

YOUTH LEVEL OF  
SERVICE INVENTORY  
RATINGS & USER  
GUIDE

*RATINGS  
GUIDE  
2023*

# Youth Level of Service Inventory Ratings & User Guide

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## **YLS Philosophy:**

The Youth Level of Service/Case Management Inventory (YLS) is a risk/needs assessment and a case management tool combined into one convenient system. The YLS is a valid and reliable risk instrument that assesses the risk for recidivism by measuring 42 risk/need factors over the following 8 domains: Prior and Current Offenses, Family Circumstances/Parenting, Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality/Behavior, and Attitudes/Orientation. The 8 domains are made up of static and dynamic risk factors. Static risk factors are those that occurred in the past and cannot be changed (*Prior and Current Offenses/Dispositions*). Dynamic risk factors are those linked to recidivism that can be improved to reduce the likelihood of reoffending (*Family Circumstances, Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality/Behavior and Attitudes/Orientation*).

Information from the YLS can be utilized to assist probation departments in determining the appropriate level of supervision for youth, help to establish case plan goals, and to better allocate department resources in order to achieve the effective outcomes for youth and their families.

## **Helpful Hints:**

- Always read the YLS definitions and have them with you when completing the YLS assessment.
- You should look for patterns and not necessarily one isolated incident.
- YLS domain items should be marked based on objective not subjective information/observations.
- Don't assume anything; base your assessment on what information is presented in the case.
- YLS relies heavily on professional experience and judgement.
- Utilize Motivational Interviewing skills during the assessment process.

## **Where Should You Obtain Your Information for the YLS Assessment?**

- Structured Interviews with the Youth and Parent/Guardian
- Mental Health Evaluations
- School Records
- Child Welfare Records
- Written Allegations/Police Reports
- Treatment Records (*residential and community-based providers*)

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## **Collaboration with Families:**

The YLS should be introduced to a youth and their parent(s)/guardian in a standard and consistent fashion. However, at times a probation officer might have to accommodate the comprehension level of the parties involved. While each probation officer will have their own personal style in which they gather information, they should observe the following guidelines during the intake interview:

- Briefly explain the YLS.
- Share with family and youth who the information will be shared with.
- Utilize Motivational Interviewing techniques in an attempt to elicit quality information.
- Create an atmosphere of cooperation and collaboration.
- Conduct the intake interview in a professional and respectful manner.

## **Responsivity Factors:**

Responsivity factors are individual characteristics that can impact how a youth reacts to services and programming. Furthermore, according to the literature, responsivity factors are not necessarily related to delinquent or criminal activity; however, they may impact how a youth reacts to services, programming, and interventions.

When completing the YLS, the *Other Information* section of the YLS should be completed (*this includes information for both family/parents and youth*). It is also recommended that responsivity factors be described in the comments sections of the assessment.

Responsivity factors are also identified and considered via other screening/assessment tools (*CTS, MAYSI-2, Protective Factor Inventories, etc.*) Responsivity factors should always be considered when creating a case plan to address a youth's identified risk area(s).

## **YLS Domain Strength:**

Part 1 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 mitigate 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.

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## Types of YLS Assessments and When They Should Be Completed:

**Initial Assessments:** This is the first YLS assessment to be completed after obtaining information on the juvenile and family at the Intake Interview. This will include any information gathered at the intake, evaluations, school records, treatment records, etc. This assessment should be completed PRIOR to DISPOSITION to make proper recommendations for services, programs, classes, and to help with case planning.

When completing the initial YLS assessment for Sections Two through Eight regarding a juvenile, you must look at the youth's current situation or at the conditions that were present during the previous 12 months. In regard to Section One (*Prior and Current Offenses*), this is a **lifetime** period of observation.

**Incorrect Information on the Initial Assessment:** When information gathered by the intake probation officer is incorrect, but the information is not enough to significantly alter the scoring of the YLS assessment, the probation officer or a supervisor should make note of the incorrect information.

In rare cases, when the information collected at the intake interview by the intake probation officer is profusely inaccurate, and the results of the YLS assessment will greatly impact case planning and service delivery, the initial YLS can be redone. This assessment should be classified as an "initial" assessment and not as a "review" assessment. Departments should have a strict authorization process in place for these rare situations.

**Review Assessments:** For YLS Review assessments, you only count the time since the previous YLS assessment for Sections Two through Eight, except for Section One (*Prior and Current Offenses/Dispositions*) which is a **lifetime** period of observation.

