

**The Future of Indiana: Reducing Risky Behaviors of Our Youth**  
Indiana Family Impact Seminar, November 21, 2017  
Indiana State House, Indianapolis, IN

**Use of Structured Risk/Need  
Assessment to Improve Outcomes  
for Justice-Involved Youth**

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# Presentation Overview

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- ▶ Introduction
- ▶ Overview of risk/need assessments
- ▶ Short-Term Assessment of Risk and Treatability: Adolescent Versions (START:AV)
- ▶ Using risk/need assessments to improve outcomes





# Introduction to Risk/Need Assessment for Justice-Involved Youth

# Risk/Need Assessment

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- ▶ Process of conducting comprehensive evaluation to estimate *and* manage likelihood of adverse outcome(s)
  - ▶ Incompletely understood
  - ▶ Probabilities change across time
  - ▶ Interaction between characteristics & situations
- ▶ Distinct from assessment of one factor
  - ▶ Examples
    - ▶ Substance use
    - ▶ Mental health
    - ▶ Psychopathy
    - ▶ Intelligence



# Ultimate Goal

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- ▶ Improve outcomes for justice-involved youth through:
  - ▶ Increased standardization, consistency, and transparency
  - ▶ Better match between needs and intervention
  - ▶ Reduced over- or under-intervening
  - ▶ Better communication
  - ▶ Monitoring of youth progress
  - ▶ Promotion of youth and caregiver involvement
  - ▶ Population surveillance





# Overview of Risk/Need Assessments for Justice-Involved Youth

# Risk/Need Assessment in the U.S.

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- ▶ Increased requirement and use of structured risk/need assessment in U.S.
- ▶ Many different tools available, varying in:
  - ▶ Approach
  - ▶ Evidence
  - ▶ Intended population
  - ▶ Intended outcome
  - ▶ Content
  - ▶ User qualifications
  - ▶ Length
  - ▶ Cost

# Limitations of the Field

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- ▶ **Focus on:**
  - ▶ Long-term instead of short-term
  - ▶ Violence and offending to exclusion of other outcomes
  - ▶ Risk management instead of improving outcomes
- ▶ **Limited consideration of:**
  - ▶ Strengths or protective factors
  - ▶ Context and environment
  - ▶ Treatment-relevant factors





