

September 30, 2015

California Department of Social Services  
Child Welfare Policy & Program Development Bureau  
*CSEC Program*  
744 P Street, MS 8-11-87  
Sacramento, CA 95814

To Whom It May Concern:

Please find enclosed the San Mateo County Memorandum of Understanding for the Commercially Sexually Exploited Children (CSEC) Program. Per approval from Ms. Frances Chacon from CDSS on September 17, 2015, the MOU contains all the signatures from the main steering group members with the exception of the Director of Public Health, but still fulfills the requirement for being a Tier 2 County. As per CDSS instructions, we have included a footnote in the MOU to explain that the Public Health program does not have expertise or jurisdiction to cover the health aspects as indicated in the MOU. As such, we are working with the Director of the San Mateo County Health Systems to get a fifth signature and will forward as soon as it is completed after the October 1, 2015 deadline. Further, some elements of the MOU are still in draft form until the fifth signature is attained.

Feel free to contact me at [Lhnguyen@smcgov.org](mailto:Lhnguyen@smcgov.org) or 650-802-3390 should you have any questions.

Sincerely,



Loc H. Nguyen, DrPH, MSW  
Director, Children & Family Services

Encl: San Mateo County Commercially Sexually Exploited Children [CSEC] Memorandum of Understanding



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MEMORANDUM OF UNDERSTANDING BETWEEN:

County of San Mateo:  
Superior Court of California, County of San Mateo, Juvenile Division; and  
Human Services Agency, Children and Family Services;  
Probation Department, Juvenile Services Division;  
Health Systems<sup>1</sup>;  
Behavioral Health and Recovery Services; and  
any other agency participating as an optional party to this memorandum of understanding.

As to the County of San Mateo Commercially Sexually Exploited Children (CSEC) Program:

WHEREAS, an individual child who is commercially sexually exploited or sexually trafficked, as described in Section 236.1 of the California Penal Code, or who receives food or shelter in exchange for, or who is paid to perform sexual acts described in Section 236.1 or 11165.1 of the California Penal Code, **and** whose parent or guardian failed to, or was unable to protect the child is considered a commercially sexually exploited child (CSEC) pursuant to California Welfare and Institutions Code Section 300(b)(2) and may be served through the County child welfare system; and

WHEREAS, the County of San Mateo elected to participate in the CSEC Program as described in Section 16524.7 of California Welfare and Institutions Code in order to more effectively serve CSEC by utilizing a multidisciplinary approach for case management, service planning, and the provision of services; and

WHEREAS, the parties to this Memorandum of Understanding (MOU), County of San Mateo, San Mateo County Superior Court of California - Juvenile Division; Human Services Agency - Children and Family Services; Probation Department - Juvenile Services Division; Health Systems and Behavioral Health and Recovery Services have developed the following Memorandum of Understanding (MOU) to guide the County of San Mateo's approach to serving CSEC; and

WHEREAS, the MOU reflects the County of San Mateo's and the parties' commitment to the following guiding principles:

A. Commercial Sexual Exploitation of Children:

- a. Must be understood as child abuse and reported as such, and

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<sup>1</sup> The County of San Mateo received permission from the California Department of Social Services Child Trafficking Response Unit to have the County identify someone other than the Director of Public Health to sign as one of the five members of the main steering group. The public health program in the County does not have expertise or purview over almost all of the health areas indicated in the MOU. Further, CDSS also gave permission to have this identified person sign after the MOU has been submitted to the State by October 1, 2015 with the other four other represented entities on the main steering group. The County has determined that this fifth person will be a representative of the "Health Systems."

b. Should not be criminalized.

B. Responses to CSEC should be:

- a. Victim-centered,
- b. Trauma-informed,
- c. Strengths-based,
- d. Developmentally appropriate,
- e. Culturally, linguistically, and LGBTQ competent and affirming,
- f. Committed to active efforts that engage CSEC early and often,
- g. Multidisciplinary, individualized, flexible, and timely, and
- h. Data and outcome driven.

C. Agency policies and procedures should:

- a. Ensure and track cross-system collaboration at the system and individual case level,
- b. Incorporate mechanisms to identify and assess CSEC at key decision points,
- c. Address the unique physical and emotional safety considerations of CSEC, and
- d. Address unique physical and emotional safety considerations, including vicarious trauma of staff, caregivers, and other relevant support persons.

WHEREAS, the parties agree to, through the MOU, form a CSEC Steering Committee to provide ongoing oversight and support to ensure the county agencies and partners effectively collaborate to better identify and serve victims of commercial sexual exploitation and children at risk of becoming exploited; and

WHEREAS, the parties agree to form a multidisciplinary team (MDT), pursuant to California Welfare and Institutions Code Section 16524.7(d)(2) for CSEC, to build on a youth's strengths and respond to his/her needs in a coordinated manner; and

WHEREAS, California Welfare and Institutions Code Sections 18960-18964 states a county may establish a child abuse multidisciplinary personnel team (MDT) within the county to allow provider agencies to share confidential information in order for provider agencies to investigate reports of suspected child abuse or neglect pursuant to California Penal Code Section 11160, 11166, or 11166.05, or for the purposes of child welfare agencies making a detention determination; and

WHEREAS, the parties agree that the information they receive from other parties concerning a child that is obtained during the identification and assessment process or during a multidisciplinary team meeting shall be used solely for prevention, identification, and treatment purposes and shall otherwise be confidential and retained in the files of the entity performing the screening or assessment. Such information shall not be subject to subpoena or other court process for use in any other proceeding or for any other purpose pursuant to California Welfare and Institutions Code Section 18961.7(c); and

WHEREAS, the parties, as defined by law, must comply with mandatory reporting guidelines as defined by California Penal Code Sections 11164 – 11174.3 and report known or suspected child abuse and neglect, which includes sexual exploitation; and

WHEREAS, this MOU defines the mutually agreed upon responsibilities of each of the parties under the CSEC Program pursuant to California Welfare and Institutions Code Section 16524.7. This MOU is not intended to establish legal duties or otherwise alter the respective responsibilities of the parties; and

NOW, THEREFORE, the parties of this MOU set forth the following as the terms and conditions of their understanding:

## **I. Steering Committee**

### **a. Description of the Steering Committee to oversee the CSEC Program**

i. In order to ensure the County of San Mateo effectively implements the CSEC Program, the parties agree to form a Steering Committee.

#### ii. Steering Committee Structure

##### 1. Purpose of the Steering Committee:

- a. Provide ongoing oversight and leadership to ensure the county agencies and partners effectively collaborate to better identify and serve youth who are at risk of or have been commercially sexually exploited, specifically:
  - i. Developing the Interagency CSEC MOU (hereinafter MOU),
  - ii. Implementing the MOU,
  - iii. Overseeing implementation of the MOU,
  - iv. Collecting and analyzing aggregate data related to the MOU,
  - v. Revising the MOU as needed on an ongoing basis,
  - vi. Assessing the sufficiency of CSEC-specific resources in the county,
  - vii. Identifying necessary training and ensuring such training occurs, and
  - viii. Providing an annual report to the State in compliance with State and Federal requirements.

##### 2. Members on the Steering Committee:

- a. The following parties agree to participate in the Steering Committee and fulfill the responsibilities defined in this MOU:
  - i. Required:
    1. County of San Mateo Blue Ribbon Commission on Foster Care, subcommittee on Human Trafficking (BRC-HT)
    2. Children and Youth System of Care (CYSOC) Committee

3. Children and Family Services – Lead
4. Probation
5. Mental Health
6. Public Health
7. Juvenile Courts
- ii. Recommended:
  1. Children’s Dependency Attorney
  2. District Attorney
  3. Public Defender
  4. Survivor mentors/advocates
  5. County Counsel
  6. Direct legal and service providers
  7. Educational representatives
  8. Law enforcement
  9. Staff/administrative support
3. General participant responsibilities on the Steering Committee:
  - a. Each party will fulfill the following responsibilities as part of its work on the Steering Committee under this MOU:
    - i. Appoint director or designee empowered to make decisions on behalf of the party to participate,
    - ii. Attend regularly scheduled meetings and participate collaboratively in committee,
    - iii. Report on successes, barriers to providing services, and areas for improvement, including recommendations for adapting the MOU and training needs/gaps, and
    - iv. Provide aggregate data on identified CSEC including the numbers identified and the services accessed by those youth.
4. Agency roles and responsibilities for the Steering Committee:
  - a. The following describes the specific roles and responsibilities of each party in the Steering Committee:
    - i. Children and Family Services will be responsible for:
      1. Convening and serving as lead agency of steering committee,
      2. Providing staff to coordinate the steering committee, and
      3. Gathering aggregate data from the MDTs to present and analyze with Steering Committee.
    - ii. Behavioral Health and Recovery Services (BHRS) will be responsible for:
      1. Participating with the steering committee, and
      2. Providing perspective and data from BHRS.
    - iii. Health Systems will be responsible for:

1. Participating with the steering committee, and
2. Providing perspective and data from health systems.
- iv. Probation Department – Juvenile Services Division will be responsible for:
  1. Participating with the steering committee, and
  2. Providing perspective and data from probation.
- v. Superior Court – Juvenile Division will be responsible for:
  1. Participating with the steering committee, and
  2. Providing perspective from the Juvenile Court.

## II. Identification

### b. Description of screening process to identify commercially sexually exploited children and those at risk for such exploitation

i. The parties agree that youth will be screened as follows:

ii. Screening process:

1. The following parties are responsible for screening youth to identify whether they have been commercially sexually exploited, are being commercially sexually exploited, or are at risk of becoming commercially sexually exploited.
  - a. Children and Family Services
    - i. Child abuse hotline staff
    - ii. Emergency response investigators
    - iii. Case carrying social workers
  - b. Behavioral Health and Recovery Services (BHRS)
    - i. Mental Health service providers at four entry points for the Youth system- Assessment Center, Psychiatric Emergency Services, Adolescent Family Life Program, and Keller Center Liaison
  - c. Health Systems
    - i. Emergency Department/Room medical professionals including physicians and nurses
    - ii. Teen clinic medical professionals
  - d. Probation Department
    - i. Juvenile Hall Admissions staff
    - ii. Deputy probation officers – Assessment Center
    - iii. Deputy probation officers – Juvenile Investigations Unit
    - iv. Deputy probation officers – Juvenile supervision
2. The parties must screen for sexual exploitation under the following circumstances:
  - i. Children and Family Services:
    1. All children age 10 and above who are either/both:
      - a. Chronically on the run
      - b. Living in the same home in which another child is identified as having been exploited.

ii. Behavioral Health and Recovery Services (BHRS):

1. When any of the following risk factors apply:

- a. Concern that the youth may have been or is currently being sexually exploited or trafficked
- b. There is a known family history trafficking
- c. The youth has run away four or more times in a given year based on reports from the youth, family, police, probation or school records
- d. The youth is 12 years old or younger and has run away one or more times in a given year based on reports from youth, family, police, probation, or school records
- e. The youth has a dual status jurisdiction (241.1)
- f. The youth is in a placement home or foster care
- g. There is a history of sexual abuse at home

2. When trauma-related symptoms are evident.

iii. Health Systems:

- All children:
  1. With chronic sexually transmitted infections/sexually transmitted diseases (STIs/STDs), and/or
  2. Who are pregnant or have received multiple pregnancy tests.

iv. Probation Department:

1. When any of the following risk factors apply:

- a. Concern that the youth may have been or is currently being sexually exploited or trafficked
- b. The youth has run away four or more times in a given year based on reports from the youth, family, police, probation records
- c. The youth is 12 years old or younger and has run away one or more times in a given year based on reports from youth, family, police or probation records
- d. The youth has been charged with 148.9 PC (False ID to a peace officer)
- e. The youth has a dual status jurisdiction (241.1)
- f. The youth is in a placement home or foster care
- g. There is a history of sexual abuse at home

3. Screening Instrument

- a. The Commercial Sexual Exploitation - Identification Tool (CSE-IT) will be administered as a screening instrument as described in this

MOU. All parties have received and reviewed a copy of the CSE-IT, including an overview of the tool, and understand the training required for use. A copy of the tool and overview are attached as an appendix to this MOU. (see Appendix 2)

- b. The CSE-IT is an informational tool to be completed after the routine interviewing, screening, observation, or assessment processes that providers are already conducting at their organizations.
- c. The tool is not meant to be a survey questionnaire and the items are not intended to be read directly to the youth as an interview.
- d. The tool is for use by professionals who work directly with youth and who are already collecting information needed to complete the CSE-IT through conversation with the youth, observation of the youth's appearance or behavior, and by collection information from other sources including the youth's history, documentation and people involved in the youth's life (e.g. social workers, teachers, caregivers, probation officers, etc.).
- e. Providers that are doing on-going work with youth previously screened and identified as CSEC will repeat a screening every six months. These providers include, but are not limited to, social workers, probation officers, mental health clinicians, case workers.

**b. Permissible and prohibited disclosure and uses of information/statements obtained during screening**

- i. The above agencies agree that the information and statements obtained from the youth as part of the screening process will be maintained, disclosed and used only as follows and in accordance with all applicable state and federal laws and regulations.
- ii. Permissible and prohibited disclosures and uses of information/statements gathered during the screening including the following information:
  - 1. Information sharing will be handled pursuant to Penal Code Section 11167.5(b)(4) which states that "reports of suspected child abuse or neglect and information therein maybe disclosed to multidisciplinary personnel teams as defined in subdivision (d) of Section 18951 of the Welfare Institutions Code."
  - 2. Each agency will maintain the screening results for the youth that they screen, including all information collected and statements made incident to the screen. Each agency can provide aggregate information for data collection purposes. Each agency that completes the screening tool shall maintain the records of the screening results, including any information collected and statements made incident to the screen.
  - 3. Only information that directly relates to the possible services needed or those items explicitly agreed to in a signed release of information will be disclosed.

- a. Information will be disclosed during the Multidisciplinary Team (MDT) case review meeting, program referral, team decision making (TDM) meetings, or to the assigned case worker's supervisor/ managers as appropriate.
4. The information obtained from the screening tool is to be used to document the number of CSEC population and the types of services needed. It will also be used to develop a unified plan and identify the services needed.
5. Children and Family Services and/or Probation will enter CSEC status identifying information into a secured database (CWS).
6. Information provided in the screening tool will be inadmissible in court or with other agencies unless it falls under mandatory reporting laws or the child/parent have signed a release of information.

### **III. Assessment**

#### **a. Description of the assessment process**

- i. The above parties agree that an assessment of an exploited youth's needs and strengths must take place upon identification and on an ongoing basis. Further, the parties agree that it is in the youth's best interest to limit unnecessary and or duplicative assessments. Accordingly, the parties will coordinate to ensure that assessments are streamlined and limited when appropriate.
- ii. The following parties are responsible for assessing, or referring for assessment, children and youth who have been identified as victims of or at risk of commercially sexual exploitation:
  - i. Children and Family Services
    1. Children and Family Services staff person will refer to BHRS for a full assessment.
  - ii. Behavioral Health and Recovery Services:
    1. Clinicians conducting mental health evaluations
    2. Clinicians in school-based health clinics
    3. Clinicians in juvenile institutions/camps.
  - iii. Health System
    1. Health System staff will refer to BHRS for a full assessment.
  - iv. Probation Department – Juvenile Services Division
    1. Assigned Deputy Probation Officer
    2. Deputy Probation Officers specifically assigned to work with sexually exploited youth can also assist
2. The parties must assess (or refer for an assessment) an identified victim or a child at risk of commercial sexual exploitation under the following circumstances:
  - i. Children and Family Services:
    1. When an allegation of abuse or neglect is investigated,
    2. Upon a change in placement, and/or

3. Every six months, based on re-screening outcomes, to monitor progress.
  - ii. Behavioral Health and Recovery Services:
    1. When a child is referred to mental health clinician for services.
  - iii. Health System
    1. *Pending*
  - iv. Probation Department – Juvenile Services Division:
    1. Investigations Deputy Probation Officer for every youth where their first petition is filed
    2. Upon change in placement
    3. Once completed, every 6 months to monitor progress.
3. The following assessment tools will be used by the appropriate assessing parties:
- a. Behavioral Health and Recovery Services
    - i. Child and Youth Mental Health assessment (Appendix 3)
    - ii. Other psychometric tools depending upon site and/or specific symptom presentation
  - b. Probation Department:
    - i. JAIS Risk Assessment Tool (Appendix 4)
4. Describe how the parties will share information regarding the assessments to limit the number of duplicative assessments and potential for re-traumatization:
- a. An assessment report will be reviewed at the monthly MDT meetings.
  - b. The joint jurisdiction protocol agreement (Appendix 5) between Children and Family Services and Probation Department will be used to identify which agency has jurisdiction over the youth.
    - i. For dual-status jurisdiction, Children and Family Services will be the lead and will coordinate the assessment through Behavioral Health and Recovery Services.
  - c. Youth will be notified that information collected during the assessment is confidential and will only be shared with the MDT providers for the purposes of identifying services and recommendations in the case plan and to the court.

**b. Permissible and prohibited disclosure and uses of information/statements obtained during assessment**

- i. The above agencies agree that the information and statements obtained from the youth as part of the assessment process will be maintained, disclosed, and used only as follows and in accordance with all applicable state and federal laws and regulations.
- ii. Disclosures are only permissible for the provision of services and case coordination.

1. Each agency shall maintain records on the assessment results they obtain from administering an assessment. Identify the agency or agencies that shall maintain the records of the assessment results, including any information collected and statements made incident to the assessment.
2. Information obtained from the assessment is to be disclosed to the following agencies/individuals including:
  - a. Information will be disclosed during the Multidisciplinary Team (MDT) case review meeting, program referral, team decision making (TDM) meetings, probation officer, social worker, clinician or to the assigned case worker's supervisor/managers as appropriate.
3. Permissible and prohibited disclosures and uses of information/statements gathered during the screening including the following information:
  - a. Information sharing will be handled pursuant to Penal Code 11167.5(b)(4) which states that "reports of suspected child abuse or neglect and information therein maybe disclosed to multidisciplinary personnel teams as defined in subdivision (d) of Section 18951 of the Welfare Institutions Code."
  - b. Each agency will maintain the screening results for the youth that they screen, including all information collected and statements made incident to the screen. Each agency can provide aggregate information for data collection purposes. Each agency that completes the screening tool shall maintain the records of the screening results, including any information\_collected and statements made incident to the screen.
  - c. Only information that directly relates to the possible services needed or those items explicitly agreed to in a signed release of information will be disclosed.
  - d. Information will be disclosed during the Multidisciplinary Team (MDT) case review meeting, program referral, team decision making (TDM) meetings, or to the assigned case worker's supervisor/managers as appropriate.
  - e. Children and Family Services and/or Probation will enter CSEC status identifying information into a secured database (CWS/CMS).
  - f. Information provided in the screening tool will be inadmissible in court or with other agencies unless it falls under mandatory reporting laws or the child/parent have signed a release of information.

#### **IV. Multidisciplinary Response**

- a. The parties agree to provide staff to participate in MDT meetings who have been trained in the prevention, identification or treatment of child abuse and neglect cases and who are qualified to provide a broad range of services related to child abuse and

commercially sexually exploited children and those at risk for such exploitation. In order to sufficiently address a commercially sexually exploited child's needs from identification through ongoing stabilization, a three-tiered multidisciplinary response, as described below, may be employed. This approach includes:

- i. Immediate Crisis MDT, which involves both a rapid response within 2 hours as well as intensive, ongoing support through the first 72 hours post-identification.
  - ii. Initial MDT, which includes convening a team within 10 days to address the youth's needs where immediate safety risks may not be present.
  - iii. Ongoing MDT, which include ongoing case planning and coordination. They may occur either on an individualized basis for each identified commercially sexually exploited child, or in a broader case review setting, where multiple cases are reviewed on a regular basis by a set team of individuals.
- b. Member that will participate in the three-tiered multidisciplinary approach include:**
- i. The following parties agree to participate in the MDTs pursuant to California Welfare and Institutions Code Section 16524.7 and fulfill their responsibilities as defined in this MOU:
    1. Required
      - a. Children and Family Services – Lead
      - b. Probation
      - c. Behavioral Health and Recovery Services
      - d. Health Systems
    2. The Steering Committee is responsible for identifying non-required parties, as appropriate, to serve on the three tiers of MDTs. Together the agencies represented on the Steering Committee will determine whether to include additional parties and which to include in the MDTs in order to most effectively meet the unique needs of the child. As the lead agency, Children and Family Services will be responsible for extending invitations to optional representative parties which may include, but are not limited to, the following:
      - a. Youth Survivor
      - b. Caregiver/placement provider
      - c. Children's Dependency Attorney
      - d. District Attorney
      - e. Health Systems
      - f. Public Defender
      - g. Law enforcement
      - h. Education/Schools
      - i. Local CSEC provider(s)
      - j. Adult Survivor
      - k. Parent of CSEC
      - l. Legal service providers
      - m. Deputy Probation Officer (when applicable).

