

Youth Justice Tailored Dispositional Orders

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Wisconsin Department of Children and Families

PowerPoint can be found in your folder.

**Additional resource materials can be accessed at the
following website under Training Materials:**

www.wiccuptraining.com/resources/



Please note that the information contained in this presentation is not meant to be construed as legal advice.

Any guidance provided should not override a judge's decision and authority.

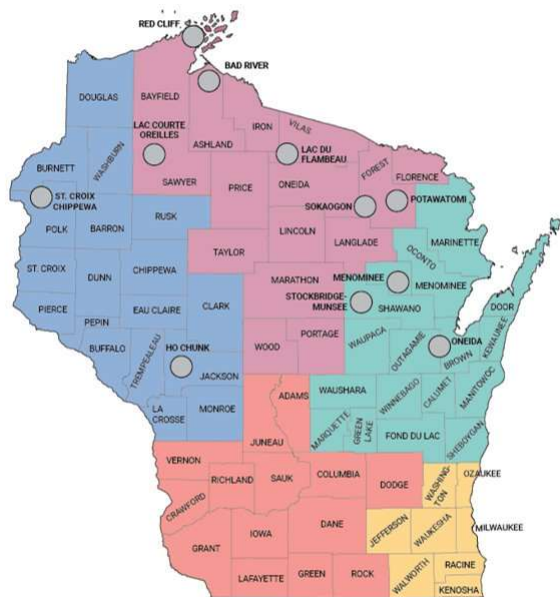
Questions are welcome; however, CCIP is unable to provide input on individual cases.

Thank you!

DCF is not permitted to provide guidance or specific consultations during this training.

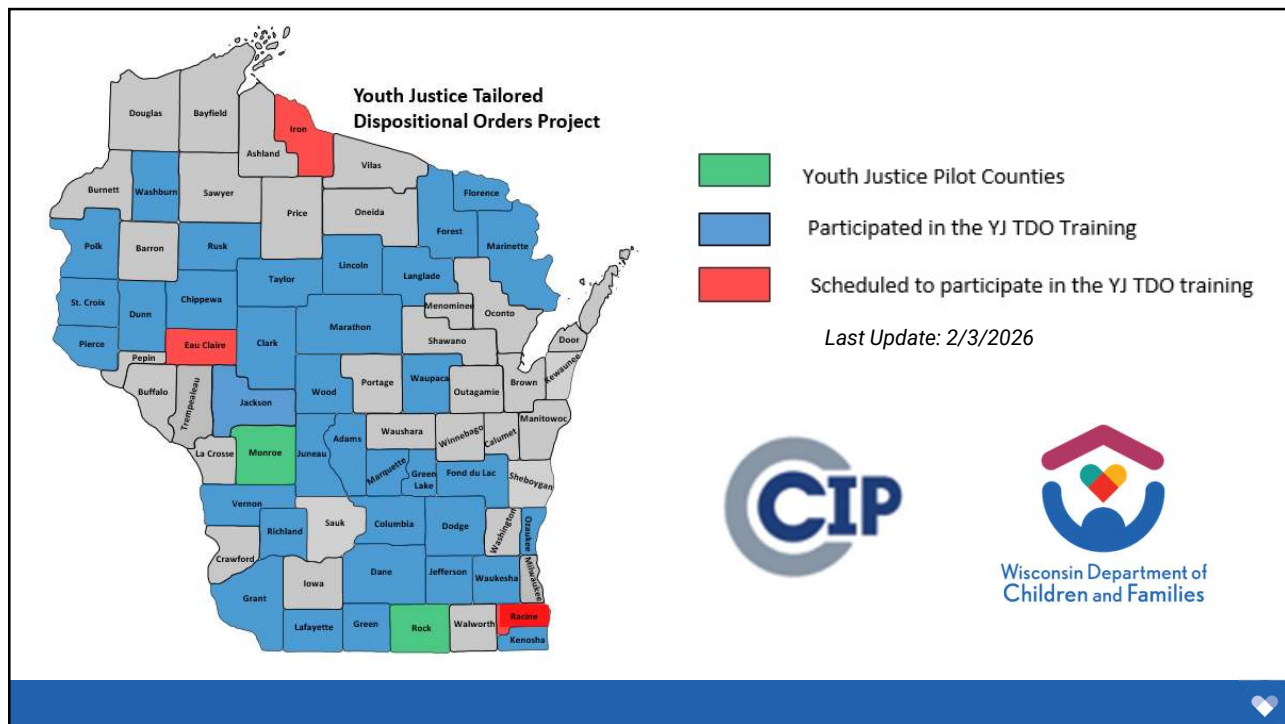
Please contact your BRO regional coordinator for questions regarding active and open Youth Justice Cases.

BRO Regional Coordinator
Northern – Christine Hegewald
Northeastern – Kimberly Van Hoof
Southeastern – Lonna Morouney
Southern – Jessica George-Reyes
Western – Lee Ann Davison



