

NIRVANA: Reference Guide

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PURPOSE

The purpose of the NIRVANA Reference Guide is to foster inter-rater reliability among trained NIRVANA assessors. That each trained assessor selects equivalent responses to items given equivalent information is paramount. To aid in enhancing reliability across assessors, the NIRVANA Reference Guide provides clarification for several item and their responses and elucidates hypothetical situations to assist users in selecting the most appropriate response to NIRVANA items.

NOTE:

- NIRVANA initial assessments: “current” and “recent” refers to the most recent school term and/or the past 4 weeks;
- NIRVANA reassessments and post-assessment: “current” refers to since the previous NIRVANA assessment or reassessment that was completed during the current placement;
- For all assessments “History” refers to “ever” in the youth’s life;
- If an item/response does not indicate “current” or “history”, then “ever” in the youth’s life should be inferred.

DELINQUENCY HISTORY

Age at first offense: while the delinquency history domain includes both juvenile referrals (equivalent to an adult “arrest”) and prevalence of youth stealing from the family, house, or neighbors, the age at first offense item only refers to the age at which the youth first had contact with law enforcement that resulted in charges filed. Do not include contact for police questioning or minor traffic violations (e.g., speeding tickets, parking enforcement), only instances that resulted in misdemeanor or felony referrals that resulted in diversion, adjudication, adjudication withheld, or deferred prosecution.

Alcohol or drug possession or distribution/selling: Only select “yes” if the youth has been charged for such offenses or self-reports selling drugs; not if the youth self-reports use of alcohol or drugs. Substance use is captured in a separate domain.

Has the youth repeatedly stolen from the family, house, or neighbors: Select “yes” when there are multiple instances of such behaviors. A one-time event of stealing does not constitute “repeatedly”. While the purpose of this item is not to purport a set limit (e.g., 2 times, 3 times, etc.) to constitute “repeatedly”, the purpose of the item is to classify youth according to whether stealing is an issue for the youth, not whether he/she has ever engaged in such behavior in their lifetime.

FIREARMS

Firearms is included as a NIRVANA domain based on empirical support for the implications of such access on at-risk and troubled youth. Responsible gun/firearm ownership, nor the rights associated with the 2nd Amendment are being questioned through this domain. The empirical facts are simply that firearm-related events are a leading cause of death among youth (unintentional injuries, suicide, homicide are the top 3 causes of death among teens, much of which involve guns; homicide is **the** leading cause of death for 1-19 year-old Black males and for 20-44 year-old Black males (<https://www.cdc.gov/healthequity/lcod/men/2017/nonhispanic-black/index.htm>). Emotional upset and/or unstable (whether anger/aggression or depression) teenagers coupled with firearms increases the likelihood of negative events. When such individuals do not have easy access to firearms such repercussions are less likely. The interviewer should explore, using O.A.R.S. both the youth’s emotional state and the youth’s immediate/near immediate and/or easy access to firearms through the interview. The firearms items are not designed to add risk to responsible gun owners, hunters, etc. that do not have co-occurring risk across other domains.

SCHOOL

Youth is a special education student or has a formal diagnosis of a special education need: Remember to check all that apply, based on either services the youth is receiving/has received or formal diagnoses. ADHD/ADD is to be checked only if a formal diagnosis has been made (not simply based on student or parent opinion).

Youth's current school enrollment status, regardless of the youth's recent attendance: If the youth is in home school as a result of being expelled or dropping out, check "expelled" or "dropped out" (according to which response it accurate). Otherwise, check "enrolled full-time" (or "enrolled part-time" if appropriate) if the youth is in home school by choice/preference.

Youth's attendance in the most recent term: The response options are in ranked order, where "Good attendance, few excused absences" represents a higher level of attendance than "No unexcused absences". No unexcused absences infers that the youth does have some excused absences (and that those excused absences number more than a "few"). Neither of these two specific response options presents as a "risk" in the school domain. A youth with any (1 or more) unexcused absences should not be classified as "Good attendance, few excused absences" or "No unexcused absences". "Habitual truant" is in keeping with FL Statute as 15 or more unexcused absences from at least one class during one grading period.

