

Legal History	
Dynamic	Static
	Previous intake contacts for delinquent/criminal offenses
	Age at first intake contact for delinquent/criminal offense
	Number of intake contacts
	Intake contacts for felony offenses
	Intake contacts for offenses against another person
	Intake contacts for felony offenses against another person
	Placements
	Juvenile Detention/Adult Jail
	DJJ Custody
	Escapes
	Failure-to-appear in court
	Number of violations of probation or parole supervision/violation of court order
Family	
Dynamic	Static
Compliance with parental rules	Runaways or times kicked out of home
Circumstances of family members who are living in the household	Has there ever been a court finding and/or founded DSS complaint of child neglect
Current living arrangements	Historic problems of family members who lived in the environment in which the youth was primarily raised
Appropriate consequences for bad behavior: Consequences are clearly communicated, timely, and proportionate to the behavior	
Parental attitude toward youth's maladaptive behavior	
Support network for family; extended family and friends who can provide additional support	
Family member(s) youth feels close to or has good relationship with	
Family provides opportunity for youth to learn, grow and succeed	
Parental love, caring, and support of youth	
Level of conflict between parents, between youth and parents, and among siblings	
School	
Dynamic	Static
Youth's current school enrollment status, regardless of attendance	IF youth is a special education student or has been found to have a learning, behavioral, or other disability; or has a formal IEP
Youth's attendance in the last 3 months of school	Total number of out of school suspensions and/or in-school suspensions in the last 2 years and total number of expulsions since the first grade

Youth's conduct in last 3 months of school	Age at first expulsion
Youth's academic performance in the last 3 months of school	
Youth's current school conduct	
Youth's current academic performance	
Youth believes receiving an education is beneficial to him or her	
Youth believes school provides a supportive and encouraging environment for him or her	
Youth's involvement in school activities during most recent school year	
Teachers/staff/coaches youth likes or feels comfortable talking with	
Community and Peers	
Dynamic	Static
Associates the youth spends his/her time with	Number of months youth has been associating with negatively influencing/delinquent friends/gang
Attachment to positively influencing peer(s)	
Admiration/emulation of high risk delinquent peers	
Amount of free time youth spends with negatively influencing/delinquent peers	
Strength of negatively influencing/delinquent peer influence	
Number of existing positive adult relationships in the community	
Pro-social community ties	
Alcohol and Drugs	
Dynamic	Static
Alcohol and drug use in the last 3 months, disrupts function, contributes to behavior, attempts to cut back	History of alcohol and drug use, age at first use
Youth is receptive to participation in alcohol/drug treatment	
Mental Health	
Dynamic	Static
	Mental Health Problems
	Homicidal Ideation
	Suicidal Ideation
	History of physical or sexual abuse
	Victimization
Aggression/Violence	
Dynamic	Static
Hostile interpretation of actions and intentions of others in a common non-confrontational setting	Violence
Tolerance for frustration	
Belief in use of physical aggression to resolve a disagreement or conflict	

Belief in use of verbal aggression to resolve a disagreement or conflict	
Attitudes	
Dynamic	Static
Accepts responsibility for delinquent/criminal behavior	
Understands the impact of his or her behavior on others	
Willingness to make amends	
Optimism/hope for future	
Attitude when engaged in delinquent/criminal act(s) (emotion)	
Law-abiding attitudes	
Respect for authority figures	
Readiness for change	
Skills	
Dynamic	Static
Consequential thinking skills	
Social perspective-taking skills	
Problem-solving skills	
Impulse-control skills to avoid getting in trouble	
Loss of control over delinquent/criminal behavior	
Interpersonal skills	
Goal-setting skills	
Employment & Free Time	
Dynamic	Static
Positive personal relationship(s) with current employer(s) or adult coworker(s)	History of employment
Structured recreational activities	Total number of times youth has been employed
Unstructured recreational activities	Number of weeks of longest period of employment
Challenging/exciting hobbies/activities	
Decline in interest in positive leisure pursuits	