

Youth Justice Tailored Dispositional Orders

Sarina Brummund & Shane Arndt, DCF Bureau of Youth Services
Bridget Mauerman & Christina Tenuta, Children's Court Improvement Program



Introductions & County Practice

YJ Practices in Your County

What is working well in your county?

What are some areas that need improvement?

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.

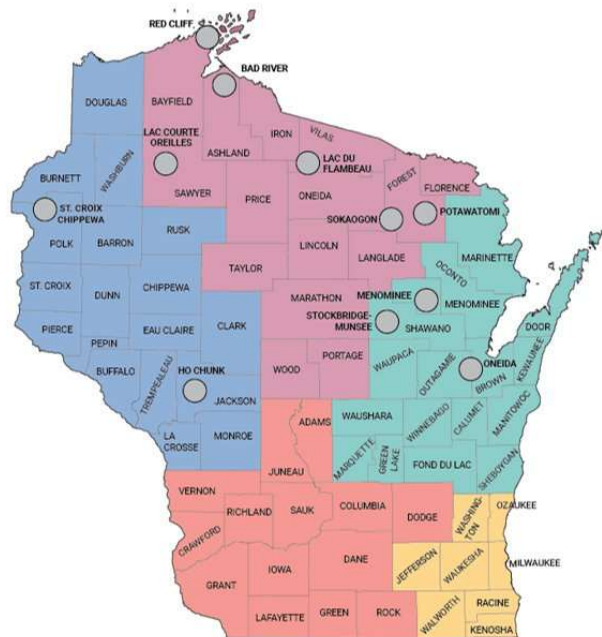
Any guidance provided should not override a judge's decision and authority.

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

Thank you!

Please contact your Area Administration Regional Coordinator for questions regarding active and open CPS & YJ Cases.

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



Continuing Education Credits

Judicial Officers

- A Certificate of Attendance will be distributed to judges and court commissioners

Social Workers

- Individuals responsible for entering training in PDS Online (see instructions)

Attorneys

- CCIP will apply for CLE credits

Key Topics

- History of the TDO Project
- DCF's Youth Justice Strategic Plan
- Research Highlights and YJ Data
- YASI 101
- Youth Justice Court Report
- Writing Conditions of Supervision
 - Youth
 - Parents
- Case Planning
- Matching Services to Needs





Project Background & Wisconsin Data

Goals of the Project

1 Tailor the conditions to meet the needs of the individual parent/youth

2 Increase parent/youth participation and engagement

3 **CHIPS:** Reduce the number of open cases and improve time to reunification

4 **Youth Justice:** Reduce conditions and recidivism by matching services to needs

Project Phases

Youth Justice Pilot

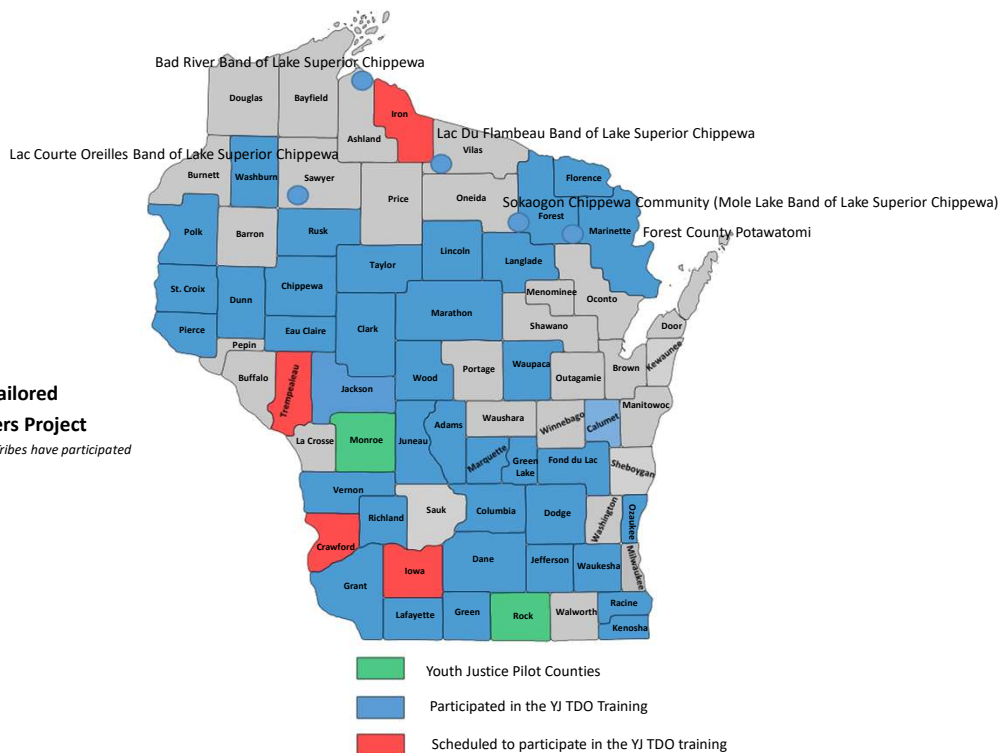
DCF started a Judicial Workgroup in 2017 that focused on Tailored and Effective Youth Justice Court Orders. It was piloted in Monroe and Rock counties

