

ModelsforChange

Systems Reform in Juvenile Justice

[Benton and Franklin Counties Juvenile Court] Case Study Coding Instrument

Excerpted from:

WASHINGTON STATE UNIVERSITY MODELS FOR CHANGE ANNUAL REPORT

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Case Study Coding Instrument

MODELS FOR CHANGE in Benton/Franklin County Truancy Research: IN-DEPTH CASE ANALYSIS CASE PROFILE SHEET [N=30]

Case # : _____
Analytical Group: Grp. 1 (single episode) ___ Grp. 2 (2-3 episodes) ___ Grp. 3 ___ (system-involved)
Gender: Male ___ Female ___
Race/Ethnicity: _____
Language in Home Setting: English ___ Bilingual ___ Primary Language Other Than English ___ [ELL]
Special Ed/Remedial Classification: None ___ Limited ___ Strong Label ___
Least restrictive placement environment: _____
Personal Social Responsibility (PSR) Yes ___ No ___

Case File Coding

ACADEMIC ACHIEVEMENT (Grades)

Elementary School Info. Lacking ___ Info. Available for Grade Level(s) _____
GPA Good (B or better) ___ OK (C range) ___ Poor (Below C) ___
Change over time Improving ___ Consistent ___ Worsening ___
Areas of Strength (A or B grades or equivalent) [all that apply]
___ Language Arts ___ Science
___ Social Studies ___ Physical Education/Health
___ Math

Middle School Info. Lacking ___ Info. Available for Grade Level(s) _____
GPA Good (B or better) ___ OK (C range) ___ Poor (Below C) ___
Change over time Improving ___ Consistent ___ Worsening ___
Areas of Strength (A or B grades or equivalent) [all that apply]
___ Language Arts ___ Science
___ Social Studies ___ Physical Education/Health
___ Math

High School Info. Lacking ___ Info. Available for Grade Level(s) _____
GPA Good (B or better) ___ OK (C range) ___ Poor (Below C) ___
Change over time Improving ___ Consistent ___ Worsening ___
Areas of Strength (A or B grades or equivalent) [all that apply]
___ English ___ Physical Education/Health
___ Math ___ Occupational Education
___ Science ___ Electives
___ Social Studies ___ PSR
___ ACAD

ACADEMIC POTENTIAL & MASTERY (Standardized Test Scores)

Iowa Test Info. Lacking ___ Info. Available for Grade Level(s) _____
Percentile in ___ Language Arts
___ Social Studies
___ Math/Science
[NOTE: Average across multiple scores when available]

WASL Score ___ or WWA-DAW Score ___

Info. Lacking ___ Info. Available for Grade Level(s) _____
Check if Below Passing Level in any component of:
___ Reading ___ Social Studies
___ Writing ___ Science
___ Math ___ Listening
[NOTE: Below passing level in each area on any grade WASL test]

AREAS OF STRENGTH AND/OR POTENTIAL ASSET

(Awards, honors, recognitions, commendations, teacher commentaries, etc.)

ATTENDANCE and TRANSFER HISTORY

<u>Elementary School</u>	Info. Lacking__	Info. Available for Grade Level(s) _____
Kindergarten:	___ Absences	___ Tardies (all in days)
1 st Grade	___ Absences	___ Tardies
2 nd Grade	___ Absences	___ Tardies
3 rd Grade	___ Absences	___ Tardies
4 th Grade	___ Absences	___ Tardies
5 th Grade	___ Absences	___ Tardies
Elementary School Transfers _____		

NOTES on Transfers:

<u>Middle School</u>	Info. Lacking__	Info. Available for Grade Level(s) _____	
	Absences (all, in days)		
	6 th	7 th	8 th
	Tardies (in days)		8 th
	6 th	7 th	8 th
Language Arts	___	___	___
Social Studies	___	___	___
Math	___	___	___
Science	___	___	___
Physical Ed/Health	___	___	___
Electives	___	___	___
Middle School Transfers _____			

NOTES on Transfers:

<u>High School</u>	Info. Lacking__	Info. Available for Grade Level(s) _____		
	Absences (all, in days)			
	9 th	10 th	11 th	12 th
	Tardies (in days)			
	9 th	10 th	11 th	12 th
Language Arts	___	___	___	___
Social Studies	___	___	___	___
Math	___	___	___	___
Science	___	___	___	___
Physical Ed/Health	___	___	___	___
Electives	___	___	___	___
High School Transfers _____				