EMPLOYMENT

A youth under the age of 15 may be classified as "too young for employment consideration" in both Employment items, even though Florida law allows employment (with restrictions) under 15.

Current employment status: Youth who are 15 may be classified as "too young for employment consideration" for this item. Any youth 14 or under should be classified as "too young for employment" on this item.

Understanding of what is required to maintain a job: Youth who are 15 or older should be assessed according to response options other than "too young for employment consideration". While the most common age of initial employment may be 16 years of age, 15-year-old youth should have understanding of the soft skills and behaviors necessary to maintain employment (being on-time, reliable, dressing appropriately for the position/setting, using appropriate language, skills for getting along with others). Lacking such knowledge at 15 years of age is a risk factor.

PEER ASSOCIATIONS

Current friends/companions youth actually spends time with: Check all responses that are applicable. If “No consistent friends or companions” is selected, then no other response option should be selected for this item. Prosocial friends are those that engage in age/developmentally appropriate behaviors that could not get the youth into trouble with the law or in school. Antisocial peers are friends or acquaintances that the youth actually associates with who engage in behaviors that could be law violations or school rule violations if caught. Gang member/associate means either the youth him/herself is a gang member or associate (law-enforcement documented, suspected, or youth self-reports as such), or the youth associates with gang members/associates (law-enforcement documented, suspected, or self-reported). Peer associations are people who the youth actually spends time with, not simply people who the youth knows of, sees or acknowledges walking by. The youth must actually hang out with the peer. Of note, simply not doing well in school is not “anti-social”, while skipping school regularly, going to school intoxicated, etc. would be considered anti-social.

Current resistance to anti-social peer influence: Do not select “does not associate with anti-social peers” if you selected “anti-social friends” or “gang member/associate” for the item above. “Usually resists” is appropriate for youth who have gotten into trouble or self-reported doing something unhealthy/illegal or rule-breaking with peers, but there are only 1 or a few such instances (e.g., skipped school a few time). “Rarely resists” is for youth who regularly, more than a few times, engage in unhealthy/illegal or rule-breaking behavior with peers (e.g., sneak out and smoke marijuana every week). “Leads anti-social peers” is when the youth is usually the one who is encouraging his/her friends to engage in the unhealthy/illegal or rule-breaking behaviors.

FAMILY/LIVING ARRANGEMENTS

Youth’s current living situation: “Stable” is for youth that live with a legal guardian in a domicile that they are legally permitted to live at. “Transient” is living in hotel(s), moving weekly, or “crashing” at people’s houses (even if that location is frequent or the youth “can stay there as long as they want to” it is transient).

Youth has run away from the home: Instances of running away are those that exceed 24 hours. Getting kicked out of the home by a parent/guardian is included in this item if the youth was not permitted to return for over 24 hours and under the age of 18. The responses are rank-ordered such that youth who are currently runaway

should have “current runaway” select regardless the number of times they have run away from the home.

Parental supervision: Parental supervision includes not only attempting to know where youth are, who they are with, what they are doing, etc., but to actually be correct in most instances (does the parent actually know those things). The response options are ranked such that consistent equates to the vast majority of the time, sporadic means sometimes they do, sometimes they do not know/ask/etc., and inadequate equates to either the parent makes no/very little attempt to supervise, doesn’t care what the youth is doing or where the youth is going/at, or the youth indicates that even if the parent thinks they know, they don’t really know the truth. One, or even a few instances of a child not telling the truth, or going somewhere different, or the parent not knowing does not constitute “sporadic” or “inadequate”; the intent of the item is to get at “almost always/mostly” (consistent), “only sometimes” (sporadic), and “not usually/almost never” (inadequate).

