

# 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.wiccpttraining.com/resources/](http://www.wiccpttraining.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.**

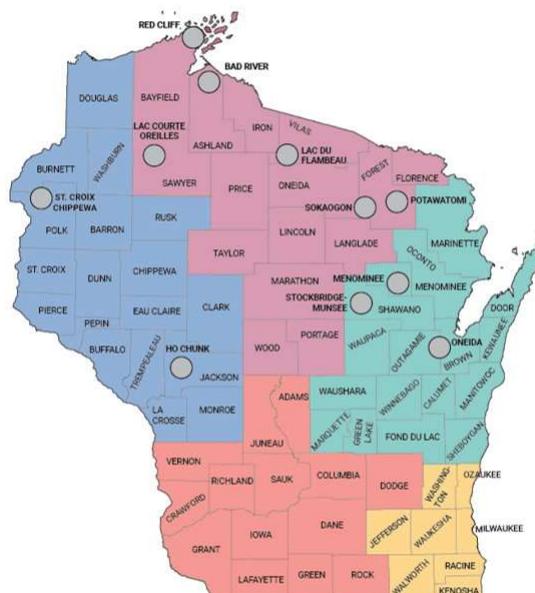
**Questions are welcome; however, CCIP is unable to provide input on individual cases.**

Thank you!

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

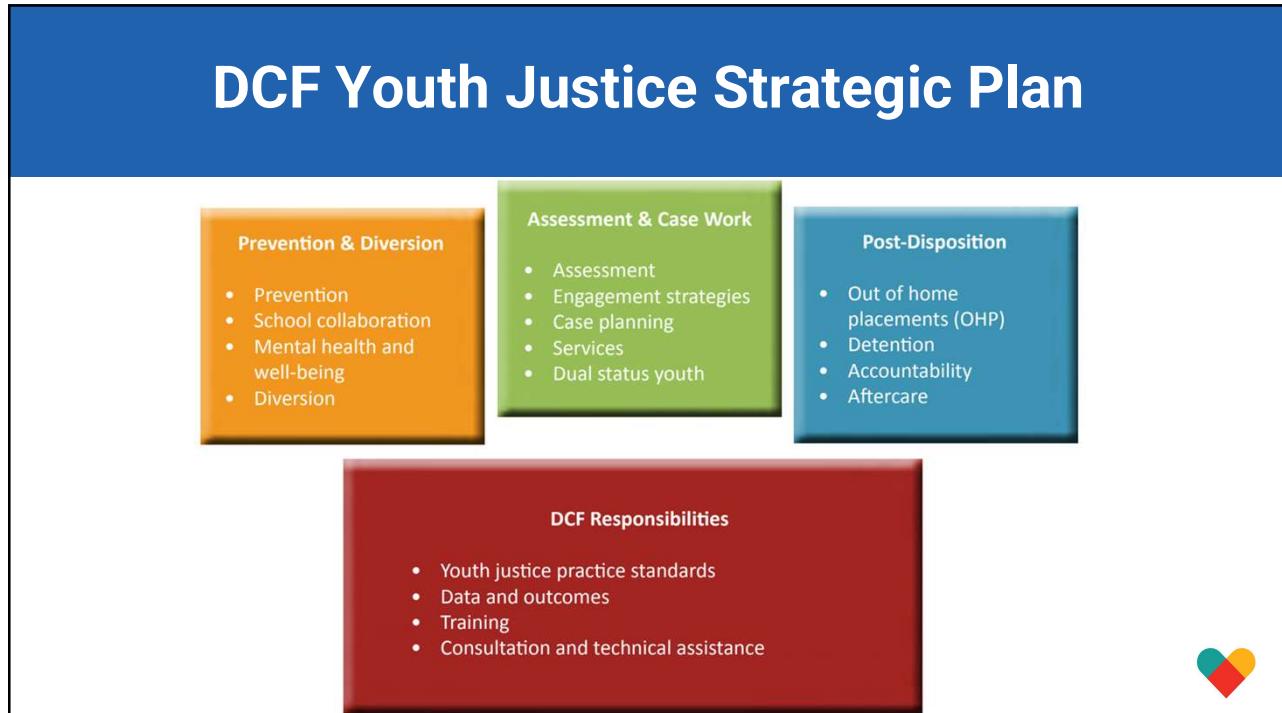
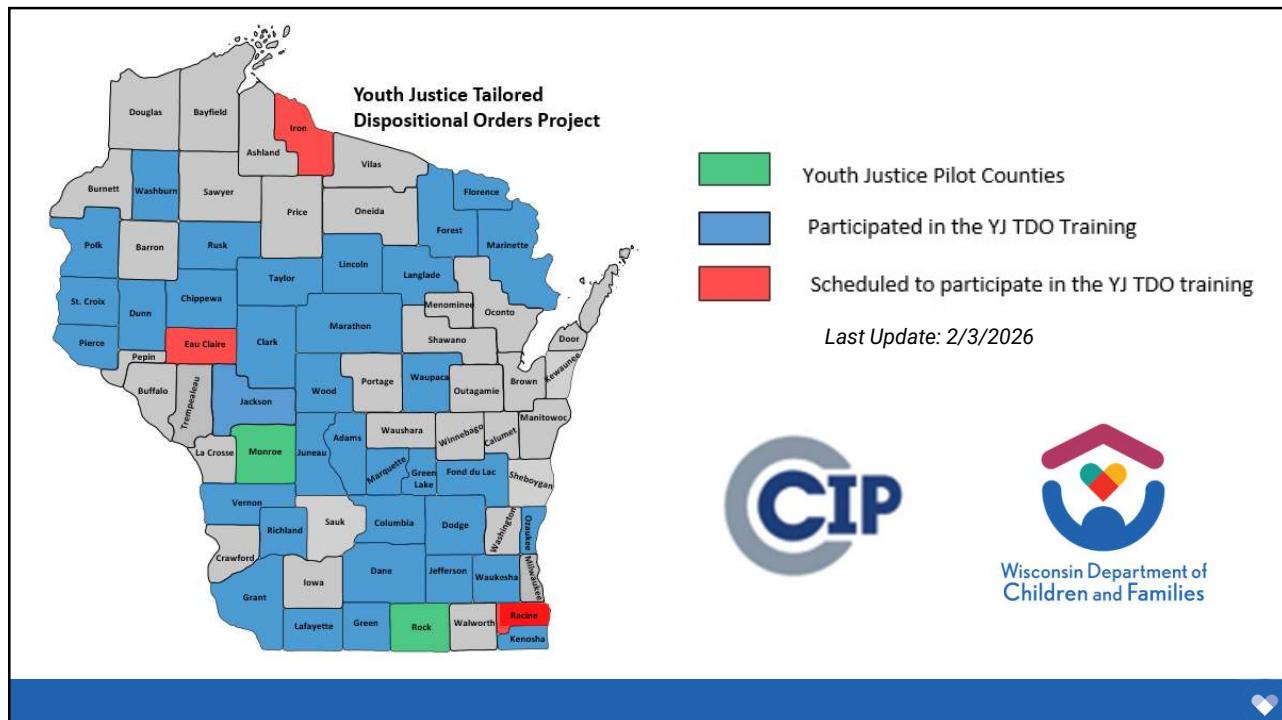
Please contact your BRO regional coordinator for questions regarding active and open Youth Justice Cases.

