





# Screening and Assessment of Youth in Confinement

October 22, 2014

1:30-3:00 p.m. ET









### Moderator



Pam Clark
Program Associate
National Center for Youth in Custody







### **Webinar Learning Objectives**

Following participation in this workshop participants will be able to:

- Distinguish among screening and assessment, and risk and mental health tools
- List criteria for identifying and selecting evidence-based tools
- Design a screening-assessment 'system' for a confinement setting, including when and how to respond to the information gathered
- Apply recommendations related to the appropriate sharing of information and referrals for additional services
- Participate in a discussion of the role and purpose of family engagement







### Presenter



Gina M. Vincent, Ph.D.

Associate Professor, UMass Medical School National Youth Screening & Assessment Project (NYSAP)





### Reasons for Identifying Youths' Behavioral Health Conditions

- Safety
  - Avoid self-harm or harm to others
- Child welfare
  - Immediate treatment for serious disorders to reduce suffering
- Delinquency prevention and rehabilitation
  - Behavioral health intervention to prevent further delinquency
- Documentation
  - Knowing the need so one can support policy & mgmt plans

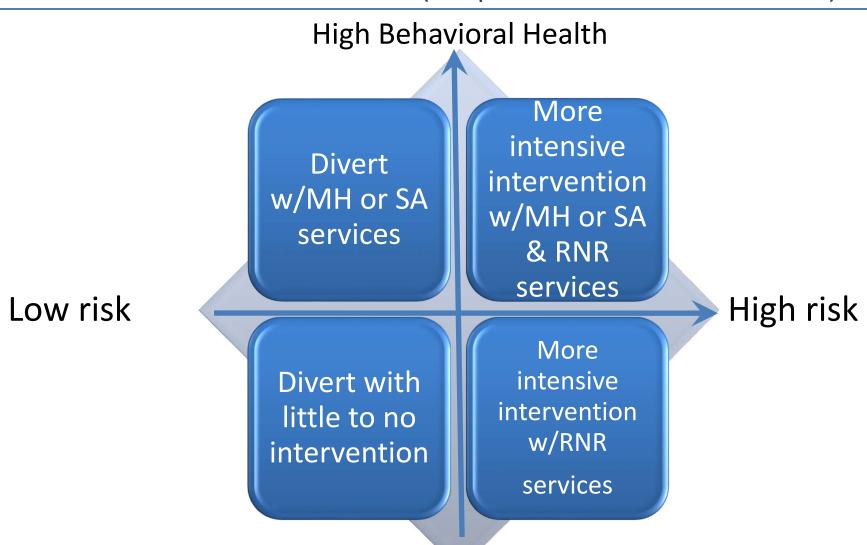




# Why Should We Strive for Individualized Case Planning?

- Punitive sanctions alone do not have a significant effect on re-offending (Gatti et al., 2009).
- Approximately 50% of arrested youth will not be seen by JJ again. Low-risk youth are unlikely to reoffend even if there is no intervention (Lipsey, 2009).
- When services are matched to youth's level of risk and their "delinquency-producing" (criminogenic) needs, the lower the chance of offending.

# Decision-Making Model: Integrating Risk & Behavioral Health (adapted from NCMHJJ website)



Low Behavioral Health





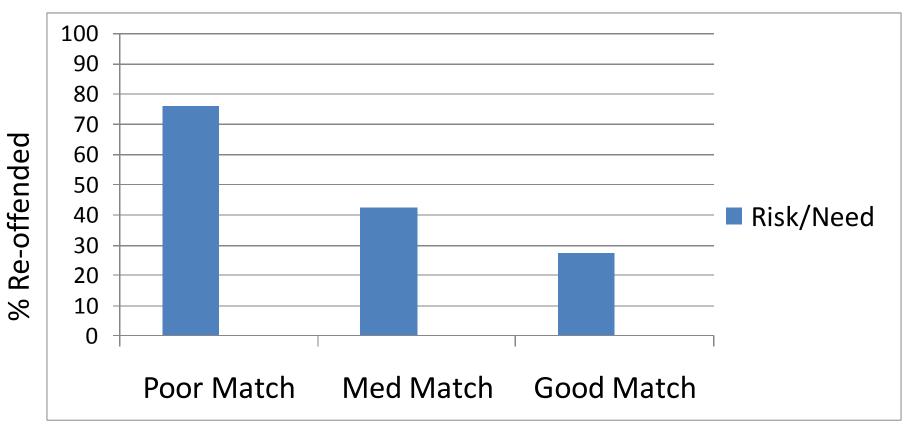
### **Risk-Needs-Responsivity (RNR)**

Effective and individualized case management requires valid assessment & RNR principles

- <u>Risk</u> Match the intensity of the intervention with one's level of risk for re-offending
- <u>Need</u> Target dynamic or changeable risk factors (aka criminogenic needs)
- <u>Responsivity</u> Match the mode & strategies of services with the individual