**c. Immediate Crisis Multidisciplinary Team**

- i. In San Mateo County, immediate crisis is handled through a coordinated response between Children and Family Services, Probation and other involved agencies.
- ii. The parties agree that children who are suspected or identified victims of sexual exploitation and where an imminent risk to safety is present, require an immediate crisis response including initial engagement within 2 hours, a child abuse investigation, and intensive services through the first 72 hours to stabilize them.

1. Purpose of the Immediate Crisis Response MDT:

- a. Provide a multidisciplinary team trained on CSEC to each child identified as exploited to immediately engage and stabilize the child and develop a treatment plan that meets his/her needs in a coordinated manner, including:
  - i. Responding to the child's location within 2 hours,
  - ii. Providing individual case-by-case collaboration with multiple child-serving agencies,
  - iii. Engaging with youth and family/caregiver(s), if appropriate,
  - iv. Ensuring basic needs are met such as food, shelter, and clothing,
  - v. Assessing and addressing immediate and long-term needs,
  - vi. Coordinating, monitoring, and adjusting service plan to achieve desired outcomes for individual youth,
  - vii. Advising on appropriate placement,
  - viii. Conducting safety plan once at the placement with parent/guardian/caregiver, which includes:
    1. Ascertaining the potential safety risks for the youth, the family, the providers,
    2. Identifying trauma triggers,
    3. Teaching techniques the youth can use to de-escalate when triggered,
    4. Deciding on steps team members will take to prevent a trigger from occurring, and
    5. Delineating and documenting responsibilities of team members in the event a youth exhibits unsafe behavior (e.g., if a youth runs away, the parent/guardian will notify law enforcement and the social worker and the survivor mentor will text the youth to maintain communication).
  - ix. Meaningfully involving youth in planning and decision-making.

2. Circumstances that require an Immediate Crisis MDT:

- a. The following circumstances require an immediate response by the parties below:

- i. Children and Family Services' Child Protection Hotline suspects or confirms that a child is the victim of sexual exploitation or sex trafficking and there is an immediate safety concern,
  - ii. Law enforcement interact with a child they suspect or identify is a victim of commercial sexual exploitation and there is an immediate safety concern,
  - iii. Emergency response social worker assigned to a child abuse and neglect case suspects or confirms that a child is the victim of sex trafficking and there is an immediate safety concern, and/or
  - iv. Medical professional treats a child in the emergency room and suspects or confirms the child is a victim of sex trafficking.
3. Parties required to participate in the Immediate Crisis MDT:
- a. The following agencies are required to provide an immediate crisis response:
    - i. Law enforcement
    - ii. Children and Family Services, provided there is a basis for jurisdiction
    - iii. Probation, provided jurisdiction exists
    - iv. Department of Public Health
    - v. Behavioral Health and Recovery Services
    - vi. Youth
    - vii. Family (if appropriate).
4. Specific responsibilities for each agency under the Immediate Crisis MDT:
- a. The responsibilities for each party participating in the Immediate Crisis MDT are as follows:
    - i. Children and Family Services:
      1. Child Protection Hotline:
        - a. Receive calls regarding suspected abuse and neglect,
          - i. Follow internal protocols
        - b. Discern whether an allegation may involve commercial sexual exploitation, and
        - c. If suspected or confirmed commercially sexually exploited child:
          - i. Determine the speed of the response, either Immediate Crisis or Initial MDT,
          - ii. Determine jurisdiction (either Children and Family Services/probation/unknown), and

- iii. Based on determination of jurisdiction, contact Children and Family Services Emergency Response worker or Probation 24 hour response.

2. Emergency Response/Investigative Unit

- a. Respond to the child's location/staging area within 2 hours when:

- i. The youth is a dependent pursuant to Welfare and Institutions Code Section 300,
- ii. The youth is dual-jurisdiction pursuant to Welfare and Institutions Code Section 241.1 and Children and Family Services is the lead agency, and/or
- iii. The youth is not currently under the jurisdiction of any agency, but is alleged to be the victim of abuse, neglect, or exploitation.

- b. Conduct child abuse investigation, and

- c. Participate in the Immediate Crisis MDT to:

- i. Decide on a temporary placement,
- ii. Transport the child to the placement,
- iii. Conduct a safety plan,
- iv. Schedule a comprehensive medical/mental health evaluation with the Department of Public Health, and
- v. Provide intensive supervision and support for 72 hours.

ii. Probation Department

1. Response Unit

- a. Respond to staging area within 2 hours when:

- i. The youth comes within the jurisdiction of the juvenile justice system pursuant to Welfare and Institutions Code Section 602, et seq., or
- ii. The youth is dual-jurisdiction pursuant to Welfare and Institutions Code Section 241.1 and Probation is the lead agency.

- b. Participate in the Immediate Crisis MDT to:

- i. Decide on a temporary placement,
- ii. Transport the child to the placement,
- iii. Conduct a safety plan,

- iv. Schedule a comprehensive medical/mental evaluation with Department of Public Health, and
- v. Provide intensive supervision and support for 72 hours.

iii. Behavioral Health and Recovery Services

- 1. Assess for safety (self-harm) when needed

v. Health System

- 1. Provide a comprehensive medical evaluation for every identified exploited child within 72 hours of identification, which should include, but is not limited to:

- a. Coordinating appropriate responses and services to treat the victim, and
- b. Providing information, services, and medication related to reproductive and sexual health, including access to contraceptives, HIV prophylaxis, and treatment for STIs/STDs to youth who have been sexually exploited.

vi. Youth.

- iii. Youth will be notified that information collected during the assessment is confidential and will only be shared with the MDT providers for the purposes of identifying services and recommendations in the case plan and to the court. See Confidentiality Statement (Appendix 6).

**d. Initial Multidisciplinary Team**

- i. Not all children who are suspected or identified victims of sexual exploitation or trafficking will be in imminent danger and require an Immediate Crisis response. For these non-urgent situations, the parties agree to coordinate and participate in an Initial MDT.

- 1. Purpose of the Initial MDT:

- a. The Initial MDT is designed to engage the child within 10 days, introduce the child to team members, assess the child, coordinate treatment and services, and plan for safety in non-urgent situations, including:
  - i. Assembling within 10 days, a team of individuals connected to the child's life to plan for the child's placement, safety, and well-being,
  - ii. Orienting the youth and family to the multidisciplinary teaming approach
  - iii. Providing individual case-by-case collaboration with multiple child-serving agencies,
  - iv. Engaging with youth and family/caregiver(s), if appropriate

- v. Ensuring basic needs are met such as food, shelter, and clothing,
  - vi. Assessing and addressing immediate and long-term needs,
  - vii. Coordinating the service plan to achieve desired outcomes for individual youth,
  - viii. Advising on appropriate placement (when applicable),
  - ix. Conducting safety plan once at the placement with parent/guardian/caregiver
    - 1. Ascertaining the potential safety risks for the youth, the family, the providers,
    - 2. Identifying trauma triggers that may cause a youth to engage in unsafe behavior such as substance use or returning to exploiter/the streets,
    - 3. Listing coping skills the youth can use to de-escalate,
    - 4. Deciding on steps team members will take to prevent a trigger from occurring,
    - 5. Delineating and documenting responsibilities of team members in the event a youth exhibits unsafe behavior (e.g., if a youth runs away, the parent/guardian will notify law enforcement and the social worker and the survivor mentor will text the youth to maintain communication), and
  - x. Meaningfully involving youth in planning and decision-making.
2. Circumstances that require an Initial MDT:
- a. An Initial MDT is an appropriate response when there is not an immediate safety risk, but when an adult suspects or identifies that a youth is commercially sexually exploited.
    - i. A child discloses to an adult (e.g., social worker, clinician, teacher) that he/she is trading sex for food/shelter/clothing,
    - ii. A child discloses to an adult (e.g., doctor, probation officer) that someone is forcing him/her to have sex and turn over the profit, or
    - iii. A child discloses to an adult (e.g., doctor, probation officer) that he/she is trading sex to support a drug habit, or
    - iv. A child has been arrested for a crime that is likely related to child exploitation.
3. Parties required to participate in the Ongoing MDT:
- a. The following parties are required to participate in the Initial MDT:
    - i. Children and Family Services
    - ii. Probation Department
    - iii. Behavioral Health and Recovery Services (BHRS)
    - iv. Health Systems

- v. Youth
  - vi. Parents/Guardians, if appropriate
  - vii. Children's Dependency Attorney/District Attorney/Public Defender.
  - viii. CASA when appropriate
4. Specific responsibilities for each agency under the Initial MDT:
- a. The responsibilities of each party participating in the Initial MDT are as follows:
    - i. Children and Family Services:
      - 1. Child Protection Hotline:
        - a. Receive calls regarding suspected abuse and neglect,
          - i. Follow internal protocols
        - b. Discern whether an allegation may involve commercial sexual exploitation, and
        - c. If suspected or confirmed commercially sexually exploited child:
          - i. Determine the speed of the response, either Immediate Crisis or Initial MDT
          - ii. Determine jurisdiction (either Children and Family Services/probation/unknown), and
          - iii. Based on determination of speed and jurisdiction, assign investigator to respond within 10 days.
      - d. Notify Initial MDT parties regarding the case
      - e. Schedule MDT with Initial MDT parties within 10 days
    - 2. Investigative Unit
      - a. Conduct child abuse investigation within 10 days when:
        - i. The youth is a dependent pursuant to Welfare and Institutions Code Section 300,
        - ii. The youth is dual-jurisdiction pursuant to Welfare and Institutions Code Section 241.1 and Children and Family Services is the lead agency, and/or
        - iii. The youth is not currently under the jurisdiction of any agency, but is alleged to be the victim of abuse, neglect, or exploitation.
      - b. Participate in the Initial MDT to:

- i. Decide on a temporary placement,
      - ii. Transport the child to the placement,
      - iii. Conduct a safety plan,
      - iv. Schedule a comprehensive medical/mental health evaluation with the Department of Public Health.
    - ii. Community-based provider:
      1. Participate in the Initial MDT to:
        - a. Weigh in on an appropriate temporary placement,
        - b. Engage in safety planning, and
        - c. Identify and connect youth with community-based supports.
  - ii. Youth will be notified that information collected during the assessment is confidential and will only be shared with the MDT providers for the purposes of identifying services and recommendations in the case plan and to the court. See Confidentiality Statement (Appendix 6).

**e. Ongoing Multidisciplinary Team**

In San Mateo County, Children and Family Services coordinates and staffs ongoing MDT meetings that meet monthly under a case review model.

- i. The parties agree that children who are identified victims of sexual exploitation or trafficking require ongoing multidisciplinary team support to monitor the youth and ensure his/her needs are adequately addressed.
  1. Purpose of the Ongoing MDT and whether the MDT is individualized or part of a case review model:
    - a. Hold ongoing MDT meetings under a case-review model with each youth identified as commercially sexually exploited to monitor and support the youth and his/her family as the youth stabilizes, including:
      - i. Identifying the reason for calling the meeting,
      - ii. Further refining the case plan of the youth
      - iii. Discussing strategies for addressing the issue (if any), and
      - iv. If necessary, completing the following:
        1. Discuss potential changes in placement, and
        2. Review and amend safety plan.
  2. Circumstances that trigger Ongoing MDT meetings.
    - a. In addition to the statutorily required contact that parties have with youth under their jurisdiction, an individualized, Ongoing MDT meeting for an identified CSEC should occur under the following circumstances including, but not limited to:
      - i. Once a month,
      - ii. When a youth runs away from placement/home/shelter, and

iii. When a youth prepares to testify in court case against exploiter/purchaser.

3. Parties required to participate in the Ongoing MDT:

a. The following parties are required to participate in the Ongoing MDT.

- i. Children and Family Services
- ii. Probation Department
- iii. Law enforcement
- iv. Behavioral Health and Recovery Services
- v. Youth
- vi. Parents/Guardians
- vii. Children's Dependency Attorneys
- viii. Public Defender
- ix. District Attorney
- x. Law enforcement.

4. Specific responsibilities for each agency under the Ongoing MDT:

a. The responsibilities for each party participating in the individualized, Ongoing MDT are as follows:

i. Children and Family Services:

1. Serve as the lead agency,
2. Schedule and assemble the other team members when one of the circumstances above occurs,
3. Appoint someone to facilitate the meeting,
4. Consult the youth as to whether he/she wants to participate, and
5. Discuss and refine the ongoing plan.

ii. Behavioral Health and Recovery Services

1. Ensure participation of clinician working with the youth and family,
2. Assess whether there are any new mental health needs,
3. Develop a plan to meet those needs and continue to monitor existing needs, and
4. Adapt safety plan based on any new trigger that the youth and team members identify.

ii. Youth will be notified that information collected during the MDT is confidential and will only be shared with the MDT providers for the purposes of identifying services and recommendations in the case plan and to the court. See Confidentiality Statement (Appendix 6).

**V. Long-term Support and Stabilization**

b. The MDT consists of parties from various organizations who will collaborate and provide long-term supports to identified CSEC including, but not limited to, referrals to services, connections with stable and supportive adults, and linkages to legal service providers to

address civil legal issues. In addition to the monthly MDT meetings, providers will re-screen identified CSEC every six months. The parties will, through coordination of services, identify existing gaps.

**VI. Information Sharing and Confidentiality**

- a. Information will be shared pursuant to Penal Code section 11167.5(b)(4) which states that “reports of suspected child abuse or neglect and information therein maybe disclosed to multidisciplinary personnel teams as defined in subdivision (d) of Section 18951 of the Welfare Institutions Code.” (Appendix 7)
- b. Within County, State and Federal requirements regarding information sharing, parties agree to share individual level information to assist solely in prevention, identification, and treatment of CSEC and shall otherwise be confidential and retained in the files of the entity performing the screening or assessment.
- c. All parties are to maintain CSEC data securely and protect the confidentiality and identity of the youth beyond the MDT.
- d. Data includes, but is not limited to, the completed screening tool, youth demographics, and any case reporting forms
- e. Data will not be downloaded on any personal devices.

**VII. General Provisions**

- a. Changes to the MOU:
  - i. Amendments to this MOU shall be initiated by Children and Family Services.
  - ii. No amendment to this MOU shall enter into force until it has been signed by all parties and any such amendment shall enter into force on the date that it has been so signed.
- b. Termination:
  - i. This agreement may be terminated by any party, without a requirement of good cause, upon thirty (30) days written notice to the other parties. Should termination occur prior to the planned end date for this MOU, all parties agree to negotiate in good faith in order to minimize the effect upon the youth who will be impacted by such termination.

In witness whereof the parties hereto have executed this Memorandum of Understanding. Where applicable the undersigned state that this Memorandum of Understanding has been reviewed by their legal counsel and such legal counsel has approved the MOU as to form and legality.

CHILDREN AND FAMILY SERVICES AGENCY OF COUNTY OF SAN MATEO

/s/ Joelle Meyer 9/29/2015  
Director of Children and Family Services Date

SAN MATEO COUNTY SUPERIOR COURT - JUVENILE DIVISION OF COUNTY OF SAN MATEO

/s/ Eugene V. Cutan 9/24/15  
Presiding Judge Date

/s/ \_\_\_\_\_  
Presiding Judge Date

PROBATION DEPARTMENT OF COUNTY OF SAN MATEO

/s/ [Signature] 9/29/15  
Chief Probation Officer Date

HEALTH SYSTEM OF COUNTY OF SAN MATEO

/s/ \_\_\_\_\_  
Director of Agency Date

BEHAVIORAL HEALTH AND RECOVERY SERVICES OF COUNTY OF SAN MATEO

/s/ [Signature] 9/28/15  
Director of Agency Date

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**GLOSSARY OF TERMS, ACRONYMS AND/OR ABBREVIATIONS:**

- **BHRS:** Behavioral Health and Recovery Services
  - San Mateo County Behavioral Health and Recovery Services provides a continuum of services for children, youth, families, adults and older adults for the prevention, early intervention and treatment of mental illness and/or substance use conditions.
- **BRC-HT:** County of San Mateo Blue Ribbon Commission on Foster Care, subcommittee on Human Trafficking
- **CSEC:** Commercial Sexual Exploitation of Children or Commercially Sexually Exploited Children
  - The sexual abuse of a minor entirely or primarily for financial or other economic reasons. The economic exchanges involved may be monetary or non-monetary (i.e. food, shelter, drugs, etc.)
  - A minor who is being sexually abused entirely or primary for financial or other reasons. The economic exchanges involved may be monetary or non-monetary (i.e. food, shelter, drugs, etc.) CSE-IT: Commercial Sexual Exploitation - Identification Tool
- **CYSOC:** Children and Youth System of Care
- **JAIS:**
  - The Juvenile Assessment and Intervention System™ (JAIS) is a supervision strategy model that weaves together a risk assessment and a strength and needs assessment.
- **LGBTQ:** Lesbian, Gay, Bisexual, Transgender, Questioning
- **MDT:** Multi-Disciplinary Team

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WestCoast Children's Clinic  
Commercial Sexual Exploitation Identification Tool (CSE-IT) – Pilot Version

<b>1. Instability in Life Functioning.</b> The youth lacks access to basic needs, including stable shelter and is unable to engage in activities expected of her/his age (e.g., school).	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 4</math> indicate Possible Concern. Item ratings <math>\geq 6</math> indicate Clear Concern.</b>			
a. Does the youth have a history of running away from home, AWOL, being thrown out of the home?	0	1	2
b. Does the youth experience unstable housing, including multiple foster care placements?	0	1	2
c. Does the youth experience periods of homelessness, including living on the street or couch surfing?	0	1	2
d. Does the youth access social services or community resources to meet basic needs (e.g., hygiene, shelter, food, medical care)?	0	1	2
e. Does the youth miss a lot of school?	0	1	2
f. Has the youth had involvement (currently or in the past) with law enforcement, juvenile justice, or child welfare?	0	1	2
<b>2. Relationships.</b> The youth's relationships are concerning, placing him/her at risk or in danger.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 2</math> indicate Possible Concern. Item ratings <math>\geq 4</math> indicate Clear Concern.</b>			
a. Does the youth spend time with people (including family members or peers) known to be involved in the sex trade?	0	1	2
b. Is the youth's parent/caregiver unable to provide adequate supervision?	0	1	2
c. Does the youth have unhealthy or inappropriate relationships (including inappropriate boundaries) with someone much older/an adult?	0	1	2
d. Is the youth in a romantic relationship with someone much older/an adult?	0	1	2
<b>3. Finances and Belongings.</b> The youth has money or materials goods that are incongruent with his/her life circumstances.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 2</math> indicate Clear Concern.</b>			
a. Does the youth receive or have access to large amounts of cash, credit cards, pre-paid cash cards, hotel keys, gifts, cars?	0	1	2
b. Is the youth's dress or appearance atypical of his/her age or peer group?	0	1	2
c. Is the youth's dress or appearance inconsistent with the weather or situation?	0	1	2
<b>4. Use of Technology.</b> The youth's use of internet, cell phone, or social media involves social or sexual behavior that is atypical for his/her age.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 3</math> indicate Possible Concern. Item ratings <math>\geq 5</math> indicate Clear Concern.</b>			
a. Does the youth use online sites or apps to find sex partners?	0	1	2
b. Does the youth describe meeting his/her long-term, adult boy/girlfriend on the internet?	0	1	2
c. Does the youth describe meeting in person with a contact developed over the internet?	0	1	2
d. Are there explicit photos of the youth posted on the internet?	0	1	2
e. Does the youth have explicit photos of him/herself on his/her phone?	0	1	2
f. Does the youth have several cell phones, and/or does the youth's cell phone number change frequently?	0	1	2

