

<b>DOMAIN 1: Record of Referrals Resulting in Diversion, Adjudication Withheld, Adjudication, or Deferred Prosecution</b>	
<b>Domain 1 Definitions:</b> Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth. Referrals should be included in Domain 1 if either (1) they have a qualifying disposition or (2) they have no qualifying disposition but are less than 500 days old from the date of the referral. Qualifying dispositions include only referrals that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).	
1. <b>Age at first offense:</b> The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony.	<input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> 12 and Under
<b>Felony and misdemeanor referrals:</b> Items 2 and 3 are mutually exclusive and should add to the total number of referrals as defined in "Domain 1 Definitions," see above.	
2. <b>Misdemeanor referrals:</b> Total number of referrals, as defined in "Domain 1 Definitions," above, for which the most serious offense was a non-traffic misdemeanor.	<input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more
3. <b>Felony referrals:</b> Total number of referrals, as defined in "Domain 1 Definitions," above, for which the most serious offense was for a felony offense.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
<b>Against-person or weapon referrals:</b> Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals, as defined in "Domain 1 Definitions," see above, that involve an against-person or weapon offense, including sex offenses.	
4. <b>Weapon referrals:</b> Total number of referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.	<input type="radio"/> None <input type="radio"/> One or more
5. <b>Against-person misdemeanor referrals:</b> Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
6. <b>Against-person felony referrals:</b> Total number of referrals involving force or physical harm to another person including sexual misconduct as defined by FDLE as violent felonies.	<input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more
<b>Sex offense referrals:</b> Items 7 and 8 are mutually exclusive and should add to the total number of referrals, as defined in "Domain 1 Definitions," see above, that involve a sex offense or sexual misconduct.	
7. <b>Sexual misconduct misdemeanor referrals:</b> Total number of referrals for which the most serious offense was a sexual misconduct misdemeanor, including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
8. <b>Felony sex offense referrals:</b> Total number of referrals for a felony sex offense or involving sexual motivation including carnal knowledge, child molestation, communication with minor for immoral purpose, incest, indecent exposure, indecent liberties, promoting pornography, rape, sexual misconduct, or voyeurism.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
9. <b>Confinements in secure detention where youth was held for at least 48 hours:</b> Number of times the youth was held for at least 48 hours physically confined in a detention facility.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more
10. <b>Commitment orders where youth served at least one day confined under residential commitment:</b> Total number of commitment orders and modification orders for which the youth served at least one day confined under residential commitment. A day served includes credit for time served.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
11. <b>Escapes:</b> Total number of attempted or actual escapes that resulted in adjudication.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more
12. <b>Pick Up Orders for failure-to-appear in court or absconding supervision:</b> Total number of failures-to-appear in court or absconding supervision that resulted in a pick up order being issued. Exclude failure-to-appear warrants for non-criminal matters.	<input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more

<b>DOMAIN 2: Gender</b>	
Gender is auto-populated from JJIS.	

DOMAIN 3A: School History	
<b>1. Youth is a special education student or has a formal diagnosis of a special education need:</b> <i>(check all that apply.)</i>	<input type="checkbox"/> No special education need <input type="checkbox"/> Learning                      Mental retardation <input type="checkbox"/> Behavioral                      ADHD/ADD
<b>2. History of expulsions and out of school suspensions since the first grade:</b>	<input type="radio"/> No expel/suspend <input type="radio"/> 4 or 5 <input type="radio"/> 1 expel/suspend <input type="radio"/> 6 or 7 <input type="radio"/> 2 or 3 <input type="radio"/> More than 7
<b>3. Age at first expulsion or suspension:</b>	<input type="radio"/> No expulsions <input type="radio"/> 14 to 15 years old <input type="radio"/> 5 to 9 years old <input type="radio"/> 16 to 18 years old <input type="radio"/> 10 to 13 years old
<b>4. Youth has been enrolled in a community school during the last 6 months, regardless of attendance:</b>	<input type="radio"/> No, graduated/GED and not attending school, do not complete Domain 3B <input type="radio"/> No, dropped-out or expelled for more than six months, do not complete Domain 3B <input type="radio"/> Yes, must complete Domain 3B
DOMAIN 3B: Current School Status	
<input type="radio"/> For Initial Assessments, current is the most recent term in last 6 months. <input type="radio"/> For Re-assessments and Final Assessments, current is the last 4 weeks in the most recent term.	
<b>1. Youth's current school enrollment status, regardless of attendance:</b> <i>If the youth is in home school as a result of being expelled or dropping out, check expelled or dropped out; otherwise check enrolled, if in home school.</i>	<input type="radio"/> Graduated/GED <input type="radio"/> Suspended <input type="radio"/> Enrolled full-time <input type="radio"/> Dropped out <input type="radio"/> Enrolled part-time <input type="radio"/> Expelled
<b>2. Type of school in which youth is enrolled:</b>  <b>Name of School</b>	<input type="radio"/> Public academic <input type="radio"/> Private academic <input type="radio"/> Vocational <input type="radio"/> Home school <input type="radio"/> Alternative <input type="radio"/> College <input type="radio"/> GED program <input type="radio"/> Other _____
<b>3. Youth believes there is value in getting an education:</b>	<input type="radio"/> Believes getting an education is of value <input type="radio"/> Somewhat believes education is of value <input type="radio"/> Does not believe education is of value
<b>4. Youth believes school provides an encouraging environment for him or her:</b>	<input type="radio"/> Believes school is encouraging <input type="radio"/> Somewhat believes school is encouraging <input type="radio"/> Does not believe school is encouraging
<b>5. Teachers, staff, or coaches the youth likes or feels comfortable talking with:</b>	<input type="radio"/> Not close to any teachers, staff, or coaches <input type="radio"/> Close to 1 <input type="radio"/> Close to 3 <input type="radio"/> Close to 2 <input type="radio"/> Close to 4 or more
<b>6. Youth's involvement in school activities during most recent term:</b> <i>School leadership; social service clubs; music, dance, drama, art; athletics; other extracurricular activities.</i>	<input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved in any activities <input type="radio"/> Not interested in school activities
<b>7. Youth's conduct in the most recent term:</b> <i>Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes (e.g., theft, vandalism); lying, cheating, dishonesty.</i>	<input type="radio"/> Recognition for good behavior <input type="radio"/> No problems with school conduct <input type="radio"/> Problems reported by teachers <input type="radio"/> Problem calls to parents <input type="radio"/> Calls to police
<b>8. Number of expulsions and suspensions in the most recent term:</b>	<input type="radio"/> No expel/suspend <input type="radio"/> 2 or 3 <input type="radio"/> 1 expel/suspend <input type="radio"/> More than 3
<b>9. Youth's attendance in the most recent term:</b> <i>Partial-day absence means attending majority of classes and missing minority. Full-day absence means missing majority of classes. Habitual truancy as defined in FS includes 15 unexcused absences in a 90 day period.</i>	<input type="radio"/> Good attendance; few excused absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Habitual truant
<b>10. Youth's academic performance in the most recent school term:</b>	<input type="radio"/> Honor student (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Fs) <input type="radio"/> Below 1.0 (some Ds and mostly Fs)

