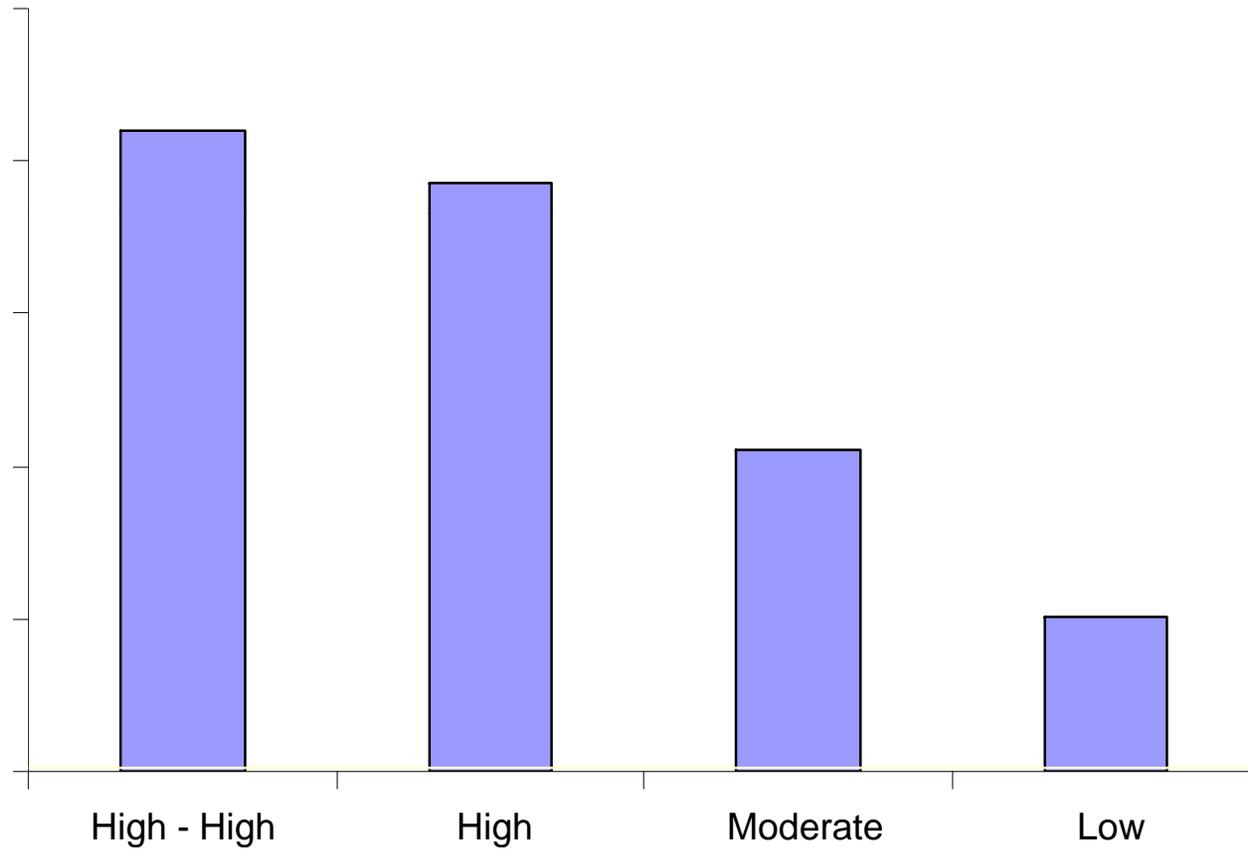


Eight Principles of Evidence-Based Practice

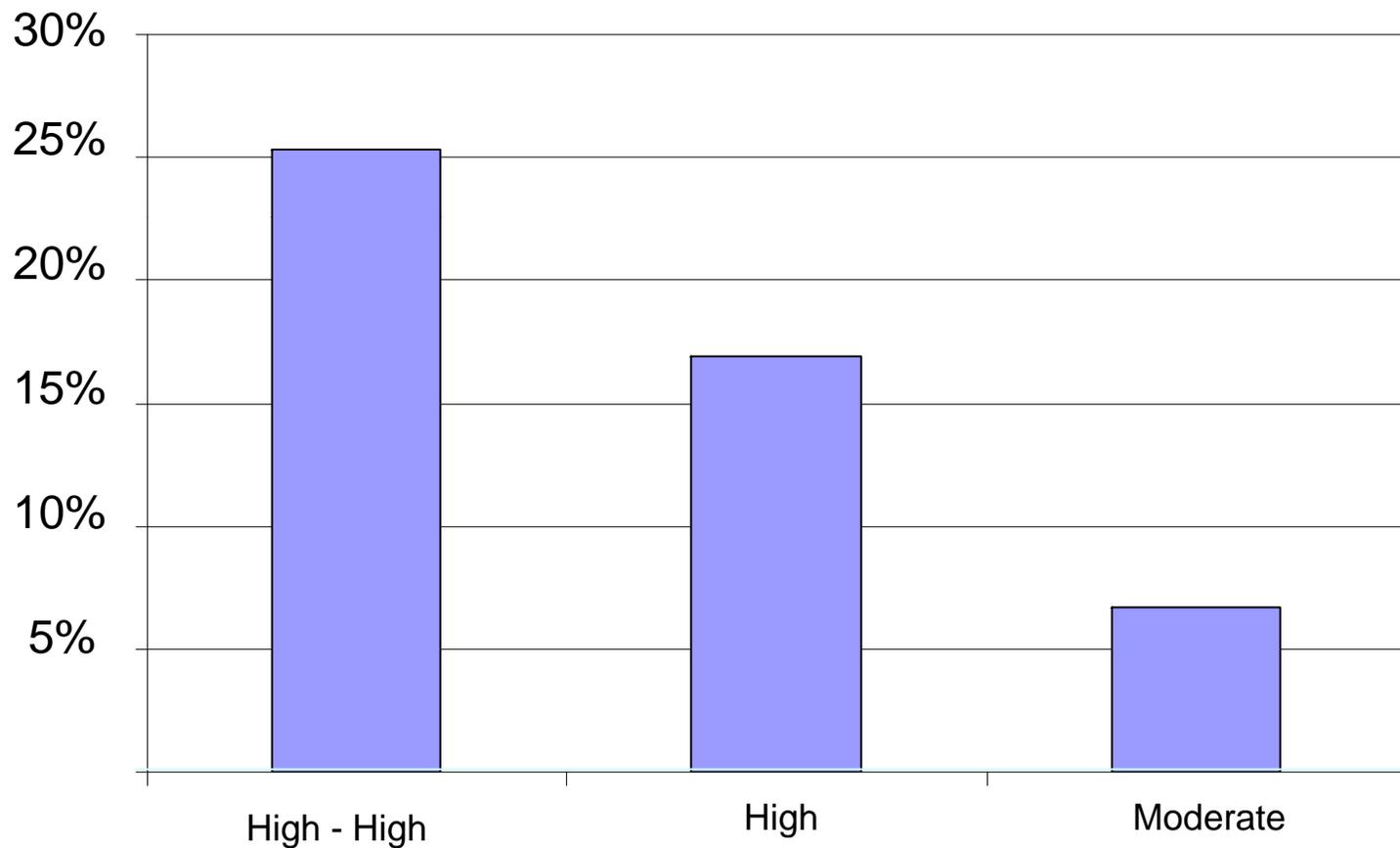
1. Assess Actuarial Risk
2. Enhance Intrinsic Motivation
3. Target interventions
4. Skill train with Guided Practice
5. Increase Positive Reinforcement
6. Engage Ongoing Support in Natural Communities
7. Measure Relevant Practices
8. Provide Measurement