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

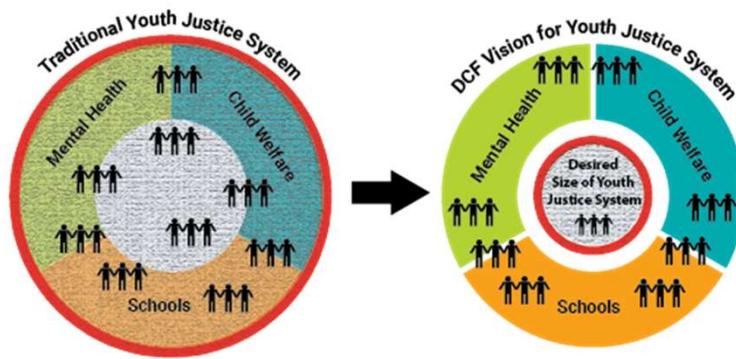


|   |   |
|---|---|
| <p><b><u>Learning Objectives</u></b></p> <ul style="list-style-type: none"> <li>▪ History of the TDO project</li> <li>▪ Youth Justice Strategic Plan</li> <li>▪ Research Highlights and YJ Data</li> <li>▪ YASI 101</li> <li>▪ YJ Court Report</li> <li>▪ Writing YJ TDO Conditions</li> <li>▪ YJ Case Planning with TDO</li> <li>▪ Research Cited</li> </ul> | <p><b><u>Continuing Education Credits</u></b></p> <p><b>Judicial Officers</b></p> <ul style="list-style-type: none"> <li>• A Certificate of Attendance will be distributed to judges and court commissioners</li> </ul> <p><b>Social Workers</b></p> <ul style="list-style-type: none"> <li>• Individuals responsible for entering training in PDS Online (see instructions)</li> </ul> <p><b>Attorneys</b></p> <ul style="list-style-type: none"> <li>• CCIP will apply for CLE credits</li> </ul> |
|---|---|

|   |   |  |
|---|---|--|
| <p><b>YJ Pilot</b></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><b>CHIPS Pilot</b></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><b>Current Project</b></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> |
|---|---|--|