Parental authority and control: One, or even a few instances of a child not obeying or following parental/household rules does not constitute “sometimes” or “consistently disobeys”; the intent of the item is to get at “almost always/mostly” (usually obeys), “only sometimes” (sometimes), and “not usually/almost never” (consistently disobeys).

Problem history of parents/caregivers ever involved in the household: This is a “check all that apply” item. This includes current members of the household as well as those that may have left or passed away. Having “problems” in an area of life equate to that behavior/area of life has had repercussions for the parent, youth, and/or the family. Parents that occasionally drink alcohol do not have an “alcohol problem”, while those that drink regularly until they pass out and neglect aspects of parenting, that drink on the job, that lost a job because of drinking, that were arrested while drinking, drive intoxicated, lost custody of the youth related to drinking, etc. have indicated problems. The area of drug/substance abuse is the same. Physical health problems refer to chronic medical conditions that impact parenting or caring for the youth (whether through the fault of the parent or not, the conditions impact the youth, or the youth must devote significant time to caring for the parent or siblings due to the parent’s condition). Mental health problems refer to diagnoses that require psychotropic medication, suicide or self-harming behavior, or mental health problems that impact parenting or caring for the youth or resulting in the youth caring for the parent or siblings (e.g., depression which prohibits the parent from getting out of bed to get the youth or siblings ready for school, missing picking the youth up, or going to school events, etc.). Employment problems is not simply whether the parent has lost a job in the past, but losing several jobs, inability

to find work, significant demotions for non-performance, etc. that impact the youth/family.

Youth feels close to: This is a “check all that apply” item. This is the youth’s perception that they feel close to that member of the household. This item is not intended for the assessor to judge whether the youth “should” feel close to that member, or whether that member is “good” for the youth or his/her future success. If a youth feels close to his older brother who happens to sell narcotics and is gang-involved still should be classified as the youth feeling close to that brother.

Family dynamics of household: This is a “check all that apply” item. The intent of the item options is to contrast youth living with both biological parents (“both biological parents together”) from other family dynamics options. As such, if “both biological parents together” is selected, then no other options should also be selected. “Single parent” may be selected in instances where the other parent is not currently living with the family, as well as when a parent has passed away. “Living with other relative/guardian” is selected for youth who do not live with either biological parents, or it may be an additional option checked for youth that may also live with another relative (example: a grandmother lives in the hours along with a parent). Of note, this item is not calculated as an indication of risk.

Youth has family planning or pregnancy concerns: This item is specific to the youth having such concerns for themselves. For example, a youth with a sibling that is pregnant or has a partner expecting is not to be classified as “yes” for this item, while if the youth is pregnant or has an expecting partner would be classified as “yes”. Additionally, youth with a child may be classified as a “yes” due to family planning concerns (raising the child, childcare, staying in school with a child, etc.).

Youth has recent DCF involvement: DCF= Department of Children and Families (child welfare system). The intent is to classify youth as never having DCF involvement, having prior DCF involvement, and currently having DCF involvement.

ALCOHOL & DRUG USE

Youth’s alcohol use: This is a “check all that apply” item. “Current” for this item is clarified as within the past 4 weeks for the initial assessment, and since the previous assessment for reassessments or post-assessments. Any use prior to the last 4 weeks for the initial assessment would be classified as “past alcohol use”, while never using alcohol would be “No past use of alcohol ever”. If “no past use of alcohol ever” is selected, no other option should be selected. However, if “past use of

