

Youth's Name:

Date:

DOMAIN 1: Record of Referrals Resulting in Diversion, Adjudication Withheld, Adjudication, or Deferred Prosecution	
<p>Domain 1 Definitions: Referrals, rather than offenses (charges), 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 1,100 days old from the date of the referral. This includes the current and prior matters. Qualifying dispositions include: any diversion, adjudication withheld, or adjudication.</p>	
<p>1. Age at first offense: The age of the youth at the time of their first offense or contact with the Department that resulted in charges being filed by law enforcement.</p>	<p> <input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> 13 to 14 <input type="radio"/> Under 13 <input type="radio"/> None </p>
<p>Felony and misdemeanor referrals: Items 2 and 3 are mutually exclusive and should add to the total number of referrals as defined in "Domain 1 Definitions," (see above).</p>	
<p>2. Misdemeanor referrals: Total number of referrals for which the most serious offense was a non-traffic misdemeanor that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).</p>	<p> <input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more </p>
<p>3. Felony referrals: Total number of referrals for which the most serious offense was a felony offense that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more </p>
<p>Against-person or weapon referrals: Items 4, 5, and 6 are mutually exclusive and should add to the total number of referrals that involve an against-person or weapon offense, including sex offenses that resulted in diversion, adjudication withheld, adjudication, deferred prosecution or referral to adult court (regardless of whether successfully completed).</p>	
<p>4. Weapon referrals: Total number of referrals for which the most serious offense was a firearm/weapon charge or a weapon enhancement finding.</p>	<p> <input type="radio"/> None <input type="radio"/> One or more </p>
<p>5. Against-person misdemeanor referrals: Total number of referrals for which the most serious offense was an against-person misdemeanor – a misdemeanor involving threats, force, or physical harm to another person or sexual misconduct (assault, coercion, harassment, intimidation, etc.).</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
<p>6. Against-person felony referrals: Total number of referrals for which the most serious offense was an against-person felony involving force or physical harm to another person including sexual misconduct as defined as a felony.</p>	<p> <input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more </p>
<p>Sex offense referrals: 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.</p>	
<p>7. Sexual misconduct misdemeanor referrals: Total number of referrals for which the most serious offense was a sexual misconduct misdemeanor, including obscene phone calls, indecent exposure, obscenity, pornography, or public indecency, or misdemeanors with sexual motivation.</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
<p>8. Felony sex offense referrals: Total number of referrals for which the most serious offense was a sex offense involving sexual motivation including carnal knowledge, child molestation, communication with youth for immoral purposes, incest, indecent exposure, indecent liberties, promoting pornography, rape/sodomy, sexual misconduct, or voyeurism.</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
<p>9. Confinements in secure detention where youth was held for at least 48 hours: Number of times the youth was held for at least 48 hours physically in a detention facility.</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more </p>
<p>10. Commitment orders where youth served at least one day in a residential commitment program: Total number of commitment orders for which the youth was placed for at least a 24 hour period of time in a DJJ residential facility</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
<p>11. Escapes: Total number of attempted or actual escapes that resulted in adjudication.</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
<p>12. Warrants for failure-to-appear in court or absconding supervision: Total number of failure to appear in court or absconding from supervision circumstances that resulted in a warrant being issued. Do not include warrants for non-criminal matters like traffic infractions or citations.</p>	<p> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more </p>
DOMAIN 2: Demographics	
<p>Gender is auto-populated from JJIS.</p>	
<p>Current age is auto-populated from JJIS.</p>	

For Initial Assessments, current means behaviors during the last 6 months.

For Final Assessments, current means behaviors during the last 4 weeks or if a program of less than 4 weeks, current means during the length of the program.

DOMAIN 3: School	
1. Youth is a special education student or has a formal diagnosis of a special education need: <i>(Check all that apply.)</i>	<input type="checkbox"/> No special education need <input type="checkbox"/> Learning <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Behavioral <input type="checkbox"/> ADHD/ADD
2. Youth's current school enrollment status, regardless of attendance: <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"/> Enrolled full-time <input type="radio"/> Enrolled part-time <input type="radio"/> Suspended <input type="radio"/> Dropped out <input type="radio"/> Expelled
3. Youth's conduct in the most recent term: <i>Fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes like theft or 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"/> Parents notified of problems at school <input type="radio"/> Calls to police
4. Number of expulsions and suspensions in the most recent term:	<input type="radio"/> No expel/suspend <input type="radio"/> 1 expel/suspend <input type="radio"/> 2 or 3 <input type="radio"/> More than 3
5. Youth's attendance in the most recent term: <i>Some partial-day unexcused absences mean missing one or more classes; some full-day unexcused absences mean missing complete day; habitual truant means missing at least one class 15 times or more during one grading 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
6. Youth's academic performance in the most recent term:	<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)
DOMAIN 4: Use of Free Time	
1. Types of structured recreational activities in which youth is currently interested: <i>(Check all that apply.)</i>	<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 <input type="checkbox"/> Other organization
2. Types of structured recreational activities in which youth is currently participating: <i>(Check all that apply.)</i>	<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 <input type="checkbox"/> Other organization
DOMAIN 5: Employment	
1. Current employment status:	<input type="radio"/> Too young for employment consideration <input type="radio"/> Not currently employed <input type="radio"/> Employment is currently going well <input type="radio"/> Having problems with current employment
2. Understanding of what is required to maintain a job: <i>such as being punctual, reliable, appropriately dressed, courteous, diligent, getting along with management and co-workers.</i>	<input type="radio"/> Too young for employment consideration <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