CHIPS Pilot

The Program Improvement Plan (PIP) involved the Tailored Dispositional Orders Project for CHIPS conditions. It was piloted in three counties - Barron, Manitowoc, and Waukesha

Tailored Dispositional Orders Project

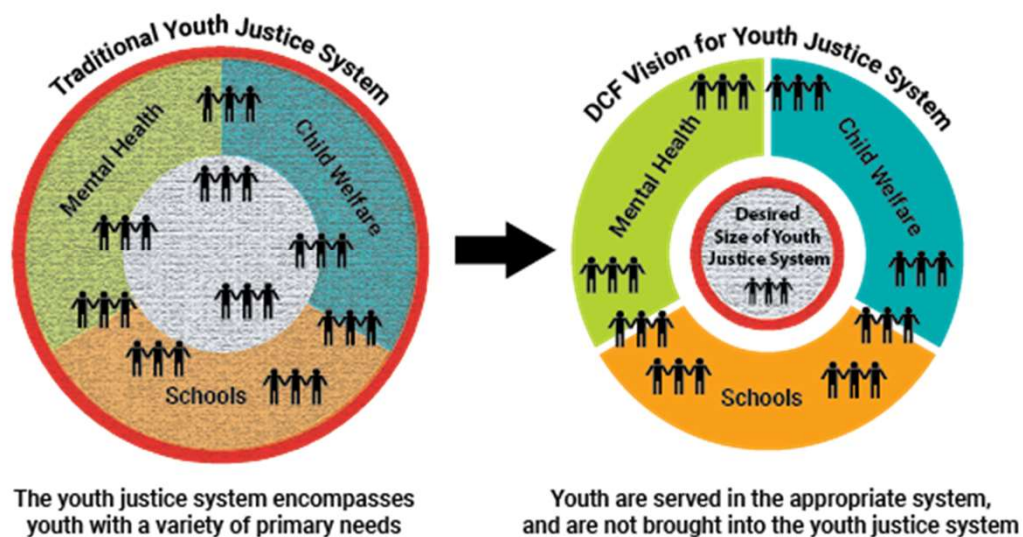
DCF and CCIP jointly are expanding the Tailored Dispositional Orders Project statewide and allowing counties to choose to work on CHIPS and/or Youth Justice conditions



