

Associates with antisocial gang
Current conviction related to gang activities
No prosocial friends

Source(s) of information:

Police; probation officer; mother; youth



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.14. Michael's YLS/CMI 2.0 Form Part I (Continued)

YLS/CMI 2.0™ Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ☒ in the "Strength" box. For any omitted items, circle the item letter.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- | | |
|-----------------------------------------|-------------------------------------|
| a. Occasional drug use | <input checked="" type="checkbox"/> |
| b. Chronic drug use | <input type="checkbox"/> |
| c. Chronic alcohol use | <input type="checkbox"/> |
| d. Substance abuse interferes with life | <input type="checkbox"/> |
| e. Substance use linked to offense(s) | <input type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

Admits to occasional marijuana use
Suspicion of minor drug dealing, but no evidence

Source(s) of information:

Probation officer; youth; police

6. Leisure/Recreation:

- | | |
|----------------------------------|-------------------------------------|
| a. Limited organized activities | <input checked="" type="checkbox"/> |
| b. Could make better use of time | <input checked="" type="checkbox"/> |
| c. No personal interests | <input checked="" type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

A few interests but does not participate in them; mostly just hangs around with friends, watches TV, plays video games, basketball

Source(s) of information:

Probation officer; youth

7. Personality/Behavior:

- | | |
|----------------------------------|-------------------------------------|
| a. Inflated self-esteem | <input type="checkbox"/> |
| b. Physically aggressive | <input checked="" type="checkbox"/> |
| c. Tantrums | <input type="checkbox"/> |
| d. Short attention span | <input type="checkbox"/> |
| e. Poor frustration tolerance | <input checked="" type="checkbox"/> |
| f. Inadequate guilt feelings | <input checked="" type="checkbox"/> |
| g. Verbally aggressive, impudent | <input checked="" type="checkbox"/> |
| Strength | <input checked="" type="checkbox"/> |

Comments:

History of verbal and physical assaults.
Little remorse for the harm done to victims.
Difficulty in controlling emotions/anger

Source(s) of information:

Probation officer; school, mother, youth

8. Attitudes/Orientation:

- | | |
|---------------------------------------|-------------------------------------|
| a. Antisocial/procriminal attitudes | <input checked="" type="checkbox"/> |
| b. Not seeking help | <input checked="" type="checkbox"/> |
| c. Actively rejecting help | <input type="checkbox"/> |
| d. Defies authority | <input checked="" type="checkbox"/> |
| e. Callous, little concern for others | <input type="checkbox"/> |
| Strength | <input type="checkbox"/> |

Comments:

Lack of respect for police/justice system (complains of racism), general lack of respect for authority; not seeking help but has been co-operative with interventions in past

Source(s) of information:

Probation officer; youth



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Figure 3.15. Michael's YLS/CMI 2.0 Form Part II

YLS/CMI 2.0™

Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Check the first two pages of the assessment for omitted (circled) items. If more than four (4) items are omitted, the test should be considered invalid, and more information should be obtained before scoring. Sum the total number of items marked with an "X" within each subscale and mark the risk/need level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Score at the bottom of the page, which is used to complete the Total Risk/Need Level box. Checkmarks in the boxes labeled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low								
Moderate					✓		✓	✓
High	✓	✓	✓	✓		✓		
Strength		✓					✓	

Column A Column B**1. Prior and Current Offenses/Dispositions****Risk/Need Level:**

- Low (0) ☐
 Moderate (1-2) ☐
 High (3-5) ☒

X
X
X
X
X

X

S

5. Substance Abuse**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-2) ☒
 High (3-5) ☐

2. Family Circumstances/Parenting**Risk/Need Level:**

- Low (0-2) ☐
 Moderate (3-4) ☐
 High (5-6) ☒

X
X
X
X
X

X
X
X

S

6. Leisure/Recreation**Risk/Need Level:**

- Low (0) ☐
 Moderate (1) ☐
 High (2-3) ☒

3. Education/Employment**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-3) ☐
 High (4-7) ☒

X
X
X
X
X

X
X
X
X
X

7. Personality/Behavior**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-4) ☒
 High (5-7) ☐

4. Peer Relations**Risk/Need Level:**

- Low (0-1) ☐
 Moderate (2-3) ☐
 High (4) ☒

X
X
X
X
X

X
X
X
X
X

8. Attitudes/Orientation**Risk/Need Level:**

- Low (0) ☐
 Moderate (1-3) ☒
 High (4-5) ☐

Total Risk/Need Levels**Custodial Male:**

- ☐ Low (0-19)
☐ Moderate (20-29)
☒ High (30-36)
☐ Very High (37-42)

Custodial Female:

- ☐ Low (0-19)
☐ Moderate (20-29)
☐ High (30-36)
☐ Very High (37-42)