# From Research to Practice

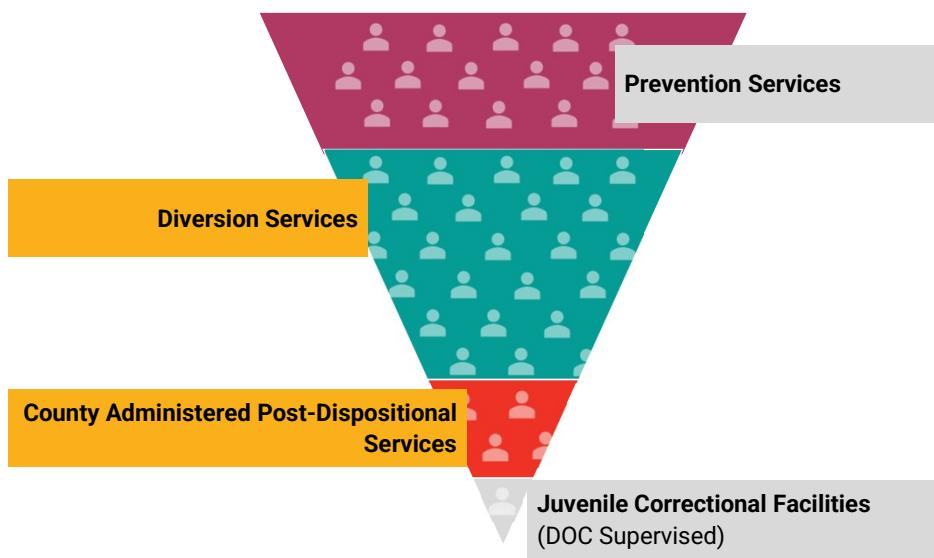


The youth justice system encompasses youth with a variety of primary needs other than delinquent behavior.

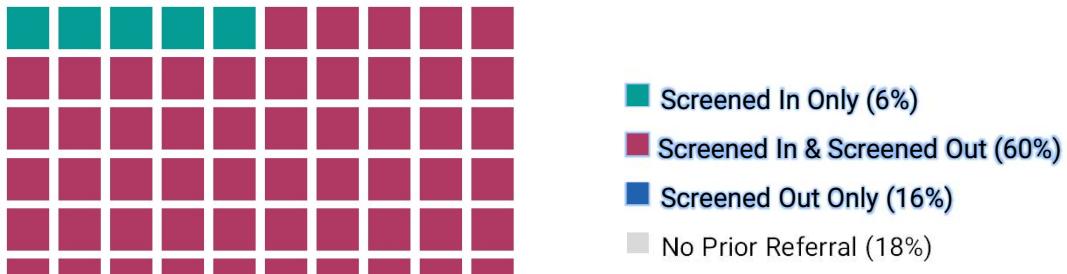
Youth are served in the appropriate system, and are not brought into the youth justice system in order to address other primary needs.



## Community-Based Youth Justice System



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



82%



## 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?



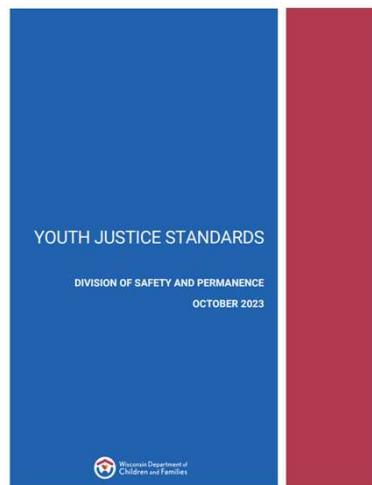
## WI Youth Justice Standards

### 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   |
|--|--|--|---|
| <br>Created by Moon by Moon<br>K-12 Model Project | <br>Created by Adaptive<br>K-12 Model Project | <br>Created by Children's<br>Liberation<br>K-12 Model Project | <br>Created by Imagine<br>K-12 Model Project |

**Community**

- 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

**School**

- Bullying
- Undiagnosed disability
- Pressure for academic success
- Lack of culturally relevant or engaging instruction
- Unwelcoming/unsafe school climate

**Family**

- Housing and food insecurity
- Conflicting family responsibilities/obligations
- Attitudes of parents related to their own school experience

**Student**

- 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

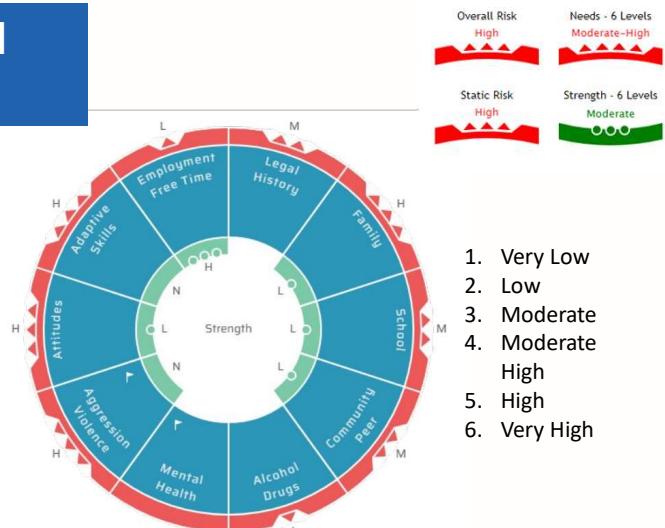
Mental Health

## 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?

YASI  
Prescreen  
(33 Q's)



Intake Decision:  
Risk (Who?)

High Risk:  
Petition  
Low Risk:  
Divert

YASI Full Assessment  
(PS + 55 Q's)



Court Report:  
Need (What?)

YASI Case Plan  
(1-3 Domains)



Case Plan:  
Responsivity (How?)