# Matching Services to Criminogenic Needs Can Have a Large Impact

(Vieira et al., 2009)



Match based on # of Services Given in Response to a Youth's Criminogenic Needs

### THE BASICS





### Screening vs. Assessment

### Screening

- Used with <u>every</u> youth in an intake-type setting
- Identifies youths who <u>might</u> have the characteristic in question (e.g., increased risk for recidivism)
- Sorts youth into categories, to...
  - Provide early warning or need for immediate attention (detention)
  - Help decide need for a more detailed and individualized assessment





### Screening vs. Assessment

### Assessment

Follow-up on youth "screened in,"
to make decisions about individualized need for interventions

 Used for service delivery and treatment planning – post-disposition, custody settings, aftercare





# How Screening and Assessment are Conducted & How Tools are Selected

□Must be	performed	with	standardized	tools

- ☐ "Standardized:" Structured and manualized
- ☐ Provide examples of data to be collected
- □Tools must be "evidence-based" (Vincent et al, 2012)
  - "Reliable:" Evidence they produce dependable scores
  - "Valid:" Evidence that they measure what they claim
  - Independent parties

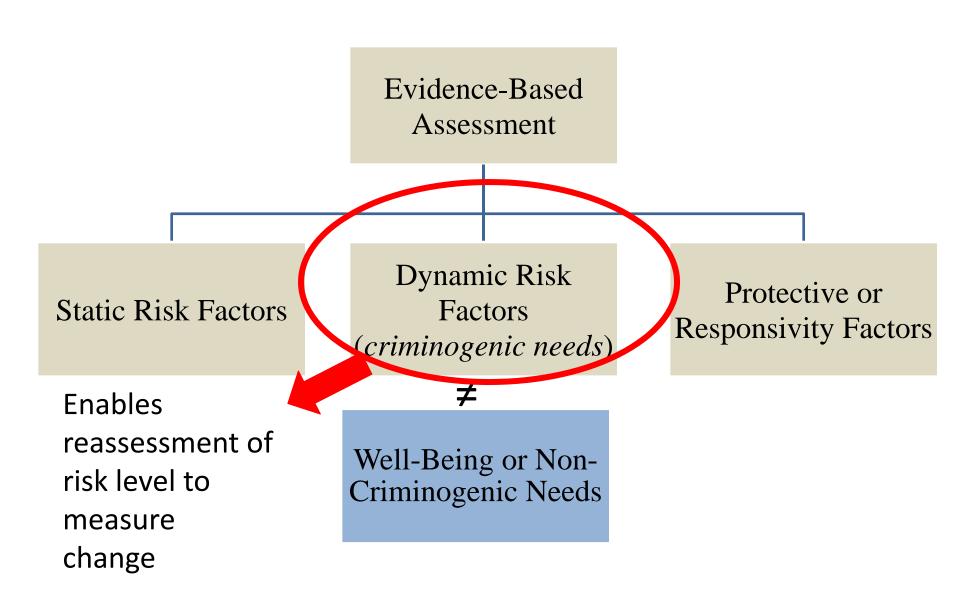




### What is a Risk Assessment Tool?

- A risk for reoffending assessment tool answers: "Is this youth at relatively low or relatively high risk for reoffending or engaging in violent behavior?"
  - Brief risk assessment
  - Comprehensive risk assessment
- Some, also address "What is possibly causing the youth to be at low or relatively high risk for reoffending?"
  - Comprehensive risk assessment

# Elements of a Comprehensive Risk Assessment







### Well-Documented Risk Factors for Youth Exist

A comprehensive and valid risk assessment instrument will contain two types of risk factors:

- Static Risk Factors unchangeable
  - Number of prior arrests
     Age 1<sup>st</sup> arrest
  - Young age 1<sup>st</sup> substance use
- Dynamic Risk Factors (Criminogenic Needs) changeable
  - Impulsivity/behavioral problems
     Delinquent Peers

Inconsistent/Lax Discipline

Substance Abuse

- Static Risk Factors less biased replacements
  - Age 1<sup>st</sup> violent act

- Age first delinquent act

# of violent acts





### "Well-Being" Needs vs. Criminogenic Needs

Well-being 'needs' are factors in a youth's life that should possibly be addressed, but do NOT elevate the likelihood that one will reoffend:

- Some mental health variables
- Medical issues
- Learning Disability

Needs that are NOT Criminogenic do NOT belong in risk assessment tools (at least not for calculating a risk score), but may be important responsivity factors:





### What Does the Risk Level Mean?

- Low risk
  - Low intensity management/supervision sufficient
  - If left alone or with minimal management, would likely not reoffend
- High risk
  - High intensity management/supervision necessary
  - If left alone or with minimal management, would likely reoffend
- Moderate risk: neither high nor low risk