Community Male:

- ☐ Low (0-9)
☐ Moderate (10-21)
☐ High (22-31)
☐ Very High (32-42)

Community Female:

- ☐ Low (0-8)
☐ Moderate (9-19)
☐ High (20-28)
☐ Very High (29-42)

19 + 11 = 30
 Column A Total Column B Total YLS/CMI 2.0 Total Score

Figure 3.16. Michael's YLS/CMI 2.0 Form Part III

YLS/CMI 2.0™ Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Chronic History of Offenses | <input checked="" type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input type="checkbox"/> Significant Family Trauma (specify): _____ |
| <input checked="" type="checkbox"/> Drug/Alcohol Abuse | <input checked="" type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Marital Conflict | <input type="checkbox"/> Abusive Father | |

Comments:

2. Youth

- | | | | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Adverse Living Conditions | <input checked="" type="checkbox"/> Gang Involvement | <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Self-Management Skills |
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Gender Issues | <input type="checkbox"/> Low Intelligence/ Developmental Delay | <input type="checkbox"/> Shy/Withdrawn |
| <input type="checkbox"/> Communication Problems | <input type="checkbox"/> Health Problems | <input type="checkbox"/> Low Self-Esteem | <input type="checkbox"/> Suicidal Ideation/Attempts or Self-Injury |
| <input type="checkbox"/> Cruelty to Animals | <input type="checkbox"/> History of Assault on Authority Figures | <input type="checkbox"/> Manipulative | <input type="checkbox"/> Third Party Threat |
| <input checked="" type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> History of Bullying | <input type="checkbox"/> Parenting Issues | <input checked="" type="checkbox"/> Underachievement |
| <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Escape | <input checked="" type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Victim of Bullying |
| <input type="checkbox"/> Diagnosis of Conduct Disorder/ Oppositional Defiant Disorder | <input type="checkbox"/> History of Fire Setting | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Victim of Neglect |
| <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> History of Running Away | <input type="checkbox"/> Poor Problem-Solving Skills | <input type="checkbox"/> Victim of Physical/Sexual Abuse |
| <input type="checkbox"/> Engages in Denial | <input checked="" type="checkbox"/> History of Sexual/Physical Assault | <input type="checkbox"/> Poor Social Skills | <input type="checkbox"/> Witness of Domestic Violence |
| <input type="checkbox"/> Fetal Alcohol Spectrum Disorder (FASD) | <input type="checkbox"/> History of Weapons Use | <input type="checkbox"/> Pregnancy Issues | <input type="checkbox"/> Other Mental Health Issues (specify below) |
| <input type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> Protection Issues | <input type="checkbox"/> Other (specify below) |
| | | <input type="checkbox"/> Racist/Sexist Attitudes | |

Comments: (Note any special cultural/ethnic or gender-related responsiveness considerations)

Part IV: Final Risk/Need Level and Professional Override

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Part II Risk/Need Level	Use the professional override?	Final YLS/CMI 2.0 Risk/Need Level
<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> High <input type="checkbox"/> Very High	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> High <input type="checkbox"/> Very High

Reasons for override: _____



Copyright © 2011 Multi-Health Systems Inc. All rights reserved. In the U.S.A., P.O. Box 950, North Tonawanda NY, 14120-0950 1-800-456-3003.
In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, 1-800-268-6011. Internationally, +1-416-492-2627. Fax, +1-416-492-3343 or 1-888-540-4484.

Appendix A

Rating Guide for Part I: Assessment of Risks and Needs

This appendix provides a rating guide for completing Part I (Assessment of Risks and Needs) of the YLS/CMI 2.0™. Because scoring the YLS/CMI 2.0 for youth in custodial settings may present unique challenges, specific guidelines for rating custodial youth are provided at the beginning of each subcomponent. In rating custodial youth, first consider the length of custody.

Youth in custody for less than one year: As a general rule, youth who have been in custody for less than one year may be scored based on behavior and circumstances prior to custody. The scoring could be modified, of course, based on current knowledge. For example, the Education/Employment section may be scored based on school/work behavior prior to custody as well as the youth's involvement in any equivalent custodial settings. As another example, if the youth had a serious drug problem prior to custody but has made good progress in drug treatment in the institution, then that score could be affected. Similarly, parents may have received interventions while the youth has been in custody, and this could result in a lower risk rating in that area. As is often the case, the case worker has to exercise some judgment in scoring in these cases.

Youth in custody for one year or more: Where the youth has been incarcerated for longer periods the scoring will generally be made on the basis of behavior in the institution. This will likely produce lower estimates of risk relative to community-based youth because he/she is in a controlled environment. Despite these differences, as noted in chapter 4 (Table 4.8), custodial youth still generally provide higher scores on each Part I subcomponent than community-based youth. Furthermore, Part I scores will still identify areas of need that require further attention in the institutional setting or in the community following release.