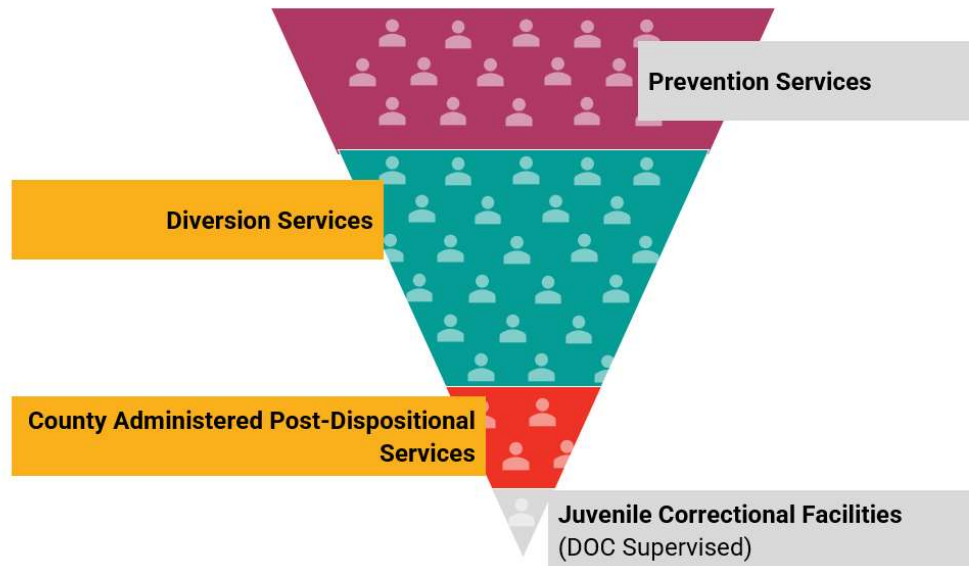
DCF Youth Justice Strategic Plan



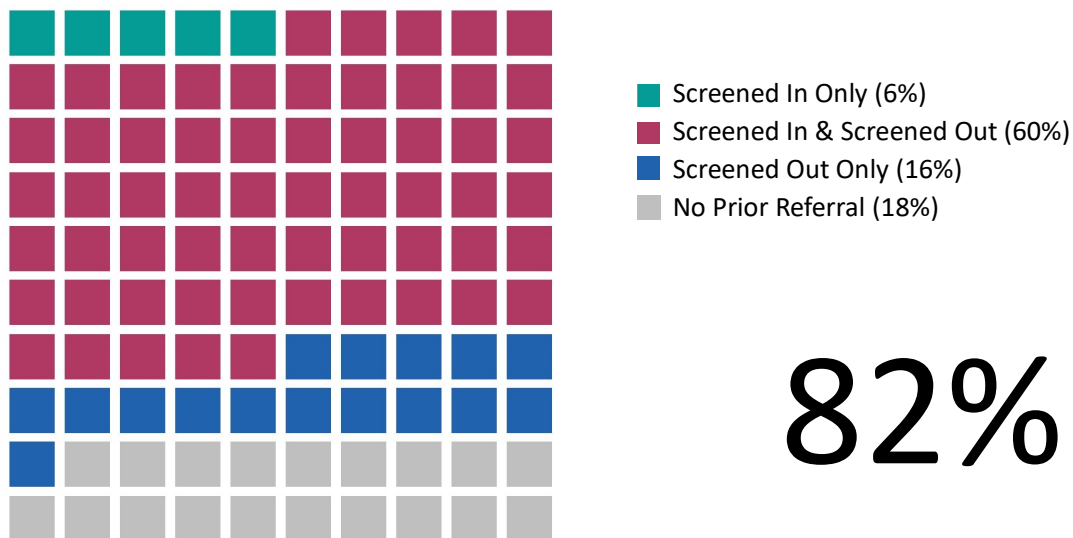
From Research to Practice



Community-Based Youth Justice System



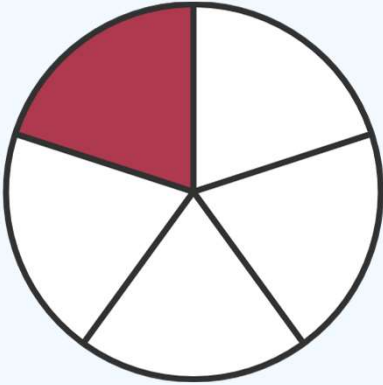
2024 Referred Youth with Prior CPS Referral(s) - Wisconsin



82%



Prior Out-of-Home Placements



1 out of 5 youth referred to the Youth Justice system were placed in out-of-home care prior to receiving their first Youth Justice referral



Youth Justice Research & YASI

Evidence-Based Practice Research

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).



Evidence-Based Practice Research

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 DCF do in response to their research on Youth Justice practices?



