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OPTIMIZING JUVENILE ASSESSMENT PERFORMANCE

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ABSTRACT: OPTIMIZING JUVENILE ASSESSMENT PERFORMANCE

Problem investigated: In nearly every state and in the vast majority of juvenile justice agencies, risk assessments are incorporated into diversion, case management, supervision, and placement practices. Despite two decades of use within the juvenile justice system, research regarding the methods of risk assessment development is rarely translated to the field. Many contemporary tools are implemented *off-the-shelf*, meaning that tools were developed with a unique set of methods, including selection and weighting of items used in the prediction of a specified sample of youth. However, once adopted, many jurisdictions fail to make adjustments specific to their respective population of youth. What is not known is how the various designs, methods, and circumstances of tool development impact predictive performance following implementation.

Purpose of project: The proposed project sought to isolate, test, and evaluate the relative impact of seven notable risk assessment development variations, namely 1) item selection technique, 2) response weighting, 3) gender-responsivity, 4) race-ethnicity neutrality, 5) outcome specificity, 6) prediction duration, and 7) jurisdiction variation. An additional hypothesis (8) test optimized, or combined the effects of multiple variations, was also examined.

Approach: Using a large, 10-state sample of youth assessed using the same assessment, we developed risk assessment models using the seven development methods outlined. Where required, boosted regression models were used for identifying predictive items and provide coefficient weights. In addition, several sub-samples were created to examine and compare approaches between gender and race/ethnic groupings. Furthermore, comparisons were made between the 10-site unified sample and models created to capture individual site differences. To identify model performance, k-fold validation was completed and industry standard predictive performance metrics are provided.

Findings and Relevance: Findings identify consistent and substantial improvements with each of the eight hypothesized variations, with outcome and jurisdiction specific models identifying more than a full effect size improvement. Additionally, we identified an optimized set of models for the 10 sites, representing customized tools based on each data set with the ability to be implemented and improve predictive performance. Recommendations outline *best practices*, describing how the field may make similar adjustments to off-the-shelf tools in an effort to optimize predictive performance.

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EXECUTIVE SUMMARY

Risk assessments have been a part of a set of staple practices for juvenile justice agencies for over 30 years. As agencies raced to adopt assessment instruments, it was assumed that functionality and performance of each are relatively equal despite the agency, population, or outcome in which they are employed to predict. However, now that many tools have been in existence and jurisdictions have gathered thousands of cases, sometimes over several decades, agencies are now looking to improve and advance beyond the general and, potentially antiquated models, implemented years earlier. Unfortunately, for those agencies seeking to adopt, or change, tools, guidelines and best practices are, at best, underdeveloped, and often the landscape of existing literature is driven by a select group of assessment developers. However, these developers often limit their publications to the advantages of *their* created tool. While replication and validation findings exist, scant research identifies the implementation issues derived from inconsistencies between the development samples and the populations in which the tools are latter applied.

As a result, while a consensus exists around the variability of contemporary tools, there is a perceived lack of understanding among practitioners regarding the development and design of risk assessment tools, and how modification and customizations positively impact predictive performance for a given jurisdiction. The collection of assessment variations discussed in the current study has garnered recent attention from researchers and practitioners, suggesting that a one-size-fits-all approach does not optimally capture risk when applied across multiple, differing jurisdictions.

While many attribute prediction variabilities to the content of the items/responses, there is a black box of variability contained within the assessment design and development. The

methods used as well as the definition and duration of the outcome measured will impact prediction. Furthermore, advancements regarding gender responsiveness and outcome specificity may provide additional improvements that are discussed but infrequently adopted in contemporary tools. Unfortunately, studies rarely attempt to identify the incremental improvement of each element. We contend that, if isolated and assessed, select methodological variations can be shown to improve recidivism prediction. Moreover, the additive effects of customized additions have the potential to produce an optimal design and maximize predictive performance for a given jurisdiction or state, and in return, the juvenile justice system generally.

As part of the current study, we demonstrate that a contemporary, off-the-shelf assessment can be modified from its original form by removing items that are weak predictors and adding weights, or even new items, that improve performance and stakeholder buy-in. The current study demonstrates how agencies may take advantage of methodological improvements and localized variations, optimizing their tools to meet agency and youth needs. We sought to isolate and test the impact of several methodological variations with eight hypotheses.

H1) Multivariate selection models improve recidivism predictive performance as compared to bivariate selection models.

H2) Weighted models improve recidivism predictive performance over an unweighted (Burgess-style) scoring algorithm.

H3) Gender-specific models improve recidivism predictive performance as compared to gender-neutral prediction models.

H4) Performance of recidivism prediction models differs by race/ethnicity.

H5) Outcome-specific models (i.e., charge, felony, violent, property, drug, and sex) improve recidivism predictive performance over models created to predict 'any' recidivism.

H6) Model prediction durations of varying lengths (i.e., 6, 24, and 36-month follow-up) impact prediction model performance, as compared to the study (default) 12-month prediction duration.

H7) Prediction models developed with jurisdiction-specific samples improve recidivism predictive performance over the aggregated (unified) sample of assessed youth.

H8) Optimized models in which the combined effects of multivariate, weighted, gender responsive, outcome-specific, and follow-up specified selection models tailored to a given jurisdiction's data will provide improved predictive performance.

The sum total of our hypotheses demonstrates how both the isolated and combined customization elements can maximize the performance of existing tools, providing improved options and additional considerations for assessment adoption.

Data and Methods

While we sought to provide the foundational knowledge derived from the study hypotheses, the magnitude and unique qualities of the data needed was an ambitious endeavor. To test each of the study hypotheses we focused on collecting data gathered from a single assessment. Specifically, the study uses one of the founding juvenile assessments, the Washington State Juvenile Court Authority – Risk Assessment (WSJCA-RA), which was created in 1997. Following the initial development, its use proliferated via two commercially sold tools – the Positive Achievement Change Tool (PACT™) and the Youth Assessment Screening Inventory (YASI™) – as well as site specific versions made by local agencies. Fortunately, despite its widespread use, few alterations have been made locally to the assessment's scoring and responses. In selecting this assessment, we were able to obtain data from 10 state sites, with linked recidivism data for a very large sample of justice-involved youth.

For our analyses, we developed site-specific data sets, as well as harmonizing the collection of sites into an aggregated data file (N=494,050; 73.9% male and 26.1% female).

While we tested multiple outcomes and follow-ups as part of H5 and H6, our default or Base Model¹, is one that uses multivariate weighting via a boosted regression, predicting a new adjudication for youth within 12 months of the initial assessment. A k-fold cross-validation procedure was used to assess and compare the predictive performance of each model on multiple methods of discrimination (i.e., AUC and H measure) as well as a combined metric of discrimination, calibration, and accuracy (the SAR). We also examined race/ethnicity variations, providing additional comparisons focusing on the false positive rates of racial/ethnic minority youth. In each instance we compared the assessment's original, or Off-The-Shelf (OTS) scoring, as well as the Base Model, to the models developed to test each hypothesis.

Findings

Our findings revealed consistent and substantial effects for all hypotheses tested. Generally, models developed where items are selected using 1) multivariate methods, 2) weight item coefficients, 3) provide gender-responsive scoring, 4) possess tailored outcomes, 5) a specified duration of follow-up, and 6) developed models utilizing the jurisdiction's data, achieve increased predictive performance. In addition, we identified that a youth's race/ethnicity impacts predictive performance and explored methods that would reduce said impact. A summary of study findings is provided in Table Ex.1.

In particular, we found support for *all* hypotheses. More specifically, *we first identified that a multivariate model provided 3% predictive performance yield when compared to a model using bivariate items selection*, an outdated method used in the development of contemporary

¹ Our Base Model was developed to represent a more contemporary, or recently developed, youth assessment. While many contemporary models do not make use of sophistication of methods used to create the Base Model, we developed it to represent the upper-bound of what is commercially available, while most contemporary assessments would achieve predictive performance somewhere between the off-the shelf (OTS) and Base Model.

tools still in use today. *Second, we found that when the model coefficients are used to provide weight to each item in the model, an additional 4% predictive improvement is identified, over and beyond an unweighted multivariate model;* again, this is a method used in the development of many contemporary tools still in use today.

Table Ex1. Summary of AUC Performance Improvement

	OTS	Base Model
H1 Multivariate	7	3 [†]
H2 Weighted	11	4 [‡]
H3 Gender	10	2
H4 Race/Ethnicity Neutral ⁺	11	1
H5 Outcome	15	6
H6 Duration	11	3
H7 Jurisdiction	10	6
H8 Optimized	12	9

[†]In this comparison the ‘Base Model’ represents one developed with bivariate selection.

^{*}In this comparison, the ‘Base Model’ represents one developed with unweighted, multivariate selection.

⁺For this comparison this a mean for both the White and Non-White samples was computed.

In our third set of tests, we examined the impact of *gender-responsive* models, where items are selected and weighted for males and females separately. Overall a 2% yield in AUC was achieved via gender specific modeling. More specifically, *we identified consistent predictive improvements for female-specific models but negligible distinctions for male-only models.* This finding is consistent with gender-responsive assessment literature (Emeka & Sorenson, 2009; Sharkey, Furlong, Jimerson, & O’Brien, 2003; Van Voorhis & Presser, 2001; Van Voorhis, Salisbury, Wright, & Bauman, 2008; Van Voorhis, Wright, Salisbury, & Bauman, 2010), where previous findings contend that tools created with a gender-neutral framework utilized development samples that are disproportionately male and thus, are less in tune with the risks and needs of females.