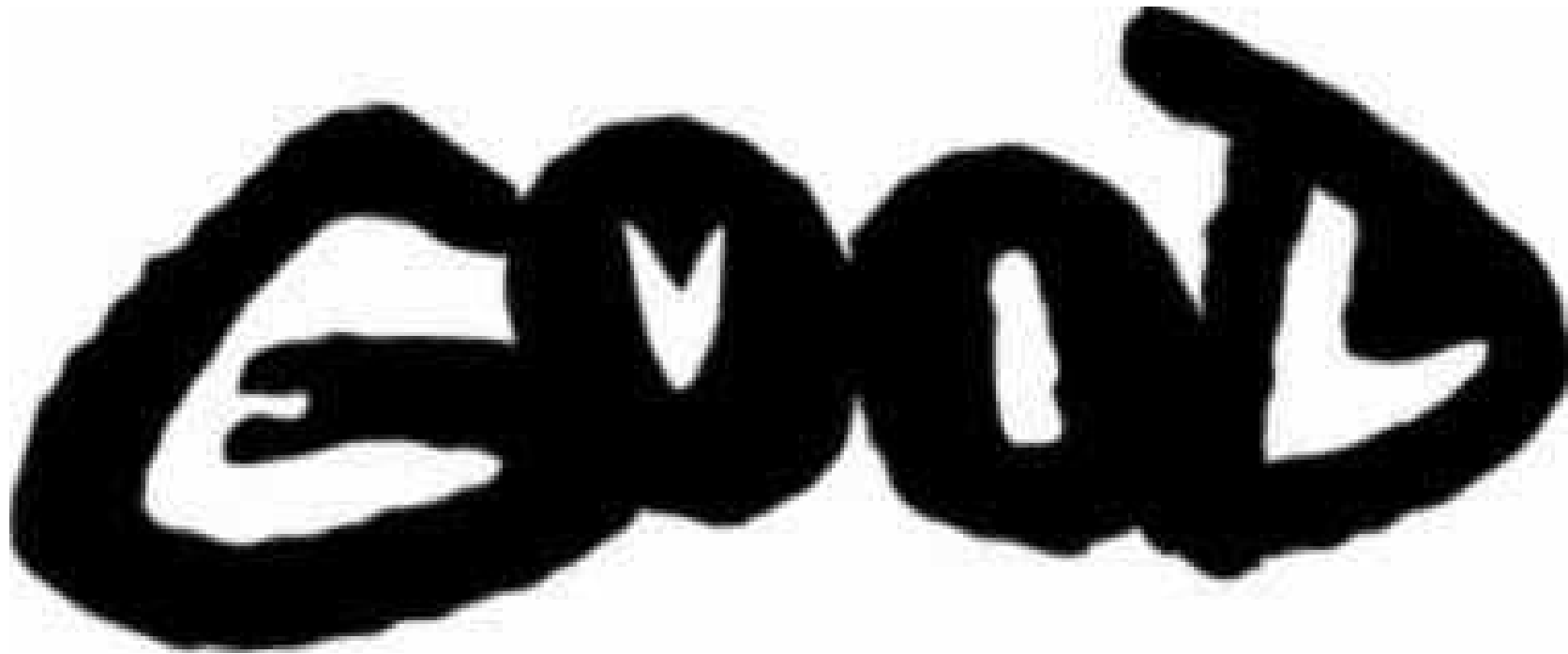
# Protective Factors

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- ▶ Any characteristic that reduces the risk of adverse outcome
  - ▶ More than the absence of a risk or need factor
- ▶ 4 reasons to consider protective factors:
  1. Balanced view of youth
  2. Increased accuracy
  3. Youth (& caregiver) engagement and motivation
  4. Professional mandate

# Protective Factors

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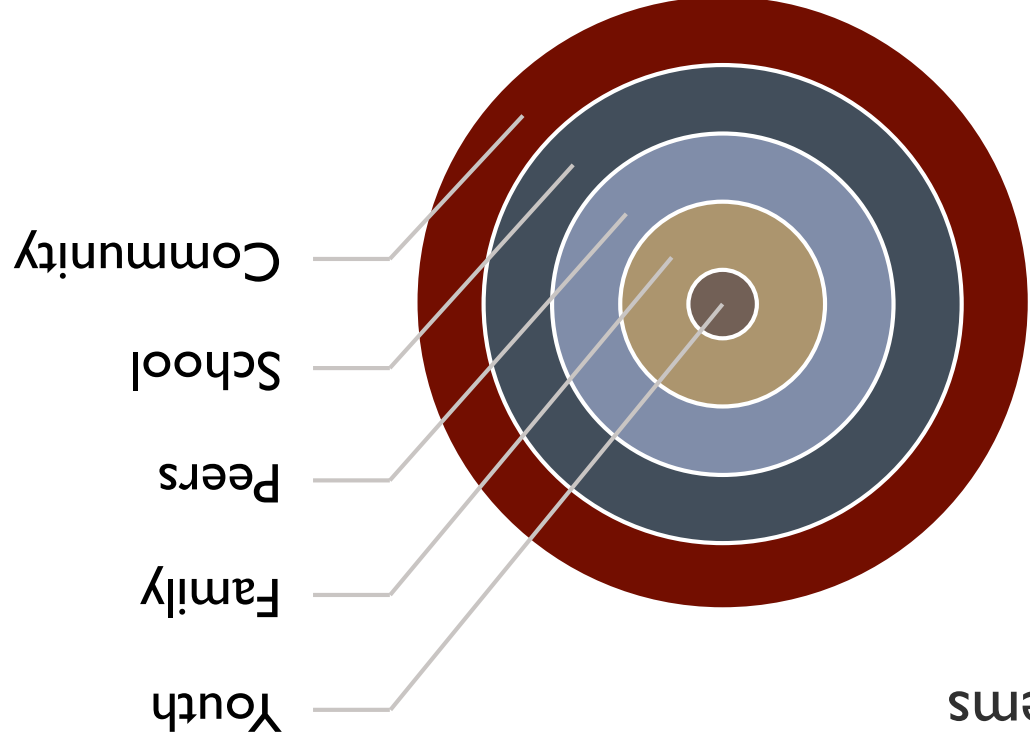
GOOD