Brief Intro to RNA

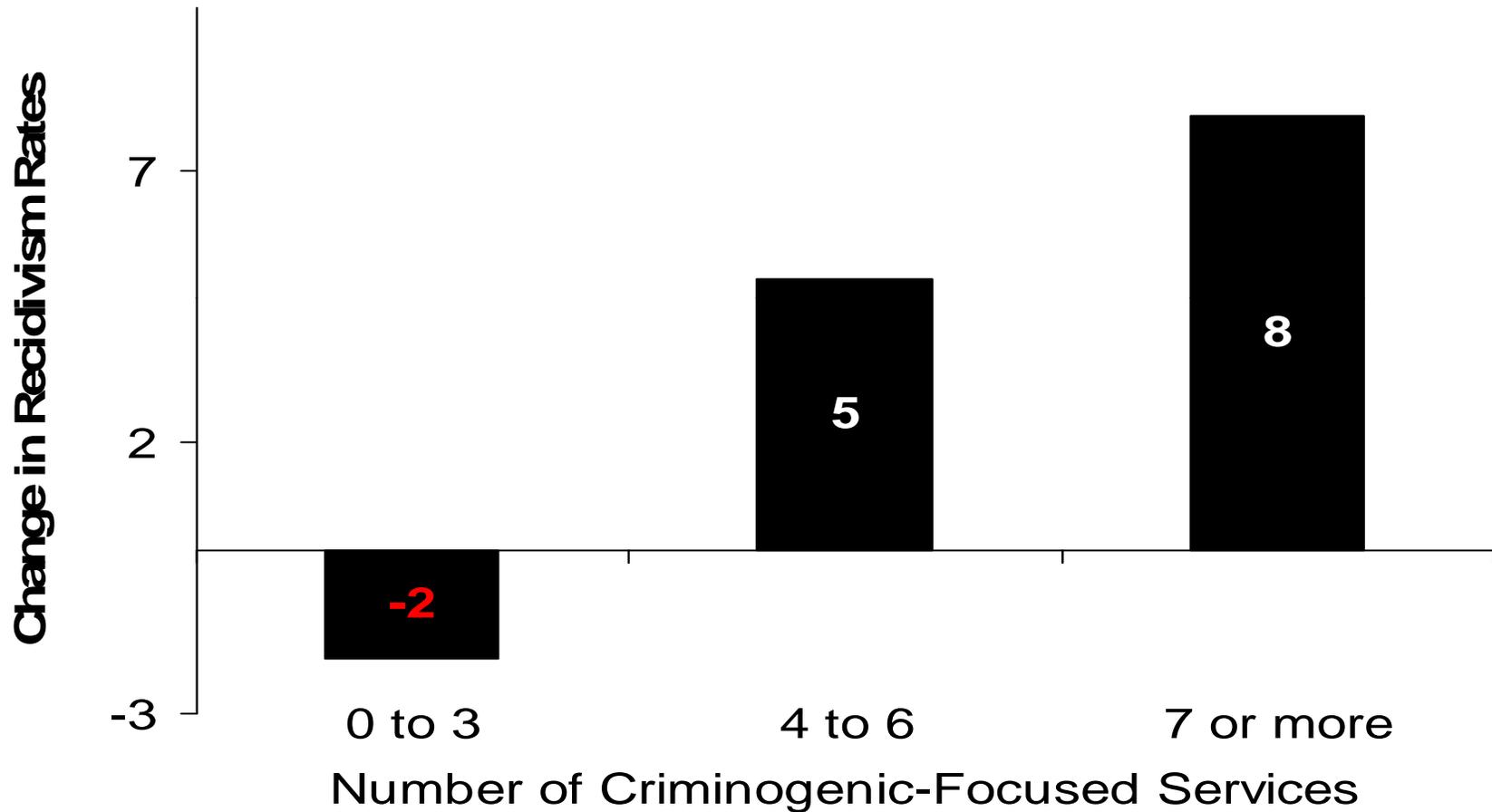
18-Month Recidivism Rate for Boys who were Committed to OYA **Probation** in 2005 by RNA Risk Level



18-Month Recidivism Rate for Boys who were Committed to OYA and Released from **Close Custody** in 2005 by RNA Risk Level