Best practices recommend reassessment of a juvenile every six months, while the juvenile is in the community. If a life changing event (*i.e., new arrest, court hearing, or violations of probation*) occurs, a YLS reassessment should be completed. Therefore, it is recommended that a YLS re-assessment should be completed on juveniles in the following situations and NOT wait until the 6 months (180 days) have lapsed before completing the re-assessment:

- When a client has violations filed with the court, **AND** the recommendation at the time of a court hearing will be for a placement, regardless of when the YLS was done previously.
- When a juvenile receives charges while under probation supervision.

Best practices recommend reassessment of a juvenile 90 days after discharge from a residential program. The timeframe to be examined should be the 90 days since discharge from the residential program.

**Closing Assessments:** Best practices indicate that a YLS assessment always be completed at case closing. When a YLS assessment was not completed by a probation officer at the time of case closure, it is recommended that the probation officer obtain approval from management to forgo the closing YLS. In addition, the probation officer should document the reasons why a closing YLS assessment was not completed in a PaJCMS Calendar note.

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If a YLS reassessment was completed 30 days before the case is closed, this assessment can be used as the case closing assessment and the probation officer should change that YLS assessment from a reassessment to a closing assessment.

## Overrides:

All departments that utilize the YLS should address the overriding of the YLS in their county policy. It is suggested that when a probation officer wants to override the overall YLS score, due to concerns that the probation officer might have with the indicated risk level on the juvenile's YLS, the probation officer should meet with a management team member or a YLS Master Trainer in order to review the reason(s) why they are seeking an override. If an override is approved, the probation officer should provide comments in the Override Section of PaJCMS as to who authorized the override and the reasons for the override.

## Special Cases:

**Courtesy Supervision Cases:** Best practices recommend that the sending county should complete an initial YLS assessment for all courtesy supervision cases. The YLS assessment should be forwarded to the accepting county.

If receiving a request for courtesy supervision, a copy of the most current YLS should be requested of the sending county. The county that is providing courtesy supervision may elect to accept the completed YLS from the sending county or may choose to re-administer the YLS. If older than six months, a new YLS must be administered by your department. The county that is providing courtesy supervision should enter the YLS in PaJCMS.

Any YLS re-assessments should be completed by the county providing courtesy supervision and any YLS re-assessments should be shared with the referring county.

**Direct File/Decertification Cases:** Complete the YLS based on the juvenile's point in the YLS assessment timeline. In the comments section for each YLS domain, clearly explain that the juvenile was incarcerated and when the YLS was completed.

Things that could be considered to determine whether or not items in the YLS should be marked as yes or no: Was the youth attending school/GED programming, did he/she have a write up or infraction while in prison, did the youth attend counseling services, was the youth involved in Bible study, and did the youth get along with other inmates.

The use of an override should be considered based on the youth's overall risk score. A clear explanation should be provided for the override.

**Sex Offenders:** It is recommended that a YLS assessment should be completed on all youth. The YLS does not supply an accurate assessment of the likelihood of future sexual offense specific behaviors and therefore, additional evaluations and psychosexual evaluations should be completed on these youth.

**Interstate Cases:** YLS assessment should be completed based on your county's policy on how your department handles interstate cases.

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**YLS and Low Functioning Youth:** There is no IQ cut-off for deciding whether to use the YLS for a youth with Intellectual Disability (ID). If sufficient information can be gathered to rate the items, it is recommended that you do the assessment. ID is discussed in Part III of the YLS.

**YLS for Individuals Over 18:** The YLS is validated for use with youth up to 18 years of age. However, for individuals over the age of 18, ideally, you would want to use an adult risk assessment tool. However, it is not feasible to train all of your PO's how to complete multiple risk assessment tools. A secondary data analysis study was done to examine the predictive accuracy of adolescent risk assessment tools (*including the YLS*) for reoffending during early adulthood (*ages 18 to 25*). Adolescent risk assessment tools were just as accurate as adult risk assessment tools when predicting reoffending during this age period. This means if you do complete a YLS on a youth at the age of 17, it should predict their behavior at age 21. There is some support for just using the YLS with your older youths. However, we don't know how well it assesses the criminogenic needs for the older adolescents and we don't know how difficult it may be to complete the YLS with a person age 18 to 21.

**LGBTQ Youth:** For youth who are transgender, refer to your department's policy and protocol to determine how to identify the youth's gender on the YLS and in PaJCMS.

In the responsivity section of the YLS, the assessor should reflect any relevant information in order to be able to provide the proper interventions, case planning, and programming during probation supervision.

**Informal Adjustments:** A YLS assessment should be done if the juvenile is supervised more than 3 months by a probation department.

**Youth Who Passes Away While on Probation:** A closing YLS Assessment can be completed if the probation officer has enough information to complete it appropriately.

**Youth Who Receive Charges While in a Residential Placement:** A "review" YLS assessment does not need to be completed on a juvenile when a new written allegation is received by the probation department for something that the juvenile committed while in placement.