YASI  
Reassessments



At least every  
6 months



## 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?



## Identified Areas of Strength with Description



## Responsivity Factors

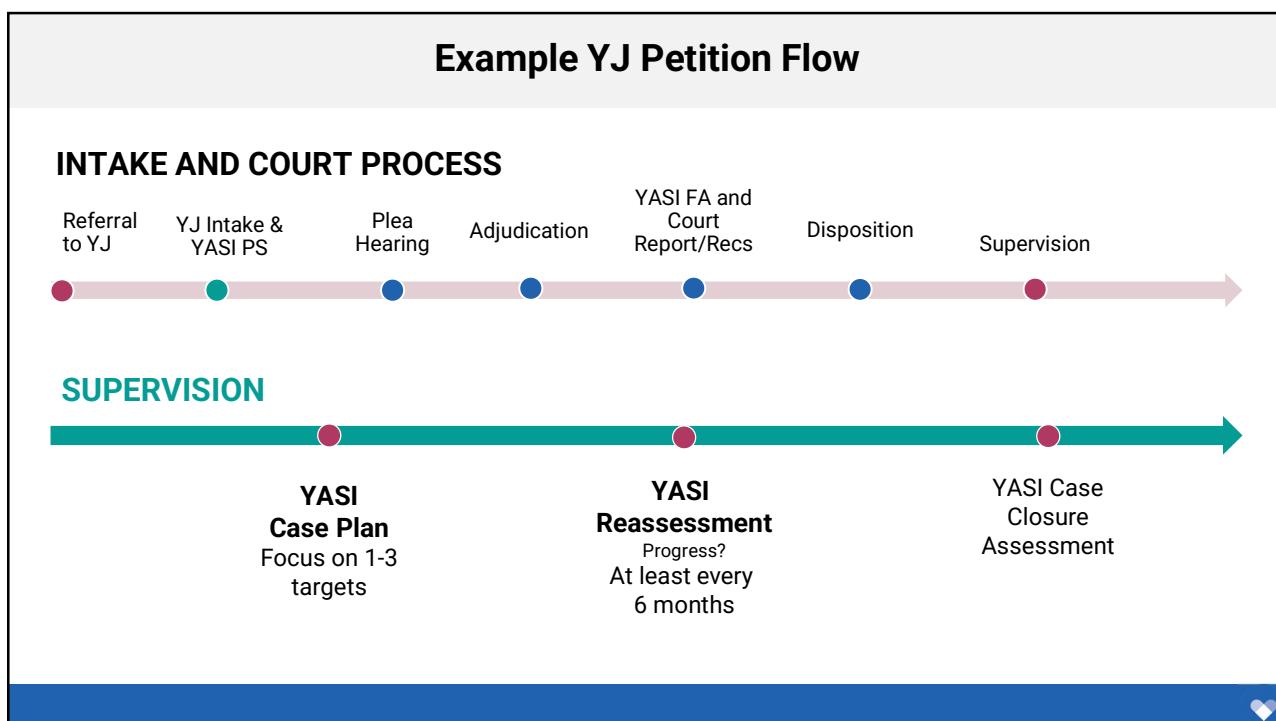


# Dispositional Structure Matters

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



## Example YJ Petition Flow



## 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<br>Jenna Dunlap                            | Hearing Date<br>06/01/2023 | County Person ID<br>9243487 |
| County<br>Dane County Circuit Court, Dane County | Court Number(s)<br>23JV77  | Case Type<br>Delinquency    |
| Prosecutor/Corp Counsel<br>Youth Legal Counsel   |                            |                             |

**Youth**

|  |                          |                                    |
|--|--------------------------|------------------------------------|
| Name<br>Kennedy, Katie                     | Chosen Name              | Pronouns<br>She/Her/Hers           |
| Birth Date<br>07/01/2010                   | Age<br>14                |                                    |
| Address<br>Hillside Ave, Madison, WI 53705 |                          | Telephone Number<br>(608) 123-9876 |
| Primary Language: English                  | Interpreter Required? No |                                    |

**Parent 1**  Unknown  Deceased  TPR

|                           |   |                                    |
|---------------------------|---|------------------------------------|
| Name<br>Kennedy, Mom      | Address<br>01/01/1990 Hillside Ave, Madison, WI 53705 | Telephone Number<br>(608) 789-1234 |
| Marital Status:           | Parental Type: Birth                                  |                                    |
| Primary Language: English | Interpreter Required? No                              |                                    |

**Parent 2**  Unknown  Deceased  TPR

|                      |                            |                                    |
|----------------------|----------------------------|------------------------------------|
| Name<br>Kennedy, Dad | Address<br>01/01/1980      | Telephone Number<br>(608) 456-3210 |
| Marital Status:      | Parental Type: Presumptive |                                    |

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Primary Language: English  Interpreter Required? No

**Youth's Guardian**

|                       |
|-----------------------|
| Name<br>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**

Youth Did Not Disclose  Court Report Developed Prior to Adjudication  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**

No Victim  Victim Did Not Respond  See Attached

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**Victim(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** **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 |
|----------------|------------------|--------------|--|---------|-----------------|----------------------|
|                | 07/01/2022       |              | 943.00(X)(A) -- THEFT-MOVABLE PROPERTY (< \$2500) -- Misdemeanor | DPA     | 12/01/2022      |                      |

**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:

- 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 traumas.
- Information on other relevant YASI domains not addressed in the YASI section, or how domains relate to one another.