DOMAIN 6: Relationships	
1. Current positive adult relationships: <i>Adults who can provide support and model pro-social behavior, such as extended family member, teacher, religious leader, club member, community person.</i>	<ul style="list-style-type: none"> <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. Current friends/companions youth actually spends time with: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <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
3. Currently admires/emulates anti-social peers:	<ul style="list-style-type: none"> <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
4. Current resistance to anti-social peer influence:	<ul style="list-style-type: none"> <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 7: Family/Living Arrangement	
1. Jail/imprisonment history of persons who are currently involved in the household: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <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
2. Problem history of parents currently involved in the household: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <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
3. Problem history of siblings currently involved in the household: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <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
4. Youth's current living situation:	<ul style="list-style-type: none"> <input type="radio"/> Stable living situation <input type="radio"/> Transient living situation <input type="radio"/> Shelter <input type="radio"/> Homeless
5. Youth has run away from home: <i>Include times youth did not voluntarily return within 24 hours, and include incidents not reported by or to law enforcement.</i>	<ul style="list-style-type: none"> <input type="radio"/> Never ran away <input type="radio"/> Has run away once <input type="radio"/> Has run away two to three times <input type="radio"/> Has run away four to five times <input type="radio"/> Has run away over five times <input type="radio"/> Current runaway
6. Youth has been kicked out of the home:	<ul style="list-style-type: none"> <input type="radio"/> Never been kicked out <input type="radio"/> Has been kicked out once <input type="radio"/> Has been kicked out two to three times <input type="radio"/> Has been kicked out four to five times <input type="radio"/> Has been kicked out over five times <input type="radio"/> Is currently kicked out of home
7. Level of conflict between parents, between youth and parents, among siblings:	<ul style="list-style-type: none"> <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
8. Parental supervision: <i>Parents know who the youth is with, when the youth will return, where the youth is going, and what the youth is doing.</i>	<ul style="list-style-type: none"> <input type="radio"/> Consistent supervision <input type="radio"/> Sporadic supervision <input type="radio"/> Inadequate supervision

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9. Parental authority and control:	<ul style="list-style-type: none"> <input type="radio"/> Youth usually obeys and follows rules <input type="radio"/> Youth sometimes obeys and follows rules <input type="radio"/> Youth consistently disobeys and/or is hostile
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DOMAIN 8: Alcohol and Drugs

1. Youth's alcohol use: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> No past use of alcohol ever <input type="checkbox"/> Past alcohol use <input type="checkbox"/> Not currently using alcohol <input type="checkbox"/> Currently using alcohol <input type="checkbox"/> Alcohol causes family conflict <input type="checkbox"/> Alcohol disrupts education <input type="checkbox"/> Alcohol causes health problems <input type="checkbox"/> Alcohol interferes with keeping pro-social friends <input type="checkbox"/> Alcohol contributes to criminal behavior <input type="checkbox"/> Youth needs increasing amounts of alcohol to achieve same level of intoxication or high <input type="checkbox"/> Youth experiences withdrawal problems
2. Youth's drug use: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> No past use of drugs ever <input type="checkbox"/> Past drug use <input type="checkbox"/> Not currently using drugs <input type="checkbox"/> Currently using drugs <input type="checkbox"/> Drugs causes family conflict <input type="checkbox"/> Drugs disrupts education <input type="checkbox"/> Drugs causes health problems <input type="checkbox"/> Drugs interferes with keeping pro-social friends <input type="checkbox"/> Drugs contributes to criminal behavior <input type="checkbox"/> Youth needs increasing amounts of drugs to achieve same level of intoxication or high <input type="checkbox"/> Youth experiences withdrawal problems
3. Types of drugs currently used: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> No current substance use <input type="checkbox"/> Tobacco <input type="checkbox"/> Marijuana/hashish <input type="checkbox"/> Amphetamines (meth/uppers/speed/ecstasy) <input type="checkbox"/> Cocaine (crack/rock) <input type="checkbox"/> Cocaine (coke) <input type="checkbox"/> Heroin <input type="checkbox"/> Inhalants <input type="checkbox"/> Barbiturates (Tuinal/Seconal/downers) <input type="checkbox"/> Tranquilizers/sedatives (Valium/Libnum/Dalmane/Ketamine) <input type="checkbox"/> Hallucinogens (LSD/Acid/Mushrooms/GHB) <input type="checkbox"/> Phencyclidine (PCP/Angel Dust) <input type="checkbox"/> Other opiates (Codeine/ Oxycontin) <input type="checkbox"/> OTCs (cough syrup/Sudafed) <input type="checkbox"/> Other drugs (Specify _____)
4. Prior participation in drug/alcohol treatment program:	<ul style="list-style-type: none"> <input type="radio"/> Alcohol/drug treatment never previously warranted <input type="radio"/> Never previously participated in needed treatment <input type="radio"/> Previously participated in treatment program once <input type="radio"/> Previously participated several times in treatment
5. Current drug/alcohol treatment program participation:	<ul style="list-style-type: none"> <input type="radio"/> Alcohol/drug treatment not warranted <input type="radio"/> Not currently attending needed treatment program <input type="radio"/> Currently attending treatment program <input type="radio"/> Successfully completed current treatment program <input type="radio"/> Unsuccessfully completed current treatment program