Custodial scoring instructions specific to each subcomponent provided in the remainder of this appendix will focus on youth in custody for one year or more.

STRENGTH NOTATION:

Part I is where areas of strength are recorded. For each risk category (except Prior and Current Offenses/Dispositions), the assessor is asked to indicate whether the area in question represents a strength for the youth. A strength is an exceptionally positive factor that may moderate the impact of risk factors. For example, while the youth may be experiencing difficulties in many areas, he/she might like school and be doing well in that setting. Education/Employment—or more specifically, school performance—would then be identified as a strength. Strength ratings are not used directly to calculate the risk/need scores, but they are important for case planning. Interventions should build on existing areas of strength as much as possible. It should be noted, however, that the absence of risk does not necessarily denote strength.

1. Prior and Current Offenses/Dispositions

Youth in custody for one year or more: This subcomponent is scored in an identical manner in community and custodial settings, regardless of time spent in custody. Where applicable, in addition to offenses that occurred prior to custody, include offenses that occurred while in custody.

a. Three or more prior convictions:

Check this item if the youth has had 3 or more convictions prior to the current convictions.

- This refers to set(s) of convictions at different points in time. If several offenses occurred at the same time, record them but only count the offenses as one set because this item is concerned with chronic offenders (i.e., individuals with sets of convictions occurring at different points in time).

- Do not count diversion and/or continuance for dismissal.
- Do not count petty traffic offenses (speeding, crossing a center line, etc.).

b. Two or more failures to comply:

These include failures to appear in court, probation/parole violation, escape from custody, failure to comply with alternative measures, or being unlawfully at large.

c. Prior probation:

Check if the youth has ever been on probation.

d. Prior custody:

Check if the youth has ever spent time in a custody facility. Custody does not include pretrial detention or detention for status offenses.

e. Three or more current convictions:

The youth has received three or more convictions for the current disposition(s).

- If several offenses occurred at the same time, record them, but count the offenses as one set because this item is concerned with chronic offenders (i.e., individuals with sets of convictions occurring at different points in time).

2. Family Circumstances/ Parenting

Note: The items in sections 2 to 8 generally apply to the youth's current situation or to conditions that were present during the previous year.

Youth in custody for one year or more: Parental supervision does not apply to youth in full-time, long term custodial supervision. Therefore, the majority of information used to score this subcomponent will come from items *e. Poor relationship/father-youth*, and *f. Poor relationship mother-youth*. Specifically, the frequency, duration, and quality of contact the youth has with his/her parents while in custody (e.g., parental visits, letters, etc.) are useful for rating this subcomponent. For example, parents may still provide advice to the youth in an attempt to influence his/

her behavior while he/she is in custody. For items 2a to 2d, mainly consider parent/youth relations one year prior to custody. However, any significant changes to the parent/youth relationship that occur during incarceration can also be taken into account (e.g., parent visits youth regularly and offers positive support, or parent "disowns" youth due to incarceration, etc.).

a. Inadequate supervision:

Parents leave the youth unattended, are not aware of his/her activities, or leave him/her unsupervised without leaving the youth contact information. Use judgment to determine if the parents exercise inadequate supervision of the youth in other ways. Also check if the youth is living independently without supervision.

b. Difficulty controlling behavior:

Parents have problems exercising control over the youth's behavior (e.g., youth disobeys parental instructions and is out of control). Also check if youth is living independently and his/her behavior is not controlled.

c. Inappropriate discipline:

There is an excessive use of corporal punishment, frequent use of yelling and threats, overly strict rules, or otherwise poor disciplinary practices on the part of the parent(s). Also check if parenting is overly permissive, with no effort at providing direction.

d. Inconsistent parenting:

Parents are inconsistent in applying rules or using punishment/rewards; periods of harsh discipline may alternate with periods of neglect or extreme permissiveness. Also mark this item if the parents cannot form (or articulate) clear rules regarding homework, curfews, friends, etc.

e. Poor relationship/father-youth:

There is a particularly poor relationship (e.g., hostile, alienated, uncaring) between the youth and his/her father or stepfather. Youth does not have to be living with his/her father or stepfather to rate this item. In cases where there is a natural father *and* stepfather, evaluate the most prominent relationship over the past year. If the father or stepfather is deceased or otherwise absent, mark this item if poor relationship continues to be an issue.

f. Poor relationship/ mother-youth:

There is a particularly poor relationship (e.g., hostile, alienated, uncaring) between the youth and his/her mother or stepmother. Youth does not have to be living with his/her mother or stepmother to rate this item. In cases where there is a natural mother *and* stepmother, evaluate the most prominent relationship over the past year. If the mother or stepmother is deceased or otherwise absent, check this item if poor relationship continues to be an issue.