In our fourth set of tests, we examined predictive performance across *race/ethnicity* sub-groups. Consistent with prior findings (Angwin & Larson, 2016; Angwin, Larson, Mattu, & Kirchner, 2016; Holsinger, Lowenkamp, & Latessa, 2006; Luong & Wormith, 2011; Schlager &

Simourd, 2007), Non-White youth possessed lower predictive performance than White youth using the assessment's OTS scoring. In an effort to explore methods of reducing predictive inequities, we identified assessment items that were substantial predictors of race/ethnicity (i.e., White vs. Non-White). These items were removed to develop a 'Race-Neutral' model. Findings revealed that both the Base Model and Race-Neutral model reduce bias, as indicated by models' false positive rate. *While the bias reduction method of the Race-Neutral model holds promise, we find the biggest reduction in bias can be attributed to the inclusion of needs-based items incorporated by the Base Model and generally lacking from the OTS tool.*

To test our fifth hypothesis, we developed models to predict a *variety of outcomes* that agencies consider. Specifically, we developed six models that select and weight items to predict violent, property, drug, sex, felony, and any new charge. These models were compared to the OTS scoring and the Base Model's ability to predict these more specified outcomes. Again the results support the hypothesis and we note some of the largest improvements are identified via outcome specification (15% and 6% AUC yield, respectively). *Agencies and practitioners should take particular note of this finding, as most contemporary tools are developed to predict only a single, general recidivism type, which may not align with the agency's strategic, case management focus.*

Next we examined *prediction duration*. Similar to the previous test, we computed models of differing follow-up durations (6, 24, and 36 months) and made comparisons to the OTS and Base Models. Again, we find consistent, improved prediction effects for the models developed with the more specified follow-up durations (11% and 3% AUC yield, respectively). *Combined with the effects identified in H5, we contend that developing an assessment based on an agency's specified outcome definition will yield improved predictive performance.*

Our seventh hypothesis examined the impact of *jurisdiction*. Here we created 10 models, selecting and weighting items to predict for jurisdiction-specific samples. Again, we compare these jurisdiction-specific predictions to the OTS and Base Model, finding consistent and substantial improvement for models developed with local data rather than the aggregated sample and/or the OTS scoring (10% and 6% AUC yield, respectively). *Readers should take note of this finding specifically as we find that, not only does the OTS scoring vary and produce a lower rate of predictive performance, the improvements that jurisdiction-specific models possess indicate that agencies should request the development of, or modifications to, existing assessment tools utilizing their locally collected data.*

Finally, we examine the joint impact of several assessment design elements indicated in the various hypotheses tested. In particular, we identified the optimal set of outcomes (limited to charge vs. adjudication), duration (6, 12, 24, 36-months), and computed gender-specific models. Our findings revealed that the optimized combinations, tailored for each site, demonstrate large and substantial improvements over the OTS and Base Model (12% and 9% AUC yield, respectively). *The magnitude of the combined effect is noteworthy, as findings indicate that an agency adopting multiple, customizable design elements has the potential to take a weak or moderately performing assessment and increase its performance to a much stronger effect size.*

Summary of Findings

While each isolated effect demonstrates important predictive improvements, our optimized models establish a key, overarching finding of this study. Specifically, *customizing models for each agency should be viewed as a best practice to maximize predictive performance for a given jurisdiction.* As indicated, when looking to adopt or implement a risk assessment,

agencies are not provided with a clear understanding of how an ‘off-the-shelf’ assessment will perform in their jurisdiction. That is, relevant literature to-date has focused on the promotion and comparison of one contemporary tool to another, making a difficult ‘apples-to-oranges’ comparison. Furthermore, when negative findings are identified for revalidation of an assessment (Ostermann & Salerno, 2016), or by comparison to another tool (Baird et al., 2013), assessment developers have the ability to write-off a single, negative finding, claiming a variety of issues unrelated to the tool’s construction (e.g., training, implementation barriers, or even statistical anomaly).

Through the use of our large, represented sample of youth assessed on the same instrument, this study provides light into the black box, demonstrating the incremental benefits of assessments designed with a tested set of customizable elements. Putting aside the potential distinctions related to item content of contemporary assessments, we find that tools developed with multivariate analyses, analytic weighting, those that make use of gender-responsive scoring, utilize an agency optimized recidivism definition, and tools developed, and/or modified using agency-specific data will achieve increased predictive performance. Furthermore, when *all* these elements are specifically tailored for a given jurisdiction, the optimized tool will maximize performance for the agency. Our hope is that through this robust analysis, and detailed descriptions of incremental performance benefits, we can put to rest the argument that there is *no silver bullet* to improve an assessment’s predictive performance and that all contemporary tools are relatively equal. Instead, we suggest that by combining multiple, incrementally predictive, assessment elements, optimized for a given jurisdiction, it is tantamount to *silver buckshot* or a shotgun blast of several elements combined, creating the ability to take a weak performing, off-the-shelf tool and turn it into one with strong effects for any given agency.

Best Practices

Moving forward, we identify best practices for assessment tool developers and agencies seeking to adopt, or modify, their current risk assessments via the following set of best practices.

1. *Implementation and Buy-In – We recommend that, as part of any adoption or modification process, subject matter expert groups provide input regarding changes needed to the off-the-shelf assessment.*
2. *Customization and Improving Validity - We recommend agencies refrain from adopting tools off-the-shelf, if the provider has no intention to modify the tool for the intended population or jurisdiction. Further, tool customizations should be implemented routinely for an agency’s jurisdictional (every 2-3 years) in order to facilitate improved predictive performance and practitioner confidence.*
3. *Training and Quality Assurance – We recommend that customization be ongoing, organic process, and necessary training and boosters be offered to practitioners at least annual basis.*
4. *Methodical Advancements - We recommend that assessment developers increase their level of reporting in an effort to identify when and where customizations might be needed. Agencies should require developers to provide validation metrics similar to that of the recidivism definition and jurisdiction they supervise and also consider whether performance metrics reported are up to date.*
5. *Case Management Strategy – We recommend that agencies adopt case management strategies and organize work load and program prioritization to better align with a youth’s specified pattern of risks and needs.*
6. *Race/Ethnicity Bias Reduction – Finally, we recommend that tool developers make every effort to reduce the disproportionate inclusion of criminal history items and those metrics empirically shown to possess grate rates of racial/ethnicity bias.*

Conclusion

Although assessment tools have gone through several generations over decades of use, new and contemporary tools have been developed for use with youthful populations. However, developers and many practitioners assume the predictive performance of an assessment is not solid and will not vary substantially when implemented in a new jurisdiction. Our findings demonstrate this is not the case and, *we argue that an assessment’s predictive performance is*

part tool and part local context. Through the use of one of the most robust and nationally representative analyses of a juvenile assessment, we have identified that there are multiple advances that can be used to improve the contemporary off-the-shelf assessment scoring used by juvenile agencies today. As a result of our many, substantial findings, we believe agencies should *ask more* of their assessment providers, not accepting that the standard instrument pitched is the only option available. We strongly suggest that agencies evaluate the need to create a tool that is optimal for their needs. Given the localized variations of youthful populations and recidivism generally, we contend that agencies should ‘own’ their assessment and make sure it is updated and modified routinely to account for the changing environment. Furthermore, readers interested in the customization concepts put forward in this work are encouraged to reach out to the current researchers, or to their local research team, to gauge the feasibility and contribution that assessment tool modification can provide.

A. STATEMENT OF THE PROBLEM

Strategies for prevention and risk management among offender and youth populations have received significant research and investment over the past two decades. Juvenile justice systems have increasingly embraced the adoption of risk assessment tools (Barnoski, 2004a; Campbell, Schmidt, & Wershler, 2016) in order to improve outcomes for youth and families. However, the development and validation of instruments have been constrained to a small number of contributors, and assessments implemented in jurisdictions other than where the instruments were created (Hamilton et al., 2016). It has been estimated that over 86 percent of juvenile justice agencies employ strategies that involve the use of actuarial assessments of risk (Schwalbe, 2009). As the field of juvenile justice continues to advance assessment efforts, the predominant use of assessments, to date, has been the implementation of standard, *off-the-shelf* scoring algorithms developed on a single offending sample subsequently used for prediction on populations and jurisdictions in which the instrument was not designed to serve.

In recent years, there has been increased awareness among researchers and practitioners alike that a *one-size-fits-all* approach to risk management may not optimally capture risk when applied across multiple, differing jurisdictions (Hamilton, Kowalski, Kigerl, & Routh, 2019a; Hamilton, Kowalski, Schaefer, & Kigerl, 2019b; Vincent, Guy, & Grisso, 2012; Wilson & Gutierrez, 2014). For instance, prior analyses of the Washington State Positive Achievement Change Tool (PACT) and the Iowa Delinquency Assessment (IDA) have identified sources of substantial variation in predictive accuracy (Barnoski, 2013; Hamilton & van Wormer, 2015). Identified variations were suspected to be due to methodological and jurisdictional differences. We contend that, if isolated and assessed, instrument variations have the ability to further improve recidivism prediction when elements such as item selection, weighting, gender-

responsivity, and outcome specific modeling are optimized for a given jurisdiction. The PACT was originally developed for the Washington State Juvenile Court Administrators (WAJCA) and was designed to serve their state population of probation youth. It has since been adopted by many states and delivered under several names (e.g., Back on Track [BOT], IDA, Oregon Risk Need Assessment [RNA], Utah Protective and Risk Assessment [PRA], and the Youth Assessment and Screening Instrument [YASITM]), representing one of the most prominent juvenile risk-needs assessment instruments in use today (currently used in 19 states and parts of Canada). However, like many other tools, it is applied as an off-the-shelf package and its application and weighting are not currently designed to vary by the state or jurisdiction where it is implemented.

A.1 Challenges

Recent research has demonstrated that agencies are often challenged to properly implement, transport, and sustain evidence-based practices and tools (Taxman & Belenko, 2011). While recent findings indicate the impact methodological variations have on the predictive accuracy within a single jurisdiction (Barnoski & Drake, 2007; Barnoski, 2013; Hamilton & van Wormer, 2015; Hamilton et al., 2016), scientific research has yet to examine how tools vary when executed in a new jurisdiction, under localized contexts and operational definitions, and how such conditions ultimately play out with regard to tool accuracy. We anticipate that further improvements to instrument performance can be added when off-the-shelf tools are customized to the unique characteristics of each locality.

However, there is a perceived lack of understanding among practitioners and juvenile justice administration concerning the methods in which risk assessment tools are designed or

developed, and how predictive performance may, or may not, translate to a new jurisdiction. When a tool is developed and initially validated, the items are selected from a pool of potential predictors. Those selected may function accurately for the development population in which the tool was created to serve. Hence, when validation statistics are presented in the literature, a site implementing an assessment may perceive that the tool is *universally valid* and will perform similarly for their agency. However, recent findings have indicated several instances when implemented assessment tools perform less-than-optimally (Barnoski & Drake, 2007; Hamilton et al., 2016; Hamilton et al., 2019a; Hamilton et al., 2019b; Holsinger et al., 2006; Ostermann & Herrschaft, 2013).

Attaining an optimal level of predictive performance, or validity, is the central goal for risk assessment developers. Furthermore, risk assessment tools developed for a singular population, with a distinct purpose, will have difficulties when items, responses, and development populations differ from those considering adoption. We contend that the success of an instrument is directly related to its assessed accuracy *within the applied jurisdiction*. Based on prior findings using both adult and juvenile samples (see Barnoski, 2010; Barnoski & Drake, 2007; Hamilton & van Wormer, 2015; Hamilton et al., 2016), several methodological variations have been identified and may be implemented in an off-the-shelf tool, each with an increase predictive performance effect. Moreover, the additive effects of customized additions have the potential to produce an optimal design and improve predictive performance for the sample, jurisdiction, and the juvenile system.

Furthermore, an examination of jurisdiction commonalities and variations is warranted, as the population in which it services (i.e., detention, probation, parole), local statutes (i.e., sentence severities) and operational definitions of recidivism (i.e., arrest, conviction, placement)

may also influence predictive performance. It is therefore necessary to examine these customizable assessment variations, and their relative localized effects, to fill a juvenile justice agency's *need and research gap* regarding assessment performance.