# Context

## ▶ Youth are:

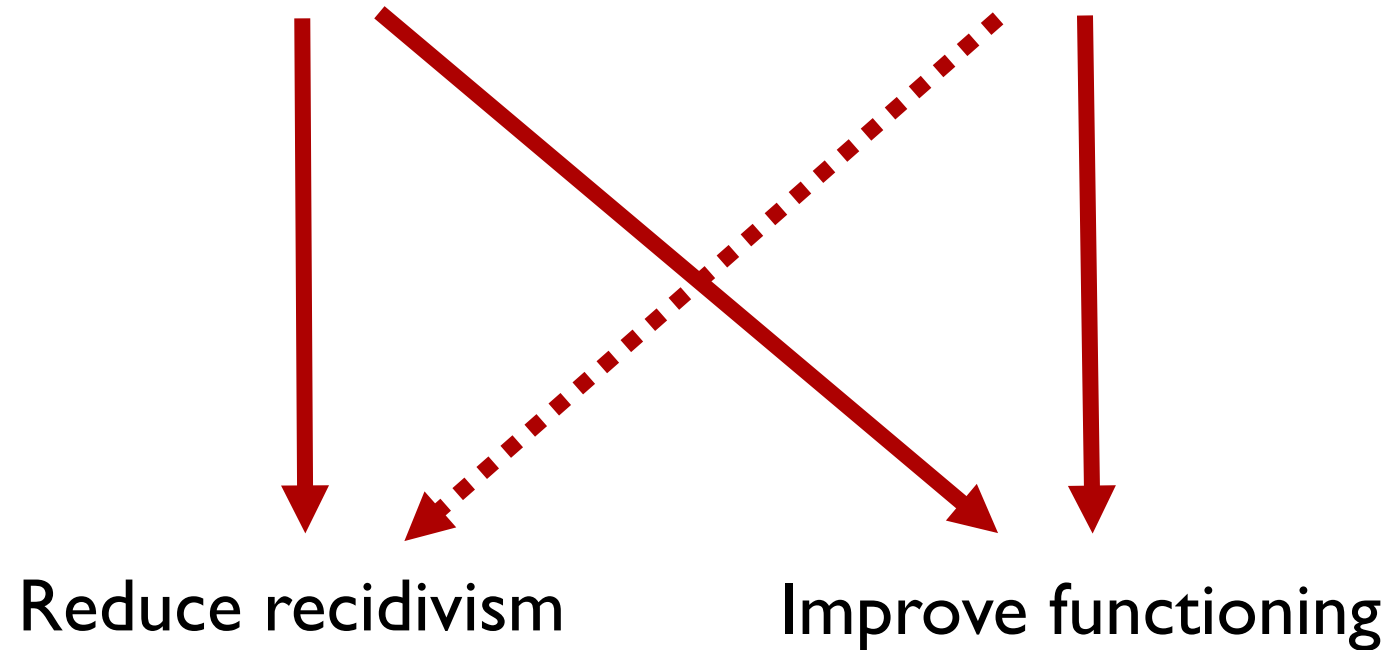
- ▶ Dependent upon caregiver(s)
- ▶ Limited in their autonomy and resources
- ▶ Embedded in multiple systems



# Treatment of Justice-Involved Youth

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- ▶ Address **criminogenic** needs and **treatment** needs





# Short-Term Assessment of Risk and Treatability: Adolescent Version

# Short-Term Assessment of Risk and Treatability (START:AV)

BC MENTAL HEALTH & SUBSTANCE USE SERVICES  
 MICHAEL SMITH FOUNDATION FOR PSYCHIAL RESEARCH  
 START:AV Summary Sheet

Name: \_\_\_\_\_ D.O.B.: \_\_\_/\_\_\_/\_\_\_ (MM/DD/YYYY) Sex:  Male  Female  Other  
 Date of Assessment: \_\_\_/\_\_\_/\_\_\_ (MM/DD/YYYY) Deadline for Next Assessment: \_\_\_/\_\_\_/\_\_\_ (MM/DD/YYYY)  
 Status:  Institution/inpatient  Community/outpatient  Other \_\_\_\_\_  
 Purpose:  Referral  Admission  Review  Other \_\_\_\_\_