**Youth Who Are in Detention/Shelter Care for 6 Months Consecutively, at the Time of Their Review YLS:** If a youth has been in detention for 6 months consecutively at the time their "review" YLS assessment is due, it is recommended that the "review" YLS not be completed at that time, as the youth is in an artificial environment and therefore, this could impact the YLS results. It is suggested that the probation officer document in their PaJCMS notes the reason(s) why a YLS "review" assessment was not completed.

**For Youth Who Are in the Community and Who Have Had an Initial YLS Completed, However, Their Case Doesn't Go to Court for 6 Months:** If a youth had an "initial" YLS assessment completed and for whatever reason, their case is NOT disposed at the time that their 6-month YLS assessment "review" is due, it is suggested that the probation officer complete a "review" YLS assessment on the youth.

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## **Sharing Information with Juvenile Justice Service Providers:**

YLS assessment should be provided to service providers to include community-based programs and residential programs in order for them to be able to provide the proper level of programming/services in order to address the juvenile's criminogenic needs.

## **YLS Information to Consider Providing to the Court:**

- Risk Level of the Youth
- Top Criminogenic Needs
- Strengths of the Youth
- Responsivity Factors
- Recommendations and goals that align with and support the YLS
- Interventions/Tools/Program Services: How are these interventions appropriately matched to the criminogenic needs and responsivity of the youth



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## 1. PRIOR AND CURRENT OFFENSES / DISPOSITIONS

Includes: dispositions resulting in informal adjustment consent, consent decree, and adjudications of delinquency in a “pattern of offending over time.”

Diversion: Referrals to diversion programs outside the purview of juvenile probation departments (e.g.: Youth Aid Panel) do not count. Referrals to diversion programs within the juvenile probation department that do not result in an Informal Adjustment Consent do not count.

Summary offense cases in which the juvenile successfully completed a sentence imposed by a magisterial district judge should not be included.

Summary offense cases referred to the juvenile court as delinquent acts for failure to comply with a lawful sentence imposed by a magisterial district judge, that resulted in Informal Adjustment Consent, consent decree, or which results in an adjudication of delinquency should be included.

**Adult Charges:** Adult charges as a result of the youth being 18 or older or if the offense meets the criteria for a direct file would be counted in this section.

**Expunged Cases:** When scoring the Prior and Current Offenses/Disposition section of the YLS, you are to consider juvenile cases that have been expunged.

**Letters A-D are for prior offenses, only prior periods of probation supervision, which have been terminated/closed, are counted.** Letter E applies to current offenses for which circumstances bring the juvenile before you. *(Three or more current offenses that are separate and distinct episodes in which the juvenile admits to the offense)*

**REMINDER:** *This YLS domain is looking at prior and current offenses over the juvenile’s lifetime not just in the past 12 months.*

- a. **Three or more prior dispositions:** periods of juvenile court jurisdiction prior to the current/ new offense
  - This relates to separate and distinct prior periods of juvenile court jurisdiction at different time intervals.
  - Think of this as the number of adjudications. Count the number of adjudication times (or events) as opposed to the number of offenses the client was adjudicated.
  - If a youth was adjudicated on several offenses that occurred at the same time, then count that ‘bundle’ of offenses as a single adjudication, rather than multiple.
  - This is related to adjudications occurring at different points in time.
  - Separate and distinct periods of court jurisdiction that are currently closed.
  - Count as one: when separate offenses were disposed of at the same time.
  - In situations where a juvenile commits a new offense while under juvenile court jurisdiction, Section 1E should be utilized to count the new offense.
  - Summary offenses are not included.
- b. **2 or more failure to comply:**
  - **Examples include:**
    - Failure to appear

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- Probation violations
  - Escapes from custody
- Mark this section if charges were filed or Probation was suspended.
- CYS involvement is not included.
  
- c. **Prior Probation:** this includes prior periods of probation supervision resulting from informal adjustment consent, consent decree, or probation dispositions that have been closed.
  - Status offenses are not included.
  - Do not mark this item for current offenses for which the youth is currently on probation.
  
- d. **Prior Custody:** Check if youth has ever spent time in out of home placement.
  - This does not include detention, shelter or placements as a dependent child. However, if the Children and Youth/Rehab placement becomes a condition of a **delinquency** court order then it would be counted.
  - Count juvenile out of home placements that are the result of a delinquency court order.
  
- e. **Three or more current admissions/agreements/findings:** the youth admits to three or more separate offenses that bring the juvenile before you. (**REMINDER: This section applies to current charges received. Unlike letters A-D for prior offenses.**)
  - Do not count dismissed charges.If several offenses occurred at the same time, create a record of them but count the offenses as just one admission because this item is concerned with separate incidents (**referrals occurring at different points in time**).
  - Also, if applicable, add the number of offenses for which the juvenile is currently under supervision. Remember this is three or more separate and distinct episodes.