A.2 Widely held beliefs and practices

In an effort to move risk assessment work into the next generation of effectiveness, there is a notable and current gap that exists. Specifically, most instrument developers view their tools, items, and responses as static, or part of a product package (Hamilton et al., 2016). Rooted in psychological assessment, criminal and juvenile justice assessments take a diagnostic approach, counting an individual's attributes/scores until a threshold is exceeded. The additive scoring algorithm is summarized to identify an individual's risk level. A primary assumption of psychological assessments is that the outcome/condition is organic, or universally observed within all humans that have a similar outcome/condition (Desmarais & Singh, 2013; Hamilton et al., 2016; Hamilton et al., 2017). However, when recidivism is the outcome being predicted, there are local statutes and population variations that will change item responses in addition to outcome descriptions, definitions, and operationalizations.

As many instruments were developed with this approach and created to be generalized for all jurisdictions, a recent countertrend in assessment development involves a process of: adjusting risk category thresholds, selecting items, and optimizing response weights to better tailor a tool to the needs of the jurisdiction (Hamilton et al., 2016; 2017; 2019a; 2019b).

Instrument tailoring is the process of taking the previously described off-the-shelf tools and adapting the standard set of items to fit the agency's local diction, crime categories (or statutes), and adding additional items needed for the population or system variations. This process

optimizes the predictive performance of the tool for the local jurisdiction and is viewed as an assessment of the jurisdiction's responsivity to the tool (Hamilton et al., 2017).

Variations in population demographics may require additional items or alterations to response definitions to help fit the assessment to an agency's needs. Using a juvenile assessment example, the PACT was developed in Washington State and was later implemented in its original form in Florida. Over time, modifications were made to items and responses, creating what was referred to as a "Floridaized" version of the instrument (Baird et al., 2013). While major instrument changes were not required, jurisdictional item adjustments were included to improve adherence to training and prevent inaccuracies. As suggested, customization considerations should be given regarding the uniqueness of the population and agency in which the assessment will be applied, as tailoring will likely improve instrument classification and strengthen stakeholder confidence (Hamilton et al., 2017). The central takeaway is that, upon evaluation, an off-the-shelf tool can be modified from its original form, removing items that are weaker predictors and adding new items that improve performance and stakeholder buy-in. While an important concept, the magnitude of a jurisdiction's impact on assessment performance has yet to be tested in prior scientific inquiries.

As briefly described, risk assessment tools have been developed to address a variety of circumstances. It is critical to understand variations of currently used instruments such as generational status, types of instruments, developmental circumstances, adoption history, as well as identify and resolve issues that undermine instrument utility. Specifically, outcomes and populations of interest differ, and tools applied to populations for which they were not designed may have detrimental consequences for accuracy, stakeholder buy-in, and extended use of the tool (Hamilton et al., 2016; Hamilton et al., 2017; Viglione, Rudes, & Taxman, 2015). The

current study will demonstrate how agencies may take advantage of methodological improvements and localized variations, optimizing their tools to meet agency and youth needs.

A.3 Relevant Literature

In the evolution of adolescent and adult risk assessment instruments, the emergence of updates and new generations did not supplant old tools but instead were developed to coexist with previous versions. One may observe all of the four outlined generations used with youthful populations, including: subjective judgment, instruments composed of static-only factors, the inclusion of dynamic features, and instruments that added protective and responsivity factors to integrate assessments with ongoing case planning (Andrews, Bonta, & Wormith, 2006; Baird et al., 2013; Latessa et al., 2009; McGrath, Lasher, & Cumming, 2011). While not described as an individual generation, several notable advancements and methodological discussions have outlined the content of the proposed study. Specifically, we focus our review and eventual testing of *gaps in data*, or research evidence, of instrument development variation as it pertains to: 1) item selection techniques, 2) weighting, 3) gender responsivity, 4) race/ethnicity neutrality, 5) outcome specificity, 6) prediction duration, and 7) jurisdiction variations. The current section outlines the relevant literature from each instrument design variation.

1. Item Selection

Instruments are to be composed of items that predict an outcome of interest, or possess an empirical relationship with recidivism, and are thus, criminogenic (Andrews & Bonta, 2010). Therefore, when predicting the risk of recidivism, all items that are ethically and theoretically relevant measures of recidivism should be considered and tested. Items lacking these distinctions

will not retain face validity, introduce prediction noise, and reduce the instrument's accuracy as a result (Baird, 2009). However, each tool sets the standards of *empirical evidence* differently. Tools like the Youth Level of Service/Case Management Inventory (YLS/CMI) set a minimum standard, where a significant *bivariate association* with recidivism is needed to identify an item as a criminogenic predictor (Baird, 2009). A debate within the field has suggested that such liberal selection criteria allow for the inclusion of tertiary items and domains (e.g., free time/leisure activities) that divert attention from the core criminogenic measures driving recidivism prediction (Baird, 2009; Wooditch, Tang, & Taxman, 2014). In contrast, the Correctional Offender Management Profile for Alternative Sanctions (COMPAS) Youth uses multivariate models providing a more stringent criterion for item inclusion (Blomberg, Bales, Mann, Meldrum, & Nedelec, 2010). It is thought that said stringent criteria reduces issues related to shared variance and multicollinearity, removing items that fail to substantially increase recidivism prediction, after accounting for other included measures. With both sides of the debate described, there is scant evidence to suggest what, if any, gains are made when adopting either approach.

2. *Weighting*

Nearly all juvenile assessments use Burgess or some form of unweighted scoring schematics (Hamilton et al., 2016). Briefly, Burgess weighting is a classical method used to compute risk scores by equally treating the importance of items that predict recidivism, where all item responses are assigned the same values (typically 0/1). This computational ease or simplicity is the major advantage of unweighted models. However, this perceived advantage has been waning with the increased use of software in the provision of assessments (Hamilton et al.,

2016). Furthermore, the weaknesses of the unweighted models have growing concerns related to their functionality (Einhorn & Hogarth, 1975; Kroner et al., 2005; Silver, Smith, & Banks, 2000). As will be discussed further, unweighted methods are also limited in their ability to detect item-level importance when applied to a new jurisdiction. Therefore, it is reasonable to suggest that predictive improvements can be made through assigning points to items in proportion to the importance of the items with respect to predicting recidivism, a process referred to as *analytic weighting* (see Hamilton et al., 2016). Because developers select and specify the importance of each item in the prediction models, accuracy is improved with added complexity of the weighting schematic, reflecting item-level importance of local jurisdiction variations.

3. Gender Responsivity

Gender responsivity has been discussed since the emergence of fourth-generation tools (Baglivio & Jackowski, 2013). This awareness has combined with growing attention to an increased proportion of female youth coming into contact with the juvenile justice system (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2010; Schwalbe, 2008). The potential disadvantage of using the same scoring algorithm for males and females, is that these *gender-neutral* instruments tend to overestimate risks of girls, which may lead to over-classification and harsher dispositions (Leiber & Mack, 2003; Schwalbe, 2008; Schwalbe, Hatcher, & Maschi, 2009).

A counterargument suggests that gender-neutral assessments nullify the need for gender-responsive instruments. Specifically, it has been found that predictive validity of YLS/CMI does not vary by gender (Hoge & Andrews, 2011; Jung & Rawana, 1999). Furthermore, Schwalbe's (2008) meta-analysis revealed that gender made no difference in predictive validity. In contrast,

Hamilton and van Wormer (2015) and Hamilton et al. (2016; 2019a; 2019b) examined gender specificity by computing risk models with gender-specific and gender neutral (combined) samples. Findings indicated that small predictive performance gains were demonstrated and greater contextual information (e.g., item selection and weights) was provided using gender-specific modeling.

Furthermore, studies that support the need for gender responsive instruments have identified substantially different gender risk profiles, gendered decision making, and gendered practices (Cottle, Lee, & Heilbrun, 2001; Flores, Travis, & Latessa, 2003; Funk, 1999; Leiber & Mack, 2003; Mears, Ploeger, & Warr, 1998; Piquero, Gover, MacDonald, & Piquero, 2005; Schwalbe, 2008; Schwalbe, Fraser, Day, & Cooley, 2006; Thompson & McGrath, 2012). The results of these studies indicate that risk assessment instruments that ignore the differences between genders are not suitable to assess girls' risk because their gender-biased scoring results in lower predictive validity. However, the Girls Study Group of OJJDP found that less than one-third of the current youth risk assessment instruments are regarded as gender-responsive.

4. Race/Ethnicity Neutrality

A recent debate regarding the use of risk assessment tools has set risk assessment developers at odds with those seeking justice equality and equity (Blomberg et al., 2010). While many have outlined the implicit biases of the juvenile justice system (Blomberg et al., 2010), some have proposed that extending the use of risk assessment in policy and practice may reduce said bias. By design, prediction models remove idiosyncrasies that can result from the inconsistent use of discretion, scoring youth with equity, and based on established predictors of risk. However, the items used to create prediction models are difficult to disentangle from

cultural and regional biases. With that said, common predictors used, such as prior adjudications, are the result of law enforcement patterns and strategies that are argued to possess their own implicit biases.

Recently, Hamilton and colleagues (2019a; 2019b) identified substantial reductions in classification bias when assessment item pools included a greater number of non-static, needs-based items. While several studies have analyzed the overall predictive performance of risk tools across racial/ethnic categories (Schwalbe, Fraser, & Day, 2007; Schwalbe et al., 2006), further assessment and evaluation is required, providing a greater depth of study by examining item-level variations. It is through this detailed analysis that items may be removed, selected, and modified to further disentangle race/ethnicity from risk assessment tool development.

5. Outcome Specificity

Bonta (2002) argued that no single assessment instrument exists that can predict all types of crime. His argument was that instruments use a single model for individual risk of recidivism regardless of crime type. An agency early in the system's timeline (i.e., pretrial or diversion) or one devoted to a lower risk population (i.e., probation) might focus efforts on preventing new petitions/charges, while a department making longer-term supervision and detention decisions may focus on new adjudications and placements. Furthermore, not all agencies place an emphasis on the same crime type, as probation departments may not discriminate with regard to crime severity while a juvenile detention agency will seek to focus assessment utility on higher severity recidivism prevention, such as felony convictions.

The specific outcome used for prediction is also important and will vary based on agency and jurisdiction needs (Hempe, Buck, Cima, & van Marle, 2013; Vincent et al., 2012). From a

public safety standpoint, knowing the probability that an offender may commit any recidivistic event may not be as important as understanding the crime that they are most likely to commit. Most instruments compute risk scores based on the probability of recidivism for ‘any’ crime type, lacking said distinctions. However, it is possible to predict specific types of recidivism in a single tool if items that are strongly associated with each outcome are selected, weighted, and built as separate models/tools. These types of instruments are identified as ‘multi-band’. While several adult tools have incorporated the use of violent, property, drug, and sex-specific recidivism prediction models (see Barnoski & Drake, 2007; Brennan, Dieterich, & Ehret, 2009; Duwe, 2014; Hamilton et al., 2016), the same trend has only recently been established and studied for juvenile assessments (Hamilton et al., 2019a; 2019b).