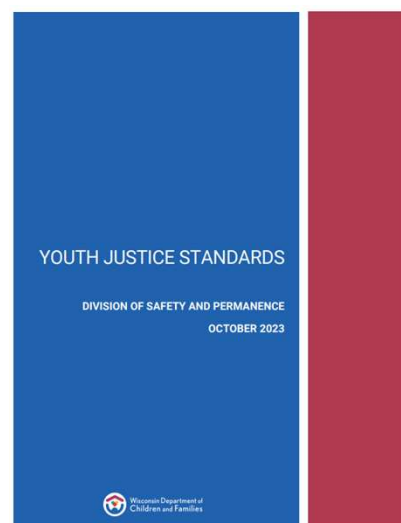
WI Youth Justice Standards

January 2023

Case Process & Documentation
Standards

October 2023

YASI Standards



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





What YASI & 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 YASI & Risk Assessments **CANNOT** do

- **Act as a “One Size Fits All” Tool**
 - Assessments are validated to address specific issues
 - YASI not appropriate for:
 - Sexual offenses
 - Under age 10 delinquent acts
 - Truancy
- **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

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.

<https://dcf.wisconsin.gov/files/publications/pdf/5489.pdf>

“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
 Copyright © 2012 by Robert Balfanz, Robert Vaughn Byrnes • 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	 Copyright © 2012 by Robert Balfanz, Robert Vaughn Byrnes • Bullying • Undiagnosed disability • Pressure for academic success • Lack of culturally relevant or engaging instruction • Unwelcoming/unsafe school climate	 Copyright © 2012 by Robert Balfanz, Robert Vaughn Byrnes • Housing and food insecurity • Conflicting family responsibilities/obligations • Attitudes of parents related to their own school experience	 Copyright © 2012 by Robert Balfanz, Robert Vaughn Byrnes • Unmet mental health needs • Frequent school changes • A need to work • Poor academic performance • Substance abuse

(Balfanz, Robert and Vaughn Byrnes. 2012)



Youth Assessment & Screening Instrument

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



YASI

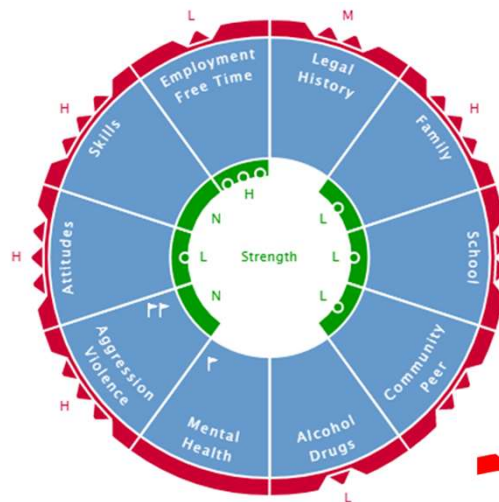
Legal History
Family
School
Community Peer
Alcohol and Drugs
Employment/Free Time
Skills
Attitudes
Aggression/Violence
Mental Health

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.



1. Very Low
2. Low
3. Moderate
4. Moderate High
5. High
6. Very High



Wisconsin YASI Prescreen Overall Risk Levels: CY 2025

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. 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?