STRENGTH:

Warm, caring relationships that are prosocial in orientation can offset interactions with delinquent peers and provide support in case management plans targeting other criminogenic needs. For example, family members may be influential in assisting the youth with intervention and counseling programs for educational or employment needs, alcohol/drug abuse, etc. Stable family relationships can be an area in the youth's life that may be relatively stress-free and comforting and facilitate the transition and maintenance to a prosocial lifestyle.

3. Education/ Employment

Youth in custody for one year or more: Rate this subcomponent in the context of education and/or employment programs available to the youth while in custody. For example, the youth may have opportunities to work towards a General Equivalency/Education Diploma (GED) or perform institution maintenance duties.

For youth in an employment setting: For some youth, an employment setting may be more relevant than an education setting. Most items in this subcomponent can be addressed as they pertain to the workplace. Item a should be treated as an omitted item (not to be confused with unmarked). Items b through f should be interpreted in the following manner:

- b. Disruptive behavior in the workplace
- c. Poor work performance
- d. Conflicts with co-workers
- e. Conflicts with supervisors
- f. Missing work

Item g should be left unmarked (not to be confused with omitted). That is, the offender is employed and therefore should not be marked as unemployed or not seeking employment.

a. Disruptive classroom behavior:

Youth is engaged in acting-out, attention-seeking, defiant, or other disruptive behaviors within the classroom or other areas within the school building (e.g., gymnasium, hallways, etc.); youth is considered to be a problem by teachers and other school staff within the school building.

b. Disruptive schoolyard behavior:

The youth is initiating aggressive or violent actions or is otherwise engaging in misconduct on school property outside classroom setting; may include criminal activities such as theft, vandalism, or drug/alcohol use.

c. Low achievement:

The youth is currently failing a subject or there are other indications of achievement problems. If the youth is performing at his/her expected level, but is getting low grades, this item should not be marked.

d. Problems with peers:

There is evidence that the youth is disliked, isolated, withdrawn, or there is evidence of poor relations with peers within the school setting.

e. Problems with teachers:

There is evidence of significant and continuing problems between the youth and his/her teacher (or other school official); youth hates teachers or is hostile toward them.

f. Truancy:

Youth is currently missing school days or skipping classes without legitimate excuses.

g. Unemployed/not seeking employment:

Mark this item if, without good reason (e.g., full-time student), the youth has no job and is not engaged in employment-related activities (e.g., actively seeking work, engaged in employment training, or work schemes).

STRENGTH:

Involvement in educational and employment activities can be a particularly important area of strength because of the large time commitment required and the varied sources of interpersonal rewards. For example, a youth may have enormous respect for an employer/teacher and likes work/school so much that he/she works overtime/does extra homework in addition to the time already spent at work/school. This involvement and commitment to prosocial activities serves to distance the youth from situations that may be criminogenic.

4. Peer Relations

Youth in custody for one year or more: Rate this subcomponent based on the youth's contacts with other youth in the custodial setting. Note that interactions with peers and teachers in an education setting are assessed in subcomponent 3 (Education/Employment).

a. Some delinquent acquaintances:

Some of the youth's acquaintances/casual friends are known offenders or exhibit antisocial attitudes.

- For custodial youth, this item must be marked.

b. Some delinquent friends:

Some of the youth's close friends are known offenders or exhibit antisocial attitudes.

- If this item is marked, then item 4a must also be marked.

c. No/few positive acquaintances:

Youth has no or very few acquaintances/casual friends who represent positive role models (e.g., doing well in school; not associated with crime, alcohol, or drugs).

- If this item is marked, then item 4d must also be marked.

d. No/few positive friends:

Youth has no or very few close friends who represent positive role models (e.g., doing well in school; not associated with crime, alcohol, or drugs).

STRENGTH:

This subcomponent should not be considered a strength if item 4c (No/few positive acquaintances) or 4d (No/few positive friends) are marked. In addition, prosocial friends are very influential and present positive role models for the youth.

5. Substance Abuse

Youth in custody for one year or more: Rate this subcomponent based on the youth's substance use while in custody. Consider information from other sources (peers, significant others) and urinalysis.

a. Occasional drug use:

There is evidence that the youth is an occasional user of an illicit drug.

- At this level, there is no evidence of current problems. The youth is a controlled and infrequent recreational user. Do not mark this item if the youth has stopped drug use for more than a year.

b. Chronic drug use:

There is evidence that the youth is a regular user of an illicit drug.

- If this item is marked, then item 5a must also be marked.

c. Chronic alcohol use:

The youth regularly consumes alcoholic beverages.

d. Substance use interferes with functioning:

Drug and/or alcohol use affects the youth's physical or social functioning and/or is associated with antisocial activity. May involve interference with schoolwork or job, tension with parents, loss of friends, accidents, etc.