6. Prediction Duration

Additionally, the duration of follow-up, or recidivism tracking length will vary (i.e., 6, 12, 24, or 36 months). The duration of the prediction for the tool is important in the development process, as the initial research sets a duration of recidivism follow-up that influences the prediction models, namely the items selected and their associated weights. A jurisdiction implementing a new tool may continue to use their established duration of recidivism. For example, when the PACT was developed for Washington State, an 18-month prediction duration was used; however, when that same tool was applied in Iowa, a 12-month definition of recidivism was applied. While little is known regarding the specific effect, it is anticipated that the prediction duration will also impact model development and predictive performance as a result. Furthermore, agencies selecting a tool due to its high predictive performance, may find

said performance substantially reduced when applied to a new follow-up duration, providing an altered recidivism base rate.

7. Jurisdiction Variations

Since the predictive validity of an instrument varies across time and place, it is necessary that instruments are periodically reviewed and updated to ensure correct usage and a high level of predictive performance (Barnoski, 2004a; Krysik & LeCroy, 2002; Schwalbe, 2007). While each of the described issues listed may provide a substantial prediction variation when examined in a single sample, the size and extent of the identified effects may vary by jurisdiction and population. The details as to why variations were identified are often not the intended design of assessment research; however, several studies have noted predictive performance variations, particularly shrinkage, when an off-the-shelf tool is implemented in a new jurisdiction (Barnoski & Drake, 2007; Ostermann & Herrschaft, 2013).

When a tool is developed in a given state and for a specific agency, the laws/statutes, adjudication practices, supervision strategies, programming capacity, as well as the prevalence of offense types and general demographic distinctions, may substantially alter the predictive accuracy of a developed tool (Hamilton et al., 2017). In this sense, each of the six described issues should also be examined by location/jurisdiction. We contend that efforts to resolve methodological issues and address current trends in risk assessment focus efforts on the optimization of existing instrument performance, utilizing local data from the jurisdiction to improve accuracy. To assess these understudied risk assessment development issues, we propose the collection and evaluation of multiple samples across several states/jurisdictions. The current study isolates the relative impact of each of the described variations with the same assessment

used at each location. We further provide optimized models, combining the additive effects of key variations that impact site-specific predictive performance.

A.4 Historical Overview

The WSJCA-RA is one of the most widely used juvenile risk assessment tools among the previously estimated 35 in use in the U.S. (OJJDP, 2010). While not the first juvenile risk assessment tool, many advancements were derived from this initial development, which was developed for Washington State in 1997 (Barnoski, 2004a). The instrument was outlined in the Community Juvenile Accountability Act (1997), which urged practitioners to select only research-proven intervention programs that include a better placement decision process (Barnoski, 1999). In order to improve the effectiveness of placements, a tool was needed to identify the risks and needs of youth who come into contact with the justice system. The Washington State Juvenile Court Administrators (WAJCA) and Washington State Institute for Public Policy (WSIPP) developed the WSJCA-RA to identify risks and needs of probation supervised youth (Barnoski, 1999). After an initial pilot in a dozen juvenile courts, the WSJCA-RA was implemented statewide in 1999 (Barnoski, 2004b).

The WSJCA-RA is a fourth generation tool, characterized by the inclusion of protective and responsivity factors. The tool consists of a Pre-Screen, 46 item instrument, and a Full Assessment, 126 item instrument, which includes 12 domains: Criminal History, Demographics, School, Use of Free Time, Employment, Relationships, Family, Alcohol and Drugs, Mental Health, Attitudes/Behaviors, Aggression, and Skills. Since its initial WSJCA-RA validation study, which revealed moderate predictive accuracy, it has been used as a secure start for

practitioners in Washington and adopted for off-the-shelf use in a variety of jurisdictions (Barnoski, 2004a).

After its inception, the WSJCA-RA was made publicly available, or non-proprietary, and evolved into two commercial tools provided by private vendors. In terms of distribution, it has prevailed over other instruments (Baird et al., 2013). An initial software application of the tool was created and then sold by a private vendor, Assessment.com, called Back on Track! (Barnoski, 2004a; Baglivio, 2009). The software was modified/updated, rebranded, and redistributed the tool under a new name, the Positive Achievement Change Tool (PACT), which was then distributed to Florida and Delaware, as well as various county probation departments across the country (Baglivio, 2009). Orbis Partners also created its own version of the WSJCA-RA and initially sold the tool in New York, renaming it the Youth Assessment and Screening Instrument (YASI™). Following this initial implementation, the YASI™ has been widely distributed to many other states and jurisdictions (e.g., Illinois, Hawaii, North Dakota, Vermont, Mississippi, and one Canadian jurisdiction). Some states, however, were hesitant to utilize commercially sold software, opting instead to develop in-house applications. Hence, the Protective and Risk Assessment (PRA) (2000) for Utah, the Oregon Youth Authority/Risk-Needs Assessment (OYA/RNA) (2005), Colorado Juvenile Risk Assessment (CJRA) (2008) and the Iowa Delinquency Assessment (IDA) (2007) were created. To date, the instrument has been used in 19 states, making it one of the most widely used tools in the country (Juvenile Justice Geography, Policy, Practice, & Statistics n.d.). Currently, all states and county jurisdictions using some version of the WSJCA-RA tool still utilize the initial off-the-shelf items and weights, leaving the tool essentially unchanged since its original implementation. During this time, the associated tools have missed out on the discussed innovations that facilitate improved predictive

performance and functionality. The focus of the current study outlines a framework to collect and utilize a large portion of this collected assessment data to compare, contrast, and test the above mentioned seven assessment development variations. In the next section we describe the research questions, hypotheses, and study design used to translate research results to those agencies looking to adopt and apply risk assessment findings.

A.5 Research Questions and Hypotheses

To meet the study objectives, we have obtained data from agencies representing 10 states. While several states have indicated a desire to remain unidentified, we describe their location by country region, demonstrating the national representation of the sample. Specifically, we obtained data from juvenile justice agencies, with two from the Northeast, one from the Midwest, one from the Southeast, one from the South, two from the Mountain-West, and two from the Western region of the country. It should be noted, due to the varying names in which the WSJCA-RA is currently operating, we will henceforth refer to all versions generally as *the assessment*. The current study aims address our primary research question: do methodological and jurisdiction variations impact the predictive performance of juvenile risk assessments? As many complexities are contained within this overarching research question, we provide a more detailed breakdown of hypotheses:

H1) Multivariate selection models improve recidivism predictive performance as compared to bivariate selection models.

H2) Weighted models improve recidivism predictive performance over an unweighted (Burgess-style) scoring algorithm.

- H3) Gender-responsive models improve recidivism predictive performance as compared to gender-neutral predictions.
- H4) Performance of recidivism prediction models differ by race/ethnicity.
- H5) Outcome-specific models (i.e., charge, felony, violent, property, drug, and sex) improve recidivism predictive performance over models created to predict ‘any’ recidivism.
- H6) Model prediction durations of varying lengths (i.e., 6, 24, and 36-month follow-up) impact prediction model performance, as compared to the study (default) 12-month prediction duration.
- H7) Prediction models developed with jurisdiction-specific samples improve recidivism prediction performance over the aggregated (unified) sample of assessed youth.
- H8) Optimized models in which the combined effects of multivariate, weighted, gender responsive, outcome-specific, and follow-up specified selection models tailored to a given jurisdiction’s data will provide improved predictive performance.

B. GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

The primary goal of this project was to determine the validity of the current professional consensus regarding the generalizability of a standardized risk assessment instrument. Specifically, is an off-the-shelf assessment as predictive as a custom instrument, designed and specifically tailored to the population for which it is developed? It is anticipated that customizing an instrument based on available jurisdiction data will improve predictive performance. Table B.1 provides a crosswalk of the of the project’s goals to specific objectives and quantifiable performance measures. At the conclusion of the analyses, and after completion of all technical

reports, practitioner-friendly materials and online services will be made available for all justice/treatment agencies and the general public.

Table B.1 Crosswalk of Goals, Objectives and Specific Performance Measures

Goals	Objectives	Performance Measures
1. Determine the validity of the current beliefs on standardized (non-customized) tools	1. Translate research findings to practitioners, identifying methods of improving an assessment’s accuracy	1.1.1 Development of interim report of findings 1.1.2 Presentation of findings at American Society of Criminology (ASC) 1.1.3 Publications of findings to high-impact peer reviewed journals
2. Provide an understanding of predictive performance improvements, as it pertains to item selection, weighting, gender specificity, race/ethnicity, recidivism type, and prediction duration	2.1 Develop a set of <i>best practice</i> guidelines for building and implementing juvenile risk assessments	2.1.1 Develop final report, including best practice guidelines
3. Further optimize the predictive accuracy of tools implemented, customizing model variations (Goal 2) based on assessment data for each of the 10 participating states	3.1 Optimize each site’s tool to achieve peak predictive performance based on the participating jurisdiction’s data	3.1.1 Provide optimized models for site-specific use 3.1.2 10-site presentations of findings

C. PROJECT DESIGN AND IMPLEMENTATION

The plan for achieving the goals and objectives outlined in Table B.1 draws on our collective research expertise and data resources developed and collected over the past 20 years. In order to leverage the grant resources, we proposed linking multiple jurisdictions’ assessment and recidivism data, forming an extremely large ‘aggregated’ dataset with *extensive utility*. To increase the impact of the project, our strategy focused on optimizing methodological variations for each site, calibrating the selected items and weights for further use.

C.1 Study Data

All study data consisted of agency records, including collected assessments and recidivism outcomes. To obtain requisite study data, we first obtained Washington State University (WSU) Institutional Review Board (IRB) approval. To obtain necessary site data, a Data Sharing Agreement (DSA)/Memorandum of Understanding (MOU) was entered into with each site. Next, de-identified offender database copies were provided to the researchers, with agencies providing item-level assessment and recidivism data for their outlined sample of youth. Originally scheduled to be completed in 12 months, the study was extended to 27 months, where the six originally proposed states provided data in the first year, and an additional four states provided data in the second year. Each state provided documentation, describing the specifications of their provided data.

De-identified database tables were provided by each agency, after which the data were cleaned, processed and transformed into a final *aggregated dataset*. Given the slight variations of data collection and assessment formulation, a reconciliation process was completed, where responses were collapsed and/or adjusted to allow for a single, harmonized dataset. While all states utilized a version of the original WSJCA-RA tool to assess youthful offenders, each database, was uniquely customized for each agency, amounting to differing schemas such as the number of database tables, the columns included in each table, the operationalization of each column, and the availability of different field types.

In order to examine the proposed hypotheses, a single tabular dataset was constructed. The process comprised of several phases. First, single datasets were built, once for each site, based on the unique characteristics of each separate database. The assessment items per site included approximately 900 narrative text question-and-answer pairs, and their corresponding

numeric values represent how each response was scored. The phrasings and the spellings of each textual question and answer were similar, but not exactly consistent, across the different sites. To harmonize sites' assessments into a single data set, narrative question-and-answer pairs were coded into standard quantitative scores to facilitate their eventual merger.