## WestCoast Children's Clinic Commercial Sexual Exploitation- Identification Tool Pilot

<b>5. Physical Health.</b> The youth has significant health problems related to sexual activity and lack of access to basic needs	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 3</math> indicate Possible Concern. Item ratings <math>\geq 5</math> indicate Clear Concern.</b>			
a. Has the youth had repeated testing for pregnancy and/or STIs?	0	1	2
b. Has the youth been treated repeatedly for STIs?	0	1	2
c. Does the youth describe health problems or complaints that are related to sleep problems or not getting enough sleep (e.g., sleep deprived, unable to get a full night's sleep, sleep is often disrupted)?	0	1	2
d. Does the youth describe health problems or complaints related to poor nutrition or not having access to regular meals?	0	1	2
e. Does the youth have scarring, bruises, burns, etc. that indicate physical trauma?	0	1	2
<b>6. Risk Behaviors.</b> The youth engages in dangerous or risky behaviors.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 3</math> indicate Clear Concern.</b>			
a. Does the youth engage in a dangerous level of risky sexual behaviors, or with partners who are abusive or otherwise physically dangerous?	0	1	2
b. Does the youth spend time where exploitation is known to occur?	0	1	2
c. Does the youth have a history of running away from home, staying away at least overnight?	0	1	2
d. Does the youth's use of substances interfere with his/her ability to function in any area of life?	0	1	2
<b>7. Trauma Exposure.</b> The youth has been exposed to traumatic experiences.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 2</math> indicate Clear Concern and require a mandated report.</b>			
a. Has the youth been sexually abused/assaulted?	0	1	2
b. Has the youth been physically abused/assaulted?	0	1	2
c. Has the youth been emotionally abused?	0	1	2
<b>8. Trauma Signs and Symptoms.</b> The youth exhibits physical signs and emotional symptoms that can result from his/her exposure to trauma.	No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 3</math> indicate Clear Concern.</b>			
a. Does the youth have bruises, black eyes, cigarette burns, broken bones, or other signs of physical trauma?	0	1	2
b. Does the youth appear <u>constantly</u> on edge and/or wound up, easily startled, or hypervigilant?	0	1	2
c. Does the youth have difficulty detecting and/or responding to danger cues?	0	1	2
d. Does the youth engage in self-destructive or reckless behaviors, beyond what is expected from youth his/her age?	0	1	2

## WestCoast Children's Clinic Commercial Sexual Exploitation- Identification Tool Pilot

<b>9. Coercion and Grooming.</b> The youth exhibits behaviors or otherwise indicates that she/he is being controlled or coerced by another person.		No Concern 0	Possible Concern 1	Clear Concern 2
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 7</math> indicate Clear Concern.</b>				
a.	Does an adult the youth doesn't know well offer the youth housing, a place to stay, gifts, money, cell phones, transportation, alcohol or drugs?	0	1	2
b.	Do adults (not caregiver) take the youth on travels or places she/he is not familiar with?	0	1	2
c.	Does the youth use language, terminology or statements that suggest involvement in exploitation?	0	1	2
d.	Is the youth's communication/contact with family or friends controlled by someone else to the point of social isolation?	0	1	2
e.	Does the youth have to earn a quota and/or is forced to give the money they earn to another person?	0	1	2
f.	Is the youth coerced (by someone other than caregiver) to get pregnant, have an abortion, or use contraception?	0	1	2
g.	Does the youth have tattoos or scarring that suggest they are someone's property; <u>or</u> is the tattoo/scar common among other youth known to be sexually exploited?	0	1	2
h.	Is someone not allowing the youth to sleep or to sleep in a safe place, to go to school, to eat, and/or meet other basic needs?	0	1	2
i.	Does the youth report receiving threats to him/herself or to friends, family, or other acquaintances?	0	1	2
j.	Is the youth asked to lie about his/her age, whereabouts, residence, or relationships?	0	1	2
<b>10. Exploitation.</b> The youth has been exposed to sexual exploitation or victimization.		No Concern 0	Possible Concern 1	Clear Concern 2
This includes any situation, context or relationship where the youth receives something (e.g., food, accommodation, drugs and alcohol, cigarettes, affection, gifts, money, etc.) as a result of performing, and/or others performing sexual activities on them. If there is an individual who is selling/profitting from or coercing the youth's exchange, this should be rated <i>Clear Concern (2)</i> .				
<b>Note: Item ratings <math>\geq 1</math> indicate Possible Concern. Item ratings <math>\geq 2</math> indicate Clear Concern and require a mandated report.</b>				
a.	Does the youth have a prior history of sexual exploitation?	0	1	2
b.	Has the youth been watched, filmed or photographed in sexually explicit activities?	0	1	2
c.	Has the youth or someone beside the youth stated that he/she is considering or currently exchanging sex for money and/or material items including food, shelter and care for his/her family?	0	1	2

**WestCoast Children's Clinic Commercial Sexual Exploitation- Identification Tool Pilot**

**Rating  
Summary**

- 1. Stability in Residential Status & Life Functioning** \_\_\_\_\_
- 2. Relationships** \_\_\_\_\_
- 3. Finances & Belongings** \_\_\_\_\_
- 4. Use of Technology** \_\_\_\_\_
- 5. Physical Health** \_\_\_\_\_
- 6. Risk Behaviors** \_\_\_\_\_
- 7. Trauma Exposures** \_\_\_\_\_
- 8. Trauma Signs & Symptoms** \_\_\_\_\_
- 9. Coercion and Grooming** \_\_\_\_\_
- 10. Exploitation\*** \_\_\_\_\_

*\*If this item is Clear Concern, then total is automatically 20 points.*

*\*If this item is Possible Concern and no other item has a rating, then total is automatically 10 points.*

*\*If this item is Possible Concern and other items are rated, add the rating ('1') to other rated items for a total score.*

**Total Score**

**Other Considerations:**

**Appraisal of Youth's Risk for Exploitation**

(draw a line indicating level of risk)



## WestCoast Children's Clinic Commercial Sexual Exploitation- Identification Tool Pilot

Possible Actions	Action Taken	Rationale
1. Mandated report to authorities/CPS	<input type="checkbox"/>	
2. Develop safety plan with youth	<input type="checkbox"/>	
3. Continue monitoring risk factors	<input type="checkbox"/>	
4. Notify/consult with supervisor	<input type="checkbox"/>	
5. Notify caregiver/support person (as appropriate)	<input type="checkbox"/>	
6. Recommend/refer to case management	<input type="checkbox"/>	(Note referral here):
7. Recommend/refer to mental health services	<input type="checkbox"/>	(Note referral here):
8. Recommend/refer to other services	<input type="checkbox"/>	(Note services referrals here):
9. Recommend/refer for further assessment	<input type="checkbox"/>	(Note assessment referral here):
10. Follow agency/organization CSEC protocol	<input type="checkbox"/>	

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San Mateo County  
Behavioral Health and Recovery Services  
Youth Assessments Abstract Report

( ) DOB: Gender:

**Assessment Information**

Program: Episode:

Assessment Date:

Assessment Type:

Completed By:

Current District/School Placement:

Parent/Guardian (Last, first middle name):

Parent/Guardian Contact Information:

Child/Youth wants to be called:

Source of Information:

Eligibility Date:

Admitted:

Age: yrs

Grade Level:

**Language Information**

Child's Language:

Primary:

Preferred:

Language Services Offered:

Family's Language:

Primary:

Preferred

**CSI Information:**

Highest School Grade Achieved (CSI):

Employment Status (CSI):

Conservatorship/Court Status(CSI):

Living Arrangement(CSI):

Number of children under the age of 18 the client cares, or is responsible, for at least 50% of the time (CSI):

Number of dependent adults age of 18 or older the client cares, or is responsible, for at least 50% of the time(CSI):

**Co-Occuring Issues**

Trauma History

Child/Youth History:

Family History:

Assessment Electronically Signed By:



San Mateo County  
Behavioral Health and Recovery Services  
Youth Assessments Abstract Report

() DOB: Gender:

**Risk Assessment**

**Immediate Risk Factors**

**Current**

**Past**

Harm to Self/Suicidal Thoughts/Behavior-----

Harm to Others/Homicidal Thoughts/Behavior--

Access to Firearms/Weapons:-----

**Does Substance Use Impact Risk?**

**Violence Concerns**

**Domestic Violence Issues:**

**Current:**

**Past:**

**Victim of Violence:**

**Engaged in Violent Acts?**

**Client Strengths**

**Child/Youth and Family Strengths and Assets:** (incl: positive coping skills, functioning, and Strengths)

**Medical/Mental Health/Psychiatric History**

**CALOCUS**

**SUBSCALES**

**Risk of Harm.** . . . . .

**Functional Status.** . . . . .

**Comorbidity.** . . . . .

**Recovery Environment**

Environmental Stressors. . . . .

Environmental Support. . . . .

**Resiliency and Treatment Hx.** . . . . .

**Is Youth Emancipated?.** . . . . .

**Treatment, Acceptance, and Engagement**

Child. . . . .

Parent. . . . .

**TOTAL SCORE** . . . . .

**MSE and Behavioral Observation**

**Infant Assessment Information**

Developmental Tools Used:

Child's Adjusted Age:

Physical Appearance:

Reaction to New Environment:

Physiologic Development:

Assessment Electronically Signed By:



San Mateo County  
Behavioral Health and Recovery Services  
**Youth Assessments Abstract Report**

( ) **DOB: Gender:**

**Effects of Self-Regulation on Organized/Disorganized Behaviors:**

**State Regulation:**

**Sleep Schedule and Concerns:**

**Feeding Schedule and Concerns (reported or observed):**

**Describe Sensory Regulation (See Mini Sensory Profile Scanned)**

**Play:**

**Diagnosis**

**Diagnosing Practitioner:**

**Trauma: Has a Substance Use Diagnosis:**

**Axis I:**

**Axis II -1 (NO DIAGNOSIS code as V71.09):**

**Axis III - Medical conditions:**

**Axis IV - Psychological and Environmental Problems:**

**Axis V - GAF:**

**Primary Diagnosis:**

**Clinical Formulation/Medical Necessity**

**Medical Necessity** (As a result of the Primary Diagnosis, the client has the following Impairments)

**Treatment is being provided to address, or prevent, significant deterioration in the following important area of life functioning:**

**A probability the Child/Youth will not progress developmentally as individually appropriate?**

**Assessment Electronically Signed By:**

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# JAIS™ BOYS' ASSESSMENT

## General Instructions

### General Scoring Rules

- Consider information learned throughout the assessment to rate each item (i.e., not only the information learned in discussing that particular item).
- Base ratings on patterns of behaviors and attitudes.
- The interviewer should listen closely to the youth, making every effort to score his response. When the youth's accounting of the situation differs from the interviewer's assessment or known facts, efforts should be made to reconcile the discrepancy. Where indicated, ratings are based on the interviewer's assessment of the situation (i.e., the youth need not concur with your assessment of the information). In other cases, where specifically indicated, ratings are based solely on the youth's response and no effort may be made to reconcile discrepancies.

A scoring guide is included to provide criteria and assistance in scoring ambiguous responses.

**NOTE: Before beginning the assessment, remember to inform the youth that you are a mandated reporter, and that while the information in the assessment is obtained for the purpose of assisting in case planning in the youth's best interest, some information shared may require the interviewer to contact social services.**

There are four parts to the JAIS assessment. Whenever possible, the following sequence should be followed:

1. General Information
2. Objective History
3. Behavioral Observations
4. Interviewer Impressions

## 1. General Information

A semi-structured assessment with suggested questions has been developed to elicit general information. Use a natural, open, conversational style of interviewing that is comfortable for both you and the youth. **If the youth presents some important or interesting information requiring follow-up, you are encouraged to follow through before going back to the structured sequence.**

Each portion of the General Information section is headed by one or two open-ended questions that may provide material for rating specific items. If the suggested questions fail to elicit the information needed, continue to inquire in an increasingly direct manner unless you see the words "SCORE INITIAL RESPONSE"—SCORE INITIAL RESPONSE means to discontinue inquiry (except to repeat or clarify a question that was misunderstood) and to score the spontaneous response, if possible.

For some items, "A" and "B" questions are included. If the "B" question is asterisked (\*B), always ask it. Otherwise, ask the "B" question if the needed information wasn't elicited from the "A" question. For non-communicative youth, you may need to ask additional probing questions.

## 2. Objective History

These items follow the General Information section. The information can probably be obtained quite rapidly with direct questions; however, the answers should be based on the most reliable source of information.

## 3. Behavioral Observations

These ratings are based on the youth's behavior **during** the assessment.

## 4. Interviewer Impressions

These ratings should reflect your impression as to how each factor contributes to the youth's difficulties.

## BOYS' FULL INTERVIEW

r: 03-14

## Client Information

### Questions and Scoring Options:

### Scoring Guide:

**First Name:****Last Name:****ID:****Gender:**

- Male
- Female

**Date of Birth:****Race:**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Unknown

**Ethnicity:**

- Hispanic or Latino
- Not Hispanic or Latino
- Unknown

**Assessor:**

## General Information

If the youth presents some important or interesting information requiring follow-up, you are encouraged to follow through before going back to the structured sequence.

## Criminal History

In this section, include any behavior problem that brought the youth to the attention of legal authorities. It is crucial to obtain a complete picture of misbehavior, including what has occurred in the family and in the community. In situations where the youth denies the behavior or cannot remember details, the interviewer may ask, "What did the judge, police, etc. say happened?" and then use the best information available to score the offense pattern items. At the end of this section, the interviewer must have a strong understanding of the youth's motivation.

### Questions and Scoring Options:

### Scoring Guide:

Can you tell me why you think you are here today?  
Can you tell me about the trouble you got into?

*These opening questions should get the youth to open up about offenses or behaviors that have led to the present situation and to his ideas about the assessment.*

Questions 1 and 2 may be scored after a complete picture of the current offense is obtained. Multiple offenses from the **same incident** are counted as one incident. Use the aggregate circumstances in scoring this section. When multiple offenses from different incidents are considered at the same time, use the most recent offense as the current and count the others as prior offenses.



<p>4. <b>A. In these offenses, have you ever been armed or hurt someone?</b></p> <p><b>B. Did you ever threaten anyone during an offense?</b></p> <p>Offense(s) involving armed, assaultive, or threatening behavior?</p> <p>a. yes, sexual offenses b. yes, non-sexual offenses c. no</p>	<p><i>Ask about each incident individually in order to determine the scoring for this question.</i></p> <p>a. Youth threatened or hurt someone in the course of a <b>sexual offense</b>. This includes all sexual assaults. This also includes <b>any offenses involving sexual contact with someone younger than 13 years old</b>, regardless of the offending youth's age.</p> <p>b. Youth threatened or hurt someone in the course of a non-sexual offense. This includes homicide and non-sexual assaults, unarmed participant in an armed robbery, situations when youth was armed but did not threaten or hurt anyone, or injury resulting from driving offenses without intent to injure.</p> <p>c. Youth has no history of armed, assaultive, or threatening behavior.</p>
<p>5. <b>How did you decide to commit these offenses?</b></p> <p>Offenses were generally:</p> <p>a. planned b. no consistent pattern c. impulsive</p>	<p><i>Interviewer must determine whether an element of planning was involved and not just accept the youth's definition of planning.</i></p> <p>a. Decides to commit an offense, then drinks to build courage; possession of drugs; DWI; grooming behavior prior to sexual assault.</p> <p>c. Gets drunk and into a fight, or sees open car with package and suddenly decides to steal package.</p>
<p>6. <b>Were you with someone when you got in trouble?</b></p> <p>Offenses were generally committed:</p> <p>a. alone b. no consistent pattern c. with accomplices</p>	<p><i>"Accomplice" is one who <b>assists</b> in the commission of the offense, not simply someone who is present.</i></p> <p><i>If the youth plans the behavior with others, but does it alone, score (c). In most cases, selling drugs involves others.</i></p>
<p>7. <b>Were you drinking or on drugs when you got in trouble?</b></p> <p>Offenses committed while drinking or on drugs:</p> <p>a. never b. 50% or less c. more than 50%</p>	<p><i>Score based on frequency of use in conjunction with getting in trouble, regardless of level of intoxication.</i></p>
<p>8. <b>Have you ever been arrested for offenses against your family, like stealing or running away?</b></p> <p>Offenses directed toward the family:</p> <p>a. never b. sometimes c. usually</p>	<p>c. Majority of legal trouble involved stealing from family, assault on family members, or running away from home.</p>
<p>8a. <b>Has youth been assaultive with family member?</b></p> <p>a. yes b. no</p>	<p><i>Answer question based on most reliable source of information.</i></p> <p>a. Does not require an arrest or referral to court or juvenile court services</p>

## School Adjustment

### Questions and Scoring Options:

### Scoring Guide:

Now I'd like to ask some things about your background. What was the last grade you completed in school? (Questions 9 to 15 refer to entire school history, not just current semester.)

<p><b>9. A. Do (did) you have any problems with schoolwork?</b></p> <p><b>B. Do (did) you ever receive any special help in school?</b></p> <p>Academic performance:</p> <p>a. no problems b. problems primarily due to lack of intellectual capacity c. other achievement problems</p>	<p><i>If the youth has both a lack of capacity and other achievement problems, select (b).</i></p> <p>c. Examples:</p> <ul style="list-style-type: none"> <li>• Lack of interest</li> <li>• Dyslexia</li> <li>• Dropouts</li> </ul>
<p><b>10. Did youth ever receive special education for learning deficiencies?</b></p> <p>a. yes b. no</p>	<p><i>This question is specific to cognitive limitations that result in the youth receiving additional learning support. Exclude special education services for learning difficulties such as dyslexia, auditory or visual processing disorders, and emotional/behavior disorders. Exclude language problems in non-English speaker. Answer based on the most reliable source of information.</i></p>
<p><b>11. Did youth ever receive special help for emotional or behavioral problems in school?</b></p> <p>a. yes b. no</p>	<p><i>This question is specific to emotional and/or behavior problems in a school setting that resulted in youth receiving in-classroom support (aides, one-on-one worker); spending time in a resource room, self-contained classroom, or therapeutic school setting. Exclude speech therapy. Answer based on the most reliable source of information.</i></p>
<p><b>12. Do (did) you go to class regularly?</b></p> <p>School attendance:</p> <p>a. no truancy b. minor truancy c. extensive truancy</p>	<p>a. <i>If attendance problems were not the fault of the youth (e.g., major illness), score a.</i></p> <p>b. <i>One to five times per year (not necessarily full days).</i></p> <p><i>If youth is homeschooled, consider the curriculum used, hours of instruction, testing, credit accrual, and the word of the parents.</i></p>
<p><b>13. Generally, do (did) you get your homework done?</b></p> <p>Completes assignments:</p> <p>a. generally no problem b. major problem</p>	
<p><b>14. How do (did) you generally get along with your teachers and principals?</b></p> <p>Relationship to school staff:</p> <p>a. no problem b. authority problems</p>	

<p><b>15. Do (did) you have any other problems in school?</b></p> <p>School discipline:</p> <ol style="list-style-type: none"> <li>enrolled, attending regularly, no suspensions; or graduated/received GED</li> <li>suspended one to two times; considered somewhat disruptive</li> <li>major truancy or dropped out; suspended three or more times; considered seriously disruptive</li> </ol>	<p><i>This question specifically addresses school-related discipline problems not scored in questions 11 through 14. Behaviors must have brought the youth to the attention of school authorities. If youth reports fighting with peers in school but has never been caught or disciplined, score (a).</i></p> <ol style="list-style-type: none"> <li><i>Disruptive behavior could include shouting, leaving without permission, inappropriate remarks to teacher or students.</i></li> <li><i>Extortion, concealing weapons, fighting.</i></li> </ol>
<p><b>16. Current school status:</b></p> <ol style="list-style-type: none"> <li>enrolled</li> <li>graduated</li> <li>suspended</li> <li>expelled</li> <li>dropped out/not enrolled</li> </ol>	<ol style="list-style-type: none"> <li><i>Enrolled in high school, alternative schools, or participation in GED classes. If youth has HS diploma/GED and is enrolled in vocational training or post-secondary school, score (b).</i></li> <li><i>Graduated from high school, has GED.</i></li> </ol>
<p><b>17. How far do you plan to go in school?</b></p> <p>Educational goal:</p> <ol style="list-style-type: none"> <li>post-high school training</li> <li>high school diploma</li> <li>GED</li> <li>no further education</li> </ol>	<p><i>Academic or technical degree program.</i></p> <p><i>Accept the youth's view.</i></p>
<p><b>18. Do (did) you like school?</b></p> <p>Attitude toward school:</p> <ol style="list-style-type: none"> <li>generally positive</li> <li>neutral or mixed</li> <li>generally negative</li> </ol>	<p><i>Accept the youth's view. It is not necessary to score initial response, but you must accept the youth's viewpoint.</i></p>

## Interpersonal Relationships

This section refers to the youth's pattern of associates over time, especially as it relates to or impacts illegal behavior.