<p>11. <b>Interviewer's assessment of likelihood the youth will stay in and graduate from high school or an equivalent vocational school:</b></p>	<p><input type="radio"/> Very likely to stay in school and graduate  <input type="radio"/> Uncertain if youth will stay and graduate  <input type="radio"/> Not very likely to stay and graduate</p>
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<p style="text-align: center;"><b>DOMAIN 4A: Historic Use of Free Time</b></p>	
<p>1. <b>History of structured recreational activities within the past 5 years:</b> <i>Youth has participated in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activities.</i></p>	<p><input type="radio"/> Involved in 2 or more structured activities  <input type="radio"/> Involved in 1 structured activity  <input type="radio"/> Never involved in structured activities</p>
<p>2. <b>History of unstructured pro-social recreational activities within the past 5 years:</b> <i>Youth has engaged in activities that positively occupy the youth's time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Involved in 2 or more pro-social unstructured activities  <input type="radio"/> Involved in 1 pro-social unstructured activity  <input type="radio"/> Never involved in pro-social unstructured activities</p>
<p style="text-align: center;"><b>DOMAIN 4B: Current Use of Free Time</b></p>	
<p><input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months.  <input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.</p>	
<p>1. <b>Current interest and involvement in structured recreational activities:</b> <i>Youth participates in structured and supervised pro-social community activities, such as religious group/church, community group, cultural group, club, athletics, or other community activity.</i></p>	<p><input type="radio"/> Currently involved in 2 or more structured activities  <input type="radio"/> Currently involved in 1 structured activity  <input type="radio"/> Currently interested but not involved  <input type="radio"/> Currently not interested in any structured activities</p>
<p>2. <b>Types of structured recreational activities in which youth currently participates:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> None  <input type="checkbox"/> Community/cultural group  <input type="checkbox"/> Hobby group or club  <input type="checkbox"/> Athletics  <input type="checkbox"/> Religious group/church  <input type="checkbox"/> Volunteer organization</p>
<p>3. <b>Current interest and involvement in pro-social unstructured recreational activities:</b> <i>Youth engages in activities that positively occupy his or her time, such as reading, hobbies, etc.</i></p>	<p><input type="radio"/> Currently involved in 2 or more pro-social unstructured activities  <input type="radio"/> Currently involved in 1 pro-social unstructured activity  <input type="radio"/> Currently interested but not involved  <input type="radio"/> Not interested in any pro-social unstructured activities</p>

<b>DOMAIN 5A: Employment History</b>	
<b>1. History of employment:</b>	<input type="radio"/> Too young for employment consideration <input type="radio"/> Never been employed <input type="radio"/> Has been employed
<b>2. History of successful employment:</b>	<input type="radio"/> Never successfully employed <input type="radio"/> Has been successfully employed
<b>3. History of problems while employed:</b>	<input type="radio"/> Never fired or quit because of problems <input type="radio"/> Fired or quit because of poor performance <input type="radio"/> Fired or quit because he or she could not get along with employer or coworkers
<b>4. History of positive personal relationship(s) with past employer(s) or adult coworker(s):</b>	<input type="radio"/> Never had any positive relationships <input type="radio"/> Had 1 positive relationship <input type="radio"/> Had 2 or more positive relationships
<b>DOMAIN 5B: Current Employment</b>	
<input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months. <input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.	
<b>1. Understanding of what is required to maintain a job:</b>	<input type="radio"/> Lacks knowledge of what it takes to maintain a job <input type="radio"/> Has knowledge of abilities to maintain a job <input type="radio"/> Has demonstrated ability to maintain a job
<b>2. Current interest in employment:</b>	<input type="radio"/> Currently employed <input type="radio"/> Not employed but highly interested in employment <input type="radio"/> Not employed but somewhat interested <input type="radio"/> Not employed and not interested in employment <input type="radio"/> Too young for employment consideration
<b>3. Current employment status:</b>	<input type="radio"/> Not currently employed <input type="radio"/> Employment is currently going well <input type="radio"/> Having problems with current employment
<b>4. Current positive personal relationship(s) with employer(s) or adult coworker(s):</b>	<input type="radio"/> Not currently employed <input type="radio"/> Employed but no positive relationships <input type="radio"/> At least 1 positive relationship