Once merged into a single, multi-site dataset, the third round of refinements required reconciling differently coded assessment items such that they were standardized across sites. Each site provided slight differences in coding schemes, such as item phrasing and number of response values. For instance, one site may possess an item with five response levels, resulting in a need to collapse the item into a four-level variable to be consistent across other site response values. For example, the item "...youth served at least one day in confined detention", representing the number of times the youth has been confined in a detention facility for at least 24 hours, was originally coded as follows: none (coded 0), once (1), twice (2), or three or more times (3). Two states coded their highest response as "two or more", requiring (3) category to be recoded as '2', hence the item was transformed into a scale ranging from '0' through '2'. Twenty items were recoded via this method. The original values of each of the 20 items and the resulting recoded values can be found in Table AP.1 in Appendix I.

Due to the diverse number of data sources from over 10 agencies, consisting of a voluminous number of question-answer-pairs composing the assessment item responses, not all items from the assessment instrument were consistent or available across each of the sites. While variables were reconciled to help ensure uniformity of encoding for each response across all the sites, there was still minor level of missingness for certain assessment items, in specific sites. Rather than perform a list-wise deletion process to remove any missing values, an imputation method was sought instead. List-wise and other forms of deletion can often bias the resulting

data if such missingness is systematic and not randomly distributed (Roth, 1994). Instead, imputation methods can estimate these missing values so as to preserve each case in the sample and therefore that given case's non-missing values.

The current study made use of random forest imputation methods, available from the “missForest” R software package. We selected this method, as random forest has shown promise above and beyond alternate imputation algorithms, such as K-nearest neighbors imputation, multiple imputation, and lasso regression methods (Shah, Bartlett, Carpenter, Nicholas, & Hemingway, 2014; Stekhoven & Bühlmann, 2011). In particular, random forest imputations has been found to outperform other methods of imputation, especially in data settings where complex interactions and non-linear relations are suspected. Furthermore, unlike other imputation methods, the out-of-bag (OOB) imputation error estimates of missForest prove to be adequate in all settings (Stekhoven & Bühlmann, 2011).

Specifically, random forests themselves are a type of meta-algorithm used in machine learning. A meta-algorithm is the process of combining the results from multiple machine learning algorithms computed in parallel. The parallel algorithms random forests use are decision trees, which build a tree-like structure of the data consisting of nodes and branches. Each node consists of a single variable and two descending branches, and the correct branch to navigate depends on the value of that variable for the case in which a prediction is desired. Navigating the tree results in a terminating end-node, where the predicted value for the case is the average value of the sample also at that node the tree was trained on.

Chained equations are used similarly to traditional multiple imputation methods, which is an iterative process applied to refine estimates for the missing values. First, each variable with missing data is mean-imputed. Next, the original missing values for one variable are imputed

using the random forest classifier. This process is repeated once for each variable in the dataset that had one or more originally missing values. The iterations continue over each variable again, in sequence until the OOB error increases for the first time. OOB error measures error by setting a subset of cases aside for each random forest decision tree. That subset is then used for cross-validation, measuring that decision tree's correct estimation of the observed values in the OOB sample. Utilizing this imputation process, the OOB error for the current study was 11.8%, which represents the proportion of falsely classified categories. Contrasted with the extant methodological literature using random forest imputation (Shah et al., 2014; Stekhoven & Bühlmann, 2011), this can be considered a low error rate.

C.2 Study Sample

As was previously indicated, the Full Assessment represents 126 items, and regression modeling techniques were used to select subsets of items to be used to predict a variety of outcomes. The created sample represents one of the largest longitudinal youth assessment datasets ever assembled. Specifically, data from 10 sites were included in this study. Each state utilizes the PACT, the YASI™, or a jurisdiction-developed version of the original WSJCA-RA. State names are not included for reasons of confidentiality. The states are: 'Western 1', 'Western 2', 'Mountain 1', 'Mountain 2', 'Midwestern', 'Southeastern', 'Eastern 1', 'Eastern 2', 'Southern 1', and 'Southern 2'. Brief descriptions for each state and data gathered regarding their youthful offender population is included below.

Data collected from Eastern 1 focuses on youth in detention, those on probation, or youth on parole. Youth in this state's juvenile justice system are ordered to this agency via the judicial system. This agency assesses youths' needs and collaborates with their families, school officials,

and other support systems to coordinate services that address factors related to the youth's delinquent behavior. Supervision and other services are provided via civil citation, community or detention services, residential to alternatives to detention, and secure care treatment. This juvenile justice agency in Eastern 1 aims to reduce reoffending and promote positive outcomes. No specific recidivism measure is used in this state. For the purposes of this study, a two-year adjudication follow-up was utilized for this state's risk assessment. A total of 4,426 youths from this state are included in the sample, which represents 0.9% of the overall sample. The male subset consists of 3,139 youths (70.9%) while 1,287 female youths are included (29.1%). Assessment dates range from 2011 to 2016.

Data from Eastern 2 includes youth on probation or parole. Each county in Eastern 2 has an intake office for youthful offenders, allowing for the processing of juvenile complaints. Such complaints may be referred via the police, citizens, and/or schools. Intake officers assess the merits of the complaint, determine whether the juvenile court has jurisdiction, and decide whether judicial action is in the best interests of the youth or the public. Throughout this process, the intake officer performs an interview with the youth and his or her parent or caregiver, and in some cases, the victim(s). Information gleaned from the interview is utilized to complete this state's version of the assessment, which can then be used to produce a recommended intake decision. Following the assessment, the intake officer may resolve the matter at intake, suggest an informal adjustment period, or authorize a petition filing. The intake officer may also determine whether the youth should go home with his or her parent or caregiver. Other options include the youth receiving an intermediate sanction (i.e., electronic monitoring) or being placed in shelter care or detention. Recidivism for this state involves a 12-month follow-up for rearrest but a 24-month lag for both reconviction and reincarceration to account for court processing.

There was a total of 13,801 cases from this state, making up 2.8% of the entire study sample. For Eastern 2, there were 11,495 males (83.3%) and 2,306 females (16.7%). The assessments ranged from 2010 to 2018.

Youth included in this study from the Midwestern state are under the jurisdiction of the judicial branch of the state. The most common youth case under the juvenile court jurisdiction involves Child in Need of Assistance cases, which often involves youth who have been abandoned, abused, or neglected. The court also has jurisdiction over delinquency cases, including youth who commit crimes that would be identified as criminal if committed by an adult. This state operationalizes recidivism as any new charge within 12 months of the assessment. The sample frame for this state includes all assessments with an assessment date between 2008 and 2015, resulting in a total of 28,582 youths (5.9% of the study sample). Males consisted of 23,307 cases (81.5%) and females 5,274 cases (18.5%).

Justice-involved youth in Mountain 1 are under the jurisdiction of the judicial branch, or the youth court, for that state. As such, these youths are also on probation, and many are referred to the youth court via a ticket and a report from law enforcement. The majority of these youth cases are handled informally. In other words, many of these youth never appear in front of the Youth Court judge. The aim of this state's juvenile justice system is to prevent youth from becoming more deeply entrenched in the criminal justice system while also attempting to prevent the court's caseload from becoming too high by diverting minor cases informally and in collaboration with a juvenile probation officer, the youth, and the youth's parents. Mountain 1 defines recidivism as a new charge within 12 months of the original disposition end date. There was a total of 7,273 youths from Mountain 1, constituting 1.5% of the overall study sample. For

this state, 5,005 youths were male (68.8%), and 2,267 were female (31.2%). Assessments for Mountain 1 ranged from 2008 to 2017.

Mountain 2 provides its youth with a continuum of supervision, rehabilitation, and intervention while also ensuring public safety. Two types of youthful offenders fall within the domain of Mountain 2's jurisdiction: Status offenders and delinquent youth who have committed misdemeanor or felony offenses. The former group may receive programming in the form of receiving centers, youth services, and school-based outreach. Conversely, delinquent youth may be provided with services or placement involving adult living for transitional achievement, case management, day skills intervention programs, home detention, in-house observation and assessment, custody programs, juvenile receiving centers, locked detention, school-based interventions, secure care facilities, or youth services. Recidivism in this state is measured as a new felony or misdemeanor charge in the year following a program release. Reoffending is considered the date that the event occurred, regardless of the date at which the offense was reported, the date of the referral, or the date of the adjudication. A total of 11,523 assessments were gathered from Mountain 2, representing 2.4% of the overall study sample. There were 9,678 male youths (84.0%) and 1,845 female youths (16.0%). Assessments were completed in 2010 and also between 2012 and 2017.

Data from the Southeastern state are primarily youth on probation or under community supervision (approximately 90%). However, some of Southeastern State's youth are under parole supervision. The mission of the juvenile justice system in this state is to improve public safety by helping youth involved in the court become productive citizens by fostering youth accountability and incorporating rehabilitation. There were 19,886 cases from Southeastern between 2012 and 2016, comprising 4.1% of the overall study sample. Recidivism in this state involves a rearrest

within one year. However, reconvictions and reincarceration rates are measured after two years to allow for court processing. For this state, 15,342 youths were male (77.1%), and 4,527 were female (22.8%).

Justice-involved youth in Southern 1 are also under the jurisdiction of the court or may be recommended for diversion from the court system via a deferred prosecution program. Youth are typically referred to the court for delinquent behavior or conduct indicating a need for supervision (CINS). They may also be referred to the court for a CINS violation. After a referral, the youth may be returned home or handled informally. Any youth charged as an adult with a crime is transferred to the adult criminal justice system. Youth retained in the juvenile justice system in Southern 1 may receive a disposition of probation. Otherwise, youth may be sent to a more secure facility with an indeterminate sentence for felony offenses or a determinate sentence for specific offenses. For this state, recidivism involves rearrest or reincarceration within one year. This measure includes new reincarceration within one year of release after a youth has been released from either a secure to a non-secure program, to parole, or for an agency discharge. There was a total of 71,627 cases from Southern 1, constituting 14.7% of the study sample. For this state, there were 65,133 (90.9%) male youths and 6,494 female youths (9.1%). The assessments ranged from 2009 to 2015.

Justice-involved youth from Southern 2 may be either youth under community supervision or placed in a residential facility. Southern 2 has developed a separate version of the assessment for youth under residential supervision. Youth who remain under the custody of this state's department of juvenile justice are re-assessed every 90 days and 60 days before release if they are in a residential commitment. The assessment was first implemented in this state in 2005, and recidivism involves a new felony or misdemeanor committed within one year of program

completion that is later adjudicated, is an adjudication withheld in juvenile court, or a conviction withheld in adult court. The disposition may occur after a 12-month follow-up, but the offense date must take place within 12 months. The current study includes 234,819 youths from this state, which represents 48.3% of the entire sample. For this state, 171,001 youths are male (72.8%) while 63,818 are female (27.2%). The assessments range from 2006 to 2017.

Assessment data from Western 1 was analyzed. Assessments for justice-involved youth from this state involves a purposive sample of youth on probation or parole who completed assessment. Youth under more secure supervision (i.e., in a youth correctional facility) and who are under the supervision of a separate agency were also included. These youths were administered a slightly different version of the assessment that has been altered to account for their 'deeper end' status. The sample for Western 1 includes assessments between 2003 and 2018. Recidivism for Western 1 involved a new adjudication for any charge within the first 18 months, following youths' initial assessment dates. There was a total of 82,395 assessments for this state including 63,076 male youths (76.6%), 19,315 female youths (23.4%). Overall, data from this state represents 17.0% of the overall dataset.