**Identified Areas of Strength
with Description**



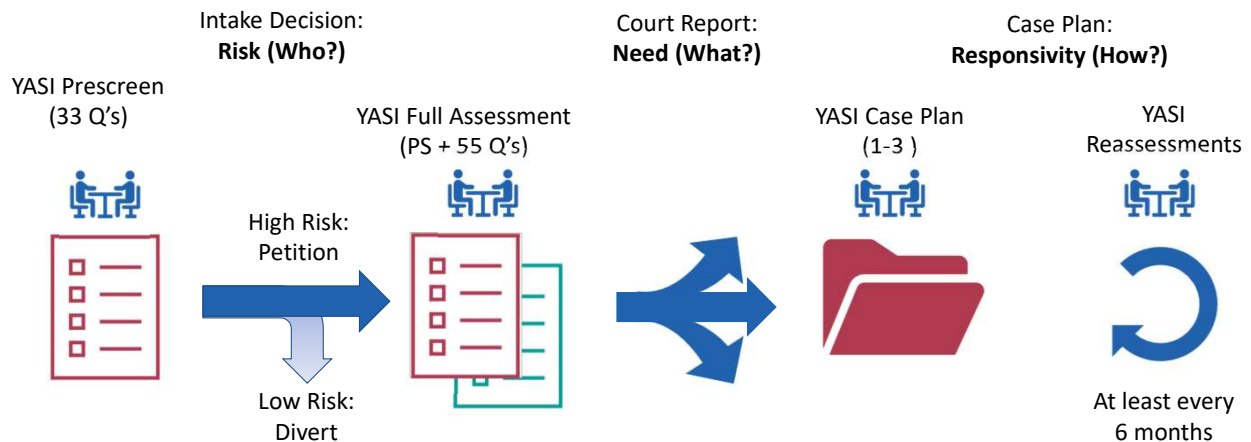
Responsivity Factors



Legal Process & Conditions



How and when will YASI be used?



Dispositional Structure Matters

Bifurcated (adjudication & disposition separate)	Non-Bifurcated (adjudication & disposition together)
• 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	• Insufficient time to complete YASI full assessment prior to adjudication ◦ 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

Dispositional Structure Matters

938.30(6)(a) If a petition is not contested, the court, subject to s. 938.299 (10), shall set a date for the dispositional hearing which allows reasonable time for the parties to prepare but is no more than 10 days from the plea hearing for a juvenile who is held in secure custody and no more than 30 days from the plea hearing for a juvenile who is not held in secure custody. Subject to s. 938.299 (10), if all parties consent, the court may proceed immediately with the dispositional hearing. If a citation is not contested, the court may proceed immediately to enter a dispositional order.

938.31(7)(a) At the close of the fact-finding hearing, the court, subject to s. 938.299 (10), shall set a date for the dispositional hearing that allows a reasonable time for the parties to prepare but is no more than 10 days after the fact-finding hearing for a juvenile in secure custody and no more than 30 days after the fact-finding hearing for a juvenile not held in secure custody. Subject to s. 938.299 (10), if all parties consent, the court may immediately proceed with a dispositional hearing.

938.32(5) Recusal from subsequent proceedings. A court which, under this section, elicits or examines information or material about a juvenile which would be inadmissible in a hearing on the allegations of the petition may not, over objections of one of the parties, participate in any subsequent proceedings if any of the following applies:

938.33(1) Report required. Before the disposition of a juvenile adjudged to be delinquent or in need of protection or services, the court shall designate an agency, as defined in s. 938.38 (1) (a), to submit a report that contains all of the following:



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 ☐ Unknown ☐ Deceased ☐ 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 ☐ Unknown ☐ Deceased ☐ TPR

Name: Kennedy, Dad

Birth Date: 01/01/1980 Address: Telephone Number: (608) 456-3210

Marital Status: Parental Type: Presumptive

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Primary Language: English Interpreter Required? No

Youth's Guardian

Name: Stepdad, Bill

Tribal Information - N/A

Current Offense(s)

Court Case No.	Offense Date	Court #	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) Input - Court Case N/A

Parent(s)/Caregiver(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)'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	943.20(1)(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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Domain: Employment & Free Time

Strength: Youth can identify a hobby or interest that would be

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.

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.

Domain: Skills

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 friend's mother came home and found her friends using. Katie also struggled to identify any other solution than fighting with her mom when she arrived home and said she "can't deal with her mom when she is like this."

Target of behavior change: Katie understands that there are good and bad consequences to her actions, but sometimes struggles to identify them. Katie stated several times the day 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 Tina'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.

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

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can't live here anymore." Katie's mom has struggled to identify appropriate consequences for her 14-year-old daughter.

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.

Identified goal: Mom will increase age-appropriate consequences, so there is more trust between Katie and Mom.

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.

-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 the home due to neglect. Katie was removed and returned two additional times due to substantiated physical abuse by father.

-Katie's biological parents both have a history of drug use. Katie's mother has 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.