<p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> ▪ History of the TDO project ▪ Youth Justice Strategic Plan ▪ Research Highlights and YJ Data ▪ YASI 101 ▪ YJ Court Report ▪ Writing YJ TDO Conditions ▪ YJ Case Planning with TDO ▪ Research Cited 	<p><u>Continuing Education Credits</u></p> <p>Judicial Officers</p> <ul style="list-style-type: none"> • A Certificate of Attendance will be distributed to judges and court commissioners <p>Social Workers</p> <ul style="list-style-type: none"> • Individuals responsible for entering training in PDS Online (see instructions) <p>Attorneys</p> <ul style="list-style-type: none"> • CCIP will apply for CLE credits
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<p>YJ Pilot</p> <p>DCF started a Judicial Workgroup in 2017 that focused on Tailored and Effective Youth Justice Court Orders.</p> <p>Piloted in Monroe and Rock counties.</p>	<p>CHIPS Pilot</p> <p>The Program Improvement Plan (PIP) involved the Tailored Dispositional Orders Project for CHIPS conditions.</p> <p>Piloted in 3 counties - Barron, Manitowoc, and Waukesha</p>	<p>Current Project</p> <p>DCF and CCIP jointly are expanding the Tailored Dispositional Orders Project statewide and allowing counties to choose to work on CHIPS and/or Youth Justice conditions</p>
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DCF Youth Justice Strategic Plan

Prevention & Diversion

- Prevention
- School collaboration
- Mental health and well-being
- Diversion

Assessment & Case Work

- Assessment
- Engagement strategies
- Case planning
- Services
- Dual status youth

Post-Disposition

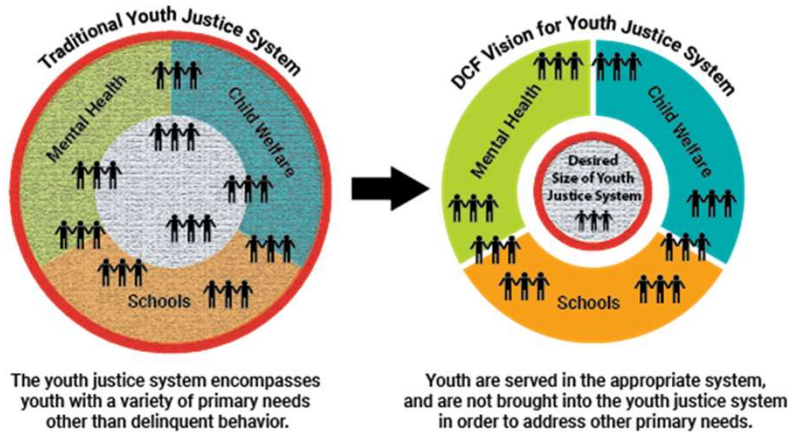
- Out of home placements (OHP)
- Detention
- Accountability
- Aftercare

DCF Responsibilities

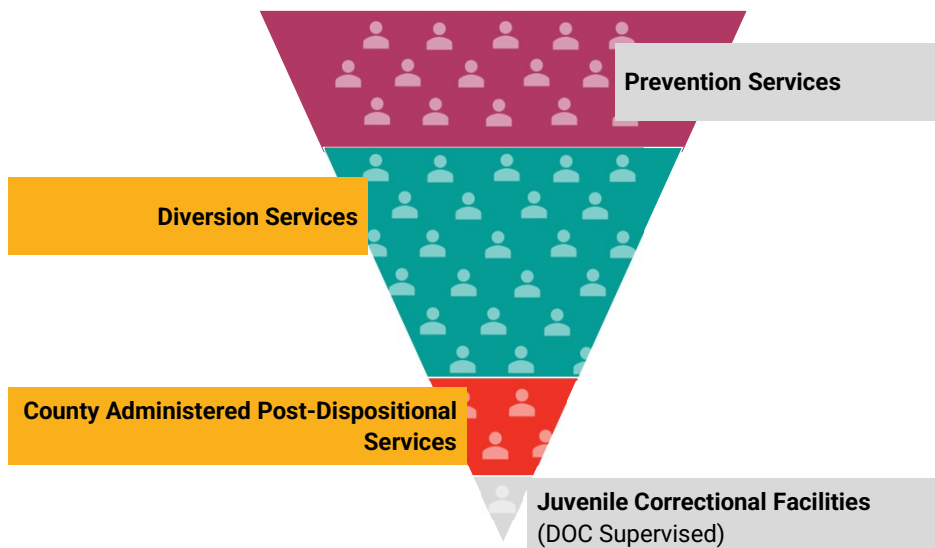
- Youth justice practice standards
- Data and outcomes
- Training
- Consultation and technical assistance



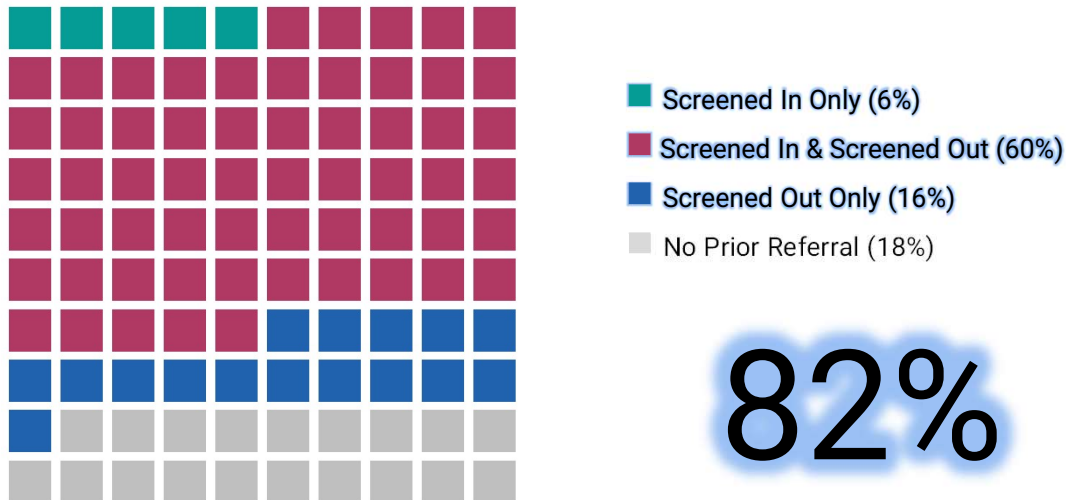
From Research to Practice



Community-Based Youth Justice System



2024 Referred Youth with Prior CPS Referral(s) -Wisconsin



2024 YJ Referred Youth Out of Home Care (OHC) Placement Experience - Wisconsin

Youth with OHC
experience prior to
first 2024
YJ Referral

20%

Youth Placed in
OHC at the their
first 2024 YJ
Referral

5%

Wisconsin General
Youth Population
Placed in OHC in
2024

<1%



Evidence-Based Practice Research Suggests

Severity of offense is not a strong indicator of the future pattern of offending; tested static and dynamic risk factors for offending are.