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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. |  |

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| <p>Victim(s) Statement(s)</p> <p>I am frustrated with my daughter's behavior and I do not know where to go from here.</p>  |                    | <p>assaults her mother but has no actual plan to physically injure her mother.</p> <p>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.</p> <p>Katie reports that her mother often states, "if you don't want to follow the rules you can find another place to live."</p> |                             |                    |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
|--|--------------------|---|-----------------------------|--------------------|-----------------------------|--------------------|---------------|------------|--------------------|---|------------|--------------------|---------------|--|--------------------|--|--|----|--|--|--|
| <p>Restitution Requested: No      Requested Amount: \$0      <input type="checkbox"/> Amount To be Determined</p>  |                    | <p>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.</p>  |                             |                    |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| <p><b>Other Ongoing Supervision</b></p> <table border="1"> <thead> <tr> <th>Court Case No.</th> <th>Offense Date</th> <th>Offense</th> <th>Modifier(s) and Enhancer(s)</th> <th>Amended</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>23JV09</td> <td>02/17/2023</td> <td>940.19(1) -- BATTERY -- Misdemeanor</td> <td></td> <td>No</td> <td>Delin. Order</td> </tr> <tr> <td>23JV09</td> <td>01/23/2023</td> <td>943.01(1) -- CRIMINAL DAMAGE TO PROPERTY (&lt; \$2500) -- Misdemeanor</td> <td></td> <td>No</td> <td></td> </tr> </tbody> </table>   |                    | Court Case No.  | Offense Date                | Offense            | Modifier(s) and Enhancer(s) | Amended            | Outcome       | 23JV09     | 02/17/2023         | 940.19(1) -- BATTERY -- Misdemeanor                               |            | No                 | Delin. Order  | 23JV09   | 01/23/2023         | 943.01(1) -- CRIMINAL DAMAGE TO PROPERTY (< \$2500) -- Misdemeanor |  | No |  | <p><b>1. Youth Dynamic Strength &amp; Need Score</b></p> <p>Youth's Strength - Protective Score: Moderate</p> <p>Youth's Need - Risk for Re-referral Score: High</p> |  |
| Court Case No.   | Offense Date       | Offense   | Modifier(s) and Enhancer(s) | Amended            | Outcome                     |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| 23JV09   | 02/17/2023         | 940.19(1) -- BATTERY -- Misdemeanor   |                             | No                 | Delin. Order                |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| 23JV09   | 01/23/2023         | 943.01(1) -- CRIMINAL DAMAGE TO PROPERTY (< \$2500) -- Misdemeanor  |                             | No                 |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| <p><b>Previous Legal History</b></p> <table border="1"> <thead> <tr> <th>Court Case No.</th> <th>Disposition Date</th> <th>Offense Date</th> <th>Offense</th> <th>Outcome</th> <th>Ex Date</th> </tr> </thead> <tbody> <tr> <td></td> <td>07/01/2022</td> <td>943.20(1)(A) -- THEFT-MOVABLE PROPERTY (&lt;= \$2500) -- Misdemeanor</td> <td>DPA</td> <td>12/01/2022</td> <td></td> </tr> </tbody> </table>   |                    | Court Case No.  | Disposition Date            | Offense Date       | Offense                     | Outcome            | Ex Date       |            | 07/01/2022         | 943.20(1)(A) -- THEFT-MOVABLE PROPERTY (<= \$2500) -- Misdemeanor | DPA        | 12/01/2022         |               | <p><b>2. Identified Area(s) of Strength</b></p> <p>Domain: Family      Strength: Youth is close to a male sibling.</p> <p>Description: Katie has a good relationship with her 12-year-old brother, Sean.</p> |                    |  |  |    |  |  |  |
| Court Case No.   | Disposition Date   | Offense Date  | Offense                     | Outcome            | Ex Date                     |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
|  | 07/01/2022         | 943.20(1)(A) -- THEFT-MOVABLE PROPERTY (<= \$2500) -- Misdemeanor   | DPA                         | 12/01/2022         |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| <p><b>CPS History</b> - Relevant recent and historical CPS/Services reports</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Report Type</th> <th>Assessment Finding</th> </tr> </thead> <tbody> <tr> <td>12/15/2017</td> <td>CPS Report - State</td> <td>Substantiated</td> </tr> <tr> <td>09/15/2017</td> <td>CPS Report - State</td> <td>Substantiated</td> </tr> <tr> <td>06/15/2017</td> <td>CPS Report - State</td> <td>Substantiated</td> </tr> <tr> <td>06/15/2017</td> <td>CPS Report - State</td> <td>N/A</td> </tr> </tbody> </table>  |                    | 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  | <p>Description: Katie spends time with her friend Hillary, who is a good student and has a positive influence on Katie.</p> <p>Domain: School      Strength: Youth believes in the value of her education.</p> <p>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.</p> |    |  |  |  |
| 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   |                             |                    |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
| <p><b>Social History Narrative</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>Description of cultural considerations, family members, important relatives and friends, and other community members, and the impact of these on the Youth and the family.</li> <li>Description of 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.</li> <li>Information on other relevant YASI domains not addressed in the YASI section, or how domains relate to one another.</li> </ul> |                    | <p>(8/07/2023)      Page 3 of 9</p>   |                             |                    |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |
|  |                    | <p>(8/07/2023)      Page 5 of 9</p>   |                             |                    |                             |                    |               |            |                    |   |            |                    |               |  |                    |  |  |    |  |  |  |