The Need Principle

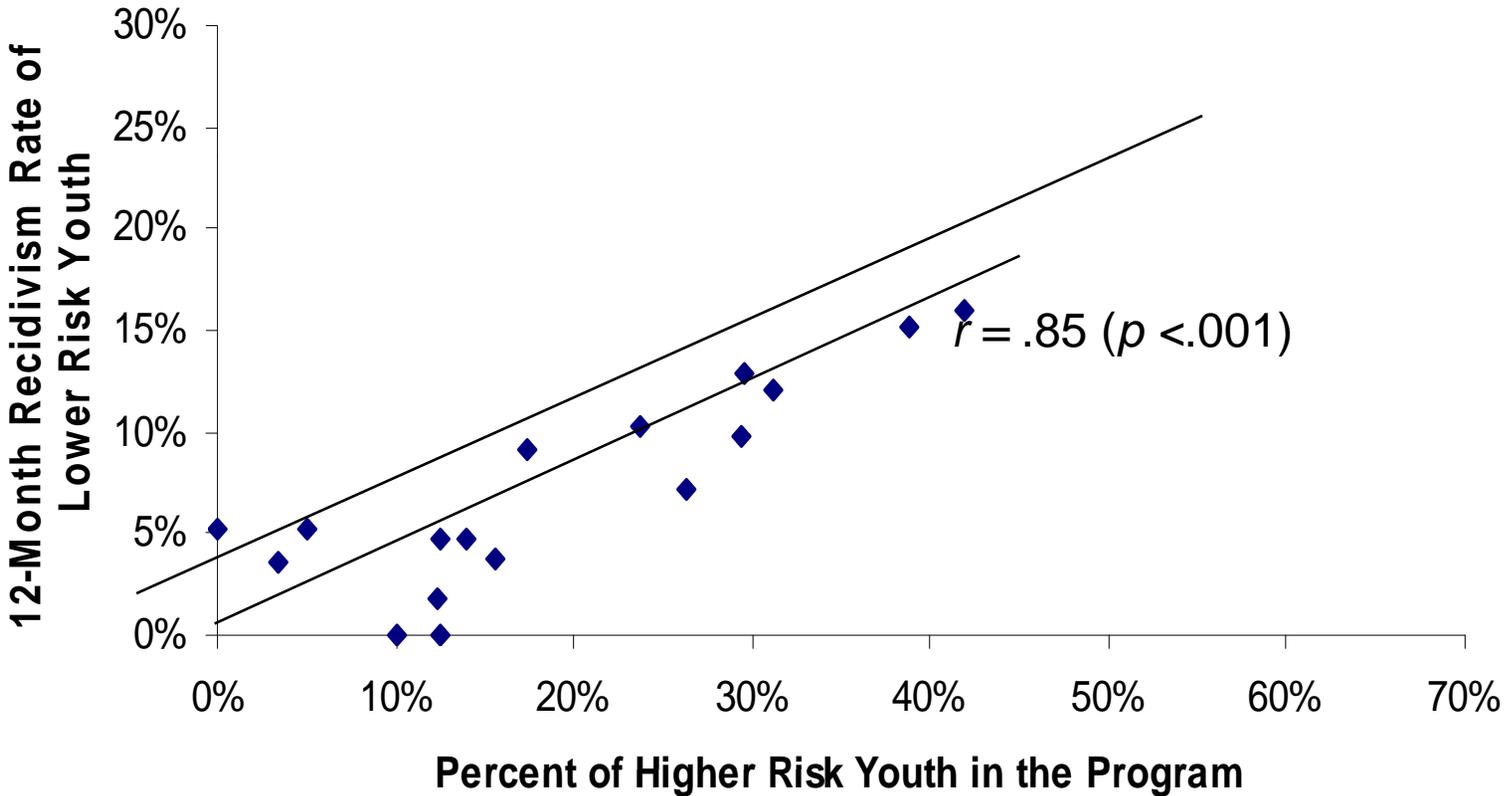


Negative numbers indicate increases in recidivism. Overall correlations between the number of programs offered and treatment effect is 0.13, while the correlation between the number of criminogenic services offered and treatment effect is 0.23

**We want to target programming
towards highest risk youth**

**We want to avoid mixing
low risk youth with high
risk youth**

Recidivism impact of mixing Low risk with High Risk Youth in OYA Residential Programs



Source: JJIS and OYA Research & Evaluation

State Wide Totals of Recidivism

		Youth		
		# / %	# / %	# / %
Criminal History	0 to 2	0 / 0 Low	1 / < 0.1 Low	3 / 0.1 Moderate
	3 to 4	7 / 0.4 Low	16 / 0.8 Moderate	13 / 0.7 High
	5 to 7	69 / 3.6 Low	109 / 5.6 Moderate	100 / 5.2 High
	8 to 31	242 / 12.5 Moderate	574 / 29.8 High	794 / 41.1 High-High
Risk Score	0 to 5	6 to 9	10 to 18	
Social History				
Statewide Totals				
		Youth		
	Risk Level	Level Total	% of Statewide Total	
	High	1,481	76.8	
	Moderate	370	19.2	
	Low	77	4	

These need the most services

In Summary ...
We Assess Risk Of Youth:

- To identify those at highest risk to re-offend.
- To prioritize programming for those at greatest risk to re-offend.
- To avoid mixing low risk youth with high risk youth.

Conclusions

Risk Assessments help us to provide the right treatment, for the right offender, at the right time.



Why use the OYA Risk/Needs Assessment Tool?

- It is a tool designed to determine the youth's risk for re-offending: High, Moderate, Low.
- It identifies the criminogenic risk factors that need to be targeted in treatment.
- It identifies the domains for treatment that reduce the youth's risk to re-offend.

Advantages of Instruments

- Noted increases in predictive accuracy.
- Promotes a common theoretical model.
 - Less reliance on “gut feeling” or bias.
 - Standardization of the assignment of levels of supervision and service.
 - Common baseline for measurement of success.



Advantages of Instruments

Aids in:

- The development of a case plan,
- The identification and effective use of resources,
- Increases in assessment and interview skills,
- The application of the principles of effective intervention.

Fundamental Properties

- Validity
- Reliability
- Risk & Protective Factors (strengths)
- Static & Dynamic Factors
- Intrinsic and Extrinsic Factors

Validity

Face Validity

The assessment adequately represents the concepts/constructs related to re-offending so that practitioner has faith in the assessment providing a comprehensive and useful picture of the youth.

Empirical Validity

Assessment can be shown to accurately predict what is intended to predict—
recidivism.

Validity

Face Validity

The assessment adequately represents the concepts/constructs related to re-offending so that practitioner has faith in the assessment providing a comprehensive and useful picture of the youth.

Empirical Validity

Assessment can be shown to accurately predict what is intended to predict—recidivism.

Reliability

Inter-rater Reliability:

The ability to produce the same assessments results for the same youth, when done by different assessors

Re-test Reliability

Ability to produce the same results when re-assessed shortly later.

Risk and Protective Factors

Risk Factors:

Circumstances or events in the youth's life that increase the likelihood that the youth will start or continue criminal activities.



Protective Factors:

Circumstances or events in the youth's life that reduce the likelihood of the youth committing a crime.



Static and Dynamic Factors

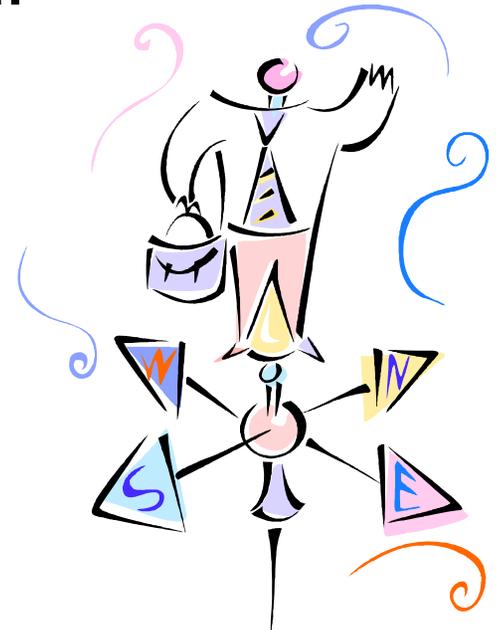
Static factors:

Events in a youth's life that are historic and cannot be changed.