## 2. FAMILY CIRCUMSTANCES / PARENTING

**ITEMS A-D: ONLY APPLY TO A PRIMARY CAREGIVER PROVIDING THE MOST PROMINENT PERIOD OF SUPERVISION**

**SPECIAL NOTE: The primary caregiver is any person in a guardianship role (grandparent, foster parent, or surrogate parent).**

- A. **Inadequate supervision:**
- **Examples include:**
    - Parents leave youth unattended
    - Parents are not aware of their activities
    - Parents leave them unsupervised w/o youth knowing how to reach them
  - An independent living program would not count as inadequate supervision.

**SPECIAL Notes: for (A):**

- **Regardless of parental effort indicate “yes” if the risk factor is present. Parental effort does not diminish the risk for this item.**
- **If the juvenile has been living independently for the last year, you should indicate “no” for A.**

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### B. Difficulty controlling behavior:

- **Examples include (*juvenile has shown a pattern*):**
  - Parents have problems controlling behavior
  - Disobeys parental instructions
  - Is out of control

### C. Inappropriate discipline:

- **Examples include:**
  - Excessive use of corporal punishment
  - Frequent use of yelling and threats
  - Overly strict rules
  - Poor disciplinary practices
- Also, check if parent is overly permissive, ***no effort at providing direction.***

**Special Note:** You would not count this if the juvenile's parent is trying but the juvenile continued to do what they want. This would apply when the parent totally gives up.

### D. Inconsistent parenting:

- **Examples include:**
  - Parents are inconsistent in application of rules or in use of punishment/rewards
  - Periods of harsh discipline may alternate with neglect or extreme permissiveness
  - Parent cannot form clear rules or *articulate the rules.*

**Special Note:** If the juvenile has been living independently for the last year, you should indicate "no" in D.

### E. Poor relations: father-youth

- **Examples include:**
  - Father-youth: poor relationship, or hostile, or alienated, or uncaring between youth and father or stepfather.
- Youth does NOT have to be living with parent to rate this item. Evaluate for the most **prominent relationship** over the past year. Prominent can be described as whom the youth spends most of their time with over the assessment period.
- If father/stepfather is deceased or otherwise absent but a poor relationship continues to be a problem, check this item. Dissatisfaction or indifference regarding the relationship.

### F. Poor relations: mother-youth: same as above

### Items E and F:

**Special Note:** For the scoring of E and F, there does not need to be a legal marriage between the biological parent and the paramour in order to count them.

- Applies to the mother or stepmother, *father/stepfather, legally adoptive parent, or current paramour.* If a youth does not have a mother or a stepmother include any additional

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relevant information in comments; e.g., if raised by grandparents, note that and describe the nature of that relationship.

- If a youth has a mother and a step-mother, *father/stepfather, legally adoptive parent, or current paramour*. Rate this item considering the person with whom the youth spends the majority of his or her time. If the youth spends an equal amount of time with both women, select the one that is most involved in the youth's life or who makes most of the decisions for/with/about the youth.
- If it remains difficult to decide whether the mother or stepmother, *father/stepfather, legally adoptive parent, or current paramour* is the more prominent caregiver, consider all, and mark the item if the relationship with the youth is poor.
- Although it is important to consider whether the youth believes the relationship is poor, rate this item based on the youth's self-report *in addition to* all other relevant, credible information.
- If you have good evidence of poor relations, even if the youth reports otherwise, rate the item as present.
- If a youth has parents of the same gender, or who identify as transgender, non-binary, or fluid, the assessor should rate items in the same exact manner as heterosexual parents. For items 2 e and 2 f rate each parent for one of the items. For re-assessments the assigned roles should remain the same.
- The mere absence of a parent by death or incarceration does not mandate that this item needs to be selected only mark this item if the absence of the relationship impacts the juvenile. Evaluate if there is little or no contact between the caregiver/youth, contact is conflictual, youth doesn't care about what the caregiver thinks, or there is physical abuse involved.

**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 (*The evaluator shall look at the past 365 days when assessing this section for all initial assessments*).

#### a. **Disruptive classroom behavior:**

##### ▪ **Examples include:**

- Youth is engaged in acting out
- Attention seeking
- Defiant or other disruptive behavior within the school building or if teachers and other school staff considers them to be a problem in the school building.