-Katie's mother remained when Katie was ten. 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 is Katie's mother's problem to deal with Katie.

-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.

-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 where Darlene currently resides. Katie wants to be independent, to be respected by and have a different relationship with her mother, and to gain greater control over her life.

-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.

Disposition Recommendations

1. Service Recommendations

A. Youth Services

☐ Not Applicable

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.

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

Description of services being recommended and how they will address the identified priority need areas above, or how the services will support the Youth.

These services are examples; caseworkers, family, and youth will discuss and select available interventions, including services, skill-building, and supports. 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.

-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 behavior.

-Katie will participate in individual cognitive behavioral therapy at Thinkstar Providers to better understand how her thoughts about authority influence her behaviors.

-Katie and her family will work with social worker to identify and utilize appropriate consequences based on Katie's age and development.

B. Educational Services

☐ Not Applicable

☐ An Individualized Education Plan is in place or being recommended

Youth's Highest Grade Completed: Eight

Has the school been notified of educational services/plan? Yes

Description of current educational services or plans, and any additional relevant information.

Katie's mother will work with school personnel to identify and develop appropriate supports to ensure Katie's success at school.

C. Parental/Current Caregiver Services

☐ Not Applicable

Description of availability of services, and services that are recommended for the Youth's current caregiver(s) if applicable.

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.

2. Placement Recommendations

Is it recommended that the Youth be placed out of the home? No

Description of why it's being recommended that the Youth remain in home:

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Child Support

Is a child support recommendation being made?

3. Conditions

☒ See Attached

The department recommends that the Youth be placed under formal supervision until 06/01/2024.

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.

SIGNATURES

State Worker

Name - Worker

SIGNATURE - Worker

Date Signed

State Worker

Name - Supervisor

SIGNATURE - Supervisor

Date Signed

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How YASI and YJ Court Report Inform “Tailored Dispositional Orders”



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!

Tailoring Youth Justice 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.



Youth Justice 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 Can Court Partners Expect to Learn from YASI?



Identified Areas of Strength with Description



Priority Need Areas, Targets for Behavior Change, and Identified Goals



Responsivity Factors

Post-Disposition = Case Planning



A Few Notes about Case Plans

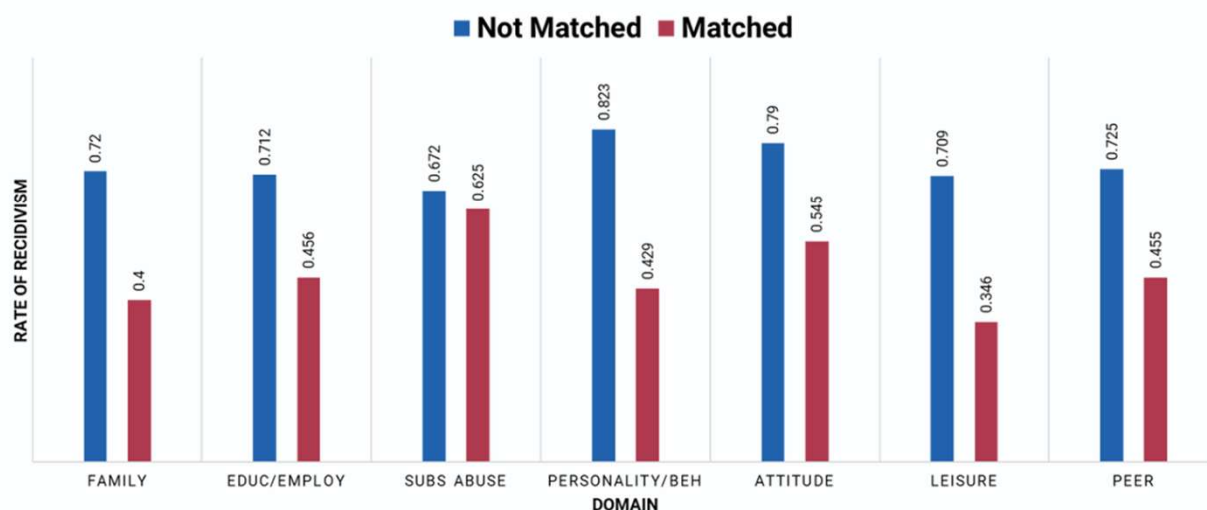
- **Case plans should be tailored to individual youth, rooted in RNR**
- **YASI case plan does not include punitive services** (electronic monitoring, fines, out of placement)
 - Use of YASI does not preclude their use *when necessary for public safety*
 - YASI case plan is not the same as a court order
- **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**