(Mulvey et al., 2010; Lipsey & Derzon, 1998).

Legal History

Family

School

Community Peer

Alcohol and Drugs

Employment/Free Time

Skills

Attitudes

Aggression/Violence



EBP Research Suggests

Research shows us that when predicting outcomes for individuals in the justice system, justice professionals “get it right” [*predicted risk/need accurately*] about 50% of the time when using only their professional judgement. **By using actuarial tools, or assessment tools like the YASI, we increase that accuracy to about 70-75%.**

(Bonta & Andrews, 2017; Oleson et al., 2012; Grove et al., 2000; Gendreau et al., 1996; Grove & Meehl, 1996; Andrews et al., 1990.)



What did WI do in response to their research on Youth Justice Practices?



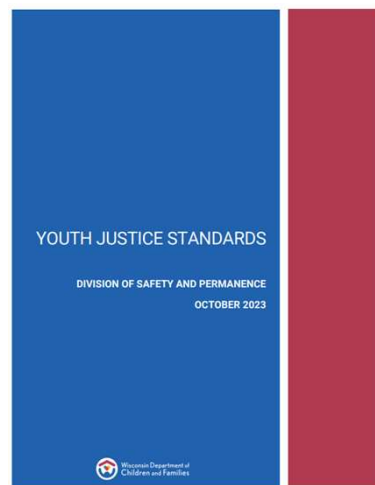
WI Youth Justice Standards

January 2023

Case Process & Documentation
Standards

October 2023

YASI Standards



<https://dcf.wisconsin.gov/files/cwportal/policy/pdf/yj-standards.pdf>



The Youth Assessment & Screening Instrument (YASI)

Focuses on the Principles of **Risk, Need, Responsivity (RNR)**

- Adapted from the Washington juvenile assessment model
- **Assesses risk** level for re-offense
- Identifies **dynamic need factors**
- Documents a variety of **responsivity factors** (trauma, mental health concerns, motivations) to guide individualized intervention approaches
- Uses **Motivational Interviewing (MI)** to inform both the assessment process and case planning
- Incorporates **validated strength scores** in case planning



Effective, Individualized Case Management Requires RNR Principles



Risk

Match the intensity of the intervention with one's level of risk for re-offending



Need

Target dynamic or changeable risk factors (aka *criminogenic needs*)



Responsivity

Match the mode & strategies of services with the individual



YASI is not a 'one size fits all' tool

The YASI is not validated to assess risk/needs for the following:

1) **Sexual Offenses**

- Most score low risk
- Strongly recommend a psychosexual evaluation with a licensed professional.

2) **Mental Health**

- Includes an Adverse Childhood Experiences (ACE) Score
- NOT a proxy for mental health diagnosis

3) **Pre-delinquency (Under age 10)**

4) **Truancy**

- Truancy is a status offense and is not a strong predictor of future delinquency, it is ***recommended counties use a validated needs assessment tool for truancy referrals.***



Truancy Research

“...the most effective approaches to truancy include families, schools, and communities, working together to set and consistently enforce rules for attendance.”

(Eastman, et.all., 2007; USDE, et.all., 2021.)



Youth Justice Issue Brief

November 2021 | Issue Brief No. 3

Truancy

Regularly missing school has a significant impact on student achievement and positive youth development. A range of community, school, family, and student characteristics have been found to contribute to the problem of truancy – underscoring the need for collaborative, developmentally appropriate interventions that are matched to a youth's primary needs.

“Several examinations of truancy interventions have found harsh sanctions – like out-of-home placement, denial of family welfare benefits, or sending police to the homes of students – are more likely to increase the incidence of truancy” (Eastman, et.all., 2007; National Research Council. 2013.; Weber, Josh. 2020.)



Validated Truancy Assessment Examples

School Refusal Assessment Scale Revised (SRAS-R)

Designed to evaluate “symptoms” of school refusal and identify the functional conditions contributing to a youth’s nonattendance. The 24 question surveys should be completed by both parent and child and are freely available online.





JIFF Interviewer

Self-administered, strengths-based tool that screens a youth and their caregiver across 10 different life domains. Following the short screener, a case plan outline is software generated.



Truancy – Common Factors

A range of community, school, family and student factors and characteristics have been identified to contribute to truancy.