alcohol” is selected, other options may also be selected (such as current use and then whether such use causes problems across the specific life areas). Whether current alcohol use contributes to various aspects of the youth’s life/situation should be checked to the extent that each option is related to the youth’s alcohol use. For example, if the youth’s use of alcohol has led to family arguments (whether while intoxicated, or simply arguments surrounding such use) then “alcohol causes family conflict” should be selected in addition to “Currently using alcohol”. If alcohol use has contributed to missing school, tardiness, drinking on school grounds/school functions, poor grades, etc. then “disrupts education” should be selected. Alcohol causing health problems may be unlikely in younger youth yet may be true and should be discussed for youth with alcohol use indication. Any instance of alcohol poisoning requiring medical treatment is an indication of “causing health problems”. Alcohol use may contribute to criminal behavior to the extent that youth engage in law breaking behavior (whether arrested for such behavior or not) while drinking or to procure alcohol (stealing the alcohol, stealing other items to trade/sell for alcohol, using fake identification, etc.). “Youth needs increasing amounts of alcohol to achieve same level of intoxication or high” is related to youth with indication of escalating use (frequency and/or amount) and tolerance issues. Similarly, “withdrawal problems” are indicated by mild symptoms such as anxiety, shaky hands, headache, insomnia to more serious issues such as hallucinations and seizures, racing heart, high blood pressure, confusion, and fever.

Youth’s drug use: This is a “check all that apply” item. “Current” for this item is clarified as within the past 4 weeks for the initial assessment, and since the previous assessment for reassessments or post-assessments. Any use prior to the last 4 weeks for the initial assessment would be classified as “past drug use”, while never using substances would be “No past use of drugs ever”. If “no past use of drugs ever” is selected, no other option should be selected. However, if “past use of drugs” is selected, other options may also be selected (such as current use and then whether such use causes problems across the specific life areas). Of note, drugs can be both/either illicit substances, or abuse of prescribed substances or over-the-counter medications. Use of a drug prescribed to someone other than the youth is also drug use. Whether current drug use contributes to various aspects of the youth’s life/situation should be checked to the extent that each option is related to the youth’s drug use. For example, if the youth’s use of drugs has led to family arguments (whether while intoxicated/high, or simply arguments surrounding such use) then “drugs causes family conflict” should be selected in addition to “Currently using drugs”. If drug use has contributed to missing school, tardiness, drinking on school grounds/school functions, poor grades, etc. then “disrupts education” should be selected. Drug use causing health problems may be unlikely in younger youth

yet may be true and should be discussed for youth with drug use indication. Any instance of overdose requiring medical treatment is an indication of “causing health problems”. Drug use may contribute to criminal behavior to the extent that youth engage in law breaking behavior (whether arrested for such behavior or not) while intoxicated or to procure drugs (stealing the drugs, stealing other items to trade/sell for drugs, using fake identification to get another person’s prescription, etc.). “Youth needs increasing amounts of drugs to achieve same level of intoxication or high” is related to youth with indication of escalating use (frequency and/or amount) and tolerance issues. Similarly, “withdrawal problems” are indicated by mild symptoms such as anxiety, shaky hands, headache, insomnia to more serious issues such as hallucinations and seizures, racing heart, high blood pressure, confusion, and fever. Withdrawal symptoms may be dependent on the type of substance abused.

Types of drugs currently using: This is a “check all that apply” item. The selections should depend on which of the substances the youth has used in the past 4 weeks for the initial assessment, and since the previous assessment for reassessments or post-assessments.

MENTAL HEALTH/SUICIDAL IDEATION/TRAUMA

History of suicidal ideation: *OF NOTE: This item is NOT intended to screen or assess a youth for suicidal ideation or self-harm. All programs should be using a validated screening tool for such issues for every youth admitted. This item is merely intended to capture a notion of any current or prior thoughts, plans, and attempts related to suicidal ideation/behavior.* This item covers the youth’s entire life. The item is “rank-ordered” such that each successive option is more serious than the prior option. If a youth has had serious thoughts about suicide and has also made a plan to commit suicide at some point in his/her life, then the “Has made a plan to commit suicide” option should be selected (not the “has had serious thoughts about suicide” option). If a youth has ever attempted suicide, then the “Has attempted to commit suicide” option should be selected. Instances or indication of superficial scratching and self-harm, while indicative of mental health concerns, are intended to be captured for this item unless they were attempts at committing suicide.