- If this item is marked, at least one of items 5b or 5c must be marked.

e. Substance use linked with offenses:

There is reason to believe that the youth's criminal activity is related to drug or alcohol use. For this item, the substance abuse itself is not considered an offense. Mark this item only if the substance use directly contributes to another criminal act or probation violation.

STRENGTH:

An example of a strength is a recovering substance abuser who has not drank or used illicit drugs for a long period of time, and is actively involved in attending support groups and warning others about the negative effects of substance abuse. Such firmly held anti-drinking or anti-drug beliefs might distance the youth from others who abuse drugs or alcohol and sensitize him/her to situations that may promote relapse. Further examples include a teetotaler (i.e., a total abstainer) or someone active in an anti-alcohol or anti-drug campaign.

6. Leisure/Recreation

Youth in custody for one year or more: Rate this item based on participation in organized recreational activities available to the youth while in custody. For example, the institution may provide opportunities for the youth to pursue hobbies or sports.

a. Limited organized activities:

There is no evidence that the youth participates in sports, clubs, or other types of organized positive activities.

b. Could make better use of time:

The youth spends too much time in passive or unconstructive activities (e.g., watching TV or videos, playing video games, partying, hanging around). Activities interfere with the youth's ability to socialize with prosocial peers, or have a negative impact on other areas such as education or employment.

c. No personal interests:

The youth appears to have no personal interests of a positive nature (e.g., sports, reading, hobbies). Leave this item unmarked if the youth participates in his/her interests.

STRENGTH:

For example, a longstanding commitment to a sport team may counteract the temptation to use drugs in order to maintain health and continue participation in the sport. The youth may hold a position of responsibility or positive influence in a school organization or committee, where continued involvement would require avoiding antisocial peers and activities. Involvement in a religious organization could strengthen prosocial values and interactions with other prosocial individuals. Most religious organizations promote prosocial values of honesty, altruism, and charity; all of which are incongruent with antisocial values and beliefs. Thus, involvement in such organizations strengthens prosocial values and promotes active resistance against the influence of criminal attitudes, values, and beliefs.

7. Personality/Behavior

Youth in custody for one year or more: This subcomponent is scored in an identical manner in community and custodial settings, regardless of time spent in custody.

a. Inflated self-esteem:

Youth thinks he/she is superior to others; brags constantly; feeling of self-worth seems to exceed accomplishments.

b. Physically aggressive:

Youth initiates acts of physical aggression against others, starts fights, or has engaged in violent actions. Youth believes physical aggression is an appropriate way of expressing oneself and dealing with others. Physical aggression is directed toward humans or animals.

c. Tantrums:

Youth displays acts of temper; loses control when frustrated or angry. Tantrums are directed toward objects.

d. Short attention span:

Youth has difficulty attending to the task at hand; difficulty completing tasks; is hyperactive.

e. Poor frustration tolerance:

Youth deals with frustration poorly; loses patience easily; tends to act impulsively.

f. Inadequate guilt feelings:

Youth feels no remorse when his/her behavior has caused harm to another; does not accept responsibility for actions, or offers excuses. (This item refers to the youth's feelings about his/her actions and should not be confused with item 8e: Callous, little concern for others.)

g. Verbally aggressive:

Youth is often verbally abusive in dealing with others; uses language in a hostile or threatening manner.

STRENGTH:

The youth possesses a large number of personality and behavioral characteristics that are generally incompatible with antisocial behavior, such as humility, patience, attentiveness, and accountability, and to an exceptional degree. The youth is polite and respectful to peers and adults, solving disputes with discussion or avoiding confrontation altogether, and encourages others to act in a similar fashion. Note that criteria for noting this item as a Strength are different from those required for item 8 (Attitudes/Orientation), which are focused more towards the youth's attitudes towards crime, authority, and the feelings or welfare of others.

d. Defies authority:

Youth refuses to follow directions from parents, teachers, or other authority figures; youth is hostile to the criminal justice system.

e. Callous, little concern for others:

Youth shows little concern for the feelings or welfare of others; appears incapable of empathy.

STRENGTH:

Prosocial values and compliance with supervision can be a particularly strong countervailing influence to other criminogenic factors. To be viewed as a Strength, **none** of the items in this subscale should be marked. An example would be a youth in custodial care with a well-established prosocial attitude/orientation. Even surrounded by negative role models (i.e., other delinquent youth) and opportunities to express antisocial views without reprisal from other delinquent youth, his/her prosocial attitude/orientation could be sufficiently strong enough to resist influence from antisocial others.