Community	School	Family	Student
 <p><small>Copyright © 2010 by Robert Balfanz All Rights Reserved</small></p> <ul style="list-style-type: none"> • Unsafe path to/from school • Poor transportation • Negative peer influences • Financial, social, medical, or other barriers that pressure students to stay home to help with family 	 <p><small>Copyright © 2010 by Robert Balfanz All Rights Reserved</small></p> <ul style="list-style-type: none"> • Bullying • Undiagnosed disability • Pressure for academic success • Lack of culturally relevant or engaging instruction • Unwelcoming/unsafe school climate 	 <p><small>Copyright © 2010 by Robert Balfanz All Rights Reserved</small></p> <ul style="list-style-type: none"> • Housing and food insecurity • Conflicting family responsibilities/obligations • Attitudes of parents related to their own school experience 	 <p><small>Copyright © 2010 by Robert Balfanz All Rights Reserved</small></p> <ul style="list-style-type: none"> • Unmet mental health needs • Frequent school changes • A need to work • Poor academic performance • Substance abuse

(Balfanz, Robert and Vaughn Byrnes. 2012)





What Risk Assessments **CAN** do

- **Estimate the likelihood that delinquency behavior will continue** without intervention
- **Guide case planning** by identifying and indicating areas that are best targets for intervention
- **Standardize data collection**
 - Identify frequent areas of need in a system/agency
 - Measure overall progress of youth on supervision
- **Provide common language between agencies**
- **Reduce costs through “right sizing”** use of intensive supervision, incarceration, and provision of services



What Risk Assessments **DO NOT** do

- **Act as a “One Size Fits All” Tool**
 - Assessments are validated to address specific issues
 - YASI not appropriate for sexual offenses, truancy, mental health diagnoses
- **Prescribe Outcomes**— results are intended to guide decision making, not dictate a specific course of action or legal decisions
- **Replace Mental Health Assessments or Psychological Evaluations**
- **Enable youth to avoid accountability**

Adapted from Vincent, Guy, & Grisso, 2012



YASI DOMAINS

Legal History

Family

School

Community Peer

Alcohol and Drugs

Employment/Free Time

Skills

Attitudes

Aggression/Violence

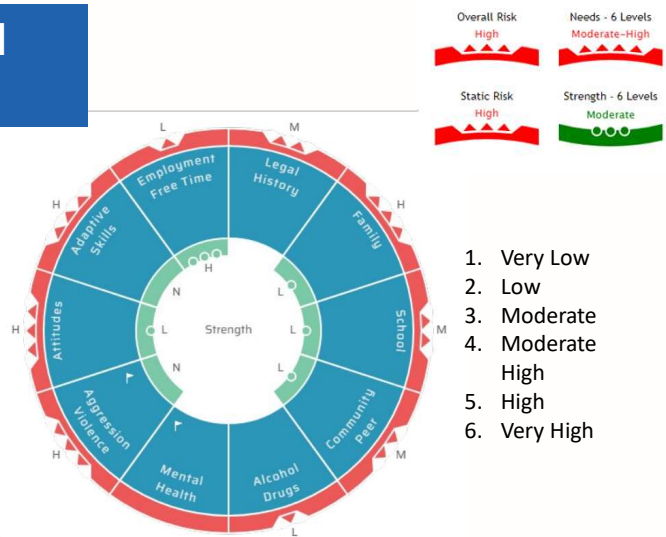
Mental Health

YASI Prescreen and Full Assessment

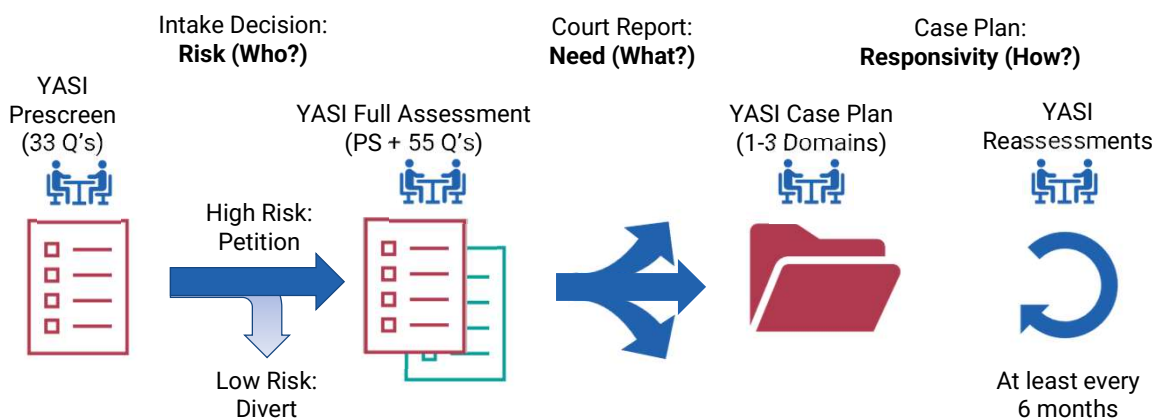
YJ professionals complete **30** hours of initial training.

All YJPs required to complete annual Booster training.

YASI **Coaches** complete an additional 33 hours of training, totaling **63** hours.



How and When Will the YASI be Used?



Wisconsin YASI Prescreen Overall Risk Levels: 11/1/2022 – 10/31/2023

7,037 Youth assessed with
YASI Pre-Screen

36%
Low Risk of re-referral

41%
Moderate Risk of re-referral

24%
High Risk
of re-referral



What Can Court Partners Expect?