<b>DOMAIN 6A: History of Relationships</b>	
1. <b>History of positive adult non-family relationships not connected to school or employment:</b> <i>Adults, who are not teachers and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.</i>	<input type="radio"/> No positive adult relationships <input type="radio"/> 1 positive adult relationship <input type="radio"/> 2 positive adult relationships <input type="radio"/> 3 or more positive adults relationships
2. <b>History of anti-social friends/companions:</b> <i>Anti-social peers are youths hostile to or disruptive of the legal social order; youths who violate the law and the rights of others and other delinquent youth. (check all that apply.)</i>	<input type="checkbox"/> Never had consistent friends or companions <input type="checkbox"/> Had pro-social friends <input type="checkbox"/> Had anti-social friends <input type="checkbox"/> Been a gang member/associate
<b>DOMAIN 6B: Current Relationships</b>	
<input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months. <input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.	
1. <b>Current positive adult non-family relationships not connected to school or employment:</b> <i>Adults, who are not teachers and not part of the youth's family, who can provide support and model pro-social behavior, such as religious leader, club member, community person, etc.</i>	<input type="radio"/> No positive adult relationships <input type="radio"/> 1 positive adult relationship <input type="radio"/> 2 positive adult relationships <input type="radio"/> 3 or more positive adults relationships
2. <b>Current pro-social community ties:</b> <i>Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.</i>	<input type="radio"/> No pro-social community ties <input type="radio"/> Some pro-social community ties <input type="radio"/> Has strong pro-social community ties
3. <b>Current friends/companions youth actually spends time with:</b> <i>(check all that apply.)</i>	<input type="checkbox"/> No consistent friends or companions <input type="checkbox"/> Pro-social friends <input type="checkbox"/> Anti-social friends <input type="checkbox"/> Gang member/associate
4. <b>Currently in a "romantic," intimate, or sexual relationship:</b>	<input type="radio"/> Not romantically involved with anyone <input type="radio"/> Romantically involved with a pro-social person <input type="radio"/> Romantically involved with an anti-social person/criminal
5. <b>Currently admires/emulates anti-social peers:</b>	<input type="radio"/> Does not admire, emulate anti-social peers <input type="radio"/> Somewhat admires, emulates anti-social peers <input type="radio"/> Admires, emulates anti-social peers
6. <b>Current resistance to anti-social peer influence:</b>	<input type="radio"/> Does not associate with anti-social peers <input type="radio"/> Usually resists going along with anti-social peers <input type="radio"/> Rarely resists goes along with anti-social peers <input type="radio"/> Leads anti-social peers

DOMAIN 7A: Family History																	
1. <b>History of court-ordered or DCF voluntary out-of-home and shelter care placements exceeding 30 days:</b> <i>Exclude DJJ residential commitments.</i>	<input type="radio"/> No out-of-home placements exceeding 30 days <input type="radio"/> 1 out-of-home placement <input type="radio"/> 2 out-of-home placements <input type="radio"/> 3 or more out-of-home placements																
2. <b>History of running away or getting kicked out of home:</b> <i>Include times the youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i>	<input type="radio"/> No history of running away/being kicked out <input type="radio"/> 1 instance of running away/kicked out <input type="radio"/> 2 to 3 instances of running away/kicked out <input type="radio"/> 4 to 5 instances of running away/kicked out <input type="radio"/> Over 5 instances of running away/kicked out																
3. <b>History of petitions filed:</b> <i>Include all petitions regardless of whether the petition was granted. (check all that apply.)</i>	<input type="checkbox"/> No petitions filed <input type="checkbox"/> CINS/FINS <input type="checkbox"/> Dependency																
4. <b>History of jail/imprisonment of persons who were ever involved in the household for at least 3 months:</b> <i>(check all that apply.)</i>	<input type="checkbox"/> No jail/imprisonment history in family <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member																
5. <b>Youth living under any adult supervision.</b> <i>Adult supervision must be someone who is responsible for the youth's welfare, either legally or with parental consent.</i>	<input type="radio"/> No, living with peers without adult supervision, do not complete Domain 7B <input type="radio"/> No, living alone without adult supervision, do not complete Domain 7B <input type="radio"/> No, transient without adult supervision, do not complete Domain 7B <input type="radio"/> Yes, living under adult supervision, must complete Domain 7B																
DOMAIN 7B: Current Living Arrangements																	
<input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months. <input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.																	
1. <b>All Persons with whom youth is currently living:</b> <i>(check all that apply.)</i>	<table border="0"> <tr> <td><input type="checkbox"/> Living alone</td> <td><input type="checkbox"/> Transient (street, moving around)</td> </tr> <tr> <td><input type="checkbox"/> Biological mother</td> <td><input type="checkbox"/> Biological father</td> </tr> <tr> <td><input type="checkbox"/> Non-biological mother</td> <td><input type="checkbox"/> Non-biological father</td> </tr> <tr> <td><input type="checkbox"/> Older sibling(s)</td> <td><input type="checkbox"/> Younger sibling(s)</td> </tr> <tr> <td><input type="checkbox"/> Grandparent(s)</td> <td><input type="checkbox"/> Other relative(s)</td> </tr> <tr> <td><input type="checkbox"/> Long-term parental partner(s)</td> <td><input type="checkbox"/> Short-term parental partner(s)</td> </tr> <tr> <td><input type="checkbox"/> Youth's romantic partner</td> <td><input type="checkbox"/> Youth's child</td> </tr> <tr> <td><input type="checkbox"/> Foster/group home</td> <td><input type="checkbox"/> Youth's friends</td> </tr> </table>	<input type="checkbox"/> Living alone	<input type="checkbox"/> Transient (street, moving around)	<input type="checkbox"/> Biological mother	<input type="checkbox"/> Biological father	<input type="checkbox"/> Non-biological mother	<input type="checkbox"/> Non-biological father	<input type="checkbox"/> Older sibling(s)	<input type="checkbox"/> Younger sibling(s)	<input type="checkbox"/> Grandparent(s)	<input type="checkbox"/> Other relative(s)	<input type="checkbox"/> Long-term parental partner(s)	<input type="checkbox"/> Short-term parental partner(s)	<input type="checkbox"/> Youth's romantic partner	<input type="checkbox"/> Youth's child	<input type="checkbox"/> Foster/group home	<input type="checkbox"/> Youth's friends
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<input type="checkbox"/> Older sibling(s)	<input type="checkbox"/> Younger sibling(s)																
<input type="checkbox"/> Grandparent(s)	<input type="checkbox"/> Other relative(s)																
<input type="checkbox"/> Long-term parental partner(s)	<input type="checkbox"/> Short-term parental partner(s)																
<input type="checkbox"/> Youth's romantic partner	<input type="checkbox"/> Youth's child																
<input type="checkbox"/> Foster/group home	<input type="checkbox"/> Youth's friends																
2. <b>Annual combined income of youth and family:</b>	<input type="radio"/> Under \$15,000 <input type="radio"/> \$15,000 to \$34,999 <input type="radio"/> \$35,000 to \$49,999 <input type="radio"/> \$50,000 and over																
3. <b>Jail/imprisonment history of persons who are currently involved with the household:</b> <i>(check all that apply.)</i>	<input type="checkbox"/> No one with history of being in jail/prison <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other member																
4. <b>Problem history of parents who are currently involved with the household:</b> <i>(check all that apply.)</i>	<input type="checkbox"/> No problem history of parents in household <input type="checkbox"/> Parental alcohol problem history <input type="checkbox"/> Parental drug problem history <input type="checkbox"/> Parental physical health problem history <input type="checkbox"/> Parental mental health problem history <input type="checkbox"/> Parental employment problem history																