Data obtained from Western 2 concerns only youth under the purview of the youth correctional system in this state. Both youth in detention facilities and on parole are included in the present study. Such youth may receive programming while incarcerated or on community supervision. Conversely, youth on probation are typically supervised at the county level. Youth arrive in this state's juvenile justice system either by being committed to state-level supervision, because they have been unsuccessful at the country level, or because they have committed serious crimes resulting in waiver to adult court. Western 2 defines recidivism as a new felony act within three years of the youth's assessment. A total of 11,513 cases were gathered from this

state, representing 2.4% of the total study sample. There were 9,524 male youths (82.7%) and 1,989 female youths (17.3%). Assessments were completed between 2005 and 2016.

C.3 Measures

Staff members from all participating sites have been providing the assessment tool (with the same items and domains) for classifying youth, some for more than two decades. Youth first undergo an initial assessment, often when a youth is brought to the court for a new petition/offense. A structured interview is conducted with the youth and their family to gather risk and protective factor information. The juvenile probation/parole counselor uses his or her professional judgment to analyze this information and complete the assessment items. This analysis combines a thorough understanding of the assessment concepts with the ability to elicit information during this initial assessment.

The initial portion of the instrument is the Pre-screen assessment and is a shortened version of the Full Assessment tool, capturing 46 items. The pre-screen is an unweighted tool, adding item responses and returning a summary score and represents this tool's off-the-shelf (OTS) scoring algorithm. The information collected for the Pre-Screen is carried forward for use in the Full Assessment. An additional interview is used to gather needs assessment information to complete the Full Assessment, for a total of 126 items grouped into 12 domains, discussed previously. For the purposes of the current study, we sought to make use of the larger pool of Full Assessment items. The aggregated, 10-site sample was created for testing a majority of the study hypotheses. As indicated, when harmonizing the 10 states there were coding modifications that required alterations to the original assessment format (see Barnoski, 2004b). Aggregated

sample descriptives are provided in Table C.1. Additional sample descriptives of assessment items by state, gender and race/ethnicity are provided as in Appendix II.

Table C.1 Assessment Item-Level Descriptives: All States (N=494,050)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			2.1
<i>13</i>			4.8
<i>14</i>			11.0
<i>15</i>			19.2
<i>16</i>			27.4
<i>17</i>			28.1
<i>18 or older</i>			7.5
Race	0	3	
<i>White</i>			50.2
<i>Black</i>			36.6
<i>Hispanic</i>			10.1
<i>Other</i>			3.2
Recidivism within 12 months			
<i>Any</i>	0	1	22.6
<i>Violent</i>	0	1	10.9
<i>Property</i>	0	1	5.8
<i>Drug</i>	0	1	8.3
<i>Sex</i>	0	1	0.4
<i>Felony</i>	0	1	11.4
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			9.9
<i>16</i>			10.7
<i>15</i>			15.7
<i>13 to 14</i>			39.3
<i>Under 13</i>			24.3
Misdemeanor referrals	0	3	
<i>None or one</i>			51.9
<i>Two</i>			20.6
<i>Three or four</i>			17.9
<i>Five or more</i>			9.5
Felony referrals: One or more	0	2	64.9
Weapon referrals: One or more	0	1	7.7
Against-person misdemeanor referrals	0	2	
<i>None</i>			58.8
<i>One</i>			28.9
<i>Two or more</i>			12.2
Against-person felony referrals	0	4	
<i>None</i>			67.9
<i>One or two</i>			30.7
<i>Three or more</i>			1.4
Sexual misconduct misdemeanor referrals: One or more	0	1	13.6
Felony sex offense referrals: One or more	0	1	13.3
Confined to detention	0	6	
<i>None</i>			39.5
<i>One</i>			14.0
<i>Two or more</i>			17.4
Other confinement	0	2	
<i>None</i>			42.3
<i>One</i>			31.6
<i>Two or more</i>			26.1
Escapes	0	2	

Domain/Item	Min.	Max.	%
<i>None</i>			90.7
<i>One</i>			9.1
<i>Two or more</i>			0.2
Failure-to-appear in court warrants	0	2	
<i>None</i>			65.4
<i>One</i>			24.4
<i>Two or more</i>			10.2
SCHOOL HISTORY			
Youth is a special education student	0	1	33.9
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			16.9
<i>1 expulsion/suspension</i>			16.1
<i>More than 1 expulsion/suspension</i>			67.0
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			17.2
<i>First expelled: 14 to 18 years old</i>			34.1
<i>First expelled: 5 to 13 years old</i>			48.7
Youth enrolled in community school past 6 months	-2	2	84.7
CURRENT SCHOOL STATUS			
Enrollment status	-1	2	
<i>Graduated/GED/Enrolled full-time</i>			77.9
<i>Enrolled part-time</i>			7.2
<i>Suspended</i>			9.7
<i>Current status unknown</i>			5.2
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			54.9
<i>Somewhat believes education is of value</i>			39.4
<i>Does not believe education is of value</i>			5.7
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			36.2
<i>Somewhat believes school is encouraging</i>			51.4
<i>Does not believe school is encouraging</i>			12.5
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			13.8
<i>Close to 1 adult at school</i>			23.4
<i>Not close to any adult at school</i>			62.8
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			9.5
<i>Involved in 1 school activity</i>			15.2
<i>Interested but not involved in any activities</i>			43.1
<i>Not interested in school activities</i>			32.2
Conduct	-2	2	
<i>Recognition for good school behavior</i>			5.1
<i>No problems with school conduct</i>			38.5
<i>School problems reported by teachers</i>			16.5
<i>School problem calls to parents</i>			39.9
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			56.5
<i>1 recent expulsion/suspension</i>			14.8
<i>2 or 3 recent expulsions/suspensions</i>			9.2
<i>Over 3 recent expulsions/suspensions</i>			19.5
Attendance	0	3	
<i>No unexcused absences</i>			18.7
<i>Some partial-day unexcused absences</i>			11.3
<i>Some full-day unexcused absences</i>			54.0
<i>Truancy petition/equivalent or withdrawn</i>			16.1
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			1.6
<i>Above 3.0 (mostly As and Bs)</i>			15.0
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			35.5
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			30.0

Domain/Item	Min.	Max.	%
<i>Below 1.0 (some Ds and mostly Fs)</i>			18.0
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			34.8
<i>Assessed as uncertain to graduate</i>			55.2
<i>Assessed as not likely to graduate</i>			10.0
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			20.3
<i>Has been involved in 1 structured activity</i>			29.0
<i>Never involved in structured activities</i>			50.7
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			19.3
<i>Has been involved in 1 pro-social unstructured activity</i>			32.5
<i>Never involved in unstructured pro-social activities</i>			48.2
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			18.8
<i>Currently interested but not involved in structured activity</i>			24.2
<i>Currently not interested in structured activities</i>			57.0
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			12.2
<i>Currently involved in 1 unstructured activity</i>			20.9
<i>Currently not interested in any unstructured activities</i>			50.1
<i>Currently not interested but not involved in unstructured activities</i>			13.1
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	13.5
History of successful employment: Has been successfully employed	-1	0	42.7
History of problems while employed: Fired or quit because of problems	0	1	9.0
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			10.0
<i>Had 1 positive relationship</i>			19.2
<i>Never had any positive relationships</i>			70.7
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			48.7
<i>Lacks knowledge to maintain job</i>			51.3
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			43.6
<i>Not employed but highly interested in employment</i>			24.7
<i>Somewhat interested in employment</i>			24.1
<i>Not interested in employment</i>			7.6
Current employment status	-2	0	
<i>Employment currently going well</i>			6.7
<i>Problems with current employment</i>			0.2
<i>Not currently employed</i>			93.1
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			14.9
<i>Currently employed: no positive relationships</i>			0.9
<i>Not currently employed</i>			84.3
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			18.4
<i>1 positive adult relationship</i>			26.0
<i>No positive adult relationships</i>			55.6
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			8.0
<i>Never had consistent friends or had pro-social and anti-social friends</i>			72.2
<i>Had only anti-social friends</i>			16.9
<i>Has been a gang member/associate</i>			3.0
CURRENT RELATIONSHIPS			

Domain/Item	Min.	Max.	%
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			7.1
<i>2 current positive adult relationships</i>			10.2
<i>1 current positive adult relationship</i>			25.5
<i>No current positive adult relationships</i>			57.1
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			4.2
<i>Some pro-social community ties</i>			44.3
<i>No pro-social community ties</i>			51.5
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			16.0
<i>No consistent friends or pro-social and anti-social friends</i>			69.7
<i>Only anti-social friends</i>			12.0
<i>Gang member/associate</i>			2.3
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			80.1
<i>Romantically involved: pro-social person</i>			14.6
<i>Romantically involved: anti-social person</i>			5.3
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			52.8
<i>Somewhat admires anti-social peers</i>			33.9
<i>Admires, emulates anti-social peers</i>			13.3
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			41.0
<i>Usually resists anti-social peer influence</i>			28.5
<i>Rarely resists anti-social peer influence</i>			26.7
<i>Leads anti-social peers</i>			3.8
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	21.8
History of running away or getting kicked out of home	0	2	
<i>No history</i>			61.2
<i>1 instance</i>			11.1
<i>More than 1 instance</i>			27.7
History of petitions filed	-1	0	35.2
No family history jail/imprisonment	-1	0	57.8
Mother/female caretaker history jail/imprisonment	0	1	30.7
Father/male caretaker history jail/imprisonment	0	1	34.1
Other family member history jail/imprisonment	0	1	16.0
Has been living under any adult supervision	0	1	98.0
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	7.5
<i>A foster home</i>	0	1	3.3
<i>Alone</i>	0	1	12.0
<i>Biological mother</i>	0	1	34.5
<i>Biological father</i>	0	1	13.1
<i>Non-biological mom</i>	0	1	13.1
<i>Non-biological dad</i>	0	1	6.8
<i>Long-term parental partner</i>	0	1	1.1
<i>Short-term parental partner</i>	0	1	0.5
<i>Parent's roommate</i>	0	1	0.1
<i>Grandparent(s)</i>	0	1	12.0
<i>Another relative</i>	0	1	8.1
<i>His/her child</i>	0	1	0.3
<i>A family friend</i>	0	1	12.2
<i>Romantic partner</i>	0	1	0.4
<i>A friend</i>	0	1	0.7
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			71.3
<i>Up to poverty line x 4 or higher</i>			28.7