Dynamic factors:

Circumstances or conditions in a youth's life that **can** potentially be changed.



Extrinsic and Intrinsic Factors

Extrinsic factors:

A youth's choice of companions, environment and other external issues.



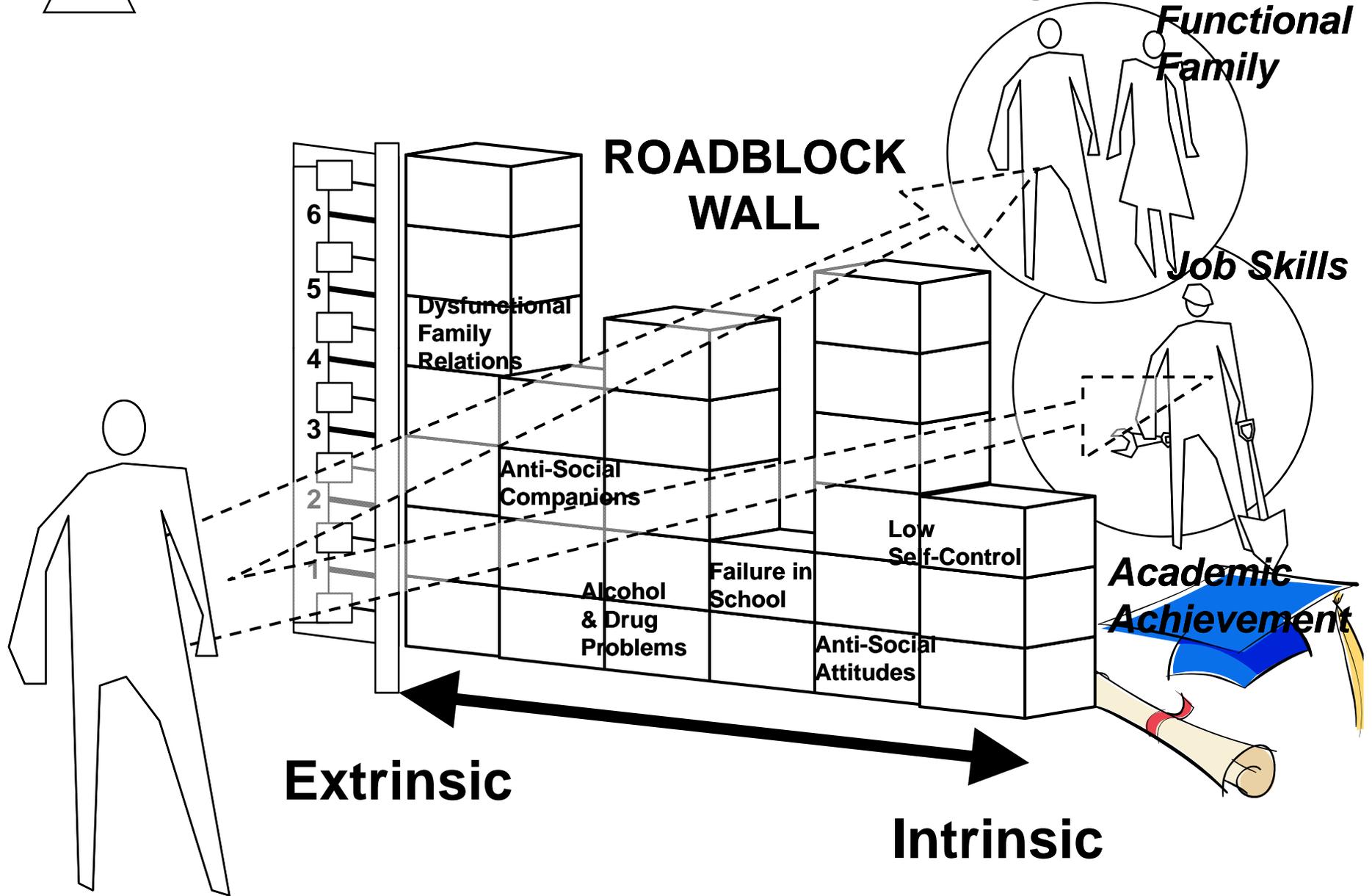
Intrinsic factors:

A youth's attitudes, beliefs and other basic internal issues.



1

ASSESS ACTUARIAL RISK / Criminogenic Needs



Risk Factors / Criminogenic Needs

Males:

- Antisocial attitudes, values & beliefs
- Antisocial peers
- Antisocial personality
- History of antisocial behavior or delinquency
- Other criminogenic risk factors:
 - Dysfunctional family
 - Low Levels of financial or educational achievement
 - Lack of pro-social activities
 - Substance abuse



Risk Factors / Criminogenic Needs

Females:

- Toxic Relationships
- Trauma
- Substance Abuse,
- Family Relationships,
- History of Antisocial Behavior,
- School Relationships,
- Antisocial Attitudes, Beliefs.



How to interpret the RNA

The RNA

RNA Full Assessment

- Criminal History
- School
- Use of Free Time
- Employment
- Relationships
- Family Environment
- Substance Abuse
- Mental Health
- Attitudes/Behaviors
- Aggression
- Skills