<p>5. <b>Problem history of siblings who are currently involved with the household:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> No siblings currently in household  <input type="checkbox"/> No problem history of siblings in household  <input type="checkbox"/> Sibling alcohol problem history  <input type="checkbox"/> Sibling drug problem history  <input type="checkbox"/> Sibling physical health problem history  <input type="checkbox"/> Sibling mental health problem history  <input type="checkbox"/> Sibling employment problem history</p>
<p>6. <b>Support network for family:</b> <i>Extended family and/or family friends who can provide additional support to the family.</i></p>	<p><input type="radio"/> No support network  <input type="radio"/> Some support network  <input type="radio"/> Strong support network</p>
<p>7. <b>Family willingness to help support youth:</b></p>	<p><input type="radio"/> Consistently willing to support youth  <input type="radio"/> Inconsistently willing to support youth  <input type="radio"/> Little or no willingness to support youth  <input type="radio"/> Hostile, berating, and/or belittling of youth</p>
<p>8. <b>Family provides opportunities for youth to participate in family activities and decisions affecting the youth:</b></p>	<p><input type="radio"/> No opportunities for involvement provided  <input type="radio"/> Some opportunities for involvement provided  <input type="radio"/> Opportunities for involvement provided</p>
<p>9. <b>Youth has run away or been kicked out of home:</b> <i>Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i></p>	<p><input type="radio"/> Has not run away/kicked out of home  <input type="radio"/> Has run away/kicked out of home  <input type="radio"/> Is currently kicked out of home or is a runaway</p>
<p>10. <b>Family member(s) youth feels close to or has good relationship with:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Does not feel close to any family member  <input type="checkbox"/> Feels close to mother/female caretaker  <input type="checkbox"/> Feels close to father/male caretaker  <input type="checkbox"/> Feels close to male sibling  <input type="checkbox"/> Feels close to female sibling  <input type="checkbox"/> Feels close to extended family</p>
<p>11. <b>Level of conflict between parents, between youth and parents, among siblings:</b></p>	<p><input type="radio"/> Some conflict that is well managed  <input type="radio"/> Verbal intimidation, yelling, heated arguments  <input type="radio"/> Threats of physical abuse  <input type="radio"/> Domestic violence: physical/sexual abuse</p>
<p>12. <b>Parental supervision:</b> <i>Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.</i></p>	<p><input type="radio"/> Consistent good supervision  <input type="radio"/> Sporadic supervision  <input type="radio"/> Inadequate supervision</p>
<p>13. <b>Parental authority and control:</b></p>	<p><input type="radio"/> Youth usually obeys and follows rules  <input type="radio"/> Youth sometimes obeys or obeys some rules  <input type="radio"/> Youth consistently disobeys and/or is hostile</p>
<p>14. <b>Consistent appropriate punishment for bad behavior:</b> <i>Appropriate means clear communication, timely response, and response proportionate to conduct.</i></p>	<p><input type="radio"/> Consistently appropriate punishment  <input type="radio"/> Consistently overly severe punishment  <input type="radio"/> Consistently insufficient punishment  <input type="radio"/> Inconsistent or erratic punishment</p>
<p>15. <b>Consistent appropriate rewards for good behavior:</b> <i>Appropriate means clear communication, timely response, and response proportionate to conduct; rewards mean affection, praise, etc.</i></p>	<p><input type="radio"/> Consistently appropriate rewards  <input type="radio"/> Consistently overly indulgent/overly protective  <input type="radio"/> Consistently insufficient rewards  <input type="radio"/> Inconsistent or erratic rewards</p>
<p>16. <b>Parental characterization of youth's anti-social behavior:</b></p>	<p><input type="radio"/> Disapproves of youth's anti-social behavior  <input type="radio"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances  <input type="radio"/> Accepts youth's anti-social behavior as okay  <input type="radio"/> Proud of youth's anti-social behavior</p>