Examples of SMART Goals for Youth Justice

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 in order to get along with my mother.	Katie and her mom will meet next Tuesday to identify 4 steps to communicate with each other. We have agreed to for 4 Tuesdays and then will re-evaluate.
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 with me next Tuesday to identify 4 steps to communication.
Family	Parents use inappropriate consequences for negative behavior	Develop appropriate consequences by parents	Google appropriate consequences for 15 y/os by next Thursday and share with my SW during our meeting on Friday.

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

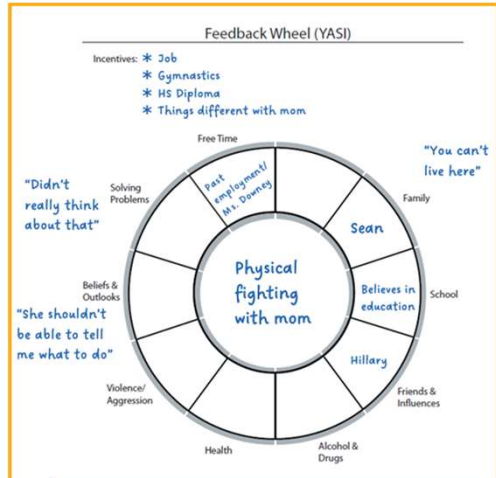
Risk Level	General Recommendation	Services and Providers	Description of Services
Low	- Family Group Counseling - Promote family engagement	Completed by Human Service Agency	
Moderate	- MH Assessment Encouraged - Other Tx's: FFT, ART, CBT	Completed by Human Service Agency	
High	- Day Treatment - Outpatient 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).



Development of a YASI Case Plan



Case plans are developed via collaborative process with youth

What do we want to address?

- Prioritize up to 3 targets to work on
 - Matched to specific items on YASI
 - Connected to incident that brought youth to Youth Justice

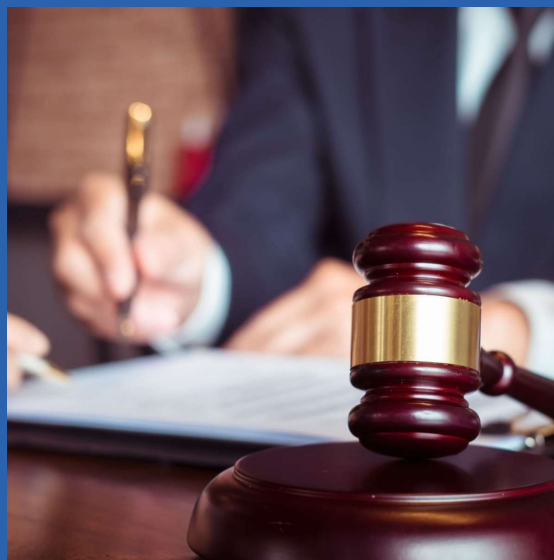
How do we plan to address?

- Set a goal for each identified target
- Identify action steps needed to achieve goals
 - Steps should follow the SMART criteria (Small, Measurable, Attainable, Realistic, Time-bound)

How do we know it's working?

- Add/adjust action steps as needed
- Regular reassessment

Example of Youth Justice Conditions after TDO



The language we use when speaking to parents and youth matter!

Keep these strength-based words/phrases in mind when drafting reports and conditions!

LANGUAGE MATTERS

TRADITIONAL	VS	STRENGTH-BASED
Mother / Father	→	Personal names
Cases / Clients	→	Families / children
Workers	→	Child welfare professionals
Juvenile	→	Youth
Delinquency	→	Youth Justice
Using labels to describe someone	→	Using words to describe someone's behaviors
Addict	→	Person with substance use disorder
Mentally ill	→	Person with a mental illness
Felon	→	Person who committed a felony
At risk	→	Parents behavior may lead to an out-of-home placement
Parent/youth refused	→	Parent/youth declined/did not

YJ Court Report: Case Plan Condition

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.