DOMAIN 9: Mental Health

1. History of violence/physical abuse: <i>(Check all that apply.)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Not a victim of violence/physical abuse <input type="checkbox"/> Victim of violence/physical abuse at home <input type="checkbox"/> Victim of violence/ abuse in a foster/group home <input type="checkbox"/> Victimized by family member <input type="checkbox"/> Victimized by someone outside the family <input type="checkbox"/> Attacked with a weapon
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2. History of being a victim of sexual abuse/rape: <i>(Check all that apply.)</i>	<input type="checkbox"/> Not a victim of sexual abuse/rape <input type="checkbox"/> Sexually abused/raped by family member <input type="checkbox"/> Sexually abused/raped by someone outside the family
3. History of being a victim of neglect:	<input type="radio"/> Not a victim of neglect <input type="radio"/> Victim of neglect
4. History of suicidal ideation: <i>Include any previous thoughts, threats, plans and attempts even if youth indicates they were manipulative or there was no intent.</i>	<input type="radio"/> Has never had thoughts 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 _____
5. Current suicidal risks: <i>(Check all that apply.)</i>	<input type="checkbox"/> No suicide risks <input type="checkbox"/> Feels life is not worth living—no hope for future <input type="checkbox"/> Knows someone well who has committed suicide. If yes, who and when _____ <input type="checkbox"/> Engages in self-mutilating behavior
6. Mental health problems currently interfere in working with the Youth:	<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

DOMAIN 10: Attitudes/Behaviors

1. Impulsive; acts before thinking:	<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
2. Belief in control over anti-social behavior:	<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 their control
3. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	<input type="radio"/> Has empathy for victim(s) <input type="radio"/> Has some empathy for victim(s) <input type="radio"/> Does not have empathy for victim(s)
4. Respect for authority figures:	<input type="radio"/> Respects most authority figures <input type="radio"/> Does not respect, resents some authority figures <input type="radio"/> Resents most authority figures <input type="radio"/> Defies or is hostile toward most authority figures
5. Attitude toward responsible law abiding behavior:	<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
6. Accepts responsibility for anti-social behavior:	<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

DOMAIN 11: Aggression

1. Hostile interpretation of the actions and intentions of others in a common non-confrontational setting:	<input type="radio"/> Primarily positive view of the actions and intentions of others <input type="radio"/> Primarily negative view of the actions and intentions of others <input type="radio"/> Primarily hostile view of the actions and intentions of others
2. Belief in fighting and physical aggression to resolve a disagreement or conflict:	<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

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<p>3. Reports/evidence of violence not included in criminal history: <i>(Check all that apply.)</i></p>	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Sexual misconduct
DOMAIN 12: Skills	
<p>1. Consequential thinking:</p>	<ul style="list-style-type: none"> <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
<p>2. Goal setting:</p>	<ul style="list-style-type: none"> <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
<p>3. Problem-solving:</p>	<ul style="list-style-type: none"> <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
<p>4. Dealing with others: <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></p>	<ul style="list-style-type: none"> <input type="radio"/> Lacks basic social skills in dealing with others <input type="radio"/> Has basic 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
<p>5. Dealing with difficult situations: <i>Includes making a complaint, answering a complaint, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to frustration, responding to failure, dealing with contradictory messages, dealing with accusation, getting ready for a difficult conversation, and dealing with group pressure.</i></p>	<ul style="list-style-type: none"> <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
<p>6. Dealing with feelings/emotions: <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></p>	<ul style="list-style-type: none"> <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
<p>7. Control of impulsive behaviors that get youth into trouble: <i>Reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i></p>	<ul style="list-style-type: none"> <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"/> Sometimes uses techniques to control impulsive behavior <input type="radio"/> Often uses techniques to control impulsive behavior
<p>8. Control of aggression: <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></p>	<ul style="list-style-type: none"> <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