8. Attitudes/ Orientation

Youth in custody for one year or more: This subcomponent is scored in an identical manner in community and custodial settings, regardless of time spent in custody.

a. Antisocial/procriminal attitudes:

The youth's attitudes are supportive of a criminal or anti-conventional lifestyle; consider attitudes, values, beliefs and rationalizations concerning the crime and victim; youth does not think social rules and laws apply to her/him.

b. Not seeking help:

Youth is not seeking help, is reluctant to seek needed interventions, or does not recognize the need for help.

c. Actively rejecting help:

Youth is actively resisting the interventions of helping persons or agencies.

Appendix B

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

Item	Description
Chronic History of Offenses	Members of the youth's immediate family (parents or siblings) are engaged or have previously engaged in criminal acts. Include any convictions (adults), dispositions (youth), or formal charges (both).
Emotional Distress/Psychiatric	One or both of the youth's parents have a current psychiatric disability or a recent history (past year) of such problems.
Drug/Alcohol Abuse	One or both of the youth's parents have current substance abuse problems or a recent history (past year) of such problems. Examples include, but are not limited to, alcohol/drug use to intoxication or the majority of social activities that center around alcohol/drug use.
Marital Conflict	The youth's parents are currently experiencing marital conflict or have recently (past year) experienced marital conflict. Examples include, but are not limited to, frequent arguments (e.g., regarding money, child rearing or custody, ex-partners, etc.), infidelity, contemplating/accepting separation/divorce, or physical, psychological, and/or sexual abuse.
Financial/Accommodation Problems	The youth's family is currently facing a financial and/or housing problem. Examples of financial problems include, but are not limited to, unmanageable debts (e.g., mortgage, student loan) and/or inadequate or inconsistent financial income or employment. Accommodation problems include the youth's family's expressed dissatisfaction with their living situation and/or accommodation conditions that may promote association with criminal others.
Uncooperative Parent(s)	The youth's parents are unwilling to co-operate in efforts to address the youth's problems. Do not include parents who are <i>unable</i> to cooperate (e.g., financially or otherwise).
Cultural/Ethnic Issues	The youth's family is facing difficulties or conflicts relating to cultural, ethnic, or religious adjustment. Examples include, but are not limited to, immigration issues, language barriers, or being the victims of racially motivated abuse.
Abusive Mother	The youth's mother has engaged in physical, emotional, or sexual abuse of a family member.
Abusive Father	The youth's father has engaged in physical, emotional, or sexual abuse of a family member.
Significant Family Trauma (Specify):	Check this item if there has been a death or illness, a family break-up, or a similar type of crisis in the youth's family. Do not include any events already noted in the previous items of this section.