# PUTTING IT ALL TOGETHER





### Parts of a Comprehensive Assessment System

- Initial Screening Identify urgent mental health & medical needs
  - E.g., Massachusetts Youth Screening Instrument (MAYSI-2)
  - Substance abuse GAIN-SS or CRAFFT
- Initial Classification Brief risk assessment to identify the essential security level quickly
  - Only if resources do not permit a comprehensive risk assessment





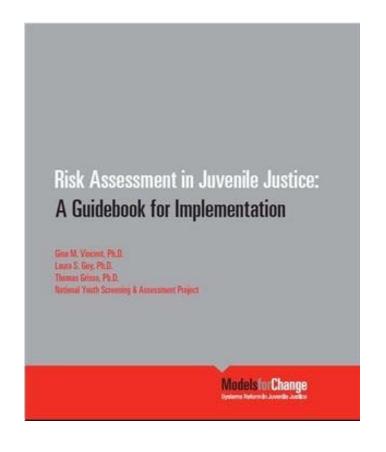
# Parts of a Comprehensive Assessment System (cont.)

- Comprehensive risk assessment (risk/needs assessment)
  - Supplement with additional screens/assessments as needed, for example...
    - Trauma JVQ, TSCC, UCLA PTSD
    - Substance abuse
    - "Well-being" needs education, etc.
- Dynamic progress measure & reassessment





# Risk Assessment in Juvenile Justice: Guidebook to Implementation



8 Steps to Implementation (focus on probation)

Vincent, Grisso, & Guy (2012)

Funded by the MacArthur Foundation





# Screening and Assessment is More Than Selecting a Tool

<u>Implementation</u>—No evidence-based tool is valid unless it is implemented correctly.

The implementation process—

- Determining your needs and your tool options
- Selecting tools
- Developing <u>policies</u> and <u>decisions to be made</u> based on tool results
- Develop process for a data base
- Train and pilot
- The process must be monitored across time





# Wrap-Up: Effective Use of Assessment in Custody Settings

- Develop a comprehensive "assessment system" that addresses the essential elements (screening, classification, dynamic risk/needs, progress)
- Appropriate implementation activities are crucial

Track aggregate data and individual youths' progress







### Presenter



John F. Chapman, Psy.D.

**Assistant Clinical Professor** 

University of Connecticut School of Medicine, Dept. of Child Psychiatry





# The Benefits of Juvenile Screening and Assessment: Challenges to Implementation





# Why Screen in Detention or Corrections

- Screening and assessment are NOT the same; for the most part screening falls on the facility
- For everyone it means more work and more training
- Some staff who don't see the need for this degree of understanding for young people in their care.





# Selection and Implementation of Screening Instruments

This is often contentious and requires:

- Strong administrative leadership
- Input from multiple stakeholders
- Strong quality staff





# Stakeholder Input in Detention or Corrections

Stakeholder input should be diverse and include multiple partners -

- Psychological consultants
- Attorneys (prosecutors and defense counsel)
- Members of the Bench
- Community partners especially family advocates or family members of incarcerated youth





# When Selecting or Implementing an Instrument, Consider the Following:

1. What do to want to know?

1. You want to maintain the safety and security of children in you care.

- 2. Finally, how do you get your staff to follow suit
- 2. Once you have made decisions will your staff comply?





# Knowledge is Power, But it is Also Brings Responsibility

- Consider bringing quality staff into the discussion from the beginning
- Let them hear what the attorneys and families have to say
- Line staff may be given the majority of work to do, their position is critical: Find interested and motivated staff. Let them know their work relates to later assessment





### Quality of Screening and Assessment

 Local and County and State Administrators should be involved as the work moves forward.

- Analysis of screening and assessment information provides information on trends
- Think not only about what has to be expended, but about what savings can occur in future planning.





# Quality of Screening and Assessment: Problems with Screening

Watch for breakdown in quality such as:

- Youth who go unscreened
- Delays in getting the information
- This is the time to reconvene and troubleshoot
- Remember that once is sound policy is written, it requires enforcement
- Provide praise and feedback to staff





# Quality of Screening and Assessment: Problems with Screening

- Are assessments delayed or incomplete
- Do they look to be "cookie cutter assessments"
- Are names incorrect, or statements illogical
- Are inappropriate instruments used





# Quality of Screening and Assessment: Putting the Youth at Ease

- The young person needs to be clear as to who will see the information...
- ...and so do their lawyers
- Be clear about who sees individual data (mental health staff, physician, etc.)
- Consider asking for legislation in your jurisdiction to protect screening and assessment from admission to a pre-trial court process in your jurisdiction





### **Thank You**

It has been a pleasure to be here today – my contact information is:

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### Webinars on OJJDP's Online University



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For the audio recording and support materials, visit

www.nttac.org/index.cfm?event=trainingCenter.Homepage







### For more information, please contact:

## Office of Juvenile Justice and Delinquency Prevention (OJJDP)

http://www.ojjdp.gov

# OJJDP's National Training and Technical Assistance Center (NTTAC)

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### **Online Evaluation**



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Thank you!