Mental health problems currently interfere in working with the youth: This item distinguishes between youth with no prior mental health concerns, those with concerns but such concerns are under control currently (now and in the past 4 weeks for initial assessment and since the last assessment for reassessments and post-assessments), and youth with mental health problems that interfere with working with the youth. Youth with homicidal and/or suicidal thoughts and ideations,

hallucinations, those with mental health concerns (diagnosed or not) that are prohibiting you/your agency from serving the youth or interfering with such services are “problems interfere in work with youth”. For example, youth with severe depression that cannot get out of bed/leave the house to make appointments, etc. are such instances.

Youth has felt continuously sad or hopeless: The purpose of this item is to distinguish between youth who have never felt sad/hopeless for an extended period of time, those that have, and those that currently do. Feeling continuously sad during periods of mourning (loss of a parent, friend, or even beloved pet) is an appropriate reaction and not to be included for this item. Periods of hopelessness without an underlying precipitating event are to be included.

Abandonment, loss, and grief issues: Feelings of loss and grief during periods of mourning (loss of a parent, friend, or even beloved pet) is an appropriate reaction and not to be included for this item. However, when prolonged or when such issues negatively impact behavior, school performance, peer association, etc. become issues and risk factors where youth may require therapy, services, and/or skill building. It is important to get at the underlying causes of unhealthy and antisocial behavior rather than only focusing on the behavior. Often times the behaviors are precipitated by an event that led to feelings of abandonment, loss, and grief.

Survival sex or sex trafficking: Many agencies conduct a human trafficking screening; the results of that screening/assessment process can be used to inform this item. The NIRVANA Interview Guide provides appropriate language to use when asking this item (which should be adjusted for age/developmental appropriateness).

ATTITUDES/BEHAVIORS

Impulsive; acts before thinking: This item is rank ordered such that each successive response option indicates higher degrees of impulsivity and low self-control. Everyone will, at some point, do something impulsive, without considering consequences, or that they later regret for unintended consequences. However, this item is attempting to assess the predominant mode by which a youth operates and behaves, rather than any one particular action/instance (regardless of how significant the action and/or consequences). The item attempts to classify youth into groupings that 1) are predominately calculating in their actions and consider consequences, weigh alternatives, and make a choice, 2) those that sometimes follow that process but sometimes do not (~75% do, ~25% do not), 3) those that are often impulsive (~50%), and those that just act on impulse most of the time without

consideration of consequences, without processing different options. Remember, a person may not be impulsive at all and still make very unhealthy and antisocial choices and actions. The action/behavior nor the extent to which the consequences negatively affected the youth are not the issue in this item, the issue is whether the youth thought about choices, considered potential repercussions, and engaged in the behavior after such mental calculations.

Empathy, remorse, sympathy, or feelings for the victim(s) of antisocial

behavior: The item distinguishes between those with empathy for victims, those with some empathy (either some empathy for all victims or empathy for some victims but not others), and those with no empathy for victims or remorse for the youth's own antisocial actions that hurt others (whether physically or emotionally). Of note, while the item includes "feelings for the victim(s)" the word "feelings" refers to guilt empathy and remorse, not feelings of contempt, anger, or hatred for victims.

Respect for authority figures: The item distinguishes gradations of respect for authority figures (parents, teachers, employers, first responders, etc.). Whether a youth likes or does not like a particular instruction from an authority figure is not the question, but whether the youth respects the authority and standing of that figure, and authority figures in general is the intent of the item. For example, a youth may be mad that he/she got pulled over for speed and doesn't feel that they "deserve" a ticket when "everyone else was speeding too", but the youth respects the officer and that officer's authority to give the ticket (rather than rip it up and curse at the officer, for example). There may be particular authority figures the youth does not respect, while respecting most others (such as not respecting a teacher the youth saw intoxicated at a restaurant, yet the youth respects teachers generally and other authority figures generally), which would still be classified as "respects most authority figures". In contrast are youth that do not respect authority in general. Lack of respect is contrasted with resentment (a general dislike and disdain). A youth may not respect teachers, for example ("why would anyone do that job for that pay?"), but lack of respect is not synonymous with resentment ("I can't stand cops, teachers, etc.). Further, defying authority (going against instruction, ignoring, etc.) and being hostile toward authority are at the further end of the continuum (ripping up the ticket and cursing at and/or striking the officer indicate defiance and hostility).