<b>DOMAIN 8A: Alcohol and Drug History</b>	
<p><i>Disrupted functioning involves having a problem in any of these five life areas: education, family conflict, peer relationships, crime, or health, and usually indicates treatment is warranted. Use that contributes to criminal behavior typically precipitates the commission of a crime; there is evidence or reason to believe the youth's criminal activity is related to alcohol/drug use.</i></p>	
<p><b>1. History of Youth's alcohol use:</b> <i>(check all that apply.)</i></p>	<input type="checkbox"/> No use of alcohol <input type="checkbox"/> Past use of alcohol <input type="checkbox"/> Alcohol disrupted education <input type="checkbox"/> Alcohol caused family conflict <input type="checkbox"/> Alcohol interfered with keeping pro-social friends <input type="checkbox"/> Alcohol caused health problems <input type="checkbox"/> Alcohol contributed to criminal behavior <input type="checkbox"/> Youth needed increasing amounts of alcohol to achieve same level of intoxication or high <input type="checkbox"/> Youth experienced withdrawal problems
<p><b>2. History of Youth's drug use:</b> <i>(check all that apply.)</i></p>	<input type="checkbox"/> No past drug use <input type="checkbox"/> Past use of drugs <input type="checkbox"/> Drugs disrupted education <input type="checkbox"/> Drugs caused family conflict <input type="checkbox"/> Drugs interfered with keeping pro-social friends <input type="checkbox"/> Drugs caused health problems <input type="checkbox"/> Drugs contributed to criminal behavior <input type="checkbox"/> Youth needed increasing amounts of drugs to achieve same level of intoxication or high <input type="checkbox"/> Youth experienced withdrawal problems
<p><b>3. History of referrals for drug/alcohol assessment:</b></p>	<input type="radio"/> Never referred for drug/alcohol assessment <input type="radio"/> Referred but never assessed <input type="radio"/> Diagnosed as no problem <input type="radio"/> Diagnosed as abuse <input type="radio"/> Diagnosed as dependent/addicted
<p><b>4. History of attending drug/alcohol education classes for an drug/alcohol problem:</b></p>	<input type="radio"/> Never attended drug/alcohol education classes <input type="radio"/> Voluntarily attended drug/alcohol education classes <input type="radio"/> Attended classes by parent, school, or other agency request <input type="radio"/> Attended classes at court direction
<p><b>5. History of participating in drug/alcohol treatment program:</b></p>	<input type="radio"/> Never participated in treatment program <input type="radio"/> Participated once in treatment program <input type="radio"/> Participated several times in treatment programs
<p><b>6. Youth is currently using alcohol or drugs:</b></p> <ul style="list-style-type: none"> <li>• <i>For Initial Assessments, current means within the last six months.</i></li> <li>• <i>For Re-assessments and Final Assessments, current means within the last four weeks.</i></li> </ul>	<input type="radio"/> No, do not complete Domain 8B <input type="radio"/> Yes, must complete domain 8B



<b>DOMAIN 8B: Current Alcohol and Drugs</b>	
<p><input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months.</p> <p><input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.</p>	
<p>1. <b>Youth's Alcohol use:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Not currently using alcohol</p> <p><input type="checkbox"/> Currently using alcohol</p> <p><input type="checkbox"/> Alcohol disrupts education</p> <p><input type="checkbox"/> Alcohol causes family conflict</p> <p><input type="checkbox"/> Alcohol interferes with keeping pro-social friends</p> <p><input type="checkbox"/> Alcohol causes health problems</p> <p><input type="checkbox"/> Alcohol contributes to criminal behavior</p> <p><input type="checkbox"/> Youth needs increasing amounts of alcohol to achieve same level of intoxication or high</p> <p><input type="checkbox"/> Youth experiences withdrawal problems</p>
<p>2. <b>Youth's Drug use:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Not currently using drugs</p> <p><input type="checkbox"/> Currently using drugs</p> <p><input type="checkbox"/> Drugs disrupts education</p> <p><input type="checkbox"/> Drugs causes family conflict</p> <p><input type="checkbox"/> Drugs interferes with keeping pro-social friends</p> <p><input type="checkbox"/> Drugs causes health problems</p> <p><input type="checkbox"/> Drugs contributes to criminal behavior</p> <p><input type="checkbox"/> Youth needs increasing amounts of drugs to achieve same level of intoxication or high</p> <p><input type="checkbox"/> Youth experiences withdrawal problems</p>
<p>3. <b>Type(s) of drugs used:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> No current drug use</p> <p><input type="checkbox"/> Marijuana/Hashish</p> <p><input type="checkbox"/> Amphetamines (Meth/uppers/speed/ecstasy)</p> <p><input type="checkbox"/> Cocaine (crack/rock)</p> <p><input type="checkbox"/> Cocaine (coke)</p> <p><input type="checkbox"/> Heroin</p> <p><input type="checkbox"/> Inhalants (Glue/Gasoline)</p> <p><input type="checkbox"/> Barbiturates (Tuinal/Seconal/downers)</p> <p><input type="checkbox"/> Tranquilizers/sedatives (Valium/Libnum/Dalmane/Ketamine)</p> <p><input type="checkbox"/> Hallucinogens (LSD/Acid/Mushrooms/GHB)</p> <p><input type="checkbox"/> Phencyclidine (PCP/Angel Dust)</p> <p><input type="checkbox"/> Other opiates (Dilaudid/Demerol/Percodan/Codeine/ Oxycontin)</p> <p><input type="checkbox"/> Other Drugs (Specify _____)</p>
<p>4. <b>Current drug/alcohol treatment program participation:</b></p>	<p><input type="radio"/> Alcohol/drug treatment not warranted</p> <p><input type="radio"/> Not currently attending needed treatment program</p> <p><input type="radio"/> Currently attending treatment program</p> <p><input type="radio"/> Successfully completed treatment program</p>