Examples of YJ Conditions of Supervision

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).

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 for early termination of 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 early termination.

Special conditions specific to case and offense

Other Sample Language for Specific YJ 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 and follow an educational plan that helps me meet my educational needs.



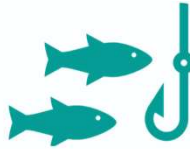
Sanctions for Court Order Violations



Secure Detention



Non-Secure
Detention



Suspend
Hunting/Fishing



Home Detention &
EM



Community Service



Suspension of
Driving Privileges

Is the condition
something you
would sanction
for non-
compliance?

Conditions 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\(1m\)](#)

- Parents may have an attorney, call witnesses, or cross-examine witnesses on such an order.
- 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.



Conditions 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.



Additional Accountability for Parents/Guardians

938.245(7)(b) In addition to the action taken under par. (a), if the intake worker cancels a deferred prosecution agreement based on a determination that the juvenile’s parent, guardian, or legal custodian is not meeting the obligations imposed under the agreement, the intake worker shall request the district attorney, corporation counsel, or other official under s. 938.09 to file a petition requesting the court to order the juvenile’s parent, guardian, or legal custodian to show good cause for not meeting the obligations. If a petition under this paragraph is filed and if the court finds prosecutive merit for the petition, the court shall grant an order directing the parent, guardian, or legal custodian to show good cause, at a time and place fixed by the court, for not meeting the obligations. If the parent, guardian or legal custodian does not show good cause, the court may impose a forfeiture not to exceed \$1,000.

938.45(3) Prosecution of adult contributing to delinquency of juvenile. If it appears at a court hearing that any person 17 years of age or older has violated s. 948.40, the court shall refer the record to the district attorney. This subsection does not prohibit prosecution of violations of s. 948.40 without the prior reference by the court to the district attorney.

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

Keys to Achieving Better Outcomes



Work together effectively with county partners

Allow safety and YASI to inform decision making and drafting court conditions

Incorporate a multi-disciplinary approach to best serve families



Ensure services and conditions are informed by needs

Matching services to priority needs and safety is critical!



Divert Low-Risk

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

Focus resources on families with the greatest need

We are asking you to:

1

Collaborate with your county and other community partners on how TDO will be incorporated into your practice

2

Evaluate your court and child welfare systems and consider adopting/advocating for a more tailored and effective court order model

3

Engage with DCF regarding its plans for child welfare system improvements and become a 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 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

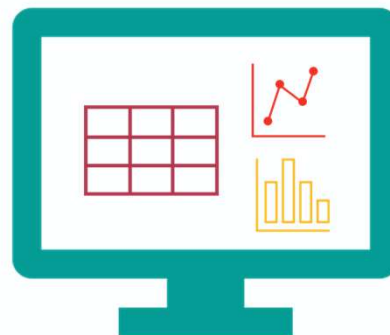
[Child Welfare Reports and Dashboards](https://dcf.wisconsin.gov/cwportal/reports)

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

- OHC Dashboard
- Older Youth Outcomes Dashboard

[Circuit Court Reports & Dashboard](http://www.wicourts.gov/publications/statistics/reporting/index.htm)

(www.wicourts.gov/publications/statistics/reporting/index.htm)



Facilitated Discussion

Next Steps

- What action steps can be identified to occur after today?
- Do you want to continue the conversation after today?
 - Do you want to identify a lead team/workgroup or does everyone want to participate in the continued discussion?
- Do you want CCIP's and DCF's assistance with facilitating the next meeting?

Contact Information

CCIP

Bridget.Mauerman@wicourts.gov

Christina.Tenuta@wicourts.gov

DCF

Shane.Arndt1@wisconsin.gov

Sarina.Brummund@wisconsin.gov

DCF Youth Justice Email: dcfyj@wisconsin.gov

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Youth Justice (YJ) Tailored Dispositional Orders Training Evaluation



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