2. Youth

Item	Description
Adverse Living Conditions	Check this item if the youth is living on the street or is otherwise inappropriately housed.
Anxious	The youth appears anxious in group settings and/or when alone. Include any official diagnosis for an anxiety disorder. Case management plans may include programs with little confrontation and individual counseling, as opposed to group treatment.
Communication Problems	The youth has trouble communicating with others. Problems include, but are not limited to, speech disorders, disorders of written expression, or hearing impairment. Communication problems may interfere with daily activities and/or peer socialization. Problems may be a source of personal frustration, embarrassment, or other negative feelings. Communication problems influence choice of programs in case management plans (e.g., incorporating sign language into programs). Do not include language problems (see Cultural/Ethnic Issues).
Cruelty to Animals	Check this item if the youth has been found or suspected to have a history of cruelty to animals. Examples include, but are not limited to, neglect, physical torture, or killing of household pets or wild animals, and involvement in animal fighting competitions (e.g., dog fighting). Animal cruelty by youth is often a predictor of future violence against people, and often co-occurs in households with domestic violence and child abuse issues. Witnessing animal cruelty perpetrated by family members may also be noteworthy. Case management plans may include specific programs designed to cease animal cruelty and/or psychological counseling.
Cultural/Ethnic Issues	The youth is facing difficulties or conflicts relating to cultural, ethnic, or religious adjustment. Examples include, but are not limited to, immigration issues, language barriers, or being the victim of racially motivated abuse. Case management plans may include programs (e.g., language classes) designed to resolve cultural/ethnic issues.
Depressed	Check this item if the youth has had an official diagnosis of any depressive disorder or shows signs of depression (e.g., sadness, decreased interest or pleasure in daily activities, unusual changes in appetite, weight, or sleeping patterns, fatigue, etc.). Feelings of depression may be so serious that participation in rewarding anticriminal activities is limited. Case management plans may include psychological counseling, medication, or other psychiatric involvement.
Diagnosis of Conduct Disorder/ Oppositional Defiant Disorder	Check this item if the youth has received an official diagnosis of Conduct Disorder (CD) and/or Oppositional Defiant Disorder (ODD). Diagnosis of any other disruptive behavior disorder may also be considered. Case management plans should include psychological counseling and programs designed to reduce aggression.
Diagnosis of Psychosis	Check this item if the youth has been diagnosed as psychotic (e.g., schizophrenia). The diagnosis may not be criminogenic but has implications for case management (e.g., medication, psychiatric involvement, administrative segregation).
Engages in Denial	The youth seems unable/unwilling to admit guilt or unable/unwilling to admit to problems. Minimization of problems or circumstances may require preparatory programs.
Fetal Alcohol Spectrum Disorder (FASD)	Check this item if the youth has been officially diagnosed with Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE). Presence of FAS/FAE may interfere with prosocial interactions and independent functioning. Emotional and cognitive deficits may require specialized programs and long-term management.
Financial/Accommodation Problems	The youth is currently facing a financial and/or housing problem. Examples of financial problems include, but are not limited to, unmanageable debts and/or inadequate or inconsistent financial income or employment. Accommodation problems include personal dissatisfaction with living situation and/or accommodation conditions that may promote association with criminal others. Case management plans should consider programs that provide safe and affordable housing and/or employment programs.
Gang Involvement	Check this item if the youth is a member of, or is otherwise closely affiliated with, a gang/criminal organization. Types of gangs include, but are not limited to, street gangs, motorcycle gangs, or organized crime groups. Gang involvement may be identified by certain gang signs, tattoos, attire (e.g., gang colors), graffiti, or known gang meeting locations.
Gender Issues	Awareness of and sensitivity to gender issues including female health, child abuse, and cross-gender victimization. Do not include pregnancy or motherhood concerns (see Pregnancy/Parenting Issues). Gender-sensitive treatment and programs are recommended.
Health Problems	Check this item if the youth is currently suffering from a medical problem that interferes with daily living. Do not include physical disabilities (see Physical Disability). Health problems may have implications for case management plans (e.g., requires access to medical resources).
History of Assault on Authority Figures	Check this item if the youth has a history of violent assaults on teachers, parents, corrections personnel, or other authority figures.
History of Bullying	Check this item if the youth has a history of bullying. Examples of bullying include, but are not limited to, verbal harassment, physical assaults, intimidation, exclusion, and cyber-bullying (e.g., harassment or ridiculing others through the internet, such as email or social networking sites). Bullies typically target the same victim or group of victims; in general, they target those who they perceive as a rival or in some way inferior to them (e.g., physically smaller, less socially popular). Case management plans should include programs designed to reduce bullying and aggression.
History of Escape	Check this item if the youth has a history of escape(s) or attempted escape(s) from custody facilities. Do not include running away from home (see History of Running Away).

continued on next page...