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p><b>19. Do you like to hang out with a group, or one or two friends at a time?</b></p> <p>Pattern of associates:</p> <ol style="list-style-type: none"> <li>prefers individual friends</li> <li>mixed</li> <li>prefers groups</li> </ol>	

<p><b>20. Have your friends been in trouble?</b></p> <p>Associates:</p> <ul style="list-style-type: none"> <li>a. essentially not in legal trouble</li> <li>b. mixed</li> <li>c. mostly in legal trouble</li> <li>d. gang member/associate</li> </ul>	<p><i>"Trouble" refers to behavior that has led to contact with legal authorities. Don't count marijuana use (by itself) as legal trouble.</i></p> <ul style="list-style-type: none"> <li>a. <i>Don't score a if the youth committed <u>any</u> offense with accomplices.</i></li> <li>d. <i>Gang member/associate supersedes all other answers.</i></li> </ul>
<p><b>21. A. How much do your friends drink?</b></p> <p><b>* B. How much drugs do they do?</b></p> <p>Associates' substance use:</p> <ul style="list-style-type: none"> <li>a. rarely</li> <li>b. sometimes</li> <li>c. frequent or abusive</li> </ul>	<p><i>Consider history of associates and frequency of use by majority of associates. For example, if the youth reports that his old group of friends used drugs frequently, but his new group does not use at all, score (c).</i></p> <ul style="list-style-type: none"> <li>a. <i>A few times in their lifetime or less.</i></li> <li>c. <i>Weekly or more frequently.</i></li> </ul>
<p><b>22. A. How much drinking and/or drugs do you do?</b></p> <p><b>B. (For youth who score b or c, ask) How do you get money to pay for it?</b></p> <p>Youth's substance use:</p> <ul style="list-style-type: none"> <li>a. no problems or experimentation only</li> <li>b. use sometimes interferes with functioning</li> <li>c. frequent/chronic use or abuse</li> </ul>	<p><i>History of use needs to be considered. If youth reports that he used to use daily but now does not use at all, score (c).</i></p> <ul style="list-style-type: none"> <li>a. <i>A few times in his lifetime or less.</i></li> <li>c. <i>Weekly or more frequently.</i></li> </ul>
<p><b>22a. What type of drugs have you used?</b></p> <ul style="list-style-type: none"> <li>a. none</li> <li>b. marijuana</li> <li>c. methamphetamine</li> <li>d. cocaine</li> <li>e. heroin</li> <li>f. alcohol</li> <li>g. other</li> </ul>	
<p><b>23. How do your parents feel about your friends?</b></p> <p>Parental view of friends:</p> <ul style="list-style-type: none"> <li>a. approve</li> <li>b. mixed or neutral</li> <li>c. disapprove</li> </ul>	<p><i>Historical patterns are to be considered. If parents disapprove of old friends but like new friends, score (b).</i></p>
<p><b>24. When you're with your friends, who generally decides what to do (where to go, etc.)?</b></p> <p>Leadership:</p> <ul style="list-style-type: none"> <li>a. friends usually decide</li> <li>b. mixed</li> <li>c. youth usually decides</li> </ul>	<p><i>Interviewer impression.</i></p>

<p>25. <b>A. Do you have a closest friend?</b></p> <p><b>B. What do you like best about him/her?</b></p> <p>Relationship with closest friend:</p> <p>a. talk (share feelings) or help each other</p> <p>b. do things together (less emphasis on talking or sharing feelings)</p> <p>c. has none</p>	<p>a. "We do things for each other." "We're like brothers/sisters."</p> <p>b. "He/she likes the same activities I do."</p>
<p>26. <b>A. Do you have a significant romantic partner?</b></p> <p><b>B. Tell me about your romantic relationship(s).</b></p> <p><b>C. Are Your romantic partners of the same sex, opposite sex, or both?</b></p> <p>Relationships (note all applicable choices):</p> <p>a. partner(s) similar in age to youth</p> <p>b. partner(s) significantly older</p> <p>c. feels emotionally threatened in relationship</p> <p>d. feels physically threatened in relationship</p> <p>e. no current or prior romantic partner(s)</p> <p>f. homosexual relationships</p> <p>g. bisexual relationships</p> <p>h. heterosexual relationships</p>	<p>Note all that apply</p> <p>Consider history of all relationships, not just the current relationship.</p> <p><b>B. Suggested topics: Where did you meet? How long have you been together? What are your common interests? What do you argue about? How are arguments resolved?</b></p> <p>b. Interviewer impression based on youth's age.</p>
<p>27. <b>Have you had sexual encounters with anyone other than your significant romantic partners?</b></p> <p>a. none</p> <p>b. one</p> <p>c. two</p> <p>d. three or more</p>	<p>Score casual sexual relationships ("hook-ups"), not significant romantic relationships; include prostitution.</p>

## Feelings

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p>28. <b>A. What kinds of things get you depressed?</b></p> <p><b>B. What do you do when you're feeling depressed? (If he denies getting depressed, how does he avoid depression?)</b></p> <p>Youth's <i>pattern</i> when feeling depressed:</p> <p>a. seeks someone to talk to about the problem or tries to figure it out</p> <p>b. seeks an activity to distract himself</p> <p>c. drinks, uses drugs, and/or self-mutilates</p> <p>d. isolates himself</p> <p>e. denies getting depressed</p>	<p>b. For example:</p> <ul style="list-style-type: none"> <li>• "I forget about them"</li> <li>• Watch TV</li> <li>• Listen to music</li> <li>• Shoot pool</li> <li>• Play video games</li> </ul> <p>d. For example:</p> <ul style="list-style-type: none"> <li>• "I pray"</li> <li>• Sleep</li> </ul>

<p><b>29. Have you ever tattooed or cut on yourself?</b></p> <p>Self-mutilation:</p> <p>a. yes b. no</p>	<p><i>A degree of judgment must be exercised in scoring this question. Consider when the tattooing happens: Does it happen when the youth is in an emotional state similar to when someone cuts?</i></p> <p>a. <i>Homemade tattoos, self-inflicted piercing other than in the earlobe, cutting behavior.</i> b. <i>Professionally done tattoos and piercing.</i></p>
<p><b>30. A. Have you ever thought seriously about killing yourself?</b></p> <p><b>B. (If youth says yes to above) Have you ever tried it?</b></p> <p>Suicide:</p> <p>a. never seriously contemplated it b. had definite thoughts c. attempted it</p>	<p><i>Attempted suicide is to be interpreted as purposefully performing behaviors that he thinks could result in death. There must be intent/desire to die as well as behavior that could result in death. Do not include threats of suicide as a means of manipulation.</i></p>
<p><b>31. A. What do you do when you're feeling angry with people?</b></p> <p><b>* B. Have you ever hurt anyone when you were angry?</b></p> <p>In handling anger:</p> <p>a. physically aggressive toward people b. avoids expressing anger c. trouble expressing anger appropriately d. responds appropriately</p>	<p><i>Physical aggression problems should take precedence over other choices. Use all sources of information, including offenses.</i></p> <p>a. <i>Physical aggression must be motivated by anger to score a.</i> b. <i>Denies getting angry.</i> c. <i>Breaks things; "I yell at people."</i> d. <i>Constructively confronts the person who's making him angry.</i></p> <p><i>If youth has history of assault, interviewer should ask about and consider his motive when scoring this question.</i></p>
<p><b>32. A. Can you describe your personality? What do you like and dislike about yourself?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Self description:</p> <p>a. emphasizes strengths b. emphasizes inadequacy c. can't describe himself</p>	<p><i>If both positive and negative statements are given, choose the one emphasized the most. If they have equal emphasis, choose the one given first.</i></p> <p>c. <i>Choice c is for youth who lack the ability to describe themselves:</i></p> <ul style="list-style-type: none"> <li>• <i>"I'm okay" (and can't elaborate).</i></li> <li>• <i>"I'm a nice person."</i></li> <li>• <i>"I get into too much trouble."</i></li> </ul>
<p><b>33. In general, do you tend to trust or mistrust people?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Outlook toward people:</p> <p>a. basically trusting b. mixed or complex view c. basically mistrusting</p>	<p>b. <i>A complex view of people (e.g., trusts people in some situations but not in others):</i></p> <ul style="list-style-type: none"> <li>• <i>"I trust people too much."</i></li> <li>• <i>"Takes a while to get to know them."</i></li> </ul>

## Family Attitudes

### Questions and Scoring Options:

### Scoring Guide:

Interviewers should ask their own questions to obtain general information regarding family structure—parents, stepparents, siblings, etc.—before asking question 34.

<p><b>34. A. Are you living at home?</b></p> <p><b>* B. How many different houses or apartments have you lived in?</b></p> <p>Changes in family residence:</p> <ol style="list-style-type: none"> <li>zero to four</li> <li>five to nine</li> <li>ten or more</li> </ol>	<p><i>Changes in residence include parental and foster care homes. They do not include runaway stops, jail, detention, institutions, shelter care, etc. Include positive moves (e.g., school, more suitable housing, better family supports, etc.)</i></p>
<p><b>35. A. Can you describe your living environment now? (current or prior to residential/institutional placement)</b></p> <p><b>B. Are there other people who live in your home for periods of time?</b></p> <p>Suitability of living environment:</p> <ol style="list-style-type: none"> <li>suitable</li> <li>has housing, some basic living needs unmet</li> <li>youth has left home</li> <li>family is homeless and/or needs serious family resources</li> </ol>	<p><i>"Other people" includes extended family, friends, girlfriends, etc.</i></p> <p><i>d. Shelter is inadequate, unsafe, utilities not working, food unavailable, and/or no adult supervision.</i></p>

Questions 36 through 42: Use biological parents if relationship exists; if not, use the persons the youth identifies as parent figures.

<p><b>36. A. How do (did) you get along with your mother?</b></p> <p><b>B. How do you feel about her?</b></p> <p>Present feelings towards mother:</p> <ol style="list-style-type: none"> <li>close</li> <li>mixed or neutral</li> <li>hostile</li> </ol>	<p><i>a. Loving, affectionate.</i></p> <p><i>b. "We get along" (without implication of closeness).</i></p> <p><i>If parents are of the same sex, let the youth choose which parent to talk about first.</i></p>
<p><b>37. A. Since about age 12, if you did something wrong, how did your mother handle it?</b></p> <p><b>B. What kind of discipline did she use?</b></p> <p>Type of discipline mother used (since age 12):</p> <ol style="list-style-type: none"> <li>verbal or privilege withdrawal</li> <li>permissive (generally let youth do as he pleased)</li> <li>physical</li> <li>not applicable</li> </ol>	<p><i>Focus on discipline after age 12.</i></p> <p><i>c. Destructive, abusive parenting patterns or any physical discipline. Includes "slapping."</i></p> <p><i>d. If the youth didn't live with mother or mother figure during at least part of his adolescent years, rate this item as not applicable.</i></p>

<p><b>38. A. How do (did) you get along with your father?</b></p> <p><b>B. How do you feel about him?</b></p> <p>Present feelings towards father:</p> <p>a. close b. mixed or neutral c. hostile</p>	<p>a. Loving, affectionate. b. "We get along" (without implication of closeness).</p>
<p><b>39. A. Since about age 12, if you did something wrong, how did your father handle it?</b></p> <p><b>B. What kind of discipline did he use?</b></p> <p>Type of discipline father used (since age 12):</p> <p>a. verbal or privilege withdrawal b. permissive (generally let youth do as he pleased) c. physical d. not applicable</p>	<p>Focus on discipline after age 12.</p> <p>d. If the youth did not live with father or father figure during at least part of his adolescent years, rate this item as not applicable.</p>
<p><b>40. Can you describe your father's personality? (If answer is unclear, ask youth to describe another person he knows well.)</b></p> <p>Personality description:</p> <p>a. multifaceted b. superficial</p>	<p>This item measures the youth's ability to describe attributes or explain behavior.</p> <p>a. One complex statement is sufficient to score:</p> <ul style="list-style-type: none"> <li>• "Sensitive to others"</li> <li>• "Strict because of upbringing"</li> </ul> <p>b. "Superficial" indicates difficulty perceiving depth in personality and not just an evasion of the question.</p> <ul style="list-style-type: none"> <li>• "No-good drunk"</li> <li>• "Mean"</li> <li>• "Kind"</li> </ul>
<p><b>41. A. Were you ever abused by your parents?</b></p> <p><b>B. Did they ever go overboard on punishment?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Parental abuse:</p> <p>a. yes b. no</p>	<p>Includes physical, sexual, and emotional abuse.</p>
<p><b>42. Were your parents ever reported to the child welfare system for physically or sexually abusing or neglecting you?</b></p> <p>Reported parental abuse:</p> <p>a. yes, physical abuse and/or neglect b. yes, sexual abuse c. yes, physical abuse and/or neglect and sexual abuse d. no</p>	<p>Based on report to child welfare agency, substantiated or not.</p>

<p>43. <b>A. Have you ever been abused by anyone else?</b></p> <p><b>* B. Have you ever been abused sexually?</b></p> <p>Non-parental abuse:</p> <ol style="list-style-type: none"> <li>yes, physical abuse</li> <li>yes, sexual abuse</li> <li>yes, both physical and sexual abuse</li> <li>no</li> </ol>	<p>b. Include prostitution, sex in exchange for drugs, etc. If youth states that he was a willing participant but was younger than 13, assailant was in a caregiver role, or there was considerable age disparity, consider scoring as sexual abuse even if youth does not describe it as abuse.</p>
<p>44. <b>Have you ever experienced a traumatic event that significantly impacted your life?</b></p> <p>Trauma type:</p> <ol style="list-style-type: none"> <li>none</li> <li>rape</li> <li>sexual abuse</li> <li>physical abuse</li> <li>death of parent, sibling, or friend</li> <li>witnessing violence</li> <li>divorce</li> <li>serious accident</li> <li>other major disruption</li> <li>domestic violence</li> </ol>	<p>Youth impression. Note all that apply.</p>
<p>45. <b>A. How would your parents have described you when you were younger (prior to age 10)?</b></p> <p><b>* B. Did they both see you the same way?</b></p> <p>Parental view (prior to age 10):</p> <ol style="list-style-type: none"> <li>good kid (normal)</li> <li>problem child</li> <li>parents differed</li> </ol>	<p>a. For example:</p> <ul style="list-style-type: none"> <li>• No special problem</li> <li>• Like anybody else</li> </ul> <p>b. For example:</p> <ul style="list-style-type: none"> <li>• "Parents always complaining about me"</li> <li>• "Gave them lots of trouble"</li> <li>• Seen as "strange kid"</li> <li>• Hyper</li> </ul>
<p>46. <b>How would you describe yourself during that time (prior to age 10)?</b></p> <p>Self-description (prior to age 10):</p> <ol style="list-style-type: none"> <li>good kid (normal)</li> <li>problem kid</li> </ol>	
<p>47. <b>Would you describe your early childhood (prior to age 10) as happy or unhappy?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>General attitude toward childhood:</p> <ol style="list-style-type: none"> <li>happy</li> <li>unhappy</li> </ol>	<p>Accept the youth's view.</p>

<p><b>48. Are you satisfied with your early childhood?</b></p> <p>Satisfaction with childhood:</p> <ul style="list-style-type: none"> <li>a. basically satisfied (little change)</li> <li>b. dissatisfied with material aspect</li> <li>c. dissatisfied with family</li> <li>d. dissatisfied with self</li> </ul>	
<p><b>49a. Does any parent currently receive TANF?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49b. Does any parent have a history of criminal behavior?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49c. Does any parent have a history of probation, jail, or prison?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49d. Does any parent have a history of psychiatric hospitalization?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49e. Does any parent have a history of suicide attempts?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49f. Does any parent have a history of drinking and drug problems?</b></p> <ul style="list-style-type: none"> <li>a. mother/stepmother</li> <li>b. father/stepfather</li> <li>c. both parents</li> <li>d. neither parent</li> </ul>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>

<p><b>49g. Does any parent have a history of physical disability and/or major illness?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>49h. Does any parent have a history that is free of the problems in items 49a–g?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>History items include:</i></p> <ul style="list-style-type: none"> <li>• currently receiving TANF;</li> <li>• criminal behavior;</li> <li>• probation, jail, or prison;</li> <li>• psychiatric hospitalization;</li> <li>• suicide attempts;</li> <li>• drinking and drug problems; and</li> <li>• physical disability and/or major illness.</li> </ul> <p>a. Select (a) only if response (a) is not selected on any of items 49a–g. b. Select (b) only if response (b) is not selected on any of items 49a–g. c. Select (c) if response (d) is selected for <b>all</b> of items 49a–g. d. Select (d) if responses (a), (b), or (c) <b>are</b> selected on any of items 49a–g.</p>
<p><b>50. Have any siblings (include step- and half-siblings) ever been arrested?</b></p> <p>a. none b. some c. most d. not applicable</p>	<p><i>Answer question based on most reliable source of information.</i></p>
<p><b>51. Has any sibling or parent ever been placed on probation or in jail or a correctional institution within the last three years?</b></p> <p>a. yes b. no</p>	<p><i>Include group homes and residential treatment centers if placed for delinquent acts. Answer question based on most reliable source of information.</i></p>
<p><b>51a. Which sibling or parent has been placed on probation or in jail or a correctional institution?</b></p> <p>a. father/stepfather b. mother/stepmother c. adult sibling d. none</p>	<p><i>Include group homes and residential treatment centers if placed for delinquent acts. Answer question based on most reliable source of information.</i></p> <p><i>Check all that are applicable.</i></p>
<p><b>51b. Is any sibling or parent currently incarcerated?</b></p> <p>a. father/stepfather b. mother/stepmother c. adult sibling d. none</p>	<p><i>Answer question based on most reliable source of information.</i></p> <p><i>Check all that are applicable.</i></p>

<p><b>52. Does youth have any children?</b></p> <p>a. yes, and has custody of one or more children b. yes, but does not have custody c. no</p>	<p>a. Youth has care and custody of child(ren); i.e., lives in same household or has frequent extended/overnight visits and acts as parent for child. b. Youth's child lives with other parent, relative, or foster home. Youth may provide child support but generally does not act as parent for child.</p>
<p><b>53. A. How do you feel about being a dad?</b></p> <p><b>B. What are some of your baby's needs?</b></p> <p>Fatherhood:</p> <p>a. no child(ren) and is not an expectant father b. parent (or expectant father), can meet basic needs of child and self c. parent (or expectant father), cannot meet basic needs of child and self d. parent (or expectant father), shows disregard for self and child(ren)</p>	<p>d. Intentionally or non-intentionally puts himself and child(ren) in high-risk situations with little concern for his own safety and well-being. Also includes self-defeating behaviors that can further expose him and/or his child to danger.</p>

## Plans and Problems

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p><b>54. Aside from trouble with the law, what is the biggest problem in your life now?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>View of important problem area:</p> <p>a. personal issues b. relationships c. education d. vocational/financial e. no big problems presently</p>	<p>a. For example:</p> <ul style="list-style-type: none"> <li>• Drinking or drugs</li> <li>• "Get my head together."</li> </ul> <p>b. "Try to get along better with my parents." c. "Getting kicked out of school," or "Failing all my classes, not graduating." d. "Losing my job," "Trying to get money legally, so I can..." e. "If I can just get off supervision, I won't have any problems."</p>
<p><b>55. A. What goals do you have for the future?</b></p> <p><b>* B. How do you expect to accomplish those goals?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Future goals:</p> <p>a. short-term goals (most goals can be fulfilled within about six months) b. long-term goals</p>	<p>At issue in this question is whether the youth can articulate goals, not whether he is likely to achieve those goals.</p> <p>a. "No goals; live day-to-day."</p>

**56. Are there any places/programs or people that can help you when you leave here or when you are off of supervision?**

Social supports:

- a. yes, has knowledge of existing resources and is willing to use them
- b. barriers exist that limit ability to access resources
- c. denies needing any social support
- d. resources do not exist

**57. How will being on supervision (institution or field) affect your life?**

**SCORE INITIAL RESPONSE**

Expectation about supervision:

- a. no effect
- b. counseling or program help
- c. will keep him out of trouble
- d. negative
- e. mixed or unclear

## Objective History

Answer questions based on most reliable source of information. Be certain to ask youth each question, and ask about discrepancies between other sources of information and his response.