Key Item	Strengths			ITEMS	Vulnerabilities			Critical Item	History		ADVERSE OUTCOMES	THREAT	Future Risk		
	High	Mod	Low		Low	Mod	High		Prior	Recent			Low	Mod	High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. School and Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Violence	Yes/No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Non-Violent Offense		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Substance Abuse		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Rate Adherence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Unauthorized Absence (e.g., school truancy, leaving early)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Suicide	Yes/No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Self-Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Non-Suicidal Self-Injury	Yes/No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Coping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Victimization	Yes/No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Impulse Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Health Neglect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Mental/Cognitive State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Case-Specific Outcome:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Emotional State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Social Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13a. Relationships - Caregivers/Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13b. Relationships - Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14a. Social Support - Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14b. Social Support - Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Parental Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Material Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. External Triggers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Medication Adherence: <input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Treatability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Case-Specific Item:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Risk Sign:  No  Yes Specify: \_\_\_\_\_

Note: N/A = Not Applicable, Mod = Moderate. Completed by: \_\_\_\_\_

© Professionals or agencies who own the START:AV may copy this form (in color or black/white) for their own assessments but may not otherwise distribute it.

- ▶ Structured professional judgment scheme
- ▶ 24 dynamic items
  - ▶ Each rated for current strength and vulnerability
  - ▶ Relevance to individual youth
- ▶ Assess short-term risk of:
  - ▶ Externalized behaviors
  - ▶ Internalized behaviors
  - ▶ Related high-risk behaviors
- ▶ 1-page summary
  - ▶ History
  - ▶ Current functioning
  - ▶ Future risk

# START:AV Item Example

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## ▶ Item 2: Recreation

- ▶ How youth spends time *outside* of school and work.

Key Item ○	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>	Critical Item ○
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STRENGTHS	VULNERABILITIES
Uses leisure time for safe, appropriate pursuits. Participates in prosocial and positive activities with assistance. Uses leisure time constructively. Shows good balance of activities. Actively or independently seeks out and engages in positive, healthy, or prosocial activities.	Has few, if any, appropriate prosocial or positive hobbies or interests. Refuses to participate in appropriate or prosocial activities. Spends inordinate amounts of time in unsupervised and unstructured activities. Preoccupied with antisocial or destructive activities.



# START:AV Item Example

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## ▶ Item 19: Community

- ▶ Safety, cohesiveness, and quality of youth's neighborhood and school

Key Item ○	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>	Critical Item ○
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STRENGTHS	VULNERABILITIES
<p>Community has appropriate housing, schools, recreational opportunities, and services. Neighborhood and/or school are cohesive, stable, and safe. Neighborhood and school are prosocial and positive environments (e.g., community offers a range of youth services, school has effective anti-bullying policies).</p>	<p>Community provides limited or no access to appropriate housing, schools, recreational activities, and services. Community has high poverty, disadvantage, and residential turnover. Neighborhood and school are unsafe or have serious problems with substance use, violence, crime, and/or gangs.</p>