AGGRESSION

Hostile interpretation of the actions and intentions of others: This item examines the youth's understanding and thinking behind the general intent of others in

normal, common, non-confrontational settings. Hostile attribution bias and negative emotionality are two common terms for this item. Individuals who experience the company of others and their environment in a generally negative way (low frustration tolerance, fear, anger, discomfort, irritability, angry outbursts, personal distress, aggression, are common constructs). To be clear, the negative and/or hostile perceptions and views are present even when there is no credible threat of harm (have a negative or hostile view of someone or someplace trying to harm you, neglect you, or endanger you is appropriate). Individuals operating primarily from these perceptions are easily overwhelmed with negative emotion and prone to reactive aggression and anger. A “primarily negative view of the actions and intentions of others” could be summarized as thinking you must fend for yourself because there is no one that cares about you or your well-being, while a “primarily hostile view” could be summarized as “everyone is out to get me” and a general adherence to the belief that people only understand and respond to your violence or threats of violence.

Has the youth recently engaged in physical aggression toward family

members: Recent is classified as within the past 4 weeks for the initial assessment and since the last assessment was conducted for reassessments and the post-assessment. Physical aggression must have been directed towards a family member. Slamming a bedroom door after stomping down the hall when a parent told the youth to go to his/her room is not aggression directed at the parent, while slamming a door into or in the face of a parent to move them out of the room would be directed at the parent. Throwing an item across the room would not be “directed toward” the family member, unless that item was thrown at the parent in attempts to hit them. Family members may be parents, siblings, or extended family members, but should primarily be focused on individuals living with the youth (either full or part time) or that the youth stays with (e.g., a divorced father who sees the youth on weekends).

SKILLS

Consequential thinking: This item examines the youth’s ability to generate potential consequences to particular actions, consider potential consequences, and to act according to obtain the desired consequences as assessed. The purpose of the item is to distinguish those youth who act without understanding such actions have (or may have consequences and down-stream repercussions), those that understand there could be consequences but do not act as if there could be, those that have the skill to identify potential consequences, and those that not only have the skill to identify potential consequences but also to act to obtain those consequences

(generates potential consequences, weighs potential consequences, acts to get the consequences identified and desired is classified as “Acts to obtain desired consequences”).

Goal setting: This item assesses the youth’s ability to set personal and life goals. The item distinguishes those that do not set goals for themselves or their future, those that set unrealistic goals, somewhat realistic goals, and those that set realistic goals. The intent is not to judge a youth’s aspirations and dreams, yet a goal to play professional football in the NFL of a youth who has dropped out of school and refuses to return to school is not realistic, for example. If a youth can articulate reasonable steps by which they will achieve their goals, it may be deemed more realistic than a youth who states a goal but has not thought about the steps to get there.