**Questions and Scoring Options:**

**Scoring Guide:**

**58. Age of earliest arrest or referral to court or court services:**

- a. 12 or younger
- b. 13
- c. 14
- d. 15–16
- e. 17 or older

*Include serious traffic offenses (e.g., drunk driving, hit and run).*

**59. Number of arrests or referrals to court or court services for criminal (non-status) offenses:**

- a. none
- b. one
- c. two or three
- d. four to seven
- e. eight or more

*Include current offense.*

*Criminal offenses include misdemeanors, felonies, and violations of probation.*

**59a. Number of arrests or referrals to court or court services for drug offenses:**

- a. none
- b. one or more

*Do NOT include arrests for alcohol- or tobacco-related offenses.*

<p><b>60. Number of referrals to court or court services for violent/assaultive offenses:</b></p> <p>a. none b. one c. two or more</p>	<p><i>Include current offense (e.g., battery, aggravated battery, assault, attempted murder, weapons offenses, etc.).</i></p>
<p><b>61. Number of arrests or referrals to court or court services for status offenses:</b></p> <p>a. none b. one to four c. five or more</p>	<p><i>Include current offense (e.g., running away, underage drinking/smoking, truancy).</i></p>
<p><b>62. Number of placements in correctional institutions:</b></p> <p>a. none b. one c. two or more</p>	<p><i>Include current commitment.</i></p> <p><i>Exclude detentions prior to adjudication.</i></p>
<p><b>63. Total number of all court ordered out-of-home placements:</b></p> <p>a. none b. one c. two or more</p>	<p><i>Include all <b>court-ordered</b> out-of-home placements: residential treatment centers, foster care/group homes, child welfare placements, correctional institutions, etc.</i></p>
<p><b>64. Time spent under prior probation/parole supervision:</b></p> <p>a. none (this is the first time) b. six months or less c. seven to 12 months d. more than 12 months</p>	<p><i>Exclude probation/parole supervision for current offense.</i></p>
<p><b>65. Medical history (note all applicable choices):</b></p> <p>a. drug/alcohol treatment b. serious head injuries c. psychological/psychiatric treatment d. major current illness e. prior major illness (recovered) f. sexual offender treatment program g. none of the above</p>	<p>a. <i>Exclude evaluations. Evaluations for drug and alcohol treatment are not to be considered treatment.</i></p> <p>b. <i>Skull fractures; head injuries that required treatment (beyond X-rays).</i></p> <p>c. <i>Exclude psychological evaluations and drug/sex offender treatment; include family therapy.</i></p>
<p><b>66. What generally happens when you are feeling sick or have a health problem?</b></p> <p>a. has a regular doctor, or caregiver coordinates adequate health care b. poor health conditions reoccur, inconsistent with self-care c. undiagnosed health problems, recurring symptoms, rarely or never seeks medical care</p>	

– END OF CLIENT PORTION OF ASSESSMENT –

## Behavioral Observations

Rate the following behaviors as observed during the assessment. Use (b) for the average youth. Use (a) and (c) for distinct exceptions to the average.

Questions and Scoring Options:	Scoring Guide:
<p><b>67. Appearance and hygiene:</b></p> <ul style="list-style-type: none"> <li>a. below average</li> <li>b. average</li> <li>c. above average</li> </ul>	
<p><b>68. Comprehension:</b></p> <ul style="list-style-type: none"> <li>a. below average</li> <li>b. average</li> <li>c. above average</li> </ul>	
<p><b>69. Affect:</b></p> <ul style="list-style-type: none"> <li>a. depressed (sluggish)</li> <li>b. average</li> <li>c. animated (hyper)</li> </ul>	
<p><b>70. Self-Disclosure:</b></p> <ul style="list-style-type: none"> <li>a. evasive</li> <li>b. average</li> <li>c. very open</li> </ul>	<p><i>Consider interaction during the assessment. Is youth generally able and willing to self-reflect and self-disclose? Topic- or area-specific evasiveness should be considered when developing case plans and identifying services.</i></p>

## Interviewer Impressions

This section is completed/scored after the end of the assessment with the youth and is a two-step process. First, determine if the factor is a problem for the youth; second, determine if this problem leads to illegal behavior. Factors identified as "highly significant" or "significant" must be directly related to the youth's illegal behavior. In this section, the interviewer must identify one factor that is (a) highly significant and one factor that is (e) not significant.

Questions and Scoring Options:	Scoring Guide:
<p><b>71. Social inadequacy:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—effective interpersonal and social skills</li> </ul>	<ul style="list-style-type: none"> <li>a./b. <b>Social skills deficits</b> (i.e., naiveté, gullibility, being easily led) and difficulty surviving in society and caring for himself are highly significant or significant factors in contributing to the youth's legal difficulties.</li> <li>d. <b>Social skills deficits do not</b> contribute significantly to the youth's legal difficulties.</li> </ul> <p><i>Score (e) for youth who clearly demonstrate the ability to maintain and terminate interpersonal relationships, disagree with others, and cope effectively with interpersonal conflicts.</i></p>

<p><b>72. School inadequacy:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—no school-related problems</li> </ul>	<p>a./b. The lack of <b>cognitive ability/capacity</b> to succeed in school without supports/assistance contributes to the youth's legal difficulties.</p> <p>d. The lack of cognitive ability/capacity to succeed in school does not contribute significantly to the youth's legal difficulties.</p> <p>Score (e) only when there have been no out-of-school suspensions, previous expulsions, or referrals for truancy, and the youth is passing without difficulty.</p>
<p><b>73. Basic living needs:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. A lack of suitability of living environment contributed significantly to the youth's legal difficulties (e.g., youth and/or family is homeless, or lacks adequate food, water, sanitary conditions, etc.).</p> <p>d./e. A lack of basic needs or living environment are not contributing factors to the youth's legal difficulties.</p>
<p><b>74. Parental supervision:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—effective parental control</li> </ul>	<p>a. A <b>lack of</b> parental supervision, including parents expect, encourage, and/or allow illegal behavior, has contributed to the youth's legal difficulties. Parents are inconsistent, there are no clear consequences when the youth does not follow rules, and rules do not reinforce socially acceptable legal behavior.</p> <p>d. A lack of parental supervision has rarely contributed to the youth's legal difficulties. Parents are generally consistent, there are clear consequences when the youth does not follow rules, and rules reinforce socially acceptable legal behavior.</p> <p>Score (e) when there is clear evidence that rules and boundaries governing socially acceptable conduct and expectations for behavior are in place and in practice. The youth follows the rules. Disciplinary practices are flexible and <b>effective</b>, using both reward and consequence systems. Parents effectively monitor the youth's activities.</p>
<p><b>75. Criminal orientation:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Criminal values</b> (i.e., criminal behavior is an acceptable, common part of the youth's life) <b>and living off of crime</b> without sustained attempts to live in a pro-social way contribute to the youth's legal difficulties. The youth identifies with criminal friends, would like to be a successful criminal, and/or is frequently motivated by monetary gain.</p> <p>d./e. <b>Criminal value orientation</b> is <b>not</b> a significant factor contributing to the offenses (i.e., the youth has relatively <b>pro-social values</b>: he does <b>not</b> attempt to live off of crime and crime is <b>not</b> a common part of his life).</p>

<p><b>76. Emotional factors:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Emotional problems</b> (e.g., depression, low self-esteem, anxiety, impulse control, sexual deviancy, self-destructiveness, chemical addiction, etc.) are highly significant or significant in contributing to the youth's legal difficulties.</p> <p>d./e. <b>Emotional factors</b> did <b>not</b> contribute significantly to the youth's legal difficulties (i.e., youth is emotionally stable).</p>
<p><b>77. Family history problems:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—family history is void of disruption or problems</li> </ul>	<p>a./b. Chronic parental or family problems affect the youth's actions or decision making and contribute to the youth's legal difficulties. May also include instances of the youth acting out against family members.</p> <p>d. Parental or family problems rarely affect the youth's decision making and have rarely contributed to the youth's legal difficulties.</p> <p>Score (e) only when the youth's family history is void of disruption or problems. There is clear evidence that his family offers structure, support, and strength.</p>
<p><b>78. Abuse/neglect and trauma:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. Physical abuse/neglect, sexual abuse, and/or trauma affected the youth's actions or decision making and significantly contributed to his legal difficulties.</p> <p>d./e. Abuse/neglect, sexual abuse, and/or trauma rarely affect the youth's actions or decision making and do not significantly contribute to his legal difficulties.</p>
<p><b>79. Physical safety:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. Lack of safety with himself, his peers, and/or adults. Including threats/fear for his physical safety, experiencing physical, emotional, or sexual abuse and/or domestic violence contributed significantly to his legal difficulties.</p> <p>d./e. A lack of safety with himself and others did not contribute to the youth's legal difficulties.</p>

<p><b>80. Relationships:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—positive peer group influence</li> </ul>	<p>a./b. The youth's peer group is negative, delinquent, and/or abusive and his relationships are detrimental, which contributes to his legal difficulties.</p> <p>d. The youth's peer group may be negative, delinquent, and/or abusive and relationships may be detrimental but have not contributed significantly to his legal difficulties.</p> <p>Score (e) only when no member of the youth's peer group has been referred to court. There is clear evidence that persons with whom the youth socializes are age appropriate and engage in constructive pro-social activities and interests.</p>
<p><b>81. Isolated-situational or temporary circumstances:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. The offense resulted from <b>isolated, unusual, or temporary circumstances</b> that are unlikely to recur. (If the youth is unlikely to have more legal trouble without intervention, score item as a.)</p> <p>d./e. Offense is <b>not isolated, not unusual, nor</b> the result of temporary circumstances (i.e., it is part of an ongoing pattern of behavior).</p>
<p><b>82. Interpersonal manipulation:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Interpersonal manipulation</b> (i.e., the desire to selfishly use, exploit, take advantage of, or control others in a manipulative manner) contributed to the youth's legal difficulties. Youth appeared to be lying consistently during the assessment.</p> <p>d./e. <b>Manipulation is not</b> a significant factor contributing to the youth's legal difficulties (i.e., interactions with others are relatively straightforward, direct, above-board, and <b>not</b> to manipulate or exploit).</p>
<p><b>83. Alcohol abuse:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Alcohol use/abuse</b> contributed significantly to the youth's legal difficulties.</p> <p>d./e. <b>Alcohol use/abuse is not</b> a significant contributing factor to the youth's legal difficulties.</p>
<p><b>84. Other drug abuse:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Substance use/abuse</b> contributed significantly to the youth's legal difficulties.</p> <p>d./e. <b>Substance use/abuse is not</b> a significant contributing factor to the youth's legal difficulties.</p>
<p><b>85. Vocational skills:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. The <b>lack of capacity/ability</b> to obtain and maintain relatively permanent and reasonably paying employment contributed to the youth's legal difficulties.</p> <p>d./e. <b>Vocational inadequacy is not</b> a significant factor contributing to the youth's legal difficulties (i.e., has average capacity to obtain/maintain relatively permanent and reasonably paying employment).</p>

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86. **Comments:**

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# JAIS™ GIRLS' ASSESSMENT

## General Instructions

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### General Scoring Rules

- Consider information learned throughout the interview to rate each item (i.e., not only the information learned in discussing that particular item).
- Base ratings on patterns of behaviors and attitudes.
- The interviewer should listen closely to the youth, making every effort to score her response. When the youth's accounting of the situation differs from the interviewer's assessment or known facts, efforts should be made to reconcile the discrepancy. Where indicated, ratings are based on the interviewer's assessment of the situation (i.e., the youth need not concur with your assessment of the information). In other cases, where specifically indicated, ratings are based solely on the youth's response and no effort may be made to reconcile discrepancies.

**A scoring guide is included to provide criteria and assistance in scoring ambiguous responses.**

**NOTE: Before beginning the assessment, remember to inform the youth that you are a mandated reporter, and that while the information in the assessment is obtained for the purpose of assisting in case planning in the youth's best interest, some information shared may require the interviewer to contact social services.**

There are four parts to the JAIS assessment. Whenever possible, the following sequence should be followed:

1. General Information
2. Objective History
3. Behavioral Observations
4. Interviewer Impressions

### 1. General Information

A semi-structured assessment with suggested questions has been developed to elicit general information. Use a natural, open, conversational style of interviewing that is comfortable for both you and the youth. **If the youth presents some important or interesting information requiring follow-up, you are encouraged to follow through before going back to the structured sequence.** For each item, you must choose only one answer.

Each portion of the General Information section is headed by one or two open-ended questions that may provide material for rating specific items. If the suggested questions fail to elicit the information needed, continue to inquire in an increasingly direct manner unless you see the words "SCORE INITIAL

RESPONSE," which means that you should discontinue inquiry (except to repeat or clarify a misunderstood question) and to score the spontaneous response, if possible.

For some items, "A" and "B" questions are included. If the "B" question is asterisked (\*B), always ask it. Otherwise, ask the "B" question if the needed information was not elicited from the "A" question. For non-communicative youth, you may need to ask additional probing questions.

## 2. Objective History

These items follow the General Information section. The information can probably be obtained quite rapidly with direct questions; however, the answers should be based on the most reliable source of information.

## 3. Behavioral Observations

These ratings are based on the youth's behavior **during** the assessment.

## 4. Interviewer Impressions

These ratings should reflect your impression as to how each factor contributes to the youth's difficulties.

## GIRLS' FULL INTERVIEW

r: 03-14

<b>Client Information</b>
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<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
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**First Name:****Last Name:****ID:****Gender:**

- Male
- Female

**Date of Birth:****Race:**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Unknown

**Ethnicity:**

- Hispanic or Latino
- Not Hispanic or Latino
- Unknown

**Assessor:**

<b>General Information</b>
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If the youth presents some important or interesting information requiring follow-up, you are encouraged to follow through before going back to the structured sequence.

<b>Criminal History</b>
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In this section, include any behavior problem that brought the youth to the attention of legal authorities. It is crucial to obtain a complete picture of misbehavior, including what has occurred in the family and in the community. In situations where the youth denies the behavior or cannot remember details, the interviewer may ask, "What did the judge, police, etc. say happened?" and then use the best information available to score the offense pattern items. At the end of this section, the interviewer must have a strong understanding of the youth's motivation.

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
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Can you tell me why you think you are here today?  
Can you tell me about the trouble you got into?

*These opening questions should get the youth to open up about offenses or behaviors that have led to the present situation and to her ideas about the assessment.*

Questions 1 and 2 may be scored after a complete picture of the current offense is obtained. Multiple offenses from the **same incident** are counted as one incident. Use the aggregate circumstances in scoring this section. When multiple offenses from different incidents are considered at the same time, use the most recent offense as the current and count the others as prior offenses.



<p>4. <b>A. In these offenses, have you ever been armed or hurt someone?</b></p> <p><b>B. Did you ever threaten anyone during an offense?</b></p> <p>Offense(s) involving armed, assaultive, or threatening behavior?</p> <p>a. yes, sexual offenses b. yes, non-sexual offenses c. no</p>	<p>Ask about each incident individually in order to determine the scoring for this question.</p> <p>a. Youth threatened or hurt someone in the course of a <b>sexual offense</b>. This includes all sexual assaults. This also includes <b>any offenses involving sexual contact with someone younger than 13 years old</b>, regardless of the offending youth's age.</p> <p>b. Youth threatened or hurt someone in the course of a non-sexual offense. This includes homicide and non-sexual assaults, unarmed participant in an armed robbery, situations when youth was armed but did not threaten or hurt anyone, or injury resulting from driving offenses without intent to injure.</p> <p>c. Youth has no history of armed, assaultive, or threatening behavior.</p>
<p>5. <b>How did you decide to commit these offenses?</b></p> <p>Offenses were generally:</p> <p>a. planned b. no consistent pattern c. impulsive</p>	<p>Interviewer must determine whether an element of planning was involved and not just accept the youth's definition of planning.</p> <p>a. Decides to commit an offense, then drinks to build courage; possession of drugs; DWI; grooming behavior prior to sexual assault.</p> <p>c. Gets drunk and into a fight, or sees open car with package and suddenly decides to steal package.</p>
<p>6. <b>Were you with someone when you got in trouble?</b></p> <p>Offenses were generally committed:</p> <p>a. alone b. no consistent pattern c. with accomplices</p>	<p>"Accomplice" is one who <b>assists</b> in the commission of the offense, not simply someone who is present.</p> <p>If the youth plans the behavior with others but does it alone, score c. In most cases, selling drugs involves others.</p>
<p>7. <b>Were you drinking or on drugs when you got in trouble?</b></p> <p>Offenses committed while drinking or on drugs:</p> <p>a. never b. 50% or less c. more than 50%</p>	<p>Score based on frequency of use in conjunction with getting in trouble, regardless of level of intoxication.</p>
<p>8. <b>Have you ever been arrested for offenses against your family, like stealing or running away?</b></p> <p>Offenses directed toward the family:</p> <p>a. never b. sometimes c. usually</p>	<p>c. Majority of legal trouble involved stealing from family, assault on family members, running away from home.</p>
<p>8a. <b>Has youth been assaultive with a family member?</b></p> <p>a. yes b. no</p>	<p>Answer question based on most reliable source of information.</p> <p>a. Does not require an arrest or referral to court or juvenile court services.</p>

## School Adjustment

### Questions and Scoring Options:

### Scoring Guide:

Now I'd like to ask some things about your background. What was the last grade you completed in school? (Questions 9 to 16 refer to entire school history, not just current semester.)