“Improvable”
“Changeable”



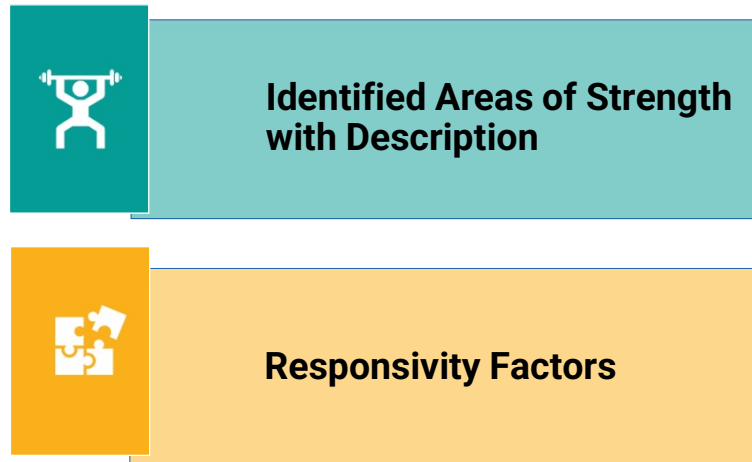
**Dynamic Protective Score and
Dynamic Risk Score**

Dynamic Risk - To provide effective services and reduce recidivism, it is important to focus on the “changeable” risk factors. The YASI focuses particular attention on dynamic elements. **The Dynamic risk factors reflect the youth’s “needs” for service or attention in particular problem areas.**

Dynamic Protective (Strengths) - Characteristics or resources that are likely to help reduce or “cushion” the negative impact of risk factors. The strengths assessment can help focus a case plan on **maintaining or boosting protective factors where they already exist or help develop new resources for youth who lack strengths.**



What can court partners expect to learn from the YASI?

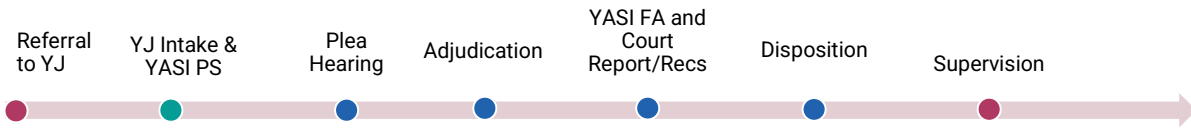


Dispositional Structure Matters

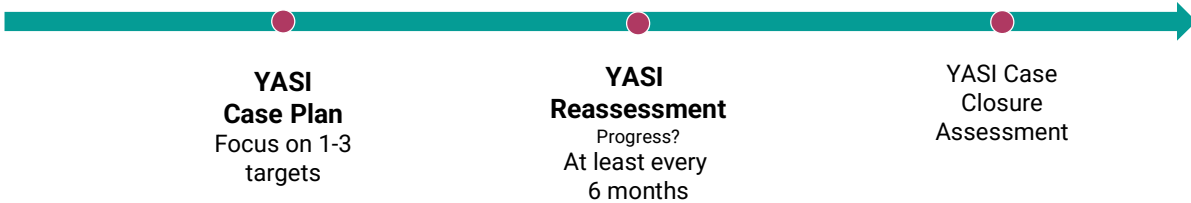
Bifurcated (adjudication & disposition separate)	Non-Bifurcated (adjudication & disposition together)
<ul style="list-style-type: none"> ✓ Time to complete YASI full assessment prior to adjudication ✓ Time to match service recommendations to identified youth needs prior to disposition ✓ Youth and family are aware of services that will likely be ordered – assists with engagement 	<ul style="list-style-type: none"> ✗ Insufficient time to complete YASI full assessment prior to adjudication <ul style="list-style-type: none"> • May have time if youth admits responsibility, but potential for due process violations ✗ Less time to match service recommendations to identified youth needs prior to disposition

Example YJ Petition Flow

INTAKE AND COURT PROCESS



SUPERVISION



Youth Justice Disposition Report

Structure


Demographic Information


- Youth legal/social history
 - Relevant CPS or YJ involvement & Placement history
 - Space and guidance for long-form narrative
- YASI Information
- Recommendations

**Counties and Court
Officials Involved in
2024 Template
Design**



Youth Justice Dispositional Court Report			
Judge Jenna Dunlap	Hearing Date 06/01/2023	County Person ID 9243487	
County Dane County Circuit Court,Dane County	Court Number(s) 23JV77	Case Type Delinquency	
Prosecutor/Corp Counsel		Youth Legal Counsel	
Youth			
Name Kennedy, Katie	Chosen Name	Pronouns She/Her/Hers	
Birth Date 07/01/2010	Age 14		
Address Hillside Ave, Madison, WI 53705		Telephone Number (608) 123-9876	
Primary Language: English		Interpreter Required? No	
Parent 1 <input type="checkbox"/> Unknown <input type="checkbox"/> Deceased <input type="checkbox"/> TPR			
Name Kennedy, Mom			
Birth Date 01/01/1990	Address Hillside Ave, Madison, WI 53705	Telephone Number (608) 789-1234	
Marital Status:		Parental Type: Birth	
Primary Language: English		Interpreter Required? No	
Parent 2 <input type="checkbox"/> Unknown <input type="checkbox"/> Deceased <input type="checkbox"/> TPR			
Name Kennedy, Dad			
Birth Date 01/01/1980	Address	Telephone Number (608) 456-3210	
Marital Status:		Parental Type: Presumptive	
(R. 07/2023)		Page 1 of 9	

Primary Language: English		Interpreter Required? No				
Youth's Guardian						
Name Stepdad, Bill						
Tribal Information: N/A						
Current Offense(s)						
Court Case No.	Offense Date	Count #	Offense	Modifier(s) and Enhancer(s)	Amended	Outcome
	05/11/2023	1	940.19(1) -- BATTERY -- Misdemeanor			
1. Youth's Account of Event - Court Case N/A						
<input type="checkbox"/> Youth Did Not Disclose <input type="checkbox"/> Court Report Developed Prior to Adjudication <input type="checkbox"/> See Attached						
Youth's Account of Event						
I love my mom and want a better relationship with her, but the way she treats me makes me feel disrespected and angry. I don't feel she has the right to tell me how to live my life.						
I'm willing to work on these problems. I know I'm not perfect. But I want the judge to know there's more to me than the fights I have with my mom. I know this looks bad but it doesn't define who I am. I want to graduate. I want to work in gymnastics. I don't want this to set me on a bad path. I hope you get to know me before you judge me.						
2. Parent(s)/Caregiver(s)'s Input - Court Case N/A						
Parent(s)/Caregiver(s)'s Input						
Mom is not interested in any family counseling and feels their problems are their own business. Katie could not identify any positive reinforcement from parents when she attends school or otherwise.						
3. Victim Impact Statement - Court Case N/A						
<input type="checkbox"/> No Victim <input type="checkbox"/> Victim Did Not Respond <input type="checkbox"/> See Attached						
(R. 07/2023)		Page 2 of 9				