Dealing with feelings/emotions: This item encompasses skills of an individual knowing and recognizing the feelings they have in the moment, expressing those feelings appropriately in a healthy prosocial manner, as well as recognizing and understanding the feelings of others and appropriately responding to the feelings the other is having. A youth may not be able to recognize their own feelings in a moment or recognize the feelings of others in various social situations and/or not be able to deal with those feelings in a healthy/prosocial manner (e.g., It is not appropriate or healthy to hit someone every time I get mad); these youth “lack skills in dealing with feelings/emotions”. A youth may possess such skills (to a limited extent) but rarely use them across situations. These youth either fail to recognize how they are feeling, or fail to recognize and understand how others are feeling and/or their response to such feelings/emotions is rarely socially appropriate, healthy, and/or prosocial (e.g., “rarely uses skills in dealing with feelings/emotions”). Alternatively, youth may sometimes use such skills (perhaps when feeling certain emotions but not others, or with certain people but not others; e.g., “sometimes uses skills in dealing with feelings/emotions”), or youth may “often use skills in dealing with feelings/emotions” where they are predominately able to recognize and respond in a healthy manner to their own feelings and the feelings of others. Of note, feelings/emotions in all cases include those across the spectrum from happy, excited, loving, to mad, nervous, overwhelmed. Feelings themselves are neither positive or negative, and are a natural part of living, it is the behaviors that follow (how a person deals with those feelings/emotions) that may be healthy or not (strike someone every time I’m mad versus walk away and count to 10).

Control of impulsive behaviors that get youth into trouble: This item encompasses skills of being able to control impulsive behaviors; specifically, behaviors that are unhealthy or antisocial. Cognitive behavioral therapy is predicated on the ability to change one’s thinking. If I can change my thoughts, the

behavior should change. The impulse to strike someone making fun of my mother can be replaced with a prosocial thought of my mother wanting me to do well and not get into trouble. Reframing or replacing antisocial thoughts with prosocial alternatives, the ability to “stop and think” prior to acting are all techniques to control impulsive behavior. Relaxation skills and relapse prevention techniques figure prominently as well. Youth may be classified as “never had a problem with impulsive behavior” (acting impulsively has never gotten the youth into trouble or caused unhealthy behavior), “does not know techniques to control impulsive behavior” (the youth is unaware/has never been taught ways to control impulses; they want something they do it), “knows techniques to control impulsive behavior but does not use them” (the youth has been taught or knows ways to control impulses, but never uses those techniques), or youth who sometimes use such techniques or those that often use such techniques. Youth who often use techniques and those that have never had a problem with impulsive behavior are those youth that exhibit very good self-control and the ability to delay immediate gratification.

Control of aggression: This item encompasses the knowledge and use of skills to control aggression when an individual is upset, getting upset, or encounters triggers that get them upset.

VICTORIES/RESILIENCY

These items are all yes/no for presence of the indicator or not. The goal is to assess strengths and resiliency. The items are assessing whether the youth **currently** has those strengths or not. For example, being involved in school activities five years ago is great, but is not a current strength, while currently involved in school activities should be classified as “yes”.

Of note, related to **school or other prosocial activities:** during summer or winter breaks when school is out or during semesters where a particular activity is not offered, a “yes” response should still be indicated if the youth participated in the activity during the most recent period it was offered.

Do you have a history of, or current relationship with two or more positive adults: This item relates to, currently **or** historical (ever), whether the youth has ever had, or currently has two or more non-family members who can provide support, encouragement, or model prosocial behavior.

Your family has a strong support network: the intent of this item is to understand whether the family currently has extended family or friends or neighbors, etc. who

can provide additional support, whether that is emotional support (just being there emotionally for them), or tangible support (money, childcare, transportation, help around the house, etc.), to the family.

Your family is consistently willing to support you: For the purposes of this item, consistency means the majority of time; It does not mean the family supports the youth's law-breaking or unhealthy behavior, or getting into trouble, but rather provides encouragement and support for the youth's healthy aspirations, goals, and activities.

CHILDHOOD ADVERSITY

These items assess the youth's Adverse Childhood Experiences (ACE) exposures. Each item is a yes or no; each item covers the youth's entire life (each item refers to "ever" in the youth's life).

Family/Domestic Violence and Physical Abuse: For either of these two ACE indicators, there are one or more "Or" statements in the item. An affirmative (yes) responses to any section within those ACE items constitutes a "yes" indication for the ACE.

Parental separation/divorce: Death of a parent should be indicated as a "yes" for the Parental separation/divorce ACE. Divorce, separation, or death of a long-term guardian, stepparent, foster parent, or parental partner is to be indicated as a "yes".