<p><b>9. A. Do (did) you have any problems with schoolwork?</b></p> <p><b>B. Do (did) you ever receive any special help in school?</b></p> <p>Academic performance:</p> <p>a. no problems</p> <p>b. problems primarily due to lack of intellectual capacity</p> <p>c. other achievement problems</p>	<p><i>If the youth has both a lack of capacity and other achievement problems, select (b).</i></p> <p>c. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Lack of interest</li> <li>• Dyslexia</li> <li>• Dropouts</li> </ul>
<p><b>10. Did youth ever receive special education for learning deficiencies?</b></p> <p>a. yes</p> <p>b. no</p>	<p><i>This question is specific to cognitive limitations that result in the youth receiving additional learning support. Exclude special education services for learning difficulties such as dyslexia, auditory or visual processing disorders, and emotional/behavior disorders. Exclude language problems in non-English speakers. Answer based on the most reliable source of information.</i></p>
<p><b>11. Did youth ever receive special help for emotional or behavioral problems in school?</b></p> <p>a. yes</p> <p>b. no</p>	<p><i>This question is specific to emotional and/or behavior problems in a school setting that resulted in youth receiving in-classroom support (aides, one-on-one worker); spending time in a resource room, self-contained classroom, or therapeutic school setting. Exclude speech therapy. Answer based on the most reliable source of information.</i></p>
<p><b>12. How many different schools have you been enrolled in during the past two years?</b></p> <p>Number of schools:</p> <p>a. one</p> <p>b. two or more</p> <p>c. not enrolled/dropped out</p>	<p><i>Include normal school transitions (e.g., middle school to high school counts as two schools).</i></p>
<p><b>13. Do (did) you go to class regularly?</b></p> <p>School attendance:</p> <p>a. no truancy</p> <p>b. minor truancy</p> <p>c. extensive truancy</p>	<p>a. <i>If attendance problems were not the fault of the youth (e.g., major illness), score (a).</i></p> <p>b. <i>One to five times per year (not necessarily full days).</i></p>
<p><b>14. Generally, do (did) you get your homework done?</b></p> <p>Completes assignments:</p> <p>a. generally no problem</p> <p>b. major problem</p>	

<p><b>15. How do (did) you generally get along with your teachers and principals?</b></p> <p>Relationship to school staff:</p> <ul style="list-style-type: none"> <li>a. no problem</li> <li>b. authority problems</li> </ul>	
<p><b>16. Do (did) you have any other problems in school?</b></p> <p>School discipline:</p> <ul style="list-style-type: none"> <li>a. enrolled, attending regularly, no suspensions; or graduated/received a GED</li> <li>b. suspended one to two times; considered somewhat disruptive</li> <li>c. major truancy or dropped out; suspended three or more times; considered seriously disruptive</li> </ul>	<p><i>This question specifically addresses school-related discipline problems not scored in questions 11 through 15. Behaviors must have brought the youth to the attention of school authorities. If youth reports fighting with peers in school but has never been caught or disciplined, score (a).</i></p> <ul style="list-style-type: none"> <li>b. <i>Disruptive behavior could include shouting, leaving without permission, inappropriate remarks to teacher or students.</i></li> <li>c. <i>Extortion, concealing weapons, fighting.</i></li> </ul>
<p><b>17. Current school status:</b></p> <ul style="list-style-type: none"> <li>a. enrolled</li> <li>b. graduated</li> <li>c. suspended</li> <li>d. expelled</li> <li>e. dropped out/not enrolled</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Enrolled in high school, alternative schools, or participation in GED classes. If youth has HS diploma/GED and is enrolled in vocational training or post-secondary school, score (b).</i></li> <li>b. <i>Graduated from high school, has GED.</i></li> </ul>
<p><b>18. How far do you plan to go in school?</b></p> <p>Educational goal:</p> <ul style="list-style-type: none"> <li>a. post-high school training</li> <li>b. high school diploma</li> <li>c. GED</li> <li>d. no further education</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Academic or technical degree program.</i></li> </ul> <p><i>Accept the youth's view.</i></p>
<p><b>19. Do (did) you like school?</b></p> <p>Attitude toward school:</p> <ul style="list-style-type: none"> <li>a. generally positive</li> <li>b. neutral or mixed</li> <li>c. generally negative</li> </ul>	<p><i>Accept the youth's view. It is not necessary to score initial response, but you must accept the youth's viewpoint.</i></p>

## Interpersonal Relationships

This section refers to a youth's pattern of associates over time, especially as it relates to or impacts illegal behavior.

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p><b>20. Do you like to hang out with a group, or one or two friends at a time?</b></p> <p>Pattern of associates:</p> <ul style="list-style-type: none"> <li>a. prefers individual friends</li> <li>b. mixed</li> <li>c. prefers groups</li> </ul>	

<p><b>21. Have your friends been in trouble?</b></p> <p>Associates:</p> <ol style="list-style-type: none"> <li>essentially not in legal trouble</li> <li>mixed</li> <li>mostly in legal trouble</li> <li>gang member/associate</li> </ol>	<p><i>"Trouble" refers to behavior that has led to contact with legal authorities. Don't count marijuana use (by itself) as legal trouble.</i></p> <ol style="list-style-type: none"> <li><i>Don't score a if the youth committed <u>any</u> offense with accomplices.</i></li> <li><i>Gang member/associate supersedes all other answers.</i></li> </ol>
<p><b>22. A. How much do your friends drink?</b></p> <p><b>* B. How much drugs do they do?</b></p> <p>Associates' substance use:</p> <ol style="list-style-type: none"> <li>rarely</li> <li>sometimes</li> <li>frequent or abusive</li> </ol>	<p><i>Consider history of associates and frequency of use by majority of associates. For example, if the youth reports that her old group of friends used drugs frequently, but her new group does not use at all, score (c).</i></p> <ol style="list-style-type: none"> <li><i>A few times in their lifetime or less.</i></li> <li><i>Weekly or more frequently.</i></li> </ol>
<p><b>23. A. How much drinking and/or drugs do you do?</b></p> <p><b>B. (For youth who score b or c, ask) How do you get money to pay for it?</b></p> <p>Youth's substance use:</p> <ol style="list-style-type: none"> <li>no problems or experimentation only</li> <li>use sometimes interferes with functioning</li> <li>frequent/chronic use or abuse</li> </ol>	<p><i>History of use needs to be considered. If youth reports that she used to use daily but now does not use at all, score (c).</i></p> <ol style="list-style-type: none"> <li><i>A few times in her lifetime or less.</i></li> <li><i>Weekly or more frequently.</i></li> </ol>
<p><b>23a. What type of drugs have you used?</b></p> <ol style="list-style-type: none"> <li>none</li> <li>marijuana</li> <li>methamphetamine</li> <li>cocaine</li> <li>heroin</li> <li>alcohol</li> <li>other</li> </ol>	
<p><b>24. How do your parents feel about your friends?</b></p> <p>Parental view of friends:</p> <ol style="list-style-type: none"> <li>approve</li> <li>mixed or neutral</li> <li>disapprove</li> </ol>	<p><i>Historical patterns are to be considered. If parents disapprove of old friends but like new friends, score (b).</i></p>
<p><b>25. When you're with your friends, who generally decides what to do (where to go, etc.)?</b></p> <p>Leadership:</p> <ol style="list-style-type: none"> <li>friends usually decide</li> <li>mixed</li> <li>youth usually decides</li> </ol>	<p><i>Interviewer impression.</i></p>

<p>26. <b>A. Do you have a closest friend?</b></p> <p><b>B. What do you like best about him/her?</b></p> <p>Relationship with closest friend:</p> <p>a. talk (share feelings) or help each other</p> <p>b. do things together (less emphasis on talking or sharing feelings)</p> <p>c. has none</p>	<p>a. "We do things for each other." "We're like brothers/sisters."</p> <p>b. "He/she likes the same activities I do."</p>
<p>27. <b>A. Do you have a significant romantic partner?</b></p> <p><b>B. Tell me about your romantic relationship(s).</b></p> <p><b>C. Are your romantic partners of the same sex, opposite sex, or both?</b></p> <p>Relationships (note all applicable choices):</p> <p>a. partner(s) similar in age to youth</p> <p>b. partner(s) significantly older</p> <p>c. feels emotionally threatened in relationship</p> <p>d. feels physically threatened in relationship</p> <p>e. no current or prior romantic partner(s)</p> <p>f. homosexual relationships</p> <p>g. bisexual relationships</p> <p>h. heterosexual relationships</p>	<p>Note all that apply.</p> <p>Consider history of all romantic relationships, not just the current relationship.</p> <p><b>B. Suggested topics: Where did you meet? How long have you been together? What are your common interests? What do you argue about? How are arguments resolved?</b></p> <p>b. Interviewer impression based on youth's age.</p>
<p>28. <b>Have you had sexual encounters with anyone other than your significant romantic partners?</b></p> <p>a. none</p> <p>b. one</p> <p>c. two</p> <p>d. three or more</p>	<p>Score casual sexual relationships ("hook-ups"), not significant relationships; include prostitution.</p>

## Feelings

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p>29. <b>A. What kinds of things get you depressed?</b></p> <p><b>B. What do you do when you're feeling depressed? (If she denies getting depressed, how does she avoid depression?)</b></p> <p>Youth's <i>pattern</i> when feeling depressed:</p> <p>a. seeks someone to talk to about the problem or tries to figure it out</p> <p>b. seeks an activity to distract herself</p> <p>c. drinks, uses drugs, and/or self-mutilates</p> <p>d. isolates herself</p> <p>e. denies getting depressed</p>	<p>b. For example:</p> <ul style="list-style-type: none"> <li>• "I forget about them"</li> <li>• Watch TV</li> <li>• Listen to music</li> <li>• Shoot pool</li> <li>• Play video games</li> </ul> <p>d. For example:</p> <ul style="list-style-type: none"> <li>• "I pray"</li> <li>• Sleep</li> </ul>

<p><b>30. Have you ever tattooed or cut on yourself?</b></p> <p>Self-mutilation:</p> <ol style="list-style-type: none"> <li>yes</li> <li>no</li> </ol>	<p><i>A degree of judgment must be exercised in scoring this question. Consider when the tattooing happens: Does it happen when the youth is in an emotional state similar to when someone cuts?</i></p> <ol style="list-style-type: none"> <li><i>Homemade tattoos, self-inflicted piercing other than in the earlobe, cutting behavior.</i></li> <li><i>Professionally done tattoos and piercing.</i></li> </ol>
<p><b>31. A. Have you ever thought seriously about killing yourself?</b></p> <p><b>B. (If youth says yes to above) Have you ever tried it?</b></p> <p>Suicide:</p> <ol style="list-style-type: none"> <li>never seriously contemplated it</li> <li>had definite thoughts</li> <li>attempted it</li> </ol>	<p><i>Attempted suicide is to be interpreted as purposefully performing behaviors that she thinks could result in death. There must be intent/desire to die as well as behavior that could result in death. Do not include threats of suicide when used as a means of manipulation.</i></p>
<p><b>32. A. What do you do when you're feeling angry with people?</b></p> <p><b>* B. Have you ever hurt anyone when you were angry?</b></p> <p>In handling anger:</p> <ol style="list-style-type: none"> <li>physically aggressive toward people</li> <li>avoids expressing anger</li> <li>trouble expressing anger appropriately</li> <li>responds appropriately</li> </ol>	<p><i>Physical aggression problems should take precedence over other choices. Use all sources of information, including offenses.</i></p> <ol style="list-style-type: none"> <li><i>Physical aggression must be motivated by anger to score a.</i></li> <li><i>Denies getting angry.</i></li> <li><i>Breaks things; "I yell at people."</i></li> <li><i>Constructively confronts the person who's making her angry.</i></li> </ol> <p><i>If youth has history of assault, interviewer should ask about and consider her motive when scoring this question.</i></p>
<p><b>33. A. Can you describe your personality? What do you like and dislike about yourself?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Self-description:</p> <ol style="list-style-type: none"> <li>emphasizes strengths</li> <li>emphasizes inadequacy</li> <li>can't describe herself</li> </ol>	<p><i>If both positive and negative statements are given, choose the one emphasized the most. If they have equal emphasis, choose the one given first.</i></p> <ol style="list-style-type: none"> <li><i>Choice c is for youth who lack the ability to describe themselves:</i> <ul style="list-style-type: none"> <li>• "I'm okay" (and can't elaborate).</li> <li>• "I'm a nice person."</li> <li>• "I get into too much trouble."</li> </ul> </li> </ol>
<p><b>34. In general, do you tend to trust or mistrust people?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Outlook toward people:</p> <ol style="list-style-type: none"> <li>basically trusting</li> <li>mixed or complex view</li> <li>basically mistrusting</li> </ol>	<ol style="list-style-type: none"> <li><i>A complex view of people (e.g., trusts people in some situations but not in others):</i> <ul style="list-style-type: none"> <li>• "I trust people too much."</li> <li>• "Takes a while to get to know them."</li> </ul> </li> </ol>

## Family Attitudes

### Questions and Scoring Options:

### Scoring Guide:

Interviewers should ask their own questions to obtain general information regarding family structure—parents, stepparents, siblings, etc.—before asking question 35.

<p><b>35. A. Are you living at home?</b></p> <p><b>* B. How many different houses or apartments have you lived in?</b></p> <p>Changes in family residence:</p> <ol style="list-style-type: none"> <li>a. zero to four</li> <li>b. five to nine</li> <li>c. ten or more</li> </ol>	<p><i>Changes in residence include parental and foster care homes. They do not include runaway stops, jail, detention, institutions, shelter care, etc. Include positive moves (e.g., for school purposes, more suitable housing, better family supports, etc.)</i></p>
<p><b>36. A. Can you describe your living environment now? (current or prior to residential/institutional placement)</b></p> <p><b>B. Are there other people who live in your home for periods of time?</b></p> <p>Suitability of living environment:</p> <ol style="list-style-type: none"> <li>a. suitable</li> <li>b. has housing, some basic living needs unmet</li> <li>c. youth has left home</li> <li>d. family is homeless and/or needs serious family resources</li> </ol>	<p><i>“Other people” includes extended family, friends, boyfriends, etc.</i></p> <p><i>d. Shelter is inadequate, unsafe, utilities not working, food unavailable, and/or no adult supervision.</i></p>
<p><u>Questions 37 through 43: Use biological parents if relationship exists; if not, use the persons the youth identifies as parent figures.</u></p>	
<p><b>37. A. How do (did) you get along with your mother?</b></p> <p><b>B. How do you feel about her?</b></p> <p>Present feelings towards mother:</p> <ol style="list-style-type: none"> <li>a. close</li> <li>b. mixed or neutral</li> <li>c. hostile</li> </ol>	<p><i>a. Loving, affectionate.</i></p> <p><i>b. “We get along” (without implication of closeness).</i></p> <p><i>If parents are of the same sex, let the youth choose which parent to talk about first.</i></p>
<p><b>38. A. Since about age 12, if you did something wrong, how did your mother handle it?</b></p> <p><b>B. What kind of discipline did she use?</b></p> <p>Type of discipline mother used (since age 12):</p> <ol style="list-style-type: none"> <li>a. verbal or privilege withdrawal</li> <li>b. permissive (generally let youth do as she pleased)</li> <li>c. physical</li> <li>d. not applicable</li> </ol>	<p><i>Focus on discipline after age 12.</i></p> <p><i>c. Destructive, abusive parenting patterns or any physical discipline. Includes “slapping.”</i></p> <p><i>d. If the youth didn’t live with mother or mother figure during at least part of her adolescent years, rate this item as not applicable.</i></p>

<p>39. <b>A. How do (did) you get along with your father?</b></p> <p><b>B. How do you feel about him?</b></p> <p>Present feelings towards father:</p> <p>a. close b. mixed or neutral c. hostile</p>	<p>a. Loving, affectionate. b. "We get along" (without implication of closeness).</p>
<p>40. <b>A. Since about age 12, if you did something wrong, how did your father handle it?</b></p> <p><b>B. What kind of discipline did he use?</b></p> <p>Type of discipline father used (since age 12):</p> <p>a. verbal or privilege withdrawal b. permissive (generally let youth do as she pleased) c. physical d. not applicable</p>	<p>Focus on discipline after age 12.</p> <p>d. If the youth did not live with father or father figure during at least part of her adolescent years, rate this item as not applicable.</p>
<p>41. <b>Can you describe your father's personality? (If answer is unclear, ask youth to describe another person she knows well.)</b></p> <p>Personality description:</p> <p>a. multifaceted b. superficial</p>	<p>This item measures the youth's ability to describe attributes or explain behavior.</p> <p>a. One complex statement is sufficient to score.</p> <ul style="list-style-type: none"> <li>• "Sensitive to others"</li> <li>• "Strict because of upbringing"</li> </ul> <p>b. "Superficial" indicates difficulty perceiving depth in personality and not just an evasion of the question.</p> <ul style="list-style-type: none"> <li>• "No-good drunk"</li> <li>• "Mean"</li> <li>• "Kind"</li> </ul>
<p>42. <b>A. Were you ever abused by your parents?</b></p> <p><b>B. Did they ever go overboard on punishment?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Parental abuse:</p> <p>a. yes b. no</p>	<p>Includes physical, sexual, and emotional abuse.</p>
<p>43. <b>Were your parents ever reported to the child welfare system for physically or sexually abusing or neglecting you?</b></p> <p>Reported parental abuse:</p> <p>a. yes, physical abuse and/or neglect b. yes, sexual abuse c. yes, physical abuse and/or neglect and sexual abuse d. no</p>	<p>Based on report to child welfare agency, substantiated or not.</p>

<p>44. <b>A. Have you ever been abused by anyone else?</b></p> <p><b>* B. Have you ever been abused sexually?</b></p> <p>Non-parental abuse:</p> <ol style="list-style-type: none"> <li>yes, physical abuse</li> <li>yes, sexual abuse</li> <li>yes, both physical and sexual abuse</li> <li>no</li> </ol>	<p>b. Include prostitution, sex in exchange for drugs, etc. If youth states that she was a willing participant but was younger than 13, assailant was in a caregiver role, or there was considerable age disparity, consider scoring as sexual abuse even if youth does not describe it as abuse.</p>
<p>45. <b>Have you ever experienced a traumatic event that significantly impacted your life?</b></p> <p>Trauma type:</p> <ol style="list-style-type: none"> <li>none</li> <li>rape</li> <li>sexual abuse</li> <li>physical abuse</li> <li>death of parent, sibling, or friend</li> <li>witnessing violence</li> <li>divorce</li> <li>serious accident</li> <li>other major disruption</li> <li>domestic violence</li> </ol>	<p>Youth impression. Note all that apply.</p>
<p>46. <b>A. How would your parents have described you when you were younger (prior to age 10)?</b></p> <p><b>* B. Did they both see you the same way?</b></p> <p>Parental view (prior to age 10):</p> <ol style="list-style-type: none"> <li>good kid (normal)</li> <li>problem child</li> <li>parents differed</li> </ol>	<p>a. For example:</p> <ul style="list-style-type: none"> <li>• No special problem</li> <li>• Like anybody else</li> </ul> <p>b. For example:</p> <ul style="list-style-type: none"> <li>• "Parents always complaining about me"</li> <li>• "Gave them lots of trouble"</li> <li>• Seen as "strange kid"</li> <li>• Hyper</li> </ul>
<p>47. <b>How would you describe yourself during that time (prior to age 10)?</b></p> <p>Self-description (prior to age 10):</p> <ol style="list-style-type: none"> <li>good kid (normal)</li> <li>problem kid</li> </ol>	
<p>48. <b>Would you describe your early childhood (prior to age 10) as happy or unhappy?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>General attitude toward childhood:</p> <ol style="list-style-type: none"> <li>happy</li> <li>unhappy</li> </ol>	<p>Accept the youth's view.</p>
<p>49. <b>Are you satisfied with your early childhood?</b></p> <p>Satisfaction with childhood:</p> <ol style="list-style-type: none"> <li>basically satisfied (little change)</li> <li>dissatisfied with material aspect</li> <li>dissatisfied with family</li> <li>dissatisfied with self</li> </ol>	

<p><b>50a. Does any parent currently receive Temporary Assistance for Needy Families (TANF)?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50b. Does any parent have a history of criminal behavior?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50c. Does any parent have a history of probation, jail, or prison?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50d. Does any parent have a history of psychiatric hospitalization?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50e. Does any parent have a history of suicide attempts?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50f. Does any parent have a history of drinking and drug problems?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>
<p><b>50g. Does any parent have a history of physical disability and/or major illness?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>Include step- and adoptive parents. Answer question based on most reliable source of information.</i></p>