Domain/Item	Min.	Max.	%
Individual currently involved in the household has jail/imprisonment history	0	1	30.4
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	59.4
<i>Alcohol problem</i>	0	1	22.1
<i>Drug problem</i>	0	1	21.5
<i>Mental health problem</i>	0	1	17.9
<i>Physical health problem</i>	0	1	19.0
<i>Employment problem</i>	0	1	22.5
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	36.0
<i>Drug problem</i>	0	1	16.9
<i>Mental health problem</i>	0	1	14.5
<i>Physical health problem</i>	0	1	12.7
<i>Employment problem</i>	0	1	13.2
Support network for family	-2	0	
<i>Strong support network</i>			18.6
<i>Some support network</i>			40.1
<i>No support network</i>			41.3
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			61.8
<i>Inconsistently willing to support youth</i>			34.8
<i>Little or no willingness to support youth</i>			3.4
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			22.2
<i>Some opportunities for involvement provided</i>			58.1
<i>No opportunities for involvement provided</i>			19.8
Has run away or been kicked out	0	1	23.2
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	18.7
<i>Close to father</i>	0	1	27.4
<i>Close to mother</i>	0	1	50.2
<i>Close to female sibling</i>	0	1	24.1
<i>Close to male sibling</i>	0	1	24.9
<i>Close to other family member</i>	0	1	28.7
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			70.9
<i>Verbal intimidation, yelling, heated arguments</i>			21.2
<i>Threats of physical abuse</i>			3.1
<i>Domestic violence: physical/sexual abuse</i>			4.9
Parental supervision	0	2	
<i>Consistent supervision</i>			38.6
<i>Sporadic supervision</i>			46.3
<i>Inadequate supervision</i>			15.1
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			37.0
<i>Youth sometimes obeys or obeys some rules</i>			47.1
<i>Youth consistently disobeys and/or is hostile</i>			16.0
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			42.1
<i>Consistently overly severe punishment</i>			9.0
<i>Inconsistent or erratic punishment</i>			13.1
<i>Consistently insufficient punishment</i>			35.8
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			43.1
<i>Consistently overly indulgent/overly protective</i>			18.6
<i>Inconsistent or erratic rewards</i>			38.3
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			85.6
<i>Accepts anti-social behavior as okay</i>			14.3
<i>Proud of anti-social behavior</i>			0.1

Domain/Item	Min.	Max.	%
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	48.1
<i>Disrupted education</i>	0	1	25.7
<i>Caused family conflict</i>	0	1	28.1
<i>Interfered with keeping pro-social friends</i>	0	1	26.0
<i>Caused health problems</i>	0	1	14.2
<i>Contributed to criminal behavior</i>	0	1	27.2
<i>Has had tolerance</i>	0	1	15.3
<i>Has had withdrawal</i>	0	1	12.5
History of drug use			
<i>No use</i>	-1	0	35.7
<i>Disrupted education</i>	0	1	32.9
<i>Caused family conflict</i>	0	1	34.3
<i>Interfered with keeping pro-social friends</i>	0	1	31.1
<i>Caused health problems</i>	0	1	15.1
<i>Contributed to criminal behavior</i>	0	1	34.2
<i>Has had tolerance</i>	0	1	17.7
<i>Has had withdrawal</i>	0	1	13.1
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			69.4
<i>Referred but never assessed</i>			5.5
<i>Diagnosed as abuse</i>			12.3
<i>Diagnosed as dependent/addicted</i>			12.9
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			74.8
<i>Voluntarily attended drug/alcohol education classes</i>			2.1
<i>Attended classes by parent, school, or other agency request</i>			6.9
<i>Attended classes at court direction</i>			16.2
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			75.8
<i>Participated once in treatment program</i>			16.5
<i>Participated several times in treatment programs</i>			7.7
Youth currently using alcohol/drugs	0	1	44.7
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	52.6
<i>Disrupting education</i>	0	1	21.9
<i>Causes family conflict</i>	0	1	23.8
<i>Interferes with pro-social friends</i>	0	1	22.5
<i>Causes health problems</i>	0	1	13.7
<i>Contributes to criminal behavior</i>	0	1	23.5
<i>Has tolerance</i>	0	1	14.6
<i>Has withdrawal</i>	0	1	12.1
Current drug use			
<i>No current drug use</i>	-1	0	32.6
<i>Disrupting education</i>	0	1	26.9
<i>Causes family conflict</i>	0	1	28.2
<i>Interferes with pro-social friends</i>	0	1	25.7
<i>Causes health problems</i>	0	1	15.0
<i>Contributes to criminal behavior</i>	0	1	27.0
<i>Has tolerance</i>	0	1	15.8
<i>Has withdrawal</i>	0	1	12.5
Amphetamines usage	0	1	2.2
Cocaine usage	0	1	8.7
Heroin usage	0	1	0.4
Marijuana usage	0	1	37.0
Other drug usage	0	1	2.8
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			17.8
<i>Currently attending treatment program</i>			10.7

Domain/Item	Min.	Max.	%
<i>Successfully completed treatment program</i>			45.8
<i>Not currently attending needed treatment program</i>			25.8
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	79.1
<i>Abused by family</i>	0	1	21.3
<i>Abused in the home</i>	0	1	16.2
<i>Abused outside of the family</i>	0	1	15.7
<i>Abused in a foster home</i>	0	1	12.8
<i>Abused with a weapon</i>	0	1	13.3
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	39.5
<i>Witnessed violence in the house</i>	0	1	25.1
<i>Witnessed violence in a foster home</i>	0	1	12.9
<i>Witnessed violence in the community</i>	0	1	41.5
<i>Family member killed as a result of violence</i>	0	1	13.2
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	86.9
<i>Abused by a family member</i>	0	1	16.2
<i>Abused by non-family member</i>	0	1	49.7
History of being a victim of neglect			
	0	1	12.9
History of ADD/ADHD			
<i>No history of ADD/ADHD</i>	0	2	74.9
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			19.7
<i>ADD/ADHD medication and treatment prescribed</i>			5.3
History of mental health problems			
	0	1	18.6
Anger/irritability			
<i>No history of anger/irritability</i>	0	3	46.2
<i>Occasional feelings of anger/irritability</i>			35.2
<i>Consistent feelings of anger/irritability</i>			10.5
<i>Aggressive reactions to feelings of anger/irritability</i>			8.1
Depression			
<i>No history</i>	0	3	64.8
<i>Occasional feelings</i>			26.8
<i>Consistent feelings</i>			7.2
<i>Impairment in daily tasks</i>			1.2
Somatic complaints			
<i>No history</i>	0	3	89.9
<i>One or two</i>			8.5
<i>Three or four</i>			1.0
<i>Five or more</i>			0.6
History of unusual thoughts, hallucinations, or beliefs			
	0	1	2.1
Presence of traumatic event			
	0	1	11.9
Health insurance			
<i>Private insurance</i>	-2	0	14.2
<i>Public insurance (Medicaid)</i>			49.5
<i>No health insurance</i>			36.2
Current mental health problem(s)			
	0	1	24.4
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation			
<i>No recent thoughts of suicide</i>	-1	5	22.8
<i>History of suicidal ideation or self-mutilation</i>			3.0
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			0.5
<i>Current suicidal ideation</i>			60.4
<i>Recent suicide plan</i>			0.2
<i>Recent suicide attempt</i>			13.0
Diagnosed with ADD/ADHD			
<i>No ADD/ADHD diagnosis or no medication prescribed</i>	0	2	89.7
<i>Currently taking ADD/ADHD medication</i>			5.7
<i>ADD/ADHD medication prescribed but not taking</i>			4.5
Mental health treatment prescribed, excluding ADD/ADHD treatment			
	0	2	

Domain/Item	Min.	Max.	%
<i>No current mental health problem or no treatment prescribed</i>			90.4
<i>Attending mental health treatment</i>			7.5
<i>Mental health treatment prescribed but not attending</i>			2.1
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			90.9
<i>Currently taking mental health medication</i>			7.8
<i>Mental health medication prescribed but not taking</i>			1.3
Mental health problems interfere with working with the youth	0	1	13.1
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			45.4
<i>Excited or stimulated</i>			26.8
<i>Unconcerned or indifferent</i>			25.5
<i>Confident/bragging</i>			2.2
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	13.6
<i>Revenge, power</i>	0	1	0.3
<i>Impulse</i>	0	1	15.4
<i>Sexual desire</i>	0	1	6.0
<i>Money, material gain, drugs</i>	0	1	16.9
<i>Excitement, amusement</i>	0	1	11.3
<i>Status, acceptance, attention</i>	0	1	9.4
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			11.8
<i>Normal aspirations: Some sense of purpose</i>			72.3
<i>Low aspirations: Little sense of purpose or plans for better life</i>			15.1
<i>Believes nothing matters: He or she will be dead before long</i>			0.8
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			13.1
<i>Uses some self-control: Sometimes thinks before acting</i>			57.1
<i>Impulsive: Often acts before thinking</i>			20.9
<i>Highly impulsive: Usually acts before thinking</i>			8.8
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			34.8
<i>Somewhat believes can stop anti-social behavior</i>			62.0
<i>Believes cannot stop anti-social behavior</i>			3.1
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			26.6
<i>Has some empathy for victim(s)</i>			57.4
<i>Does not have empathy for victim(s)</i>			16.0
Respect for property of others	0	2	
<i>Respects property of others</i>			62.9
<i>Respects personal property but not publicly accessible property</i>			30.9
<i>No respect for property</i>			6.2
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			72.3
<i>Resents most authority figures</i>			24.9
<i>Defies or is hostile toward most authority figures</i>			2.8
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	91.0
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			56.3
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			35.1
<i>Accepts own anti-social behavior as okay</i>			6.7
<i>Proud of own anti-social behavior</i>			1.9
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			50.4
<i>Unsure of success under supervision</i>			47.9
<i>Does not believe will be successful under supervision</i>			1.8
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			51.4

Domain/Item	Min.	Max.	%
<i>Sometimes gets upset/temper tantrums</i>			37.1
<i>Often gets upset/temper tantrums</i>			11.5
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			71.2
<i>Primarily negative view of intentions of others</i>			25.4
<i>Primarily hostile view of intentions of others</i>			3.4
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			52.3
<i>Believes verbal aggression is sometimes appropriate</i>			39.2
<i>Believes verbal aggression is often appropriate</i>			8.4
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			44.0
<i>Believes physical aggression is rarely appropriate</i>			27.1
<i>Believes physical aggression is sometimes appropriate</i>			24.7
<i>Believes physical aggression is often appropriate</i>			4.2
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	49.8
<i>Violent destruction of property</i>	0	1	17.2
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	32.4
<i>Deliberately inflicted physical pain</i>	0	1	17.7
<i>Used/threatened with a weapon</i>	0	1	15.1
<i>Fire starting reports</i>	0	1	13.5
<i>Animal cruelty reports</i>	0	1	12.5
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	93.8
<i>Aggressive sex</i>	0	1	12.7
<i>Sex for power</i>	0	1	12.1
<i>Young sex partners</i>	0	1	12.5
<i>Sex with a child</i>	0	1	12.5
<i>Voyeurism</i>	0	1	12.1
<i>Exposure</i>	0	1	12.3
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			6.6
<i>Identifies consequences of actions</i>			42.0
<i>Understands about consequences to actions</i>			45.8
<i>Does not understand about consequences of actions</i>			5.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			19.4
<i>Sets somewhat realistic goals</i>			61.5
<i>Sets unrealistic goals</i>			8.7
<i>Does not set any goals</i>			10.4
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			5.2
<i>Thinks of solutions for problem behaviors</i>			19.4
<i>Identifies problem behaviors</i>			63.2
<i>Cannot identify problem behaviors</i>			12.2
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			10.2
<i>Chooses best skill but not best time and place</i>			22.3
<i>Does not choose the best pro-social skill</i>			55.7
<i>Cannot analyze the situation for use of a pro-social skill</i>			11.8
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			6.0
<i>Sometimes uses advanced social skills in dealing with others</i>			27.0
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			58.6
<i>Lacks basic social skills in dealing with others</i>			8.4
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			6.8
<i>Sometimes uses skills in dealing with difficult situations</i>			64.9
<i>Rarely uses skills in dealing with difficult situations</i>			16.2