**Special note:** *This item is looking for behavior issues within the physical structure of the school such as: hallways, bathrooms, gym, offices, etc. Remember that this should only be marked yes only if there is a pattern of behaviors, not just one isolated incident.*

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- b. **Disruptive schoolyard behavior:** Youth is initiating aggressive or violent actions or is otherwise engaging in misconduct on **school property outside of the school building**.
  - Behavior may include theft, vandalism, drug or alcohol use.
  - Includes behavior on school bus or when off grounds but at school functions, such as, field trips or school athletic events.
- c. **Low Achievement:** Youth is currently failing a subject or there are other indications of achievement problems
  - If the youth is performing at his or her expected level this item is NOT checked.
- d. **Problems with peers:** There is evidence that the youth is disliked, or isolated, or withdrawn, or has poor relations with multiple peers in the school setting.
- e. **Problems with teachers:** Significant and continuing problems between the youth and his or her teachers, youth hate teachers, and are hostile toward them. *(If the juvenile has an issue with only one teacher (pattern of behavior with the one teacher) at the school, you would mark this, there doesn't have to be issues with multiple teachers for this to be marked).*
- f. **Truancy:** The youth is missing school days or skipping classes with no legitimate excuse.
  - Mark this item if the youth has had three **OR** more unexcused absences during the current school year.
  - Mark this item if the youth has skipped classes on 3 days or more.

**Special Note:** *Missing school days and skipping classes should not be combined they are to be considered separately.*

- g. **Unemployed, not seeking employment:** Without good reason, the youth has no job and is not actively seeking work, in employment training, etc.
  - This generally relates to a client who is **16 years of age or above**, not enrolled in school, and without good reason has no job or is not actively seeking employment, training, etc.
  - There may be occasions in which you believe a youth under the age of 16 should be working and this item should be checked. In addition, there may be times in which you do not want a 16-year-old to be employed. **Use your judgment in these instances.**
  - **If there is no expectation by a parent, guardian, caregiver, or court for the youth to work, this item is checked No.**

**Amish Community:** When considering youth in the Amish community who can complete school at age 14 the focus of this domain should be on employment items and consider past school behavior for rating the initial YLS if the youth has completed school within past 12 months or is currently enrolled in school behavior should be considered first.

**Online/Cyber/Home Schooling:** When referring to problems with teachers consider parent(s) or on-line teachers, or anyone in the role of a teacher and consider their behavior generally when rating the behavioral items rather than focusing narrowly on school behavior.

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**Other:** If the youth attends alternative educational programming, such as a general education diploma (GED) class, you should assess them in this section.

## ***Employed Youth (Not enrolled in school):***

*Item a: marked as not present as the youth is not in the classroom setting*

*Item b: interpret as “disruptive behavior in the workplace” and assess accordingly*

*Item c: interpret as “poor work performance” and assess accordingly*

*Item d: interpret as “conflicts with co-workers” and assess accordingly*

*Item e: interpret as “conflicts with supervisors” and assess accordingly*

*Item f: interpret as “missing work” and assess accordingly*

*Item g: mark as not present as the youth is working, and not unemployed or not seeking employment*

**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 youth from situations that may be criminogenic.

## **4. PEER RELATIONS**

- a. **Some delinquent acquaintances:** Some of the youth’s acquaintances/casual friends are known offenders or exhibit antisocial attitudes. Youth has ongoing contact or past association with individuals who have criminal records or involved in criminal activity but are not close friends.
  - Also, mark this item if environment is supportive of crime.
  - Do not include acquaintances that have criminal records but are now clearly prosocial and stable.
  
- b. **Some delinquent friends:** Some of the youth’s close friends are known offenders or exhibit antisocial attitudes. Youth has ongoing or previous friendships with those with criminal records.
  - Friends are those individuals with whom the youth spends leisure time, whose opinions are valued, and who provide help to the youth when s/he is in trouble. **If this item is marked, item 4(a) must also be marked.**
  
- c. **No/few positive acquaintances:** The youth has no or few acquaintances or casual friends who are positive role models.
  - Acquaintances that have never been in trouble need to be an active part of the youth’s life in order to count against this item.
  - Do not mark this item if the offender spends time with positive role models, respects their opinion, and does not engage in antisocial behavior with them.
    - **For example, doing well in school, not associated with crime, alcohol, or drugs**
  - **If 4 c is marked, 4 d must also be marked.**

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- d. **No/few positive friends:** Same as above but relates to friends as opposed to acquaintances. Family members such as cousins can act as peers.