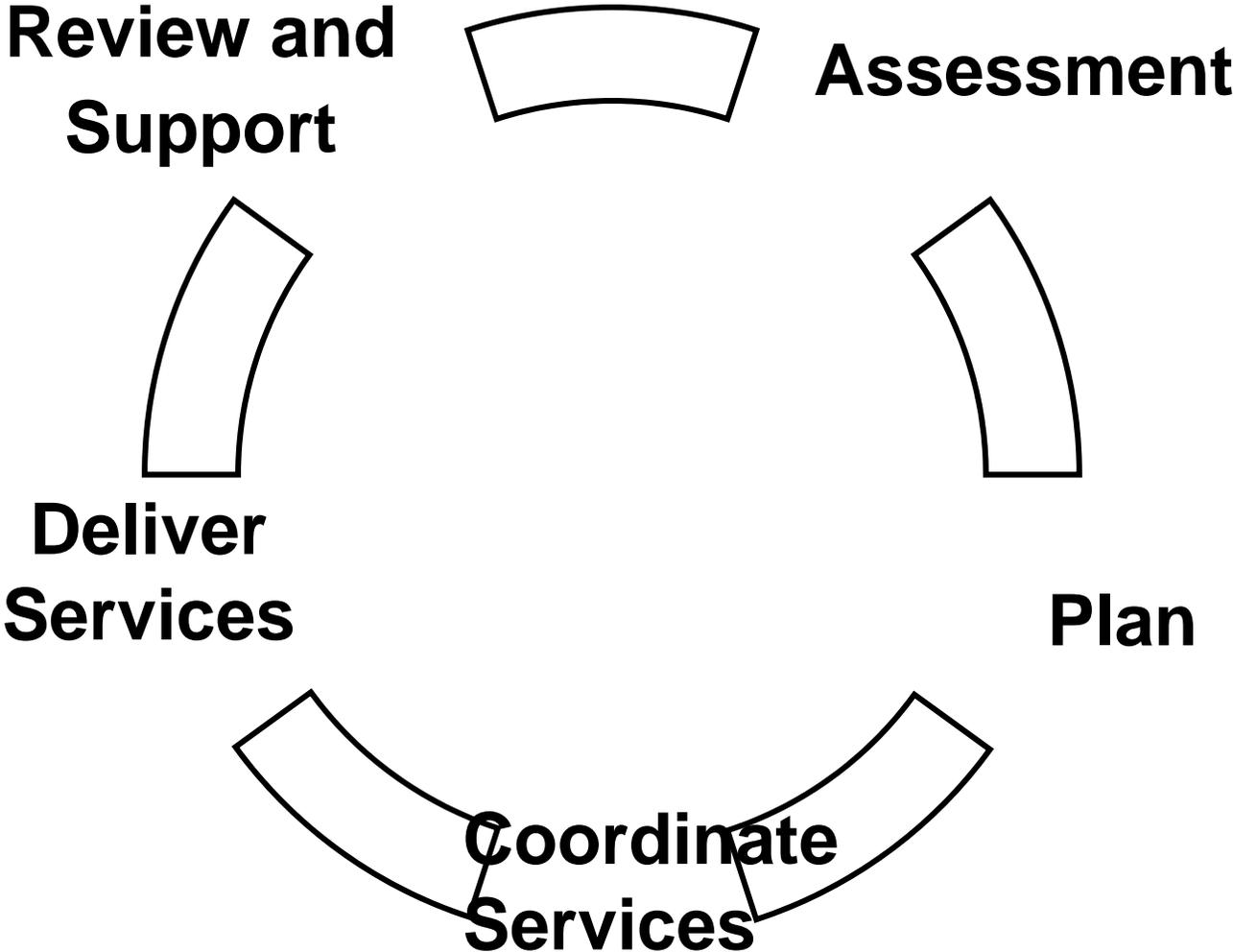
The RNA

Each Assessment Domain Specifies

- Static Risk Factors
- Dynamic Risk Factors
- Static Protective Factors
- Dynamic Protective Factors

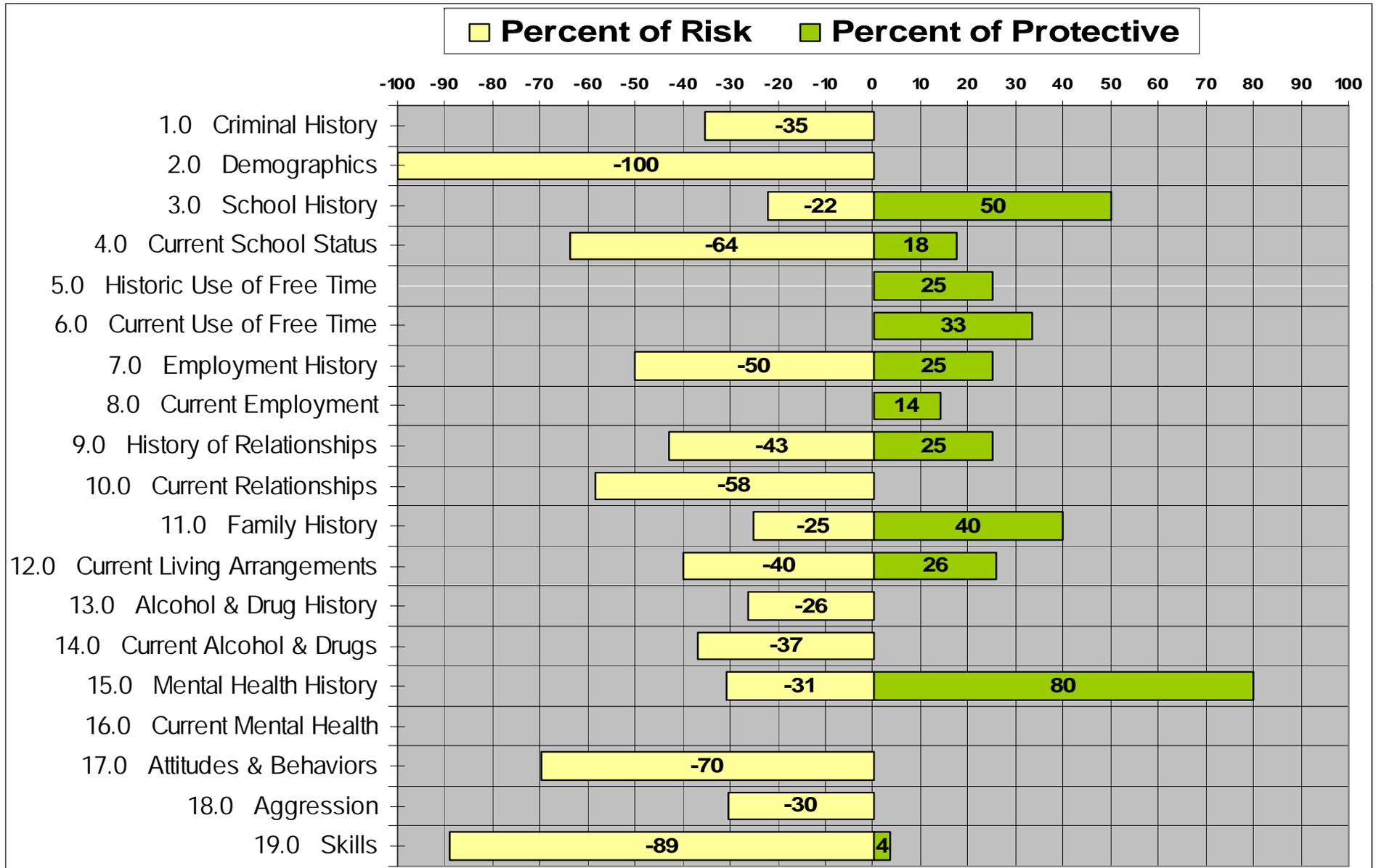


Evidence Informed Case Management Cycle



Processing the Results

RNA GRAPH



The OYA Factoid

State of Oregon
OREGON YOUTH AUTHORITY

OYA Risk Needs Assessment Full Assessment - Results

Youth Information

Youth Name: Donny Parker **JJIS #:** 00002046
Age: 17 **Sex:** Male
Parole/Probation Officer: Lingebach, Cherie **Phone #:**
Current Location: MacLaren YCF
Current Risk Level: High