DOMAIN 9A: Mental Health History	
<p>1. <b>History of suicidal ideation:</b> Include any previous thoughts, threats, plans and attempts even if youth indicates they were manipulative or there was no intent. <i>(Check all that apply.)</i></p>	<p><input type="checkbox"/> Has never had serious thoughts about suicide</p> <p><input type="checkbox"/> Has had serious thoughts about suicide</p> <p><input type="checkbox"/> Has made a plan to commit suicide. If yes, describe _____</p> <p><input type="checkbox"/> Has attempted to commit suicide. If yes, describe attempts and dates _____</p> <p><input type="checkbox"/> Feels life is not worth living—no hope for future</p> <p><input type="checkbox"/> Knows someone well who has committed suicide. If yes, who, when and how _____</p> <p><input type="checkbox"/> Engages in self-mutilating behavior</p>
<p><i>For abuse and neglect, include suspected incidents of abuse, including those disclosed by youth, whether or not reported or substantiated, but exclude reports of abuse/neglect investigated but proven to be false.</i></p>	
<p>2. <b>History of violence/physical abuse:</b> Include suspected incidents of abuse, whether or not substantiated, but exclude reports proven to be false. <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Not a victim of violence/physical abuse</p> <p><input type="checkbox"/> Victim of violence/physical abuse at home</p> <p><input type="checkbox"/> Victim of violence/physical abuse in a foster/group home</p> <p><input type="checkbox"/> Victimized by family member</p> <p><input type="checkbox"/> Victimized by someone outside the family</p> <p><input type="checkbox"/> Attacked with a weapon</p>
<p>3. <b>History of witnessing violence:</b> <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Has not witnessed violence</p> <p><input type="checkbox"/> Has witnessed violence at home</p> <p><input type="checkbox"/> Has witnessed violence in a foster/group home</p> <p><input type="checkbox"/> Has witnessed violence in the community</p> <p><input type="checkbox"/> Family member killed as a result of violence</p>
<p>4. <b>History of sexual abuse/rape:</b> Include suspected incidents of abuse if disclosed by youth, whether or not reported or substantiated, but exclude reports investigated but proven to be false. <i>(check all that apply.)</i></p>	<p><input type="checkbox"/> Not a victim of sexual abuse/rape</p> <p><input type="checkbox"/> Sexually abused/raped by family member</p> <p><input type="checkbox"/> Sexually abused/raped by someone outside the family</p>
<p>5. <b>History of being a victim of neglect:</b> Include suspected incidents of neglect, whether or not substantiated, but exclude reports proven to be false.</p>	<p><input type="radio"/> Not a victim of neglect</p> <p><input type="radio"/> Victim of neglect</p>
<p>6. <b>History of ADD/ADHD:</b> Confirmed by a professional in the social service/healthcare field.</p>	<p><input type="radio"/> No history of ADD/ADHD</p> <p><input type="radio"/> Diagnosed with ADD/ADHD</p> <p><input type="radio"/> Only ADD/ADHD medication prescribed</p> <p><input type="radio"/> Only ADD/ADHD treatment prescribed</p> <p><input type="radio"/> ADD/ADHD medication and treatment prescribed</p>
<p>7. <b>History of mental health problems:</b> Such as schizophrenia, bi-polar, mood, thought, personality, and adjustment disorders. Exclude conduct disorder, oppositional defiant disorder, substance abuse, and ADD/ADHD. Confirmed by a professional in the social service/healthcare field.</p>	<p><input type="radio"/> No history of mental health problem(s)</p> <p><input type="radio"/> Past history of mental health problem(s) diagnosis (more than six months ago)</p> <p><input type="radio"/> Diagnosed with mental health problem(s)</p> <p><input type="radio"/> Only mental health medication prescribed. If yes, list _____</p> <p><input type="radio"/> Only mental health treatment prescribed</p> <p><input type="radio"/> Mental health medication and treatment prescribed</p>
<p>8. <b>History of Anger or Irritability</b></p>	<p><input type="radio"/> No history of anger/irritability</p> <p><input type="radio"/> History of occasional feelings of anger/irritability</p> <p><input type="radio"/> History of consistent feelings of anger/irritability</p> <p><input type="radio"/> History of aggressive reactions to feelings of anger/irritability</p>

<p>9. <b>History of Depression/Anxiety</b></p>	<p><input type="radio"/> No history of depression/anxiety  <input type="radio"/> History of occasional feelings of depression/anxiety  <input type="radio"/> History of consistent feelings of depression/anxiety  <input type="radio"/> History of impairment in everyday tasks due to depression/anxiety</p>
<p>10. <b>History of Somatic Complaints:</b> <i>Bodily or physical discomforts associated with distress, such as stomachaches or headaches.</i></p>	<p><input type="radio"/> No history of somatic complaints  <input type="radio"/> History of one or two somatic complaints  <input type="radio"/> History of three or four somatic complaints  <input type="radio"/> History of 5 or more somatic complaints</p>
<p>11. <b>History of Thought Disturbance:</b></p>	<p><input type="radio"/> No unusual thoughts or beliefs  <input type="radio"/> Presence of hallucinations (auditory or visual)  <input type="radio"/> Presence of beliefs that the youth is controlled by others</p>
<p>12. <b>History of Traumatic Experience:</b> <i>Lifetime exposure to events such as rape, abuse or observed violence, including dreams or flashbacks.</i></p>	<p><input type="radio"/> No presence of traumatic event  <input type="radio"/> History of traumatic event  <input type="radio"/> History of flashbacks to traumatic event</p>
<p>13. <b>Currently has health insurance:</b></p>	<p><input type="radio"/> No health insurance  <input type="radio"/> Public insurance  <input type="radio"/> Private insurance</p>
<p>14. <b>Current mental health problem status:</b>  <i>For Initial Assessments, current means within the last six months.</i>  <i>For Re-assessments and Final Assessments, current means within the last four weeks.</i></p>	<p><input type="radio"/> No current mental health problem(s), do not complete Domain 9B  <input type="radio"/> Current mental health problem(s), must complete Domain 9B</p>
<p><b>DOMAIN 9B: Current Mental Health</b></p>	
<p><input type="radio"/> <i>For Initial Assessments, current means behaviors during the last 6 months.</i>  <input type="radio"/> <i>For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.</i></p>	
<p>1. <b>Current suicidal ideation:</b> <i>Include any previous thoughts, threats, plans and attempts even if youth indicates they were manipulative or there was no intent. (check all that apply)</i></p>	<p><input type="radio"/> Has never thought about suicide  <input type="radio"/> Has had serious thoughts about suicide  <input type="radio"/> Has made a plan to commit suicide. If yes, describe _____  <input type="radio"/> Has attempted to commit suicide. If yes, describe attempts and dates _____  <input type="radio"/> Feels life is not worth living—no hope for future  <input type="radio"/> Knows someone well who has committed suicide. If yes, who, when and how _____  <input type="radio"/> Engages in self-mutilating behavior _____</p>
<p>2. <b>Currently diagnosed with ADD/ADHD:</b> <i>Confirmed by a professional in the social service/healthcare field.</i>  <b>Type of medication:</b> _____</p>	<p><input type="radio"/> No ADD/ADHD diagnosis  <input type="radio"/> No ADD/ADHD medication currently prescribed  <input type="radio"/> Currently taking ADD/ADHD medication  <input type="radio"/> ADD/ADHD medication currently prescribed, but not taking</p>
<p>3. <b>Mental health treatment currently prescribed excluding ADD/ADHD treatment:</b></p>	<p><input type="radio"/> No current mental health problem  <input type="radio"/> No mental health treatment currently prescribed  <input type="radio"/> Attending mental health treatment  <input type="radio"/> Treatment currently prescribed, but not attending</p>
<p>4. <b>Mental health medication currently prescribed excluding ADD/ADHD medication:</b>  <b>Type of medication:</b> _____</p>	<p><input type="radio"/> No current mental health problem  <input type="radio"/> No mental health medication currently prescribed  <input type="radio"/> Currently taking mental health medication  <input type="radio"/> Mental health medication currently prescribed, but not taking</p>
<p>5. <b>Mental health problems currently interfere in working with the youth:</b></p>	<p><input type="radio"/> No current mental health problem  <input type="radio"/> Mental health problem(s) do not interfere in work with youth  <input type="radio"/> Mental health problem(s) interfere in work with youth</p>