**Special Note:** *If a youth does not have any friends items c and d must be marked yes.*

**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

- a. **Occasional drug use:** The youth is an occasional user of an illicit drug.
- Mark this item if the youth's drug use is not currently a problem. The client is a controlled and infrequent drug user.
  - **If the youth has stopped drug use for more than a year, you should mark no.** At this level, there is no evidence of a current problem. **Does not include alcohol.**
- b. **Chronic drug use:** Youth is a regular user of an illicit drug. Used drugs twice or more per week in the past 12 months (**for initial YLS**) and/or has drug related problem in at least one major life area (e.g.: *drug related arrests, employment, education, contact with medical facilities for drug problems, employment/educational problems, personality changes, withdrawal symptoms, family or social problems, or recent diagnosis of drug abuse or dependence*).
- Consider scoring this if youth is concerned with relapse.
  - If the juvenile has not used in over a year but is still concerned about relapse you would mark this item yes. While being concerned about relapsing can be seen as a healthy approach, (*you could note that in the comment section*), it still shows a risk if the youth is concerned and therefore should be marked yes.
  - **If 5(b) is marked, item 5(a) must also be marked yes.**
- c. **Chronic alcohol use:** The youth regularly consumes alcoholic beverages.
- Youth has been drinking more than three times per week and has alcohol related problems in more than one major life area (*see above definition of major life area*)
- d. **Substance abuse interferes with life:** Drug and/or alcohol use affects the youth's physical or social functioning and/or is associated with antisocial activity.
- Drug and/or alcohol use interferes with schoolwork, or job, or parental relationships, or loss of friends.
  - *If item d is marked in the Substance Abuse domain, at least one of the items, b or c, must also be marked yes. Item d relates to substance abuse interferes with functioning. Item b relates to chronic drug use. Item c relates to chronic alcohol use.*
- e. **Substance use linked to offense:** Criminal activity relates to drug/alcohol use. Use might contribute, has contributed or is contributing to violations of the law.
- Do not assume drug dealing should always result in this item being marked. Some drug dealers see their activity as a business and do not use drugs themselves. It is the abuse of substances leading to law violations that is important. (*If the juvenile is under probation supervision for a charge involving substance use/abuse, then in every subsequent YLS assessment the assessor will need to mark this off, as long as the*

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*juvenile's case remained opened and was never closed, this is considered static for this probation period, due to it tied to the original offense).*

**Special Note:** For a youth who have been certified to use medical marijuana by a medical professional, you would NOT check Occasional Drug Use (A) or Chronic Drug Use (B), as long as they are not misusing, abusing or consuming their medical marijuana in prohibited forms. If a youth is misusing, abusing, or consuming their medical marijuana in prohibited forms, then you should assess Occasional Drug Use (A) and Chronic Drug Use (B) as deemed appropriate based upon presenting information.

In situations where a youth might have used marijuana illegally, prior to obtaining their medical marijuana card, you would score this section based upon their illegal use of marijuana.

**Strength:** An example of strength is a recovering substance abuser who has not drunk or used illicit drugs for a long period and is actively involved in attending support groups and warning other 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

- a. **Limited organized activities:** There is no evidence that the youth participates in sports, clubs, or other types of organized positive activities.
  - 'Organized' does not have to be organization-based such as through school or playground associations.
  - An 'organized' activity may include weekly pickup games, or informal lessons of some sort, especially if the youth is associated with positive peers in doing the activity.
- b. **Could make better use of time:**
  - **Examples include:**
    - Youth spends too much time in passive or unconstructive activities (*e.g., TV, videos, partying*).
    - Youth has no leisure activities and is bored during most of their free time.
    - The youth is involved in at least one or two recreational activities but the involvement is inconsistent or not entirely rewarding.
  - If a youth is involved with some good pro-social activities but still is displaying negative delinquent behavior, this should be marked.
  - If the youth is involved with good pro-social activities but some other, negative non-delinquent behavior, only check it if the negative outweighs the positive. Use your best judgment in this area.
- c. **No personal interests:** the youth has no personal interests of a positive nature (*sports, reading, and hobbies*). Leave this item unmarked if the youth participates in his or her interests.

**Special note:** work activity would not normally be included under Leisure-Recreation; however, there is some room to exercise judgment, and exceptions could be justified



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**Strengths:** 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

**Special Note:** Please remember to look for patterns of behaviors

### a. Inflated self-esteem: examples include:

- Youth thinks they are superior to others
- Youth brags constantly
- Youth has feelings of self-worth that exceed accomplishments.
- If someone believes they are normal but have a skewed perception of normalcy, does that equate to inflated self-esteem? *No, a skewed perception of normalcy does not necessarily indicate inflated self-esteem. This is someone who is grandiose, cocky, bragging etc.*

### b. Physically aggressive:

#### ▪ Examples include:

- Youth initiates acts of physical aggression towards **humans or animals**
- Starts fights
- Has engaged in violent actions.
- They believe physical aggression is the appropriate way of expressing themselves and dealing with others.
- Even if the youth is aggressive to a particular person (*such as a parent*) and no one else, this should be marked. **However, it needs to be more than one aggressive act.** Look for a pattern. In addition, it must be '**youth initiated**'.