Victim(s)'s Statement(s)						
I am frustrated with my daughter's behavior and I do not know where to go from here.						
Restitution Requested? No		Requested Amount: \$0		<input type="checkbox"/> Amount To be Determined		
Other Ongoing Supervision						
Court Case No.	Offense Date	Offense	Modifier(s) and Enhancer(s)	Amended	Outcome	
23JV09	02/17/2023	940.19(1) -- BATTERY -- Misdemeanor		No	Delinq. Order	
23JV09	01/23/2023	943.01(1) -- CRIMINAL DAMAGE TO PROPERTY (< \$2500) -- Misdemeanor		No	Delinq. Order	
Previous Legal History						
Court Case No.	Disposition Date	Offense Date	Offense	Outcome	Expiration Date	Ext. Expiration Date
		07/01/2023	943.20(1)(A) -- THEFT-MOVABLE PROPERTY (<= \$2500) -- Misdemeanor	DPA	12/01/2023	
CPS History - Relevant recent and historical CPS/Services reports						
Date	Report Type	Assessment Finding				
12/15/2017	CPS Report - State	Substantiated				
09/15/2017	CPS Report - State	Substantiated				
06/15/2017	CPS Report - State	Substantiated				
06/15/2017	CPS Report - State	N/A				
Social History Narrative						
This section offers space for additional context to help understand the Youth, family, and circumstances of the case beyond the information captured in the YASI priority need areas. This may include, but is not limited to:						
<ul style="list-style-type: none">• Description of cultural considerations, family members, important relatives and friends, and other community members, and the history of their relationship to the Youth.• Description of any prior family involvement with court systems, success or difficulty with specific services, and assessments of family functioning (including strengths as well as needs) and other trauma.• Information on other relevant YASI domains not addressed in the YASI section, or how domains relate to one another.						
(R. 07/2023)		Page 3 of 9				

assaults her mother but has no actual plan to physically injure her mother.

Katie stated she "doesn't agree with how her mother and stepfather choose to live their lives" and feels resentful and angry towards her mom's continual yelling. Katie states that the arguments between her mother and herself are over Katie's school attendance, her poor grades, and her choice of friends. Katie reports that her mother often states, "If you don't want to follow the rules you can find another place to live."

Katie doesn't understand why her mother "is making a big deal about her behavior now; she never cared what I was doing before or who I was hanging out with". Katie's mother states that previously Katie was a good kid who would do what she was told. Katie can't remember participating in family activities except for Christmas and birthday celebrations. Katie can't remember the last time that her mother showed any affection or said something nice to her. Mom is "not interested" in any family counseling and feels their problems are their own business. Katie could not identify any positive reinforcement from parents when she attends school or other positive behaviors.

Youth Assessment Screening Instrument (YASI) Information

YASI is an assessment tool aligned with principles of best practice in Youth Justice. YASI provides risk, needs, and strength scores for a well-rounded understanding of the Youth which can help select targeted, effective, and developmentally- and trauma-informed service delivery.

☐ Not Applicable

1. Youth Dynamic Strength & Need Score

Youth's Strength - Protective Score: Moderate

Youth's Need - Risk for Re-referral Score: High

2. Identified Area(s) of Strength

Domain: Family Strength: Youth is close to a male sibling.

Description: Katie has a good relationship with her 12-year-old brother, Sean.

Domain: Community & Peers Strength: Youth has a peer with positive pro-social influence.

Description: Katie spends time with her friend Hillary, who is a good student and has a positive influence on Katie.

Domain: School Strength: Youth believes in the value of her education.

Description: Teachers describe Katie as a bright girl. One of her teachers, Mrs. B., states that Katie shows a lot of promise in her writing and poetry. Katie is interested in the gymnastic program at school but feels there are barriers to her involvement. Katie wants to achieve her high school diploma.

(R. 07/2023) Page 5 of 9

<p>Priority Need or Strength Being Addressed</p> <p>Skills</p> <p>Description of service or how the services</p> <p>These services are interventions, such as Service recommendations on a regular basis to Need Areas.</p> <p>-Katie's social work ability to stop and -Katie will participate understand how he -Katie and her family based on Katie's age and development</p> <p>B. Educational Services <input type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> An Individualized Education Plan is in place or being recommended</p> <p>Youth's Highest Grade Completed: Eight</p> <p>Has the school been notified of educational services/plan? Yes</p> <p>Description of current educational services or plans, and any additional relevant information.</p> <p>Katie's mother will work with school personnel to identify and develop appropriate supports to ensure Katie's success at school.</p> <p>C. Parental/Current Caregiver Services <input type="checkbox"/> Not Applicable</p> <p>Description of availability of services, and services that are recommended for the Youth's current caregiver(s) if applicable.</p> <p>Katie's mother has agreed to work with County Human Services to identify and develop appropriate consequences and communication skills, including participating in community services that will attend to these needs.</p> <p>2. Placement Recommendations</p> <p>Is it recommended that the Youth be placed out of the home? No</p> <p>Description of why it's being recommended that the Youth remain in home:</p>	<p>The department recommends that the Youth be placed under formal supervision until 06/01/2024.</p> <p>The Youth will partner with their case manager to develop a case plan that identifies goals and action steps, such as participating in services identified above, to address their assessed strengths and needs. If any other individualized conditions are recommended to support community safety and provide opportunities to repair any harm, they are listed below.</p> <p>State Worker</p> <p>Name - Worker</p> <p>SIGNATURE - Worker</p> <p>Date Signed</p> <p>State Worker</p> <p>Name - Supervisor</p> <p>SIGNATURE - Supervisor</p> <p>Date Signed</p>
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YJ Court Report: Case Plan Condition