<b>DOMAIN 10: Attitudes/Behaviors</b>	
<input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months. <input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last four weeks.	
1. <b>Primary emotion when committing crime(s):</b>	<input type="radio"/> Nervous, afraid, worried, ambivalent, uncertain, or indecisive <input type="radio"/> Hyper, excited, or stimulated <input type="radio"/> Unconcerned or indifferent <input type="radio"/> Confident or brags about not getting caught
2. <b>Primary purpose for committing crime(s) within the last 6 months:</b>	<input type="radio"/> Anger / Revenge <input type="radio"/> Impulse <input type="radio"/> Sexual desire <input type="radio"/> Money or material gain, including drugs <input type="radio"/> Excitement, amusement, or fun <input type="radio"/> Peer status, acceptance, or attention
3. <b>Optimism:</b> <i>Youth talks about future in positive way with plans or aspirations of a better life that could include employment, education, raising a family, travel, or other pro-social life goals.</i>	<input type="radio"/> High aspirations: sense of purpose, commitment to better life <input type="radio"/> Normal aspirations: some sense of purpose <input type="radio"/> Low aspirations: little sense of purpose or plans for better life <input type="radio"/> Believes nothing matters; he or she will be dead before long
4. <b>Impulsive; acts before thinking:</b>	<input type="radio"/> Uses self-control; usually thinks before acting <input type="radio"/> Some self-control; sometimes thinks before acting <input type="radio"/> Impulsive; often acts before thinking <input type="radio"/> Highly Impulsive; usually acts before thinking
5. <b>Belief in control over anti-social behavior:</b>	<input type="radio"/> Believes he or she can avoid/stop anti-social behavior <input type="radio"/> Somewhat believes anti-social behavior is controllable <input type="radio"/> Believes his or her anti-social behavior is out of his or her control
6. <b>Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:</b>	<input type="radio"/> Has empathy for his or her victim(s) <input type="radio"/> Has some empathy for his or her victim(s) <input type="radio"/> Does not have empathy for his or her victim(s)
7. <b>Respect for property of others:</b>	<input type="radio"/> Respects property of others <input type="radio"/> Respects personal property but not publicly accessible property: "It's not hurting anybody." <input type="radio"/> Conditional respect for personal property: "If they are stupid enough to leave it out, they deserve losing it." <input type="radio"/> No respect for property: "If I want something, it should be mine."
8. <b>Respect for authority figures:</b>	<input type="radio"/> Respects most authority figures <input type="radio"/> Does not respect authority figures, and may resent some <input type="radio"/> Resents most authority figures <input type="radio"/> Defies or is hostile toward most authority figures
9. <b>Attitude toward responsible law abiding behavior:</b>	<input type="radio"/> Abides by conventions/values <input type="radio"/> Believes conventions/values sometimes apply to him or her <input type="radio"/> Does not believe conventions/values apply to him or her <input type="radio"/> Resents or is hostile toward responsible behavior
10. <b>Accepts responsibility for anti-social behavior:</b>	<input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, justifies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior
11. <b>Youth's belief in successfully meeting conditions of court supervision:</b>	<input type="radio"/> Believes he or she will be successful <input type="radio"/> Unsure if he or she will be successful <input type="radio"/> Does not believe he or she will be successful