...continued from previous page

Item	Description
History of Fire Setting	The youth has a history of arson or arson attempts.
History of Running Away	Check this item if the youth has a history of running away from home or other supervised residence. Do not include escapes from institutional settings (see History of Escape).
History of Sexual/Physical Assault	Check this item if the youth has a history of directing sexual or physical assaults against others. Do not include violent assaults on authority figures (see History of Assault on Authority Figures).
History of Weapons Use	The youth has a history of using a weapon of any type. Weapon use may be in the context of injuring or intimidating another person, the commission of another crime (e.g., armed robbery), or other situations.
Inappropriate Sexual Activity	Check this item if the youth engages in illegal or otherwise inappropriate sexual activities (e.g., prostitution or exhibitionism).
Learning Disability	Check this item if the youth has been officially diagnosed with a learning disability, which impairs his/her ability to function academically. Examples include, but are not limited to, disorders of written expression, reading, or mathematics. Disability may have implications for case management plans (e.g., placement in educational programs).
Low Intelligence/Developmental Delay	The youth exhibits or has been diagnosed with obvious and disabling intellectual deficits. Examples include, but are not limited to, mental retardation (i.e., IQ of 70 or below) or pervasive developmental disorder (e.g., autism spectrum disorder). Borderline intellectual functioning (IQ between 71 and 84) may also be considered. Below average verbal intelligence may preclude high-level verbal programs. Case management plans should consider psychological treatment or involvement with specific community-based support groups, such as those for the intellectually challenged.
Low Self-Esteem	The youth has little feeling of self-worth or has a poor self-concept. Check this item if personal distress levels are so high that participation in rewarding anticriminal activities is limited.
Manipulative	Check this item if the youth has a tendency to manipulate adults or other youth for personal gain. For example, the youth may coerce or convince others into performing certain criminal acts for them, or may simply admit to the enjoyment of 'using' or 'cheating' others.
Parenting Issues	Check this item if the youth has any children. Case management plans should include programs designed to assist young parents (e.g., medical, financial, child welfare).
Peers Outside Age Range	Check this item if the youth spends a lot of time with significantly younger/older persons, and these relationships contribute to risk and/or weaken ties to prosocial others.
Physical Disability	The youth suffers from a disabling physical condition. Examples include any condition that affects the child's mobility (e.g., the child requires a wheelchair or other assistance). Disability may have implications for case management and/or accommodation in institutional or other supervised settings.
Poor Problem-Solving Skills	The youth has difficulty in resolving personal/social problems or does not cope well in interpersonal situations. For case management plans, consider individual counseling and programs with little confrontation, rather than group treatment.
Poor Social Skills	The youth appears to function poorly in social situations or lacks normal social skills. Do not include issues with self-management skills (see Self-Management Skills). Case management plans should consider programs designed to improve social skills.
Pregnancy	Check this item if the youth is pregnant. Case management plans should include programs designed to assist teen pregnancies (e.g., medical, financial, child welfare).
Protection Issues	Check this item if child welfare or other protection agencies are involved with the youth.
Racist/Sexist Attitudes	Check this item if the youth expresses negative attitudes about women or members of ethnic or religious groups. Racist/seist expressions need not be at a level that directly promotes criminal activity; however, at a minimum, they weaken ties to prosocial others. Case management plans should consider programs that promote sensitivity to cultural and/or women's issues.
Self-Management Skills	Check this item if the youth has difficulties with self-management that impact daily life. Examples include, but are not limited to, scheduling, completion of schoolwork, and task management. Deficits in self-management are unrelated to any other disability, deficit, or clinical diagnosis. Case management plans may require programs with high amounts of direct and personal supervision.
Shy/Withdrawn	The youth has no significant relationships with others or does not appear motivated to form relationships. Shyness may interfere with participation in rewarding anticriminal activities. For case management plans, consider individual counseling rather than group treatment.
Suicidal Ideation/Attempts or Self-Injury	Check if the youth has a history of suicide attempts, suicidal thoughts, or deliberate self-injury (e.g., cutting, burning), suggesting that the input of a mental health professional is needed. Professionals may be sought to assist in case management planning. Case management may include psychiatric involvement and/or placing youth in administrative segregation (e.g., 'suicide watch').
Third Party Threat	The youth is at risk because of the influence of a third party or is threatened by a third party. For example, the activities of an associate—friend or foe—may have negative implications for case management through threat of violence from a third party. A third party, particularly an older person, may be perceived as having disproportionate control over the youth (e.g., pimp, cult leader, or gang leader).

continued on next page...

...continued from previous page...

Item	Description
Underachievement	The youth is performing below his/her capacity in school. Poor performance is primarily due to poor attitude toward school or lack of motivation, but not due to intellectual, learning, or other disability.
Victim of Bullying	Check this item if the youth has been a victim of bullying. Victims of bullying often experience serious psychological and emotional distress. Effects often range from isolation and lowered self-esteem to rare extreme outcomes including aggression, depression, or suicide. Case management plans may include psychological counseling.
Victim of Neglect	The youth is currently experiencing or has previously experienced neglect. Case management plans may include victim-oriented services.
Victim of Physical/Sexual Abuse	Check this item if the youth is currently experiencing or has previously experienced physical or sexual abuse. Case management plans may include victim-oriented services.
Witness of Domestic Violence	Check this item if the youth has witnessed violence among family members, but was not directly the victim of abuse. Domestic violence witnessed by the youth may be a source of emotional distress. Domestic violence may also necessitate involvement of child welfare agencies.
Other Mental Health Issues (specify):	Check this item if the youth has any other past/current mental health issues that have not already specified. Examples include, but are not limited to, any other clinical diagnoses, psychiatric hospitalization, or medication for a psychiatric condition.
Other (specify):	Specify any other special considerations or responsivity factors not already included in the YLS/CMI 2.0 that may influence the youth's case management plan.

Appendix C

Case Planning Worksheet

Instructions for Completing the Case Planning Worksheet

Complete steps 1–6 by using the Case Planning Worksheet provided on the next page.

Step 1:

Review the summary risk/need information from Part II of the YLS/CMI 2.0.

Step 2:

Identify the three major risk/need areas for the youth: what are the three factors placing him or her at greatest risk for continued criminal activity?

Step 3:

Define each of the three risk/need areas. For example, if conduct at school is a risk factor, clarify the problem by indicating what would have to change (e.g., fighting, defiance toward teachers).

Step 4:

Identify any strengths or protective factors relevant to the identified risk/need areas. There might, for example, be a teacher willing to work with the youth on his or her school behavior.

Step 5:

Identify any barriers or obstacles that might interfere with addressing the need. For example, a severe anger management problem might present problems in dealing with the conduct problem.

Step 6:

List any incentives that the youth might respond to in addressing the need area. For example, an opportunity to participate in a school trip might be a meaningful reward for improved school adjustment.