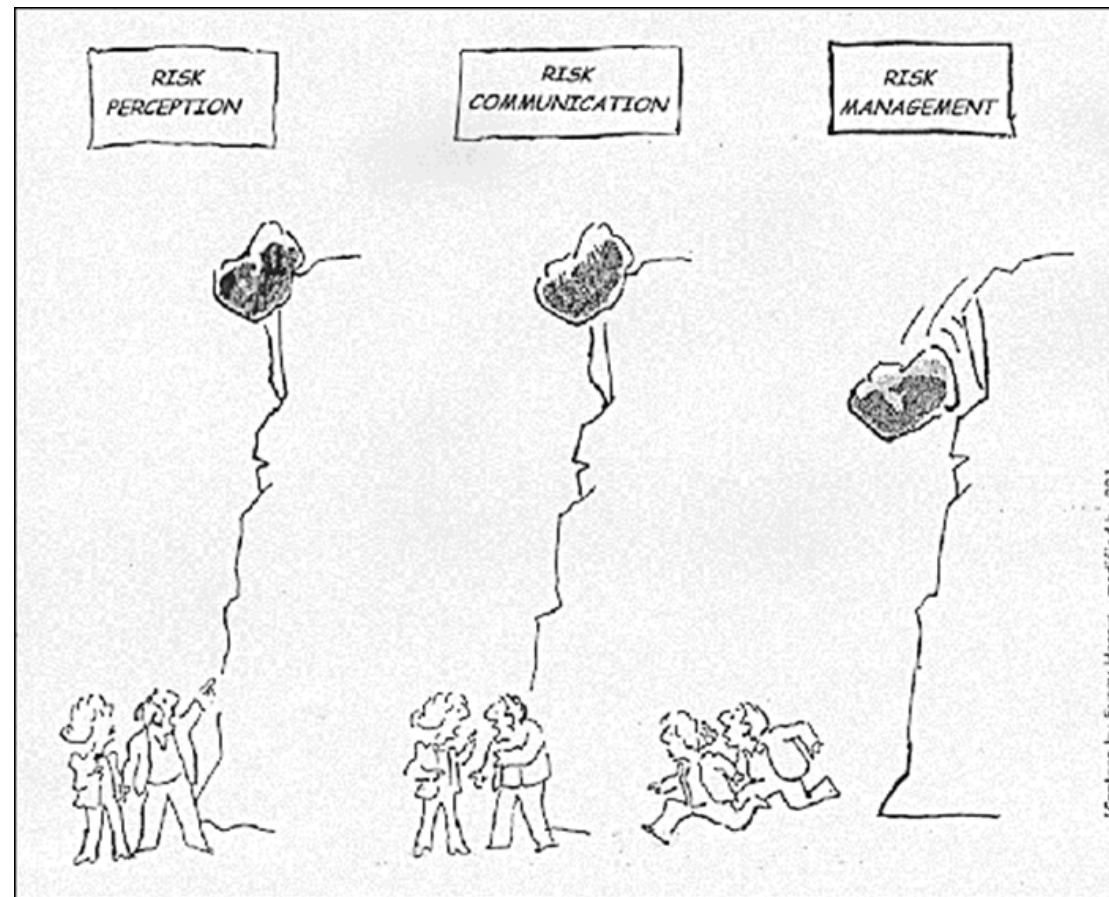




# Using Risk/Need Assessments to Improve Outcomes

# Risk Assessment → Risk Reduction

- ▶ Risk/need assessments do not improve outcomes



# Integration with Case Management

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- ▶ Risk-Need-Responsivity Model
  - ▶ Best practice for assessing and treating offenders
  - ▶ Framework for linking risk assessment with case management
- ▶ Improved outcomes with adherence to:
  1. Risk principle
  2. Need principle
  3. Responsivity principle

# Risk Principle

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- Match level of risk
  - Higher risk → more resources
  - Lower risk → fewer resources
- Over-intervening → increase adverse outcomes
  - Increase risk factors, criminogenic needs, and treatment needs
  - Reduce protective factors



# Need Principle

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- ▶ Address individual risk factors and criminogenic needs factors relevant to risk of target outcome(s)

Risk Factor	Criminogenic Need
History of criminal behavior	Build alternative behaviors
Antisocial personality pattern	Problem solving skills, anger management
Antisocial cognition	Develop less risky thinking, increase prosocial thinking
Antisocial peers	Reduce criminal others, increase prosocial peers
Family and/or marital discord	Reduce conflict, build positive relationships
Poor school/work performance	Enhance performance, rewards
Few leisure/recreation activities	Enhance outside involvement
Substance abuse	Reduce alcohol and drug use

# Responsivity Principle

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- ▶ Take into account factors that can affect intervention
  - ▶ Examples
    - ▶ Intellectual functioning
    - ▶ Developmental stage, maturity
    - ▶ Mental health symptoms
    - ▶ Learning style
    - ▶ Motivation
    - ▶ Gender
- ▶ Build upon individual strengths



# Thank you!

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▶ Contact information:

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