DOMAIN 11: Aggression	
<p><i>Items 1 through 4:</i></p> <p><input type="radio"/> For Initial Assessments, rate items based on behavior during the last 6 months.</p> <p><input type="radio"/> For Re-assessments and Final Assessments, rate items based on behavior during the last 4 weeks.</p>	
1. <b>Tolerance for frustration:</b>	<input type="radio"/> Rarely gets upset over small things or has temper tantrums <input type="radio"/> Sometimes gets upset over small things or has temper tantrums <input type="radio"/> Often gets upset over small things or has temper tantrums
2. <b>Hostile interpretation of actions and intentions of others in a common non-confrontational setting:</b>	<input type="radio"/> Primarily positive view of intentions of others <input type="radio"/> Primarily negative view of intentions of others <input type="radio"/> Primarily hostile view of intentions of others
3. <b>Belief in yelling and verbal aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes verbal aggression is rarely appropriate <input type="radio"/> Believes verbal aggression is sometimes appropriate <input type="radio"/> Believes verbal aggression is often appropriate
4. <b>Belief in fighting and physical aggression to resolve a disagreement or conflict:</b>	<input type="radio"/> Believes physical aggression is never appropriate <input type="radio"/> Believes physical aggression is rarely appropriate <input type="radio"/> Believes physical aggression is sometimes appropriate <input type="radio"/> Believes physical aggression is often appropriate
<p><i>Items 5 and 6:</i></p> <p><input type="radio"/> For Initial Assessments, include the entire history of report.</p> <p><input type="radio"/> For Re-assessments and Final Assessments, include reports within the last 4 weeks.</p>	
5. <b>Reports/evidence of violence not included in criminal history: (check all that apply.)</b>	<input type="checkbox"/> No reports/evidence of violence <input type="checkbox"/> Violent outbursts, displays of temper, uncontrolled anger indicating potential for harm <input type="checkbox"/> Deliberately inflicting physical pain <input type="checkbox"/> Using/threatening with a weapon <input type="checkbox"/> Fire starting <input type="checkbox"/> Violent destruction of property <input type="checkbox"/> Animal cruelty
6. <b>Reports of problem with sexual aggression not included in criminal history: (check all that apply.)</b>	<input type="checkbox"/> No reports/evidence of sexual aggression <input type="checkbox"/> Aggressive sex <input type="checkbox"/> Sex for power <input type="checkbox"/> Young sex partners <input type="checkbox"/> Child sex <input type="checkbox"/> Voyeurism <input type="checkbox"/> Exposure

<b>DOMAIN 12: Skills</b>	
<p><input type="radio"/> For Initial Assessments, current means behaviors during the last 6 months.</p> <p><input type="radio"/> For Re-assessments and Final Assessments, current means behaviors during the last 4 weeks.</p> <p><input type="radio"/> Use a general pattern of current behaviors and not a single incident.</p>	
1. <b>Consequential thinking:</b>	<input type="radio"/> Does not understand there are consequences to actions <input type="radio"/> Understands there are consequences to actions <input type="radio"/> Identifies consequences of actions <input type="radio"/> Acts to obtain desired consequences—good consequential thinking
2. <b>Goal setting:</b>	<input type="radio"/> Does not set goals <input type="radio"/> Sets unrealistic goals <input type="radio"/> Sets somewhat realistic goals <input type="radio"/> Sets realistic goals
3. <b>Problem-solving:</b>	<input type="radio"/> Cannot identify problem behaviors <input type="radio"/> Identifies problem behaviors <input type="radio"/> Thinks of solutions for problem behaviors <input type="radio"/> Applies appropriate solutions to problem behaviors
4. <b>Situational perception:</b> <i>Ability to analyze the situation, choose the best pro-social skill, and select the best time and place to use the pro-social skill.</i>	<input type="radio"/> Cannot analyze the situation for use of a pro-social skill <input type="radio"/> Can analyze but not choose the best pro-social skill <input type="radio"/> Can choose the best skill but cannot select the best time and place <input type="radio"/> Can select the best time and place to use the best pro-social skill
5. <b>Dealing with others:</b> <i>Basic social skills include listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, and giving a compliment. Advanced social skills include asking for help, joining in, giving instructions, following instructions, apologizing, and convincing others.</i>	<input type="radio"/> Lacks basic social skills in dealing with others <input type="radio"/> Has basic social skills, lacks advanced skills in dealing with others <input type="radio"/> Sometimes uses advanced social skills in dealing with others <input type="radio"/> Often uses advanced social skills in dealing with others
6. <b>Dealing with difficult situations:</b> <i>Incl. making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.</i>	<input type="radio"/> Lacks skills in dealing with difficult situations <input type="radio"/> Rarely uses skills in dealing with difficult situations <input type="radio"/> Sometimes uses skills in dealing with difficult situations <input type="radio"/> Often uses skills in dealing with difficult situations
7. <b>Dealing with feelings/emotions:</b> <i>Includes knowing his or her feelings, expressing feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, and rewarding oneself.</i>	<input type="radio"/> Lacks skills in dealing with feelings/emotions <input type="radio"/> Rarely uses skills in dealing with feelings/emotions <input type="radio"/> Sometimes uses skills in dealing with feelings/emotions <input type="radio"/> Often uses skills in dealing with feelings/emotions
8. <b>Monitoring of internal triggers, distorted thoughts, that can lead to trouble:</b>	<input type="radio"/> Cannot identify internal triggers <input type="radio"/> Identifies internal triggers <input type="radio"/> Actively monitors internal triggers
9. <b>Monitoring of external triggers, events or situations, that can lead to trouble:</b>	<input type="radio"/> Cannot identify external triggers <input type="radio"/> Identifies external triggers <input type="radio"/> Actively monitors external triggers
10. <b>Control of impulsive behaviors that get youth into trouble:</b> <i>Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i>	<input type="radio"/> Never had a problem with impulsive behavior <input type="radio"/> Does not know techniques to control impulsive behavior <input type="radio"/> Knows techniques to control impulsive behavior <input type="radio"/> Uses techniques to control impulsive behavior
11. <b>Control of aggression:</b> <i>Includes asking permission, sharing thoughts, helping others, negotiating, using self control, standing up for one's rights, responding to teasing, avoiding trouble with others, and keeping out of fights.</i>	<input type="radio"/> Never had a problem with aggression <input type="radio"/> Lacks alternatives to aggression <input type="radio"/> Rarely uses alternatives to aggression <input type="radio"/> Sometimes uses alternatives to aggression <input type="radio"/> Often uses alternatives to aggression