Assessment Results

Assessor: Training Worker **Office:** Central Support - OYA
Phone: (503)373-7593
Assessment Date: 01.09.2008 **Locked Date:** 01.09.2008

Criminal History - RMA Domain 1

Dynamic Risk	Dynamic Protective
No Dynamic Risk	No Dynamic Protective
Static Risk	Static Protective
* 13 years old at time of first offense * One disposition order for which the youth served at least one day confined to OYA Close Custody * One felony referral * One person felony referral * Two disposition orders where youth served at least one day in a county detention facility or adult jail	* No attempted or actual escapes * No failure-to-appear in court warrants * No person misdemeanors * No weapon referrals * Only one misdemeanor or referral

School - RMA Domains 3 & 4

Dynamic Risk	Dynamic Protective
* Assessed as not very likely to graduate * Does not believe education is of value * Does not believe school is encouraging * GPA below 1.0 (some Ds and mostly Fs) in most recent term * Not close to any teachers, staff, or coaches * Not interested in school activities during most recent term * School problem calls to parents in most recent term * Some full-day unexcused absences in most recent term	* Currently enrolled full-time * Enrolled in community school during last 6 Months * No recent expulsions/suspensions in most recent term
Static Risk	Static Protective

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Youth Name: Parker, Donny JJIS: 00002046

OYA RYA - Full Assessment
REV 07/06

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State of Oregon
OREGON YOUTH AUTHORITY

* 1 past expulsion/suspension
 * 16 to 18 years old at first expulsion

* No special education needs

Use of Free Time - RMA Domains 5 & 6

Dynamic Risk	Dynamic Protective
* Currently not interested in any structured recreational activities * No current structured recreational activities	* Currently involved in 1 unstructured recreational activity
Static Risk	Static Protective
* Never involved in structured recreational activities	* Has been involved in 1 pro-social unstructured activity within the past 5 years

Employment - RMA Domains 7 & 8

Dynamic Risk	Dynamic Protective
* Lacks knowledge of what it takes to maintain a job	* Not employed but somewhat interested
Static Risk	Static Protective
* Fired or quit because of poor performance * Has never been successfully employed in the past * Never had any positive employment relationships	* Has been employed in the past

Relationships - RMA Domain 9 & 10

Dynamic Risk	Dynamic Protective
* Admires, emulates anti-social peers * Currently gang member/associate * No current positive adult relationships * No current pro-social community ties * Rarely resists goes along with anti-social peers * Romantically involved with an anti-social person/criminal	No Dynamic Protective
Static Risk	Static Protective
* Been a gang member/associate in the past	* History of 1 positive adult relationship not connected to school or employment

Family History & Current Living Arrangements - RMA Domains 11 & 12

Dynamic Risk	Dynamic Protective
* Consistently insufficient punishment for bad behavior * Consistently insufficient rewards for good behavior * Current father/male caretaker jail/imprisonment history * Family income Under \$15,000 * Family inconsistently willing to support youth * Family verbal intimidation, yelling, heated arguments * Inadequate parental supervision	* Currently living with biological father * Currently living with biological mother * Has not run away/kicked out of home within last 4 weeks * Living under adult supervision * Parents disapprove of youth's anti-social behavior * Youth feels close to mother/female caretaker

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FILE
POLICY REP E-6-1

Youth Name: Parker, Donny JJIS: 00002046

OYA RYA - Full Assessment
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OYA RNA & Case Plan Domain Mapping

How Risk/Needs Full Assessment Domains Correspond with Case Plan Domains

Risk/Needs Assessment Domains	Case Plan Domains
Aggression	Life/Social Skills
Alcohol & Drug (Current and History)	Substance Use
Attitudes & Behaviors	Offense Specific
Criminal History	None
Demographics	None
Employment (Current and History)	Vocation
Family History	Family
Living Arrangement (Current)	Family
Mental Health (Current and History)	Mental Health
Relationships (Current and History)	Life/Social Skills
School (Current and History)	Education
Skills	Life/Social Skills
Use of Free Time (Current and History)	Life/Social Skills
None	Medical

Domain

- Area of the Case Plan to be addressed
- Examples - substance abuse, mental health, education

Problem

- Problem should be described in terms of functional deficit or symptoms presented by the youth in an assessment (diagnoses are NOT the problem – the behavior or functional deficit is the problem).
- Problem statements should be written so the behavior to be targeted is well-defined and concrete.
- Findings from the risk/needs assessment can be used when writing the problem statement.

Strength

- Youth involved in the juvenile justice system have a variety of personal strengths that can assist them in achieving identified goals.
- When identifying strengths consider protective factors from the risk/needs assessment that the youth has.
- Cultural attributes the youth has should also be considered.

Long-Term Goal

- Expected outcomes of behavior change and/or skill improvements to be achieved over time.
- Broad in scope.
- Often written in active voice statements such as: “increase”, “improve”, “complete”, “develop”, “stop”, etc.

JJIS has been programmed to present staff with a selection of the most commonly used goals for each case plan domain. If none of the goals meet the needs of a specific youth, however, staff have the ability of formulating a specific goal. Many of the long-term goal choices in JJIS focus on criminogenic risk factors.

Competencies

- Competencies are the skills necessary for a youth to reach the long-term goal.
- Competencies are generally written in positive, observable, and measurable terms.
- Because knowledge and skills are often attained in steps of 1) recognition/identification, 2) awareness, and 3) behavioral change, long-term goals are often comprised of more than one competency.

In the JJIS automated case planning system, a number of core competencies associated with specific long-term goals have been pre-programmed. Should none of the competencies meet the needs of a specific youth, the system allows staff to formulate unique competencies.

Short-Term Goals

- Short-term goals are small linear steps designed to help the youth reach the long-term goal.
- Short-term goals outline realistic incremental achievements a youth is expected to accomplish in the 90-day periods between MDT meetings.