<p><b>50h. Does any parent have a history that is free of the problems in items 50a–g?</b></p> <p>a. mother/stepmother b. father/stepfather c. both parents d. neither parent</p>	<p><i>History items include:</i></p> <ul style="list-style-type: none"> <li>• currently receiving TANF;</li> <li>• criminal behavior;</li> <li>• probation, jail, or prison;</li> <li>• psychiatric hospitalization;</li> <li>• suicide attempts;</li> <li>• drinking and drug problems; and</li> <li>• physical disability and/or major illness.</li> </ul> <p>a. Select (a) only if response (a) is not selected on any of items 50a–g. b. Select (b) only if response (b) is not selected on any of items 50a–g. c. Select (c) if response (d) is selected for <b>all</b> items 50a–g. d. Select (d) if responses (a), (b), or (c) <b>are</b> selected on any items 50a–g.</p>
<p><b>51. Have siblings (include step- and half-siblings) ever been arrested?</b></p> <p>a. none b. some c. most d. not applicable</p>	<p><i>Answer question based on most reliable source of information.</i></p>
<p><b>52. Has any sibling or parent ever been placed on probation or in jail or a correctional institution within the last three years?</b></p> <p>a. yes b. no</p>	<p><i>Include group homes and residential treatment centers if placed for delinquent acts. Answer question based on most reliable source of information.</i></p>
<p><b>52a. Which sibling or parent has been placed on probation or in jail or a correctional institution?</b></p> <p>a. father/stepfather b. mother/stepmother c. adult sibling d. none</p>	<p><i>Include group homes and residential treatment centers if placed for delinquent acts. Answer question based on most reliable source of information.</i></p> <p><i>Check all that are applicable.</i></p>
<p><b>52b. Is any sibling or parent currently incarcerated?</b></p> <p>a. father/stepfather b. mother/stepmother c. adult sibling d. none</p>	<p><i>Answer question based on most reliable source of information. Check all that are applicable.</i></p>
<p><b>53. Does youth have any children?</b></p> <p>a. yes, and has custody of one or more children b. yes, but does not have custody c. no</p>	<p>a. Youth has care and custody of child(ren); i.e., lives in same household or has frequent extended/overnight visits and acts as parent for child. b. Youth's child lives with other parent, relative, foster home. Youth may provide child support but generally does not act as parent for child.</p>

<p>54. <b>A. How do you feel about being a mom?</b></p> <p><b>B. What are some of your baby's needs?</b></p> <p>Motherhood:</p> <ol style="list-style-type: none"> <li>no child(ren) and is not pregnant</li> <li>parent (or pregnant), can meet basic needs of child and self</li> <li>parent (or pregnant), cannot meet basic needs of child and self</li> <li>parent (or pregnant), shows disregard for self and child(ren)</li> </ol>	<p>d. <i>Intentionally or non-intentionally puts herself and child(ren) in high-risk situations with little concern for her own safety and well-being. Also includes self-defeating behaviors that can further expose her and/or her child to danger.</i></p>
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## Plans and Problems

Questions and Scoring Options:	Scoring Guide:
<p>55. <b>Aside from trouble with the law, what is the biggest problem in your life now?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>View of important problem area:</p> <ol style="list-style-type: none"> <li>personal issues</li> <li>relationships</li> <li>education</li> <li>vocational/financial</li> <li>no big problems presently</li> </ol>	<p>a. <i>For example:</i></p> <ul style="list-style-type: none"> <li>• <i>Drinking or drugs</i></li> <li>• <i>"Get my head together."</i></li> </ul> <p>b. <i>"Try to get along better with my parents."</i></p> <p>c. <i>"Getting kicked out of school" or "Failing all my classes, not graduating."</i></p> <p>d. <i>"Losing my job," "Trying to get money legally, so I can..."</i></p> <p>e. <i>"If I can just get off supervision, I won't have any problems."</i></p>
<p>56. <b>A. What goals do you have for the future?</b></p> <p><b>* B. How do you expect to accomplish those goals?</b></p> <p><b>SCORE INITIAL RESPONSE</b></p> <p>Future goals:</p> <ol style="list-style-type: none"> <li>short-term goals (most goals can be fulfilled within about six months)</li> <li>long-term goals</li> </ol>	<p><i>At issue in this question is whether the youth can articulate goals, not whether she is likely to achieve those goals.</i></p> <p>a. <i>"No goals; live day-to-day."</i></p>
<p>57. <b>Are there any places/programs or people that can help you when you leave here or when you are off of supervision?</b></p> <p>Social supports:</p> <ol style="list-style-type: none"> <li>yes, has knowledge of existing resources and is willing to use them</li> <li>barriers exist that limit ability to access resources</li> <li>denies needing any social support</li> <li>resources do not exist</li> </ol>	

58. How will being on supervision (institution or field) affect your life?

**SCORE INITIAL RESPONSE**

Expectation about supervision:

- a. no effect
- b. counseling or program help
- c. will keep her out of trouble
- d. negative
- e. mixed or unclear

## Objective History

Answer questions based on most reliable source of information. Be certain to ask youth each question, and ask about discrepancies between other sources of information and her response.

<b>Questions and Scoring Options:</b>	<b>Scoring Guide:</b>
<p>59. <b>Age of earliest arrest or referral to court or court services:</b></p> <ul style="list-style-type: none"> <li>a. 12 or younger</li> <li>b. 13</li> <li>c. 14</li> <li>d. 15–16</li> <li>e. 17 or older</li> </ul>	<p><i>Include serious traffic offenses (e.g., drunk driving, hit and run).</i></p>
<p>60. <b>Number of arrests or referrals to court or court services for criminal (non-status) offenses:</b></p> <ul style="list-style-type: none"> <li>a. none</li> <li>b. one</li> <li>c. two or three</li> <li>d. four to seven</li> <li>e. eight or more</li> </ul>	<p><i>Include current offense.</i></p> <p><i>Criminal offenses include misdemeanors, felonies, and violations of probation.</i></p>
<p>61. <b>Number of arrests or referrals to court or court services for drug offenses:</b></p> <ul style="list-style-type: none"> <li>a. none</li> <li>b. one or more</li> </ul>	<p><i>Do NOT include arrests for alcohol- or tobacco-related offenses.</i></p>
<p>62. <b>Number of referrals to court or court services for violent/assaultive offenses:</b></p> <ul style="list-style-type: none"> <li>a. none</li> <li>b. one</li> <li>c. two or more</li> </ul>	<p><i>Include current offense (e.g., battery, aggravated battery, assault, attempted murder, weapons offenses, etc.).</i></p>
<p>63. <b>Number of arrests or referrals to court or court services for status offenses:</b></p> <ul style="list-style-type: none"> <li>a. none</li> <li>b. one to four</li> <li>c. five or more</li> </ul>	<p><i>Include current offense (e.g., running away, underage drinking/smoking, truancy).</i></p>

<p><b>64. Number of placements in correctional institutions:</b></p> <p>a. none b. one c. two or more</p>	<p><i>Include current commitment.</i></p> <p><i>Exclude detentions prior to adjudication.</i></p>
<p><b>65. Total number of all court-ordered out-of-home placements:</b></p> <p>a. none b. one c. two or more</p>	<p><i>Include all <b>court-ordered</b> out-of-home placements: residential treatment centers, foster care/group homes, child welfare placements, correctional institutions, etc.</i></p>
<p><b>66. Time spent under prior probation/parole supervision:</b></p> <p>a. none (this is the first time) b. six months or less c. seven to 12 months d. more than 12 months</p>	<p><i>Exclude probation/parole supervision for current offense.</i></p>
<p><b>67. Medical history (note all applicable choices):</b></p> <p>a. drug/alcohol treatment b. serious head injuries c. psychological/psychiatric treatment d. pregnancy e. major current illness f. prior major illness (recovered) g. sexual offender treatment program h. none of the above</p>	<p>a. <i>Exclude evaluations. Evaluations for drug and alcohol treatment are not to be considered treatment.</i></p> <p>b. <i>Skull fractures; head injuries that required treatment (beyond X-rays).</i></p> <p>c. <i>Exclude psychological evaluations and drug/sex offender treatment; include family therapy.</i></p>
<p><b>68. What generally happens when you are feeling sick or have a health problem?</b></p> <p>a. has a regular doctor, or caregiver coordinates adequate health care b. poor health conditions reoccur, inconsistent with self-care c. undiagnosed health problems, recurring symptoms, rarely or never seeks medical care</p>	

– END OF CLIENT PORTION OF ASSESSMENT –

## Behavioral Observations

Rate the following behaviors as observed during the assessment. Use (b) rating for the average youth. Use (a) and (c) ratings for distinct exceptions to the average.

Questions and Scoring Options:	Scoring Guide:
<p><b>69. Appearance and hygiene:</b></p> <ul style="list-style-type: none"> <li>a. below average</li> <li>b. average</li> <li>c. above average</li> </ul>	
<p><b>70. Comprehension:</b></p> <ul style="list-style-type: none"> <li>a. below average</li> <li>b. average</li> <li>c. above average</li> </ul>	
<p><b>71. Affect:</b></p> <ul style="list-style-type: none"> <li>a. depressed (sluggish)</li> <li>b. average</li> <li>c. animated (hyper)</li> </ul>	
<p><b>72. Self-Disclosure:</b></p> <ul style="list-style-type: none"> <li>a. evasive</li> <li>b. average</li> <li>c. very open</li> </ul>	<p><i>Consider interaction during the assessment. Is youth generally able and willing to self-reflect and self-disclose? Topic- or area-specific evasiveness should be considered when developing case plans and identifying services.</i></p>

## Interviewer Impressions

**This section is completed/scored after the end of the assessment with the youth and is a two-step process. First, determine if the factor is a problem for the youth; second, determine if this problem leads to illegal behavior. Factors identified as "highly significant" or "significant" must be directly related to the youth's illegal behavior. In this section, the interviewer must identify one factor that is (a) highly significant and one factor that is (e) not significant.**

Questions and Scoring Options:	Scoring Guide:
<p><b>73. Social inadequacy:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—effective interpersonal and social skills</li> </ul>	<p>a./b. <b>Social skills deficits</b> (i.e., naiveté, gullibility, being easily led) and difficulty surviving in society and caring for herself are highly significant or significant factors in contributing to the youth's legal difficulties.</p> <p>d. <b>Social skills deficits</b> do <b>not</b> contribute significantly to the offender's legal difficulties.</p> <p>Score (e) for youth who clearly demonstrate the ability to maintain and terminate interpersonal relationships, disagree with others, and cope effectively with interpersonal conflicts.</p>

<p><b>74. School inadequacy:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—no school-related problems</li> </ul>	<p>a./b. The lack of <b>cognitive ability/capacity</b> to succeed in school without supports/assistance contributes to the youth's legal difficulties.</p> <p>d. The lack of cognitive ability/capacity to succeed in school does not contribute significantly to the youth's legal difficulties.</p> <p>Score (e) only when there have been no out-of-school suspensions, previous expulsions, or referrals for truancy, and the youth is passing without difficulty.</p>
<p><b>75. Basic living needs:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. A lack of suitability of living environment contributed significantly to the offender's legal difficulties (e.g., youth and/or family is homeless, or lacks adequate food, water, sanitary conditions, etc.).</p> <p>d./e. A lack of basic needs or living environment are not contributing factors to the youth's legal difficulties.</p>
<p><b>76. Parental supervision:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—effective parental control</li> </ul>	<p>a. A <b>lack of parental supervision</b>, including parents expect, encourage, and/or allow illegal behavior, has contributed to the youth's legal difficulties. Parents are inconsistent, there are no clear consequences when the youth does not follow rules, and rules do not reinforce socially acceptable legal behavior.</p> <p>d. A lack of parental supervision has rarely contributed to the youth's legal difficulties. Parents are generally consistent, there are clear consequences when the youth does not follow rules, and rules reinforce socially acceptable legal behavior.</p> <p>Score (e) when there is clear evidence that rules and boundaries governing socially acceptable conduct and expectations for behavior are in place and in practice. The youth follows the rules. Disciplinary practices are flexible and <b>effective</b>, using both reward and consequence systems. Parents effectively monitor the youth's activities.</p>
<p><b>77. Criminal orientation:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Criminal values</b> (i.e., criminal behavior is an acceptable, common part of the youth's life) <b>and living off of crime</b> without sustained attempts to live in a pro-social way contribute to the youth's legal difficulties. The youth identifies with criminal friends, would like to be a successful criminal, and/or is frequently motivated by monetary gain.</p> <p>d./e. <b>Criminal value orientation is not</b> a significant factor contributing to the offenses (i.e., the youth has relatively <b>pro-social values</b>: she does <b>not</b> attempt to live off of crime and crime is <b>not</b> a common part of her life).</p>

<p><b>78. Emotional factors:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Emotional problems</b> (e.g., depression, low self-esteem, anxiety, impulse control, sexual deviancy, self-destructiveness, chemical addiction, etc.) are highly significant or significant in contributing to the youth's legal difficulties.</p> <p>d./e. <b>Emotional factors did not</b> contribute significantly to the youth's legal difficulties (i.e., offender is emotionally stable).</p>
<p><b>79. Family history problems:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—family history is void of disruption or problems</li> </ul>	<p>a./b. Chronic parental or family problems affect the youth's actions or decision making and contribute to the youth's legal difficulties. May also include instances of the youth acting out against family members.</p> <p>d. Parental or family problems rarely affect the youth's decision making and have rarely contributed to the youth's legal difficulties.</p> <p>Score (e) only when the youth's family history is void of disruption or problems. There is clear evidence that her family offers structure, support, and strength.</p>
<p><b>80. Abuse/neglect and trauma:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. Physical abuse/neglect, sexual abuse, and/or trauma affected the youth's actions or decision making and significantly contributed to her legal difficulties.</p> <p>d./e. Abuse/neglect, sexual abuse, and/or trauma rarely affect the youth's actions or decision making and do not significantly contribute to her legal difficulties.</p>
<p><b>81. Physical safety:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. Lack of safety with herself, her peers, and/or adults. Include threats/fear for her physical safety, experiencing physical, emotional, or sexual abuse and/or domestic violence contributed significantly to her legal difficulties.</p> <p>d./e. A lack of safety with herself and others did not contribute to the youth's legal difficulties.</p>
<p><b>82. Relationships:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant—positive peer group influence</li> </ul>	<p>a./b. The youth's peer group is negative, delinquent, and/or abusive and her relationships are detrimental, which contributes to her legal difficulties.</p> <p>d. The youth's peer group may be negative, delinquent, and/or abusive and relationships may be detrimental but have not contributed significantly to her legal difficulties.</p> <p>Score (e) only when no member of the youth's peer group has been referred to court. There is clear evidence that persons with whom the youth socializes are age appropriate and engage in constructive pro-social activities and interests.</p>

<p><b>83. Isolated-situational or temporary circumstances:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. The offense resulted from <b>isolated, unusual, or temporary circumstances</b> that are unlikely to recur. (If the youth is unlikely to have more legal trouble without intervention, score item as a.)</p> <p>d./e. Offense is <b>not isolated, not unusual, nor</b> the result of temporary circumstances (i.e., it is part of an ongoing pattern of behavior).</p>
<p><b>84. Interpersonal manipulation:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Interpersonal manipulation</b> (i.e., the desire to selfishly use, exploit, take advantage of, or control others in a manipulative manner) contributed to the offender's legal difficulties. Youth appeared to be lying consistently during the assessment.</p> <p>d./e. <b>Manipulation is not</b> a significant factor contributing to the youth's legal difficulties (i.e., interactions with others are relatively straightforward, direct, above-board, and <b>not</b> to manipulate or exploit).</p>
<p><b>85. Alcohol abuse:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Alcohol use/abuse</b> contributed significantly to the youth's legal difficulties.</p> <p>d./e. <b>Alcohol use/abuse is not</b> a significant contributing factor to the youth's legal difficulties.</p>
<p><b>86. Other drug abuse:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. <b>Substance use/abuse</b> contributed significantly to the youth's legal difficulties.</p> <p>d./e. <b>Substance use/abuse is not</b> a significant contributing factor to the youth's legal difficulties.</p>
<p><b>87. Vocational skills:</b></p> <ul style="list-style-type: none"> <li>a. highly significant</li> <li>b. significant</li> <li>c. somewhat significant</li> <li>d. minor significance</li> <li>e. not significant</li> </ul>	<p>a./b. The <b>lack of capacity/ability</b> to obtain and maintain relatively permanent and reasonably paying employment contributed to the youth's legal difficulties.</p> <p>d./e. <b>Vocational inadequacy is not</b> a significant factor contributing to the youth's legal difficulties (i.e., has average capacity to obtain/maintain relatively permanent and reasonably paying employment).</p>
<p><b>88. Comments:</b></p>	

## SAN MATEO COUNTY

### CHILDREN AND FAMILY SERVICES / PROBATION DEPARTMENT

#### PROTOCOL FOR [\(WIC\) Section 241.1](#), JOINT JURISDICTION

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#### **I Overview**

This protocol is established in compliance with Welfare & Institutions Code [\(WIC\) Section 241.1](#) and designed to guide the San Mateo County Probation Department (Probation) and the San Mateo County Human Services Agency – Children and Family Services Department (Children and Family Services or CFS) in jointly determining whether dependency, delinquency, or dual status jurisdiction in the Juvenile Court best serves the subject youth's while also protecting the interests of the community.

Statutes require the coordination of activities between CFS and Probation for youth who appear to fall within the description of both departments ([WIC 300](#), [WIC 601](#) or [602](#)).

CFS and Probation agree that the assigned Social Worker (SW) and the Deputy Probation Officer (DPO) will meet to discuss those instances where a minor child appears to come under the description of both WIC 300 and WIC 601 or 602.

The subsections below describe the joint planning responsibilities of SWs and DPOs in 241.1 cases, as outlined in the current Memorandum of Understanding (MOU) between CFS and Probation.

#### **II Cases that require [\(WIC\) Section 241.1](#) joint planning**

- A. Youth appears to come within the jurisdiction of both 300 and 601 or 602 of the WIC and a CPS referral is under investigation or it is recommended by either agency, and/or the Judge has set a 241.1 Joint Planning Hearing.
- B. Youth is an adjudicated 300 dependent of the Court and a 601 or 602 petition has been filed or a 241.1 hearing is recommended by either agency and/or the Judge has set a 241.1 Joint Planning Hearing.

- C Youth is an adjudicated 602 ward of the Court, and a 300 petition has been filed or a 241.1 hearing is recommended by either agency and/or the Judge has set a 241.1 Joint Planning Hearing.

### III **Notice of Hearing**

- A. If the matter is a CFS case, it is CFS' responsibility to notice all parties of the pending hearing ten (10) days prior to the hearing.
1. The SW will update all client notebooks to reflect parties involved in the matter (attorneys, parents/guardian, child advocates, de facto parent, and DPO).
  2. The SW will complete the notification form and submit to the clerical pool for processing.
- B. If the matter is a Probation case, it is Probation's responsibility to notice all parties of the pending hearing ten (10) days prior to the hearing.
1. The DPO will complete the notification form and submit to the clerical pool for processing.

### IV **Cases that require consultation between agencies for the purposes of Case Planning**

- A. Youth is neither a dependent (WIC 300) or a ward (601/602) of the Court, but both CFS and Probation are considering filing petitions in the Juvenile Court.
- B. Youth is an adjudicated ward and a CPS referral is under investigation.
- C. Youth is an adjudicated dependent and Probation has a pending WIC 601/602 petition.
- D. A youth receiving [voluntary services](#) through CFS, commits a law violation.
- E. A youth currently on Post-Court Informal Probation (Deferred Entry of Judgment (DEJ), 654.2, 725(a)), or Diversion Contract, and a 300 referral is being investigated.

- F. On and off hour's CFS records checks. Upon a child's entrance into Probation's intake, Probation contacts the CFS hotline to inquire about any prior child abuse reporting.