**Special Note:** For this to be marked **yes**, the youth must be the individual engaged in the physical act of aggression. If a youth is instigating another youth to assault someone, this does not count as being physically aggressive. However, if a youth does engage in this type of behavior, you should indicate it in the Comments Section.

### c. Tantrums:

#### ▪ Examples include:

- Displays acts of temper or loses control when frustrated or angry.
- Can be directed against objects (*see below*)

### **Item C Considerations:**

- Property destruction/tantrums involving objects can be present, but does not *have* to be present, for this item to be checked.

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- Other acts of temper and evidence of losing control when frustrated or angry may count for this item even if the youth does not engage in aggression against objects (e.g., a pattern of having “verbal temper tantrums”).
  - If a youth has a pattern of being aggressive, only physical aggression against objects is counted for this item (i.e., physical aggression against people would not be considered here).
- d. **Short Attention Span:**
- **Examples include:**
    - Difficulty attending to the task at hand and in completing tasks, hyperactive.
  - A diagnosis of ADD/ADHD would qualify but determine if the symptoms are currently expressed. If the condition is currently controlled through medication, do NOT mark this. You can put in comment section that the youth is currently on medication and pay attention to this again at time of reassessment.
- e. **Poor Frustration tolerance:**
- **Examples include:**
    - Deals poorly with frustration
    - Loses patience easily or tends to act impulsively.
- f. **Inadequate guilt feelings:**
- **Examples include:**
    - Feels no remorse when their behavior has caused harm to another person
    - Does not accept responsibility for their actions or offers excuses.
  - Refers to the youth’s feelings about his or her actions and should not be confused with item 8(e).

**Special Note:** You are looking for patterns of behaviors and therefore, you should not assess this item solely based upon how the youth feels about his/her actions associated with the delinquent act that is being assessed. In the Comments Section it is important to provide information on how the youth feels about the crime that they committed and their level of empathy towards the victim. Use your judgement when scoring this section.

- g. **Verbally aggressive, impudent:**
- **Examples include:**
    - Verbally abusive in dealing with others
    - Uses language in a hostile or threatening manner.

**Strength:** The youth possess 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 for others.

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## 8. ATTITUDES / ORIENTATION

**Special Note:** Please remember to look for patterns of behaviors

a. **Antisocial/pro-criminal attitudes:**

▪ **Examples include:**

- Attitudes are supportive of a criminal or anti-conventional life style;
- Consider attitudes, values, beliefs and rationalization concerning crime and victim;
- Does not think social rules apply to him/her.

b. **Not seeking help:** Youth is not seeking help.

- Reluctant to seek interventions;
- Does not recognize need for help;
- Does not want to change behavior;
- This is when a youth is unwilling to cooperate with recommended evaluations.

**Special Note:** If the youth is 14 or older and refuses to take their medication that is prescribed by a medical professional, indicate “yes” for B. Remember to always use your professional judgement.

c. **Actively rejecting help:** Actively resisting the interventions of helping persons or agencies.

**Special Note:** For this to be checked yes, the youth needed to have started and then stopped treatment.

**B and C should not be marked yes, if the parents are refusing to have their child take medication(s) or if insurance doesn't cover the medication(s).**

**If the youth is 14 or older and they were taking medication as prescribed by a medical professional and they now stopped taking it without medical approval, indicate “yes” for C.**

d. **Defies authority:** Refuses to follow directions from parents or teachers, or authority figures:

- Hostile toward Criminal Justice System.
- Example may be: Oppositional Defiant Disorder

Please note: Although a recent diagnosis of ODD would seem to be sufficient for a rating of present, it is not. A youth can be diagnosed with ODD if he/she displays a pattern of hostile or defiant behavior that may not necessarily be directed towards parents, teachers, or authority figures (*although it often is*).

e. **Callous, little concern for others:** Shows little concern for feelings or welfare of others. (*Not used frequently*).

- Incapable of empathy
- Behaves rather like a psychopath

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**Strength:** Prosocial values and compliance with supervision can be 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 attitudes/orientation could be sufficiently strong enough to resist influence from antisocial others.

### Part III: Assessment of Other Needs and Special Conditions

1. Family/Parents	
Item	Description
Chronic History of Offenses	Members of the youth's immediate family ( <i>parents or siblings</i> ) are engaged or have previously engaged in criminal acts. Include any convictions ( <i>adults</i> ), dispositions ( <i>youth</i> ), or formal charges ( <i>both</i> ).
Emotional Distress/Psychiatric	One or both of the youth's parents have a current psychiatric disability or a recent history ( <i>past year</i> ) of such problems.
Drug/Alcohol Abuse	One or both youth's parents have current substance abuse problems or a recent history ( <i>past year</i> ) of such problems. Examples include, but 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. Examples include, but not limited to, frequent arguments ( <i>e.g., regarding money, child rearing or custody, ex-partners, etc.</i> ) infidelity, contemplating/accepting separation/divorce, or physical, psychological, and/or sexual abuse.