| <p>Domain: Employment &amp; Free Time      Strength: Youth can identify a hobby or interest that would be</p> <p>Description: Katie became involved with gymnastics at a local recreation program when she was eleven. She would like to be employed as a gymnastics instructor. She has also had previous employment and has a good relationship with her past employer, Ms. Downey.</p>   |                              | <p>can't live here anymore." Katie's mom has struggled to identify appropriate consequences for her 14-year-old daughter.</p> <p>Target of behavior change: Katie's mother told Katie "You can't live here anymore" on the day of the offense. This consequence seemed to contribute to the fight between Katie and her mom.</p> <p>Identified goal: Mom will increase age-appropriate consequences, so there is more trust between Katie and Mom.</p>  |  |   |                 |                  |          |                              |                     |        |                     |                       |
|---|------------------------------|---|--|---|-----------------|------------------|----------|------------------------------|---------------------|--------|---------------------|-----------------------|
| <p><b>3. Priority Need Area(s)</b></p> <p><i>These Priorities may evolve, subject to consultation with the youth and family, as the youth makes progress in their case. In best practice, the youth works on one, two, or at most three needs at once in order to focus on highest-priority areas and maximize their likelihood of success.</i></p> <p>Domain: Attitude</p> <p>Case Manager Insights: Katie has several thoughts that could have contributed to the fight between her and her mom. Katie stated, "her mom shouldn't be able to tell her what to do and should focus on her own life." Katie also said she did not understand why this was a police matter, it should have been kept within the family. Katie struggled in this incident with connecting her thoughts to her behavior.</p> <p>Target of behavior change: Katie had a thought during this offense that her mother shouldn't be able to tell her what to do. This thought contributed to the fight between Katie and her mom.</p> <p>Identified goal: Katie will learn the connection between her thoughts about mom's authority and Katie's behaviors, so Katie can gain Mom's respect.</p> |                              | <p><b>4. Responsivity Factors</b></p> <p><i>Important factors to be considered at disposition and case planning for tailoring interventions and services to Youth's learning style, social functioning, motivation, and cognitive abilities. Common responsivity factors may also include mental health, hobbies or career interests, long-term and/or opportunities for growth, important relationships, cultural context, etc.</i></p> <p>Katie was placed in foster care on three occasions. Katie lived with her biological parents until the age of six when she was removed from her home due to neglect. Katie was removed and remained two additional times due to substantiated physical abuse by father.</p> <p>Katie's biological parents both have a history of drug and alcohol use and has difficulty keeping permanent employment and is currently not employed. However, mom was sober on the day of this offense and it was not a contributing factor.</p> <p>Katie's mom moved when Katie was 11. Her stepfather Bill has served time in prison for selling drugs and is currently unemployed. Bill would like Katie to move out, but thinks it's Katie's mother's problem to deal with Katie.</p> <p>Katie's father served time for drug charges and did not return to the home. Katie has had no contact with her biological father since the age of eight.</p> <p>Katie has an older sister, Darlene, who left home after mom remarried. Katie and Darlene had a close relationship when they were younger, but Katie hasn't seen Darlene in over two years and doesn't know what happened to her. Katie's mom has a new boyfriend who is respected by and have a different relationship with her mother, and to gain greater control over her life.</p> <p>She wants to be a role model for her younger brother, graduate from high school, and teach gymnastics. Coordinating with her school counselor could help her achieve these incentives.</p> |  |   |                 |                  |          |                              |                     |        |                     |                       |
| <p>Domain: Skills</p> <p>Case Manager Insights: Katie did not think about getting into trouble several times throughout the day, particularly when she skipped school with her friends, and when her mom's mother came home and found them. Katie also struggled to identify any other solutions than fighting with her mom when she went home and said she "can't deal with her mom when she is like this."</p> <p>Target of behavior change: Katie thought about the consequences of her actions, but did not know how to identify them. Katie needed several more examples of the offense that she did not consider what would happen if she skipped school with her friends. She did not think about what would happen when Trish's mom came home and found them, and she did not consider what would happen when she went home and her mother knew she skipped school. Not thinking about consequences seemed to contribute to the fight.</p> <p>Identified goal: Katie will increase her skill set in understanding consequences, so she can have a better relationship with her Mom.</p>   |                              | <p><b>Disposition Recommendations</b></p> <p><b>1. Service Recommendations</b></p> <p>A. <input type="checkbox"/> Youth Services      <input type="checkbox"/> Not Applicable</p> <p>These services may be examples, caseworkers, family, and youth will discuss and select available interventions, including services, skill-building, and supports. Service recommendations may change over the life of the case. They are aligned with Action Steps, which should be adjusted on a regular basis to support a youth progressing toward meeting the Goals identified in their Priority Need Areas.</p> <table border="1"> <thead> <tr> <th>Priority Need or Strength Being Addressed</th> <th>Type of Service</th> <th>Service Provider</th> </tr> </thead> <tbody> <tr> <td>Attitude</td> <td>Cognitive Behavioral Therapy</td> <td>Thinkstar Providers</td> </tr> <tr> <td>Family</td> <td>Family - Counseling</td> <td>County Human Services</td> </tr> </tbody> </table>   |  | Priority Need or Strength Being Addressed | Type of Service | Service Provider | Attitude | Cognitive Behavioral Therapy | Thinkstar Providers | Family | Family - Counseling | County Human Services |
| Priority Need or Strength Being Addressed   | Type of Service              | Service Provider  |  |   |                 |                  |          |                              |                     |        |                     |                       |
| Attitude  | Cognitive Behavioral Therapy | Thinkstar Providers   |  |   |                 |                  |          |                              |                     |        |                     |                       |
| Family  | Family - Counseling          | County Human Services   |  |   |                 |                  |          |                              |                     |        |                     |                       |
| <p>(8/07/2023)      Page 6 of 9</p>   |                              | <p>(8/07/2023)      Page 7 of 9</p>   |  |   |                 |                  |          |                              |                     |        |                     |                       |