NOTES on Transfers:

PROGRESS TOWARD HIGH SCHOOL GRADUATION

On track for grade level __ Somewhat behind in credits ____ Greatly Behind ____
 Grades Repeated _____

TRANSFER, CONTINUATION AND TRANSITION RECORD

Transition from Elementary to Middle to High School all within Kennewick School District ____
 Transition from Elem to Middle to High School includes **out of district transfer** ____
 Schooling interrupted for one term or more _____ NOTES: _____
 OVERALL CONTINUITY: "Bounced Around from School to School" None__ A bit__ A lot__

DISCIPLINE NOTATIONS

Truancy Only ___ Truancy + Some Additional ___ Serious Discipline Issues ___

Change Over Time: Improving ___ Consistent ___ Worsening ___

NOTES: _____

COURT AND JUVENILE SYSTEM INVOLVEMENT

All entries short summary, with dates (age)

RISK ASSESSMENT RESULTS

Risk Assessment (reduced form) administered by school-based truancy counselor from Benton/Franklin Counties Juvenile Justice Center. Scores available for all of the following:

Domain 1: Record of Referrals Resulting in Conviction, Diversion, or Deferred Adjudication Disposition

- 1. Age at first offense _____
- 2. Misdemeanor referrals _____
- 3. Felony referrals _____

Domain 2A: School History

- 1. Special Ed (type) No ___ Learning ___ Behavioral ___ Mental Retardation ___ ADHD/ADD ___
- 2. Expulsions/suspensions _____
- 3. Age at first expulsion/suspension _____
- 4. Community School involvement No, GED/Graduated ___ Dropped Out/Expelled ___ Yes ___

Domain 3A: Historic Use of Free Time

- 1. Involvement in structured recreational activities in past 5 years No ___ 1 ___ 2+ ___
- 2. Involvement in unstructured pro-social recreational activities No ___ 1 ___ 2+ ___

Domain 3B: Current Use of Free Time

- 1. Involvement in structured recreational activities in past 5 years No ___ 1 ___ 2+ ___
- 2. Types of structured activities (check all that apply) None ___ Athletics ___ Cultural Group ___
- 3. Hobby Group or Club ___ Religious Group or Church ___ Volunteer Organization ___
- 4. Involvement in unstructured pro-social recreational activities No ___ 1 ___ 2+ ___

Domain 4A: Employment History

- 1. History of Employment Too Young ___ Never ___ Has Been Employed ___
- 2. History of Successful Employment Never ___ Has Been Successfully Employed ___
- 3. History of Problems While Employed Never Fired or Quit Due to Problems ___
Fired or Quit Due to Poor Performance ___
Fired or Quit Due to Inability to Get Along with Others ___
- 4. History of positive personal work-related relationships in adults Never ___ 1 ___ 2+ ___

Domain 4B: Current Employment

1. Understands what is required to maintain a job No___ Yes___ Yes + Demonstrated ability___
2. Current interest in employment Currently Employed___ Interested___ Not Interested___
3. Current positive work-related relationships with adults None___ At least 1___

Domain 5A: History of Positive Adult Relationships

1. History of positive adult non-family and non-school-based relationships
None___ 1___ 2___ 3+___

Domain 5B: Current (past month) Positive Adult Relationships

1. History of positive adult non-family and non-school-based relationships
None___ 1___ 2___ 3+___
2. Current pro-social community ties None___ Some___ Strong Network of Social Ties___
3. Current romantic attachments None___ Yes, pro-social person___ Yes, anti-social/criminal___
4. Admire/emulate anti-social peers No___ Somewhat___ Great admires/emulates___
5. Current resistance to anti-social peer influence Resists___ Resists Some___ Resists Little/None___

Domain 7A: Current Living Arrangements vis-à-vis Substance Abuse

1. History of **alcohol** use (check all that apply) None___ Use of alcohol caused which of the following:
Family conflict___ Disrupted education___ Health problems___ Keeping friends___ Criminal conduct___
2. History of **drug** use (check all that apply) None___ Use of alcohol caused which of the following:
Family conflict___ Disrupted education___ Health problems___ Keeping friends___ Criminal conduct___
3. History of referrals for alcohol/drug assessment Never___ ; Diagnosed as no problem (), abuse (), dependent/addicted ()
4. History of participating in alcohol/drug treatment program Never___ Once___ Twice+___