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Financial/Accommodation Problems	The youth's family is currently facing financial and/or housing problems. Examples of financial problems include but are not limited to, unmanageable debts ( <i>e.g., mortgage, student loan</i> ) 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 unable to cooperate ( <i>e.g., financially or otherwise</i> )
Cultural/Ethnic Issues	The youth's family is facing difficulties or conflicts related to cultural, ethnic, or religious adjustment. Example 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.
<b>2. Youth</b>	
Item	Description
Adverse Living Conditions	Check this item if youth is living on the street or is otherwise inappropriately housed.

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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 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., <i>incorporating sign language into programs</i> ). Do not include language problems (see <i>Cultural/Ethnic Issues</i> ).
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 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/Ethic Issues	The youth is facing difficulties or conflicts relating to cultural, ethic, or religious adjustment. Examples include, but are not limited to, immigration issues, language barriers, or being the victim of racially

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	<p>motivated abuse. Case management plans may include programs (e.g., <i>language classes</i>) designed to resolve cultural/ethnic issues.</p>
Depressed	<p>Check this item if the youth has had an official diagnosis of any depressive disorder or shows signs of depression (e.g., <i>sadness, decreased interest in pleasure in daily activities, unusual changes in appetite, weight, or sleeping patterns, fatigue, etc.</i>). Feelings of depression may be so serious that participation in rewarding and criminal activities is limited. Case management plans may include psychological counseling, medication, or other psychiatric involvement.</p>
Diagnosis of Conduct Disorder/Oppositional Defiant Disorder	<p>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.</p>
Diagnosis of Psychosis	<p>Check this item if the youth has been diagnosed as psychotic (e.g., <i>schizophrenia</i>). The diagnosis may not be criminogenic but has implications for case management (e.g., <i>medication, psychiatric involvement, administration segregation</i>)</p>
Engages in Denial	<p>The youth seems unable/unwilling to admit guilt or unable/unwilling to admit problems. Minimization of problems or circumstances may require preparatory programs</p>
Fetal Alcohol Spectrum Disorder (FASD)	<p>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</p>

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	specialized programs and long-term management.
Financial/Accommodation Problems	The youth is currently facing financial and/or housing problem. Examples of financial problems include, but are not limited to, unmanageable debts and/or inadequate 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 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 <i>Pregnancy/Parenting Issues</i> ). 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 <i>Physical Disability</i> ). Health problems may have implications for case management plans (e.g., <i>requires access to medical resources</i> )
History of Assault on Authority Figures	Check this item if the youth has a history of violent assaults on teachers, parents,



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	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., <i>harassment or ridiculing other through the internet, such as email or social networking sites</i> ). 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., <i>physically smaller, less socially popular</i> ). 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 <i>History of Running Away</i> ).
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 <i>History of Escape</i> ).
History of Sexual/Physical Assault	Check this item if the youth has a history of directing sexual or physical abuse against others. Do not include violent assaults on authority figures (see <i>History of Assault on Authority Figures</i> ).
History of Weapons Use	The youth has a history of using weapons of any type. Weapon use may be in context of injuring or intimidating another person, the commission of another crime (e.g. <i>armed robbery</i> ), or other situations.

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Inappropriate Sexual Activity	Check this item if the youth engages in illegal or otherwise inappropriate sexual activities (e.g., prostitution or exhibitionism).
Learning Disabled	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 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 or 'using' or 'cheating' others.
Parenting Issues	Check this item if the youth has any children. Case management plans should include

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	programs designed to assist young parents ( <i>e.g., medical, financial, child welfare</i> ).
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 ( <i>e.g., the child requires a wheelchair or other assistance</i> ). 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 ( <i>see Self-Management Skills</i> ). 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 ( <i>e.g., medical, financial, child welfare</i> ).
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/sexist expressions need not be at a level that directly promotes criminal activity; however, at a minimum, they

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	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 in the youth has a history of suicide attempts, suicidal thoughts, or deliberate self-injury. (e.g., cutting, burning), suggesting that the input of 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

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	disproportionate control over the youth ( <i>e.g., pimp, cult leader, or gang leader</i> ).
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 no due to intellectual, learning, or other disability.
Victim of Bullying	Check this item if the youth has been a victim or 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 experience 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 been specified. Examples include, but are not limited to, any other clinical diagnoses, psychiatric hospitalization, or medication for psychiatric condition.

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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.