Domain: Employment & Free Time

Description: Katie became involved with gymnastics at a would like to be employed as a gymnastics instructor. She has a good relationship with her past employer. M

**4. Responsivity Factors**

*Important factors to be considered at disposition and case planning for tailoring interventions and services to Youth's learning style, social functioning, motivation, and cognitive abilities. Common responsivity factors may also include mental health, hobbies or career interests, long-term and/or opportunities for growth, important relationships, cultural context, etc.*

**3. Priority Need Area(s)**

These Priorities may evolve, subject to consultation with the youth and family, as the youth makes progress in their case. In best practice, the youth works on one, two, or at most three needs at once in order to focus on highest-priority areas and maximize their likelihood of success.

Domain: Attitude

Case Manager Insights: Katie has several thoughts that could have contributed to the fight between her and her mom. Katie stated, "her mom shouldn't be able to tell her what to do and should focus on her own life." Katie also stated she did not understand why this was a police matter, it should have been kept within the family. Katie struggled in this incident with connecting her thoughts to her behavior.

Target of behavior change: Katie had a thought during this offense that her mother shouldn't be able to tell her what to do. This thought contributed to the fight between Katie and her mom.

Identified goal: Katie will learn the connection between her thoughts about mom's authority and Katie's behaviors, so Katie can gain Mom's respect.

Identified goal: Katie will increase her skill set in understanding consequences, so she can have a better relationship with her Mom.

Domain: Family

Case Manager Insights: Katie's mother felt that the only consequence she could give to Katie was that "she

Service providers may be examples, caseworkers, family, and youth will discuss and select available interventions, including services, skill-building, and supports. Service recommendations may change over the life of the case. They are aligned with Action Steps, which should be adjusted on a regular basis to support a youth progressing toward meeting the Goals identified in these Priority Need Areas.

| Priority Need or Strength Being Addressed | Type of Service              | Service Provider      |
|---|------------------------------|-----------------------|
| Attitude                                  | Cognitive Behavioral Therapy | Thinkstar Providers   |
| Family                                    | Family - Counseling          | County Human Services |

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| Priority Need or Strength Being Addressed   | Type of Service  | Service Provider      |
|---|--|-----------------------|
| Skills  | Carey Guide - BITS   | County Human Services |
| <p>Description of services being recommended and how they will address the identified priority need areas above, or how the services will support the Youth.</p> <p>These services are examples; caseworkers, family, and youth will discuss and select available interventions, including services, skill-building, and supports.</p> <p>Service recommendations are aligned with Action Steps, which are responsive and should be adjusted on a regular basis to support a youth progressing toward meeting the Goals identified in their Priority Need Areas.</p> <p>-Katie's social worker will work through the Consequential Thinking Carey Guide to improve her ability to stop and think through the results of her behaviors.</p> <p>-Katie will participate in individual cognitive behavioral therapy at Thinkstar Providers to better understand how her thoughts about authority influence her behaviors.</p> <p>-Katie and her family will work with social worker to identify and utilize appropriate consequences based on Katie's age and development.</p> |  |                       |
| B. Educational Services   | <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> An Individualized Education Plan is in place or being recommended  |                       |
| <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>   |  |                       |
| C. Parental/Current Caregiver Services  | <input type="checkbox"/> Not Applicable<br><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> |                       |
| 2. Placement Recommendations  | <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><b>Child Support</b><br/>         Is a child support recommendation being made?</p> <p>3. Conditions<br/> <input checked="" type="checkbox"/> See Attached</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><b>SIGNATURES</b></p> <p><u>State Worker</u> _____ Name - Worker _____<br/> <u>SIGNATURE - Worker</u> _____ Date Signed _____</p> <p><u>State Worker</u> _____ Name - Supervisor _____<br/> <u>SIGNATURE - Supervisor</u> _____ Date Signed _____</p>  |  |                       |