Domain 8A: Mental Health History

1. History of suicidal ideation Never___ Serious Thoughts___ Made Plan___ Attempted___
2. History of ADD/ADHD No History___ Diagnosed___ On Medication___ Treatment___
3. Mental Health History On Medication and Treatment___
No History___ Diagnosed___ On Medication___ Treatment___
4. Health Insurance Status On Medication and Treatment___
None___ Public (Medicaid)___ Private Coverage___
5. Current Mental Health Status No Problems___ Current Mental Health Problems___

Domain 9A: Attitudes and Behaviors

1. **Primary emotion** when committing crime(s) in last 6 months
Nervous, afraid, uncertain___ Hyper, stimulated___ Indifferent___ Confident (brags)___
2. **Primary purpose** for committing crime(s) in last 6 months
Anger___ Revenge___ Impulse___ Sexual desires___ Material gain___ Excitement___ Peer Status___
3. **Optimism** (future plans) High Aspirations___ Normal Aspirations___ Low Aspirations___ Fatalistic___
4. **Impulsivity** Uses Self-control___ Some self-control___ Impulsive___ Highly Impulsive

5. **Self-control** Strong belief in personal agency___ Believes some control possible___ No Control___
6. **Empathy/remorse** High___ Some___ No empathy for victims___
7. **Respect for authority figures** Respects Most___ Mixed___ Resent Most___ Defiant to Most___
8. **Attitude toward law abiding behavior** Abides by conventions/values___ Abides Sometimes___
Rules don't apply to him/her___ Hostile to rules___
9. **Accepts responsibility for anti-social conduct** Yes___ No, blames others___ No, doesn't care___
10. **Belief in likelihood of success in meeting Court's conditions** Yes___ Unsure___ Not hopeful___

Domain 9B: Aggression

1. **Tolerance for frustration** Rarely upset by small things___ Sometimes upset___ Often upset___
2. **Hostile intent seen in normal setting** Trustful___ Untrusting___ Hostile intent presumed___
3. **Utility of verbal aggression in conflict** Rarely appropriate___ Sometimes useful___ Often Useful___
4. **Utility of fighting in conflict** Never___ Rarely___ Sometimes___ Often___
5. **Acts of violence** (check all) Temper rages___ Inflicted pain___ Weapon use___ Fire/Damage___ Animal___
6. **Sexual aggression** (check all) In sex___ Sex for power___ Young Partners___ Voyeurism___
Exposure___

Domain 10: Skills

1. **Conceptual Thinking** Consequences Link Missing___ Linkage Made___ Knows Likely Outcomes___
Seeks to Obtain Desired Consequences (good consequences thinking)___
2. **Goal Setting** Not Goal Driven___ Unrealistic Goals___ Some Realistic Goals___ Sets Realistic Goals___
3. **Problem-solving** Can't Spot Problem Behavior___ Spots Problem___ Formulates Solutions___ Carries Out
Solutions___
4. **Situational Perception of Pro-social Skill Use** Cannot Analyze Situations___ Can Analyze, but decides not
to act on that analysis___ Knows best skill, but timing of use poor___ Timely Use of pro-social skill___
5. **Dealing with Others (social skills)** Lacking___ Basic___ Some advanced___ Often uses
advanced___
6. **Dealing with Difficult Situations** Lacking Skills___ Rarely Uses Skills___ Sometimes___ Often___
7. **Dealing with Feelings/Emotions** Lacking Skills___ Rarely Uses Skills___ Sometimes___ Often___
8. **Monitoring of Internal Triggers** Can't Identify___ Can Identify___ Actively Monitors___
9. **Monitoring of External Triggers** Can't Identify___ Can Identify___ Actively Monitors___
10. **Impulse Control** No Problem___ ; Problem: Knows No Controls___ Knows Controls___ Uses Controls___
11. **Aggression Control** No Problem___ ; Problem: Lacks options to aggression___ Rarely uses options___
Sometimes uses options___ Often uses alternatives to aggression___

ACEs FACTORS CODING (Adverse Childhood Experiences normed to Kaiser Permanente/Centers for Disease Control Study)

Coding derived from Truancy Counselor trained observation of student and family setting
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ABUSE

- Psychological _____
- Physical _____
- Sexual _____

NEGLECT

- Emotional _____
- Physical _____

HOUSEHOLD DYSFUNCTION

- Divorce/separation _____
- Parental substance abuse _____
- Parental mental illness _____
- Domestic violence _____
- Parental involvement in criminal behavior _____

NUMBER OF ACEs FACTORS _____