Because incremental steps are so individualized, short-term goals have not been pre-programmed in the JJIS automated case planning system. Instead, short-term goals are entered into JJIS as free text. When developing short-term goals consider the responsivity of the youth.

Interventions

- Interventions are services or supports that the youth needs in order to successfully develop competencies toward meeting the long-term goal.
- The services and supports (interventions) are provided or overseen by a member of the team.
- When selecting interventions consider the responsiveness of the youth.
- Youth who are anxious or have chronic mental health problems may not do well in a group where the therapist interventions are confrontational

Education

LONG-TERM GOAL	COMPETENCY
Engage in Educational Process	Attends school regularly
	Believes in the value of teacher/coach relationship
	Exhibits a willingness to learn
	Routinely discusses educational process with teachers
	Turns in homework assignments on time
Obtain GED	Actively participates in GED preparation
	Completes homework in a timely manner
	Exhibits effective study habits
	Takes GED practice tests routinely
Obtain High School Diploma	Attends school regularly
	Behaves according to school disciplinary guidelines
	Demonstrates involvement in school activities
	Exhibits effective study habits
Obtain Post High School Education/Training	Demonstrates skills to complete paper work for financial aid
	Demonstrates study habits to be successful in school/college
	Effectively researches alternatives to college
	Plans education path to meet personal long term goals

Family

LONG-TERM GOAL	COMPETENCY
Accept Responsibility for Parenting	Exhibits appropriate parenting skills
	Identifies child development goals and objectives
	Seeks out adult mentoring and support
	Understands parental role and responsibilities
Maintain Healthy Family Interpersonal Relationships	Accepts family rules and follows parental supervision
	Appropriately gives and receives criticism
	Communicates appropriately with authority figures
	Exhibits use of assertiveness skills, when appropriate
	Follows rules and space boundaries with family members
	Raises and discusses family issues appropriately
Maintain Relationship with Family of Origin	Accepts family rules and follows parental supervision
	Maintains open relationships with siblings
	Shares all issues related to criminality with family
	Works towards conflict resolution with family members

Life/Social Skills

LONG-TERM GOAL	COMPETENCY
Accept Social Diversity	Demonstrates ability to accept social difference
	Demonstrates knowledge of own cultural heritage
	Develops culturally competent relationships
	Exhibits distinct ethnic identity
	Maintains a positive attitude toward cultural differences
Correct Cognitive Distortions and Thinking Patterns	Accepts responsibility in cognitive restructuring
	Demonstrates responsible thinking
	Identifies cognitive distortions
	Transfers responsible thinking to behavioral change
Demonstrate Ability to Respond Appropriately	Demonstrates understanding what other person is thinking
	Effectively deals with emotions of others
	Makes decisions about what to say or do in situations
	Utilizes active listening skills
Develop Strong Relationships with Adults/Mentors	Demonstrates appropriate communication with adults
	Seeks positive resolution of conflicts with adults
	Utilizes adult feedback appropriately
Display Culturally Competent Sense of Self	Adapts to traditional values within treatment program
	Distinguishes cultural values and stereotypical behavior
	Identifies cultural conflicts with behavior
	Identifies positive ethnic identity development

Life/Social Skills (cont'd)

Effectively Solve Problems	Applies appropriate solutions to problem behaviors
	Demonstrates ability to identify problem behaviors
	Demonstrates ability to plan ahead
	Explores & considers behavioral alternatives
Exhibit Appropriate Communication Skills	Demonstrates ability to give appropriate compliments
	Demonstrates ability to utilize active listening skills
	Displays appropriate social etiquette
	Exhibits appropriateness in starting a conversation
	Exhibits skill to introduce self in appropriate manner
Exhibit Consequential Thinking	Acts to obtain desired consequences
	Demonstrates understanding of consequences to actions
	Identifies consequences to actions
Interact with Others in a Pro-Social Manner	Interacts appropriately in uncomfortable situations
	Monitors triggers and cognitive distortions
	Uses age-appropriate social skills with others

Life/Social Skills (cont'd)

LONG-TERM GOAL	COMPETENCY
Manage Anger/Conflict Appropriately	Demonstrates ability to identify negative self-talk
	Explores alternatives to resolve conflicts
	Identifies emotions that lead to anger
	Replace negative self-talk with positive self-talk
	Resolves conflict in a manner appropriate to situation
Seek and Maintain Positive Peer Relationships	Demonstrates ability to pro-socially engage others
	Exhibits ability to decide whether to join in with others
	Joins in appropriate activities with positive peers
	Resists anti-social peer influences
Utilize Free Time in Appropriate Manner	Exhibits interest in community activity involvement
	Initiates social time with positive peers
	Involved in structured recreational activities
	Plans ahead to best utilize free time

Medical

LONG-TERM GOAL	COMPETENCY
Manage and Maintain Health - Airway	Acknowledges increased nutritional needs
	Acknowledges need for prescribed medications
	Demonstrates correct use of inhalers
	Demonstrates understanding of medical condition
	Recognizes warning signs and symptoms
Manage and Maintain Health - Allergies	Acknowledges sensitivity to specific allergens
	Consistently avoids known allergens
	Cooperates with health care providers
	Self-injects medication as needed
Manage and Maintain Health - Bleeding	Acknowledges need for prescribed medications
	Acknowledges potential for serious health issues
	Cooperates with health care providers
	Demonstrates acceptance of condition
Manage and Maintain Health - Glucose Level	Acknowledges need for a special diet
	Acknowledges need for prescribed medications
	Demonstrates ability to maintain blood glucose level
	Demonstrates ability to test own blood sugar
	Implements appropriate dietary changes

Medical (cont'd)

Manage and Maintain Health - Hepatic Function	Cooperates with health care providers
	Demonstrates ability to list high risk behaviors
	Demonstrates understanding of the disease process
	Acknowledges potential for serious health issues
Manage and Maintain Health - Immune System	Acknowledges and lists high risk behaviors
	Cooperates with health care providers
	Demonstrates understanding of compromised immune system
	Exhibits ability to maintain adequate nutrition
	Identifies feelings related to medical condition
	Participates in the process of setting up ongoing care
Manage and Maintain Health - Lung Health	Acknowledges need for prescribed medications
	Acknowledges potential for serious health issues
	Cooperates with health care providers
	Demonstrates understanding of the disease process
	Takes medication as prescribed
Manage and Maintain Health - Motor Function	Acknowledges activity limits
	Demonstrates appropriate use of orthotics
	Demonstrates prescribed exercises
	Identifies situations leading to injury

Medical (cont'd)