|   |  |  |  |
|---|--|--|--|
| <p>Priority Need or Strength Being Addressed</p> <p>Skills</p> <p>Description of services or how the services will be provided</p> <p>These services are interventions, such as Service recommendations on a regular basis to support the Youth's needs. These services are interventions, such as Service recommendations on a regular basis to support the Youth's needs.</p> <p>-Katie's social worker will support her ability to stop and think before acting. -Katie will participate in group activities to understand how her behavior affects others. -Katie and her family will work together to develop a plan based on Katie's age and developmental level.</p> |  | <p><b>The department recommends that the Youth be placed under formal supervision until 06/01/2024.</b></p> <p><b>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.</b></p> |  |
| <p>B. Educational Services</p> <p><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: Eighth</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>State Worker _____<br/>Name - Worker _____</p> <p>SIGNATURE - Worker _____<br/>Date Signed _____</p> <p>State Worker _____<br/>Name - Supervisor _____</p> <p>SIGNATURE - Supervisor _____<br/>Date Signed _____</p>  |  |
| <p>C. Parental/Current Caregiver Services</p> <p><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>   |  |  |  |
| <small>(B.07/2023)</small>  |  | <small>(B.07/2023)</small>   |  |
|   |  | <small>Page 8 of 9</small>   |  |

## 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?

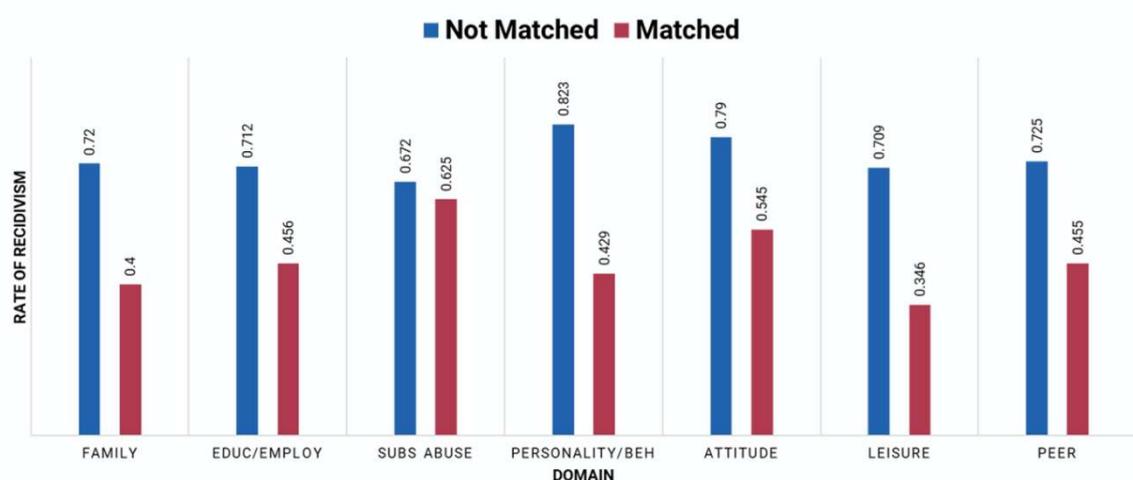


## A Few Notes about Case Plans

- 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, Haqane (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"> <li>Family Group Counseling</li> <li>Promote family engagement</li> </ul>                           |                        | Completed by Human Service Agency |
| Moderate   | <ul style="list-style-type: none"> <li>MH Assessment Encouraged</li> <li>Other Txs: FFT, ART, CBT</li> </ul>                           |                        | Completed by Human Service Agency |
| High       | <ul style="list-style-type: none"> <li>Day Treatment</li> <li>Outpatient treatment or Groups</li> <li>RCC Treatment Program</li> </ul> |                        | 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.     |



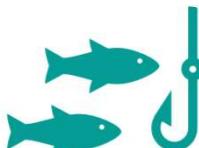
## Sanctions for Court Order Violations



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) (<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)

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

- OHC Dashboard
- CPS Dashboard
- Older Youth Outcomes Dashboard



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- JIFF Interviewer - <https://www.fasoutcomes.com/?ContentID=14>
- Balfanz, Robert and Vaughn Byrnes. 2012. Chronic Absenteeism: Summarizing What We Know from Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools. Retrieved August 2021 ([https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf)).
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# Sexual Offense Resources

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- Juvenile Sex Offender Assessment Protocol-II Manual - <https://www.ojp.gov/pdffiles1/ojjdp/202316.pdf>
- Hecker, J., Scouler, J., Righthand, S., & Nangle, D. (2002, October). *Predictive validity of the JSOAP over 10-plus years: Implications for risk assessment*. Paper presented at the Annual Meeting of the Association for Treatment of Sexual Abusers, Montreal, Quebec, Canada.
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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.



**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