I will participate in developing a case plan that will help support my success on supervision. This case plan may require my participation in assessments, treatment, or programming. If any other individualized conditions are recommended to support community safety and provide opportunities to repair any harm, they are listed below.



Accountability for Parents/Guardians

(1m) ORDERS IMPOSING CONDITIONS ON JUVENILE'S PARENT, GUARDIAN, OR LEGAL CUSTODIAN.

(a) In a proceeding in which a juvenile has been adjudicated delinquent or has been found to be in need of protection or services under s. [938.13](#), the court may order the juvenile's parent, guardian, or legal custodian to comply with any conditions determined by the court to be necessary for the juvenile's welfare. An order may include participation in mental health treatment, anger management, individual or family counseling or parent training and education, and a requirement for a reasonable contribution, based on ability to pay, toward the cost of those services.

(b) A court may not order inpatient treatment under par. [\(a\)](#) for a juvenile's parent, guardian or legal custodian. All inpatient treatment commitments or admissions must be conducted in accordance with ch. [51](#).

[- 938.45\(1m\)](#)

- Contempt warnings shall be given at the time of Disposition.
- Prior to contempt filings, agency should make attempts to address resistance or lack of participation and share attempts with the court.



Accountability for Parents/Guardians

Example Condition:

"Caregiver's Name" will help with case planning, developing goals and action steps. "Name" shall follow through with agreed upon plan for parenting, house rules and treatment for mental health or AODA concerns, which may include family therapy, individual therapy, parent coaching (etc.).

Example Condition:

"Caregiver's Name" will list or find natural supports to help in achieving the parent's goals, specific to improving outcomes for their child.



How do YASI and YJ Court Reports inform “Tailored Dispositional Orders”?



Tailoring YJ Conditions

The National Council of Juvenile and Family Court Judges (NCJFCJ) issued a 2017 resolution regarding tailoring Youth Justice conditions.

Too many juvenile courts and juvenile probation departments impose conditions of probation that are not individualized, have too many requirements, and lead to unnecessary detention or incarceration for technical violations.



YJ Dispositional Best Practices Research

A more holistic understanding of youth paves the way for targeted, developmentally informed service delivery.

Dispositions based on risk level and needs are more likely to be effective. When services are matched to youth's level of risk, strengths and criminogenic needs, chance of re-offense decreases (Peterson-Badali, Skilling, & Haqanee, 2014).

Overly broad and unclear orders that are not tailored to the strengths, interests, and challenges of an individual youth **can result in significant numbers failing on probation**, ultimately leading to costly and unnecessary out-of-home placement (NJDC, 2016).



What is happening post-disposition?

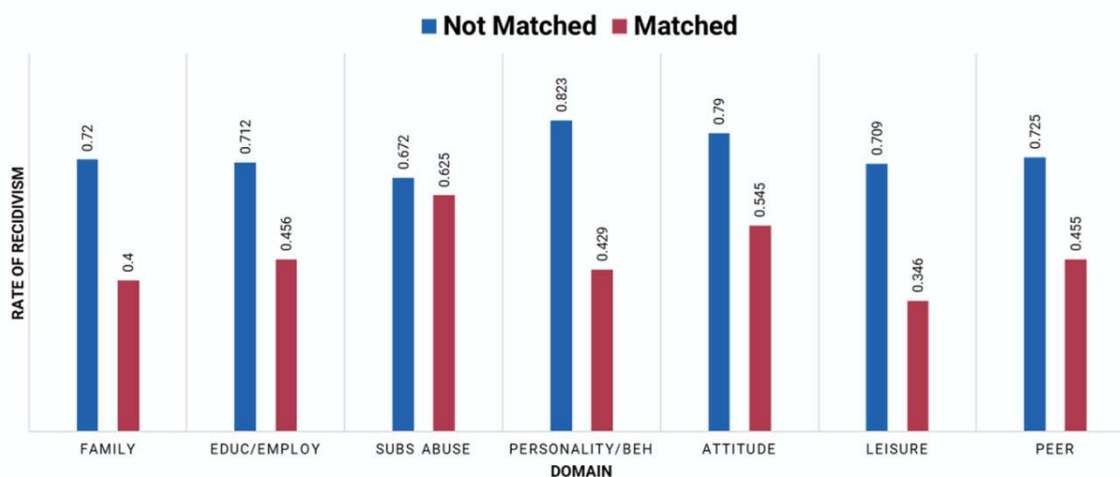


A Few Notes about Case Plans

- **Case plans should be tailored to individual youth, rooted in RNR**
- **YASI case plan does not include punitive services** (electronic monitoring, fines, out of home placement)
 - Use of YASI does not preclude their use *when necessary for public safety*
 - YASI case plan is not the same as a court order
- **Service matrix classifies services already available** in the community by domain and risk level
 - Creation of matrix can only *highlight* service gaps, will not fill them
 - Community's **ability to service match is only as good as the array of services available**