LONG-TERM GOAL	COMPETENCY
Manage and Maintain Health - Motor Function 2	Acknowledges inability to control motor function
	Acknowledges need for prescribed blood work
	Acknowledges need for prescribed medications
	Cooperates with health care providers
	Takes medication as prescribed
Manage and Maintain Health - Obesity	Acknowledges difficulties related to obesity
	Alters maladaptive eating patterns
	Exhibits healthy eating practices
	Identifies situations where overeating occurs
	Recognizes consequences of overeating
Manage and Maintain Health - Overall Good Health	Demonstrates to others healthy eating practices
	Exhibits healthy eating practices
	Identifies healthy social environments
	Participates in healthy physical activities
	Practices personal wellness and health care
	Recognizes the consequences of poor eating habits
	Uses refusal skills to avoid spread of disease

Mental Health

LONG-TERM GOAL	COMPETENCY
Control Impulsive Behavior	Demonstrates verbal & non-verbal refusal skills
	Displays ability to avoid external triggers to impulsivity
	Exhibits ability to identify own impulsive behavior
	Identifies internal triggers to impulsivity
	Uses techniques to control impulsive behavior
Develop and Maintain Healthy Eating Habits	Alters maladaptive eating patterns
	Demonstrates a sense of personal boundaries
	Develops alternative coping skills
	Takes medication as prescribed
Manage and Maintain Good Mental Health	Demonstrates assertiveness in managing symptoms
	Describes plan of action when symptoms appear
	Describes symptoms accurately
	Identifies condition's early warning signs
	Knows effects and side effects of medication
	Participates in managing medication needs
	Takes medication as prescribed
Monitor and Manage Emotions	Demonstrates ability to monitor/manage symptoms
	Demonstrates anger management skills
	Develops stress management skills
	Identifies and expresses emotions
	Participates in managing medication needs
No Longer Engage in Self Destructive/Suicidal Behavior	Accepts responsibility for self-mutilating behavior
	Exhibits ability to control and manage impulses
	Identify/express emotions related to mutilating behavior
	Replaces self destructive behavior with coping skills

Offense Specific

LONG-TERM GOAL	COMPETENCY
Live Crime Free Lifestyle	Actively avoids high risk situations
	Demonstrates empathy for victims of offense
	Exhibits control over impulsive behavior
	Exhibits motivation to change
	Recognizes high-risk situations
	Recognizes need for pro-social behavior
	Resists anti-social peer influences
No Longer Commit Sexual Offenses	Addresses high risk situations in relapse prevention plan
	Addresses own victimization
	Adheres to personal safety plan
	Creates personal safety plan
	Demonstrates "ownership" for offending behavior
	Demonstrates attitude & belief changes
	Develops & maintains healthy interpersonal relationships
	Exhibits appropriate social skills
	Identifies cognitive distortions with sexual offending
	Identifies personal sexual offending patterns (cycle)

Offense Specific (cont'd)

No Longer Engage in Violent Acts of Aggression	Avoids physical, verbal and relational violence
	Demonstrates "ownership" for offending behavior
	Demonstrates ability to control aggressive behavior
	Demonstrates tolerance for frustration
	Exhibits control over impulsive behavior
	Explores alternatives to resolve conflicts
	Identifies role of drugs/alcohol in violent situations
	Interprets actions of others in a non-aggressive manner
	Understands logical consequences of violent behavior
	Utilizes peer resistance to avoid dangerous situations
No Longer Set Illegal Fires	Adheres to personal safety plan
	Demonstrates age appropriate decision making
	Demonstrates knowledge of fire safety and survival
	Demonstrates knowledge of fire science
	Demonstrates respect for the destructiveness of fire
	Identifies impact on self, family, victims & community
	Identifies individualized behavioral patterns related to firesetting
	Identifies individualized emotional patterns related to firesetting
Identifies individualized thinking patterns related to firesetting	

Substance Use

LONG-TERM GOAL	COMPETENCY
Live Without Substance Abuse and/or Dependency	Accepts responsibility for abuse
	Avoids drug using peers
	Believes in ability to self-control behavior
	Demonstrates refusal skills around drug & alcohol use
	Establishes and maintains positive peer relationships
	Exhibits control over impulsive behavior
	Makes A&D free decisions regarding sexual behavior
	Recognizes and monitors external triggers
	Recognizes and monitors internal triggers

Vocation

LONG-TERM GOAL	COMPETENCY
Maintain Stable Employment	Demonstrates regular work attendance
	Exhibits positive work relationship with supervisor
	Exhibits positive work relationships with co-workers
	Maintains positive attitude toward work
Obtain Appropriate Vocational Training and Employment	Demonstrates appropriate employer-employee relationship
	Demonstrates appropriate peer relationships
	Demonstrates self-discipline and positive work ethic
	Effectively job searches through employment process
	Exhibits responsibility for work tasks and assignments
Participate in Pre-Vocational Skill Development	Demonstrates understanding of job search
	Easily shares vocational interests with others
	Explores vocational skills necessary to pursue employment
	Pursues available training to meet vocational interests
Possess Independent Living Skills	Demonstrates ability to food shop and prepare meals
	Demonstrates ability to maintain home
	Manages and maintain budget appropriately
	Manages transportation needs accordingly

Factoid Document

State of Oregon
 OREGON YOUTH AUTHORITY

OYA Risk Needs Assessment Full Assessment - Results

Youth Information

Youth Name: Justin James Allen Jr **JJIS #:** 00001105
Age: 8 **Sex:** Male
Parole/Probation Officer: Bailey, Bud **Phone #:** (503)378-6804x233
Current Location: Hanscam, Margo J., Location - Hillcrest YCF
Current Risk Level:

Assessment Results

Assessor: Worker OYA, Sec Coord (QA) **Office:** Central Support - OYA
Phone: (503)378-8289
Assessment Date: 02/14/2007 **Locked Date:**

Criminal History - RNA Domain 1

Dynamic Risk	Dynamic Protective
No Dynamic Risk	No Dynamic Protective
Static Risk	Static Protective
* 17 years or older at time of first offense * One sexual misconduct misdemeanor referral * Two or more attempted or actual escapes * Two or more failure-to-appear in court warrants * Two or more person misdemeanor referrals	* No disposition order where youth served at least one day in a county detention facility or adult jail * No disposition orders for which the youth served at least one day confined to OYA Close Custody * No felony referrals * No misdemeanor referrals * No person felony referrals * No weapon referrals

School - RNA Domains 3 & 4

Dynamic Risk	Dynamic Protective
* Dropped out or expelled from school for more than six months.	No Dynamic Protective