## V Time Frames

- A. When a youth has a pending petition or has been adjudicated under either WIC 300 or 601/602, and a 241.1 hearing has been set, the SW and DPO shall meet face-to-face or discuss by phone conference as soon as possible but no later than five (5) days after the initial court hearing.
- B. The 241.1 Joint Planning Report will be submitted to the Court in compliance with the time frame corresponding to the type of hearing at which the 241.1 case will be heard (e.g., Jurisdictional/Dispositional Court Reports, Family [Reunification \(FR\)](#), [Family Maintenance \(FM\)](#), [Permanency Planning Reviews\(PP\)](#), and [654.2](#) Reviews, etc.)

## VI Conflict of Jurisdictions

- A. If a petition is filed in San Mateo County and the youth is a dependent or ward in another county, the SW or DPO generating the petition will contact the other county's agency to confer regarding case planning, court proceedings, and dispositional outcomes.
- B. If the youth is a dependent or a ward of San Mateo County, living outside of San Mateo County, and a new petition is filed in that county, the SW and/or DPO must follow the protocol of the county in which the petition was filed regarding case planning, court proceedings, and dispositional outcomes.
- C. If a dependent of another state is residing in San Mateo County, and he or she has a pending WIC 601/602, the SW will contact the sending state (per [San Mateo County HSA ICPC Policy](#) and [California Department of Social Services \(CDSS\) Manual of Policies and Procedures \(MPP\) Division 31 Regulations 510](#)).
- D. If a dependent of San Mateo County is residing in another state, and they have a pending or adjudicated 602 case, San Mateo County will wait to hear from the receiving state and will follow up accordingly.

- E. If a ward of another state is residing in San Mateo County, and there is a pending WIC 300 petition in San Mateo County, the DPO will contact the home state and advise accordingly. The SW in San Mateo County will confer with the home state regarding case planning, court proceedings, and dispositional outcome (per [Interstate Commission for Juveniles \(ICJ\) Rules](#), and [Interstate Compact for Juveniles Resource Kit](#)).

## VII Joint Planning Meeting Guidelines

- A. When the DPO or SW receives a referral and is aware of or believes that another agency is providing services to the youth and/or their family, it is the responsibility of the lead agency worker to contact the other agency's worker.
- B. If, at the 601/602 hearing, the Judge has deemed that a 300 referral is necessary, Probation will contact CFS to make a referral through the hotline at 650-802-7922 and will provide information regarding the referral. Probation must report via phone call to the CFS Court Officer Supervisor (650-802-6513) the specific reasons the Court initiated the referral.
1. The CFS Intake Worker must confer with the DPO within 15 days regarding the best way to determine the outcome of the referral.
  2. If it is determined that a 300 petition will not be filed, CFS will provide the DPO with a *Response to Mandated Reporter Letter* indicating the results of the investigation. If the youth is in custody, the SW will call the DPO within twenty-four (24) hours of determination with that information.
  3. If the 300 petition is filed, the 241.1 Joint Jurisdiction process will commence.
  4. The case managers (SW & DPO) shall meet face to face or discuss by phone conference as soon as possible, but no later than five (5) court days after the initial court hearing.
  5. If the youth is a 300 dependent, and a 601/602 matter is pending, a 241.1 Joint Planning Hearing will be requested by Probation in conjunction with the Pre-Trial Conference (PTC).

6. If the youth is currently a 601/602 ward, and a 300 matter is pending, a 241.1 Joint Planning Hearing will be requested by the SW in conjunction with the Dispositional Hearing.
7. The case managers (SW & DPO) will engage in concurrent planning for the youth, develop a Case Plan and a joint recommendation to the Court, and determine lead and placing agency based on the criteria in Section VII.

## **VIII Criteria to Consider to Designate or Re-determine Lead Agency**

### **A.**

- the nature of the referral
- the age of the youth
- the prior child abuse record of the youth's parents
- the youth's prior record for out-of-control / delinquent behavior
- the parent's cooperation with the youth's school
- the nature of the youth's home environment
- the youth's function in school records of other agencies that have been involved with the youth and/or family
- statement of any counsel currently representing the youth (300 or 601/602)
- youth's history of substance abuse
- whether the youth is involved in gang activity
- whether the youth has documented history of sexualized behavior, regardless of it culminating in adjudication
- whether the youth was previously terminated from probation
- whether the youth's adoption has been finalized
- whether dependency has been terminated
- whether there is a new referral to Child Welfare or a new 601/602 referral or Probation Violation Notice
- whether there are situation/family changes that cause the need to re-evaluate the focus of the lead agency
- community safety
- If there is a Camp Glenwood or Camp Kemp commitment, a Probation lead is required
- Consideration should be given to Probation's ability and/or need to monitor, treat and enforce compliance, particularly in areas of substance abuse, gang activity, violent crimes and sexualized behavior, regardless of whether or not this is a first offense (as often these have been escalating behaviors that may not have

- been brought to the attention of the 601/602 Court)
- Consideration should be given to CFS ability to case manage and Meet the family/youth needs, given a mitigation in delinquency issues
- Risk level on Juvenile Probation Assessment Tool

B. Steps required to change the Lead Agency

1. Should it appear appropriate for the secondary agency to assume the lead role, both agencies will consult regarding the appropriateness of changing the lead agency. Together, they will make any necessary changes in the case plan.
2. The lead agency will present their recommendations to the Court within 30 days of the event that precipitated the need for the change:
  - Terminated from probation
  - Adoption finalized
  - No longer a dependency case
  - A new referral to Child Welfare
  - A new 601/602 referral or Probation Violation Notice
  - Situation/family changes that cause the need to re-evaluate
  - Community safety
  - Changes in orders to Camp Glenwood or Camp Kemp
  - Changes in risk to reoffend based on Juvenile Assessment Tool
3. If Probation is the lead, the DPO will submit a WIC 778 petition to the Court. With a new law violation, the recommendation to change the lead will be included in the Probation Officer's Report to the Court. An additional paragraph will be added to the Evaluation Section to include the position of the SW.
4. If CFS is the lead, the SW will submit a JV180 to the Court recommending the lead agency be changed and the case plan revisions be approved.

**IX Process to Resolve Disagreements Regarding Lead Agency**

- A. If, based upon the previously delineated criteria for agency lead, the SW and the DPO cannot reach an agreement; the matter will be elevated to the respective workers' supervisors, who will conduct a joint meeting of all parties.
- B. If the supervisors cannot come to an agreement, the matter will be elevated to their respective agency manager for resolution. The managers' decision will be the final recommendation presented to the Court.

## **X Preparing the Joint Planning Court Report**

- A. The SW will complete the 241.1 Joint Planning Report from CWS/CMS as it relates to the pending and/or existing 300 petition.
- B. The DPO will complete the Probation Addendum to the 241.1 Joint Planning Report.
- C. Each agency will electronically send the other agency a draft of their finalized report for review within 5 working days of the court report due to the court for filing. This will allow sufficient time for both agencies to review the content and ensure it properly reflects the outcome of the joint planning meeting, prior to filing with the Court.
- D. Once the report has been filed, no changes shall be made. Any changes thereafter will require the SW or DPO to file a motion with the court.
- E. All Court Reports are due at the Clerk's Office two (2) Court days prior to hearing, signed by each respective agency and distributed as customary, including full reports to the respective Court Officers.
- F. The Joint Report will include the following:
  - 1. the date of the Joint Meeting, the names and titles of the attendees, and the reasons for determining the lead agency (refer to the criteria listed in Section VII);
  - 2. both agencies' reports will be consistent in their recommendation<sup>2</sup> as to which is the lead and placing agency.

Note: The SW will refer to the 241.1 Court Report Guide for report completion.

## XI After Dual-Jurisdiction Status is declared - Case Management

- A. Case Work Responsibilities of the **Lead Agency**:
1. Primary responsibility for managing the youth's case
  2. Visit the youth, at a minimum, monthly
  3. Partner with secondary agency for an additional joint face-to-face meeting with youth every other month
  4. Prepare, submit, monitor and update the JV220
  5. Provide services to youth and family, as determined in the Case Plan and as identified by the Court
  6. Schedule Court hearings and notice all parties
  7. Schedule and attend all Team Decision Making and Transition Conferences
  8. Supervisors will attend Multi-Disciplinary Team (MDT) meetings and Transition Conferences as needed
  9. Probation will only be assigned as the primary in CMS/CWS when there is a placement order under probation
- B. Case Work Responsibilities of the **Secondary Agency**:
1. Visit the youth, at a minimum, monthly. If Probation is the lead agency and youth is placed out-of-state, then the SW will visit quarterly. If CFS is the lead agency and the youth is placed out-of-state, the DPO will visit quarterly.
  2. Attend all MDT meetings.
  3. Partner with lead agency worker for an additional joint face-to-face meeting with youth at the request of the primary caseworker or as deemed appropriate, given a change in the case plan. Exceptions to this may be necessary due to the placement location of the youth; a consultation is required with the supervisor.

4. Provide services to youth and family, as determined in the Case Plan and as identified by the Court
- C. Collaborating on the [Case Plan](#), and [Transitional Independent Living Plan \(TILP\)](#)
1. The lead and secondary agency workers will cooperate on the development of the case plan and TILP for the youth and family.
  2. Each agency worker will review the assessment from the other agency within 5 working days of disposition in preparation of the case plan and TILP. There will be a case plan for each agency. Case plans will be created jointly.
  3. Each worker will meet with the family independently or collaboratively, within 15 working days of initial disposition to finalize the case plan and obtain the parent(s) signature(s).
  4. All subsequent case plans and TILPs require continued cooperation and review by both agency workers.
- D. Resolving Case Management conflicts
1. If, based upon the previously delineated criteria for agency lead, the SW and DPO cannot reach an agreement as to case management, the matter will be elevated to the respective workers' supervisors, who will conduct a joint meeting of all parties.
  2. If the supervisors cannot come to an agreement, the matter will be elevated to their respective manager for resolution. The managers' decision will be the final recommendation presented to the Court.
- G. SW and DPO will be responsible for completing all court reports associated with their respective cases as mentioned in Section IX.

## XII Protocol for Dual Jurisdiction Children and [Non-Minor Dependents](#)

*(Supplement to 241.1 WIC policy, in draft form)*

### A. Dual Jurisdiction Meeting

The above process will continue for minors and will incorporate the following modifications for NMDs:

- The NMD will be invited to participate in all meetings related to their case.

#### B. Transition Jurisdiction

Once a minor or NMD is found to be a subject of [Transition Jurisdiction \(W&IC 450\)](#), it is possible for either agency to supervise the NMD. The lead case manager will plan and coordinate the [TCM \(Transitional Conference Meeting\)](#); the initial TCM scheduled prior to the youth's 17.2 mos. birthday to establish a transitional plan and goals; the final TCM scheduled prior to the youth's 17.9 mos. birthday to review and assess the achievement of those goals. The lead and secondary case manager will review the case and ensure that rehabilitative goals have been met and youth is no longer in family reunification (and willing to sign mutual agreement). Case managers and youth will agree upon which agency will assume lead at the time that the youth becomes NMD. Each case manager will provide that decision at the six month review.

#### C. Dependency and Delinquency Jurisdiction

Whenever a ward's delinquency jurisdiction is modified to become a new dependency (W&I 300) jurisdiction or resume dependency jurisdiction, it is likely that the Children and Family Services Agency shall supervise this case and the court case shall be held in the Dependency Court.

Whenever a ward's delinquency jurisdiction is maintained and he or she is declared a NMD, it is likely that the Probation Department shall supervise the case and the court case shall be held in the Delinquency Court (W&I 600/602).

In the above-mentioned situations, the Children and Family Services and Probation managers retain the ability to determine which agency will best serve a particular NMD.

When a NMD attains the age of 19 and that NMD is under the jurisdiction of the Delinquency Court (W&I 600/602), consideration will be given to move jurisdiction to Dependency Court (W&I 300). This will require a meeting between the Probation Officer, Probation Manager(s) and Children and Family Services Manager(s).

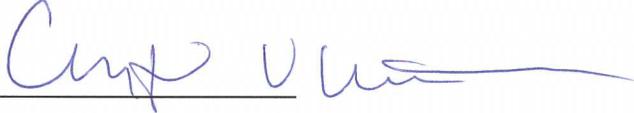
#### D. Adult Probation Supervision

Should a NMD that was previously a ward pursuant to W&I 602 be placed on Adult Probation, and was previously under a placement order on their 18<sup>th</sup> birthday through CFS, CFS shall supervise that case. The

Adult Probation Division will supervise only as it pertains to the adult criminal matter.

Should a NMD that was previously a Dependant pursuant to W&I 300 and never involved with the delinquency court be placed on Adult Probation, said NMD will be supervised by CFS and the court case held in Dependency Court.

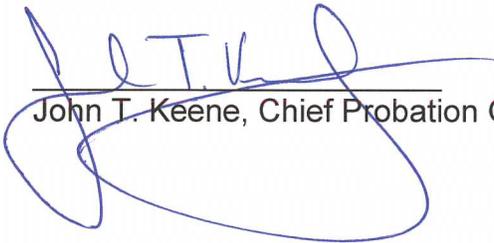
**Signatures:**



Judge  
Superior Court



Illiana Rodriguez, Children and Family Services Agency Director



John T. Keene, Chief Probation Officer

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SAN MATEO COUNTY  
Child & Adult Sexual Abuse/Assault MDIC Advisory Board  
Meeting Attendance  
**Wednesday August 26, 2015**

**SAMPLE**

**Confidentiality Statement:** California statutes allow for information sharing between Multidisciplinary Team personnel for the purposes of the prevention, identification, investigation and treatment of abuse. The information discussed in this meeting is confidential, privileged or otherwise protected from disclosure under applicable law. I understand and agree that I shall respect and maintain the confidentiality of all information and shall make no disclosures of such information except to personnel authorized to receive it in the conduct of MDIC/T affairs.

<b>NAME</b>	<b>AGENCY</b>	<b>PHONE</b>	<b>E-MAIL</b>	<b>SIGNATURE</b>
Baez, Sylvia	Keller Center	650-573-2623	<a href="mailto:sbaez@smcgov.org">sbaez@smcgov.org</a>	

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**State of California**

**PENAL CODE**

**PART 4. PREVENTION OF CRIMES AND APPREHENSION OF  
CRIMINALS**

**TITLE 1. INVESTIGATION AND CONTROL OF CRIMES AND CRIMINALS**

**CHAPTER 2. CONTROL OF CRIMES AND CRIMINALS**

**Article 2.5. Child Abuse and Neglect Reporting Act**

**§ 11167**

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11167.5. (a) The reports required by Sections 11166 and 11166.2, or authorized by Section 11166.05, and child abuse or neglect investigative reports that result in a summary report being filed with the Department of Justice pursuant to subdivision (a) of Section 11169 shall be confidential and may be disclosed only as provided in subdivision (b). Any violation of the confidentiality provided by this article is a misdemeanor punishable by imprisonment in a county jail not to exceed six months, by a fine of five hundred dollars (\$500), or by both that imprisonment and fine.

(b) Reports of suspected child abuse or neglect and information contained therein may be disclosed only to the following:

(1) Persons or agencies to whom disclosure of the identity of the reporting party is permitted under Section 11167.

(2) Persons or agencies to whom disclosure of information is permitted under subdivision (b) of Section 11170 or subdivision (a) of Section 11170.5.

(3) Persons or agencies with whom investigations of child abuse or neglect are coordinated under the regulations promulgated under Section 11174.

(4) Multidisciplinary personnel teams as defined in subdivision (d) of Section 18951 of the Welfare and Institutions Code.

(5) Persons or agencies responsible for the licensing of facilities which care for children, as specified in Section 11165.7.

(6) The State Department of Social Services or any county licensing agency which has contracted with the state, as specified in paragraph (4) of subdivision (b) of Section 11170, when an individual has applied for a community care license or child day care license, or for employment in an out-of-home care facility, or when a complaint alleges child abuse or neglect by an operator or employee of an out-of-home care facility.

(7) Hospital scan teams. As used in this paragraph, "hospital scan team" means a team of three or more persons established by a hospital, or two or more hospitals in the same county, consisting of health care professionals and representatives of law enforcement and child protective services, the members of which are engaged in the identification of child abuse or neglect. The disclosure authorized by this section includes disclosure among all hospital scan teams.

(8) Coroners and medical examiners when conducting a post mortem examination of a child.

(9) The Board of Parole Hearings, which may subpoena an employee of a county welfare department who can provide relevant evidence and reports that both (A) are not unfounded, pursuant to Section 11165.12, and (B) concern only the current incidents upon which parole revocation proceedings are pending against a parolee charged with child abuse or neglect. The reports and information shall be confidential pursuant to subdivision (d) of Section 11167.

(10) Personnel from an agency responsible for making a placement of a child pursuant to Section 361.3 of, and Article 7 (commencing with Section 305) of Chapter 2 of Part 1 of Division 2 of, the Welfare and Institutions Code.

(11) Persons who have been identified by the Department of Justice as listed in the Child Abuse Central Index pursuant to paragraph (7) of subdivision (b) of Section 11170 or subdivision (c) of Section 11170, or persons who have verified with the Department of Justice that they are listed in the Child Abuse Central Index as provided in subdivision (f) of Section 11170. Disclosure under this paragraph is required notwithstanding the California Public Records Act, Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code. Nothing in this paragraph shall preclude a submitting agency prior to disclosure from redacting any information necessary to maintain confidentiality as required by law.

(12) Out-of-state law enforcement agencies conducting an investigation of child abuse or neglect only when an agency makes the request for reports of suspected child abuse or neglect in writing and on official letterhead, or as designated by the Department of Justice, identifying the suspected abuser or victim by name and date of birth or approximate age. The request shall be signed by the department supervisor of the requesting law enforcement agency. The written request shall cite the out-of-state statute or interstate compact provision that requires that the information contained within these reports is to be disclosed only to law enforcement, prosecutorial entities, or multidisciplinary investigative teams, and shall cite the safeguards in place to prevent unlawful disclosure provided by the requesting state or the applicable interstate compact provision.

(13) Out-of-state agencies responsible for approving prospective foster or adoptive parents for placement of a child only when the agency makes the request in compliance with the Adam Walsh Child Protection and Safety Act of 2006 (Public Law 109-248). The request shall also cite the safeguards in place to prevent unlawful disclosure provided by the requesting state or the applicable interstate compact provision and indicate that the requesting state shall maintain continual compliance with the requirement in paragraph (20) of subdivision (a) of Section 671 of Title 42 of the United States Code that requires the state have in place safeguards to prevent the unauthorized disclosure of information in any child abuse and neglect registry maintained by the state and prevent the information from being used for a purpose other than the conducting of background checks in foster or adoptive placement cases.

(14) Each chairperson of a county child death review team, or his or her designee, to whom disclosure of information is permitted under this article, relating to the death of one or more children and any prior child abuse or neglect investigation reports maintained involving the same victim, siblings, or suspects. Local child death review

teams may share any relevant information regarding case reviews involving child death with other child death review teams.

(c) Authorized persons within county health departments shall be permitted to receive copies of any reports made by health practitioners, as defined in paragraphs (21) to (28), inclusive, of subdivision (a) of Section 11165.7, and pursuant to Section 11165.13, and copies of assessments completed pursuant to Sections 123600 and 123605 of the Health and Safety Code, to the extent permitted by federal law. Any information received pursuant to this subdivision is protected by subdivision (e).

(d) Nothing in this section requires the Department of Justice to disclose information contained in records maintained under Section 11170 or under the regulations promulgated pursuant to Section 11174, except as otherwise provided in this article.

(e) This section shall not be interpreted to allow disclosure of any reports or records relevant to the reports of child abuse or neglect if the disclosure would be prohibited by any other provisions of state or federal law applicable to the reports or records relevant to the reports of child abuse or neglect.

(Amended by Stats. 2008, Ch. 701, Sec. 9. Effective September 30, 2008.)