Service to need matching: Recidivism rates for not matched vs. matched



Source: Peterson-Badali, Skilling, Haqanee (2014)

Matching Services to Needs Using a Service Matrix

EXAMPLE

Aggression/Violence Domain

Risk Level	General Recommendation	Services and Providers	Description of Services
Low	<ul style="list-style-type: none"> Family Group Counseling Promote family engagement 	Completed by Human Service Agency	
Moderate	<ul style="list-style-type: none"> MH Assessment Encouraged Other Tx: FFT, ART, CBT 	Completed by Human Service Agency	
High	<ul style="list-style-type: none"> Day Treatment Outpatient treatment or Groups RCC Treatment Program 	Completed by Human Service Agency	



County service matrices are not prescriptive. They are intended to serve as a guide for human service professionals in matching services to a youth's individually identified need(s).

Example Evidence-Based Case Plan

Priority Need Area	Target of behavior change	Identified goal	Action Step
Skills	Understands that there are good and bad consequences but sometimes fails to identify them.	Learn how to stop and think about the consequences of my behavior to avoid breaking rules.	Katie and her mom will meet next Tuesday to discuss 4 steps to improve communication with each other.
Attitudes	Expresses resentment toward authority (especially mother).	Learn the connection between my thoughts about mom's authority and my violent behaviors.	Katie and her mom will meet on Tuesdays to identify 4 steps to communication and share their agreement with case manager.
Family	Parents use inappropriate consequences for negative behavior.	Develop appropriate consequences by parents.	Google appropriate consequences for 15 y/o by next Thursday and share with case manager during our meeting on Friday.



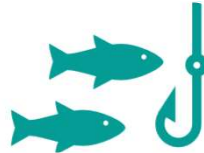
Sanctions for Court Order Violations



Secure Detention



Non-Secure
Detention



Suspend
Hunting/Fishing



Home Detention &
EM



Community Service



Suspension of
Driving Privileges



How will these changes lead to better outcomes for youth in Wisconsin?



Research on Tailored Conditions

- When there are a large number of conditions, they become meaningless, unsuitable, overwhelming, and less likely to be enforced.

We are successful when...

- Conditions are tailored to the youth's identified needs and strengths, they are enforceable, and written in a way that is easily understood by youth.
- Buy-in from youth/families; drafting conditions and case plan should be a collaborative process.
- Stay focused on the essentials and priorities!



Keys to Achieving Better Outcomes



Work effectively with court partners

Incorporate YASI results into decision-making

Educate yourself and others about RNR



Ensure services and programming are informed by the YASI

Matching services to youth's priority needs is critical!



Divert Low-Risk

Avoid bringing low-risk youth into the formal 'system'

Focus resources on youth with the greatest need



DCF is asking you to:

1

Collaborate with your human service agency and other court stakeholders to discuss how the YASI will be incorporated into your practice

2

Evaluate your court processes and consider adopting/advocating for a more tailored and effective court order model

3

Engage with DCF about its plans for youth justice system improvements and become a YASI change champion



DCF Provided Tools



Available to All Counties

- Youth Assessment & Screening Instrument (YASI)
- YJ Court Report
- On Demand Data from eWiSACWIS

Additional Support (must apply/request)

- Tailored Dispositional Orders (TDO) Training
- Youth Justice Innovation Grants
- Community Intervention Program (CIP)



Where to Find More Wisconsin YJ Data

YJ Annual Reports (<https://dcf.wisconsin.gov/ys/yj>)

- Youth Justice Referrals and Intake Report

eWReports (Data from eWiSACWIS)*

- YJ Referral and Intake
- YASI Assessment

Child Welfare Reports and Dashboards

(<https://dcf.wisconsin.gov/cwportal/reports>)

- OHC Dashboard
- CPS Dashboard
- Older Youth Outcomes Dashboard



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Sexual Offense Resources

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Example of Conditions

DJMD2

I will obey all laws, statutes, and ordinances. I will notify my case manager of any police contact within 48 hours (for assistance and to troubleshoot).

DJMD1

I will participate in developing a case plan that will help support my success on supervision. This case plan may require my participation in assessments, treatment, or programming.

I will meet with a case manager at least once per month, or as directed in my case plan. I understand that this contact may occur at my home, school, or other settings.

If I meet my conditions successfully my case manager may make a request to end supervision. If I believe I have met my conditions successfully and would be appropriate for early termination, I may write to my judge 90 days before my supervision is set to expire to request supervision to end.

Special conditions specific to case and offense.



Slide 62

DJMD0 Consider adding a slide or revamping to describe the the spectrum of TDO conditions approaches.

Dunlap, Jenna M - DCF, 2025-10-10T15:36:49.410

DJMD1 Match this language to what is currently in the court report.

Dunlap, Jenna M - DCF, 2025-10-10T15:37:59.888

DJMD2 Add additional examples for common conditions.

Dunlap, Jenna M - DCF, 2025-11-19T19:04:31.803

Other Example Language for Specific Conditions

Youth will develop goals and actions steps to address their mental health needs, which may include a mental health evaluation and any recommended treatment.

Youth will complete an approved restorative justice program to address impacts to victim and the community.

Youth will complete a psychosexual evaluation with a licensed professional and follow treatment recommendations that address and reduce risk of sexual offending behavior.

I will work with my school/case manager to develop an educational plan that helps me meet my educational needs.



Youth Justice (YJ) Tailored Dispositional Orders Training Evaluation



Use camera on a smart
device to scan code and
complete course evaluation