Domain/Item	Min.	Max.	%
<i>Lacks skills in dealing with difficult situations</i>			12.1
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			6.1
<i>Sometimes uses skills in dealing with feelings/emotions</i>			64.4
<i>Rarely uses skills in dealing with feelings/emotions</i>			17.1
<i>Lacks skills in dealing with feelings/emotions</i>			12.4
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			6.3
<i>Identifies internal triggers</i>			72.2
<i>Cannot identify internal triggers</i>			21.5
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			6.9
<i>Identifies external triggers</i>			73.9
<i>Cannot identify external triggers</i>			19.2
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			4.5
<i>Uses techniques to control impulsive behavior</i>			12.4
<i>Knows techniques to control impulsive behavior</i>			56.2
<i>Lacks techniques to control impulsive behavior</i>			26.9
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			12.1
<i>Often uses alternatives to aggression</i>			15.7
<i>Sometimes uses alternatives to aggression</i>			52.6
<i>Lacks alternatives to aggression</i>			12.2
<i>Rarely uses alternatives to aggression</i>			7.4

The current study used assessment items coded for a single assessment for each youth. We defined *baseline recidivism* as any charge, that resulted in an adjudication, within 12 months of a youth’s reentry into the community. For youth that were adjudicated on more than one occasion, we randomly selected one assessment to ensure consistency with modeling assumptions. Regarding our definition of reentry, for youth that are placed on probation, their first assessment following their initial petition/arrest was used, while the last reassessment prior to release from placement was utilized for youth returning from a placement. Recidivism and placement data were linked to each youth, identifying the offense date, the offense type, and the adjudication date and offense. This level of outcome detail allowed for a breakdown of recidivism and the ability to test outcome specificity and duration. Furthermore, outcome-specific recidivism definitions (i.e., felony, violent, property, drug, and sex) were provided by each site. As indicated in C.1 sample recidivism base rates were 22% for ‘any’ recidivism, 11% felony, 11% violent, 8% drug, 6% property, less than 1% sex offenses.

C.4 Analysis Plan

To test the outlined hypotheses, the analyses were staged, building toward optimized, state-specific models. First, to provide a connection to the OTS scoring algorithm created for the original Washington State tool (still used by most sites today), we computed an ‘original scoring’ model for all subjects. This original scoring was computed in accordance with Washington State Manual, Version 2.1 Barnoski (2004b). As a standard mechanism, we code all measures to predict in a theoretically positive direction, where protective factors are reverse coded to provide negative weights and all selected measures demonstrate an increasing (positive) association of risk to recidivate. Items demonstrating no improvement of a negative association with recidivism are not selected through study algorithms. This customized selection method, created in R statistical software, is similar to a one-tailed directional test and has previously demonstrated its ability to provide a novel solution to removing prediction noise and appropriately identify assessment items that increase prediction (Hamilton et al. 2016; 2019a; 2019b). Our default study outcome defines recidivism as a 12-month adjudication following youths’ initial assessment.

To investigate the study hypotheses we created several model comparisons, examining predictive metric² variations. We began by creating a bivariate prediction model to test Hypothesis One (H1). Using the study recidivism default measure, assessment items were tested using bivariate cross-tabulations. Items retained met the industry standard alpha ($p < .05$). This type of model construction is similar to that developed for the YLS/CMI (Hoge & Andrews,

² Predictive metrics are computed for select hypothesis comparisons and may include Area Under the Curve (AUC) Accuracy (ACC), H measure, Calibration, false positives, false negatives, true positives, true negatives, and a combine measure (SAR) that assesses the joint calibration, accuracy and model discrimination.

2011). We compare this model to one created using multivariate selection. Here we use the study default, gradient-boosted regression model. Boosted regression is based on a traditional logistic regression approach, however it is more sophisticated in that it involves a meta-algorithm that computes several sub-algorithms in a series of iterative models. Each subsequent model learns from the preceding model. Furthermore, every model computes and weights items in the assessment. Test results are then passed to the next model, and cases that the previous model accurately predicted were ignored in the following model, further refining the model for remaining incorrect predictions. Accordingly, model weights in the following algorithms train more on cases that were not accurate to maximize correct predictions across the sequence of steps. Throughout this process, some items are dropped, with the number of iterations set at a fixed number for the series. For this hypothesis, multivariate items were retained if they improved predictive validity, but raw assessment weights (or an unweighted model) were applied to the selected assessment items. Readers should note that a traditional logistic regression, yet unweighted approach is a similar design as the OYAS risk assessment tool (Latessa et al., 2009).

For the second hypothesis test (H2), we utilize a multivariate model but allow the regression coefficients to weight each item in the prediction model. This model is compared to the weighted multivariate model computed in H1. Readers should note, while this model is perceived as an incremental improvement from those tested in H1 models, additional hypotheses provide tests within subsamples and therefore, this weighted multivariate model represents our *study default*, to be compared to all models computed for the remaining hypotheses. As a final note for H2, this type of model is similar to the development of the COMPAS Youth (Brennan & Dieterich, 2003; Blomberg et al., 2010). Furthermore, with some possible exceptions, we feel the models presented as the assessment OTS, bivariate (H1), multivariate unweighted (H1), and

multivariate weighted (H2), comprise the range of common development methods used in contemporary assessments today.

For the third hypothesis (H3), we examine gender-specific models. Here we divide the aggregated dataset into male- and female-only samples. To capture the unique selection and weighting of items for each gender, a multivariate weighted model is computed for each gender sample. These two models were then compared to the model prediction from H2, which was created from the stored coefficient weights from the gender-neutral, Base Model.

For the fourth hypothesis (H4), we examine a race/ethnicity-neutral models. First, we examined the predictive metrics of the White, Black, Hispanic/Latinx, Native American, and Asian racial and ethnic groups. The preliminary findings indicated that, when the Base Model is applied to White youth, greater predictive values are indicated, as compared to all other, Non-White subgroups³. Moreover, when results were conducted separately for Black, Hispanic/Latins, and Other groups, the findings were similar. In light of these similarities, and to highlight the important contrast between White and racial/ethnic minority youth, we focused our comparison on the division of White versus Non-White youth.

As indicated in Table C.1 and the appended descriptive tables, the sample race/ethnicity proportions are not equivalent. To ensure that the selection and weighting algorithm worked efficiently for each group, a weighting metric was used for these tests, effectively creating an equal proportion of each racial/ethnic groups in the boosted regression algorithm. We then computed bivariate correlations, identifying items that predict youth attribute White/Non-White as a dependent variable. From this analysis, we identified the top 15⁴ items that were identified to

³ Preliminary findings are not provided here but can be made available upon request to the PI.

⁴ The ‘top 15’ is a somewhat arbitrary threshold; however, based on the correlation findings, the top 15 predictors allowed for the consideration of all correlations of roughly 0.1, which is a ‘small’ effect size.

predict Non-White youth. Following the correlation analyses, we created a reduced predictor variable pool, smaller than that used to create the Base Model. Next, we computed a boosted regression model using this reduced variable pool. Essentially, we prevented the model from selecting predictors we deemed to be highly correlated with being Non-White. While there is a potential for this method to reduce the created model's overall predictive accuracy, we present this model as a possible method for reducing the use of items that possess racial bias and, in turn, creating a more 'race-neutral' prediction. To assess the model's effect, computed prediction metrics were produced for the OTS, Base Model and what we will refer to as a 'Race-Neutral' model three times – once for the full sample, again for a subsample of White youth, and once more for a subsample of Non-White youth. Prediction metrics were computed for each model and for each racial/ethnic sub-sample.

In testing the fifth hypothesis (H5), we examine outcome-specific models. Here we used alternate recidivism definitions, computing models that select and weight items to predict charge, felony, violent, property, drug, and sex offenses. These specified models were then compared to the model prediction from H2, which was created from the stored coefficient weights from its 'any' recidivism prediction, or Base Model.

To test Hypothesis Six (H6), we examine duration variations. For this test, we alter the 'any' recidivism definition, computing models that select and weight items to predict recidivism at 6, 24, and 36 months. These specified models were then compared to the Base Models prediction, which is created from the stored coefficient weights from its 12-month recidivism prediction model.

Next, we test Hypothesis Seven (H7) by comparing local variations. For this hypothesis, we computed prediction models for each of the 10 site-specific subsamples, where items were

selected and weighted to predict ‘any’ recidivism at 12 months. These models were compared to Base Model, which again, was developed from the stored coefficient weights of the aggregated sample’s prediction model.

Finally, we test Hypothesis Eight (H8) by combining the effects of multiple assessment tool design variations. Specifically, we test the combined effects of gender-responsive, outcome-specific, and optimal duration for each site. This last set of *optimized* models are further anticipated to improve predictive performance by combining multiple design elements, tailored to a given jurisdiction’s data.

To assess the incremental variations of each isolated assessment element, a series of comparisons were computed. Each hypothesized model has at least two comparisons. Readers should note that each model is built with its own specifications. If a given model is then used as a comparison, its original (or OTS) scoring is applied to a given subsample (i.e., gender, race/ethnicity, site) or recidivism measure (i.e., outcome or duration). This comparison process has the intended result of identifying how a generalized model performs when predicting for a more specified population or recidivism type. The metrics by which each hypothesis is tested are discussed in the proceeding section.

Predictive Performance Metrics

The predictive performance of each model was evaluated utilizing a K-fold cross-validation technique (Stone, 1974). Using this approach, two steps contribute to the instrument validation, training the model based on a set of data and then testing models on a new dataset to evaluate prediction accuracy (Han, Kamber, & Pei, 2011). We opted not to use the classic split-sample procedure, where data are divided into equal halves, one subset used for training while

the other is reserved as the test set. The split sample method has limitations, in that it is unable to make use of all available data in each step, resulting in prediction instability. These procedures are further limited, as the training set is smaller than achieved via K-fold, resulting in a less accurate estimation.

K-fold resolves these limitations, randomly separating the data set into 10 parts (Han et al., 2011). The model is trained on nine parts, while the remaining part is used for testing. Similar to bootstrapping procedures, resampling is repeated 10 times, effectively using a different 10th of the data for each test set. A single score, averaging the performance metrics for all predictions, is produced from the 10 test sets. The K-fold method has emerged for creating and testing optimal prediction algorithms; however, it is similar to other resampling validation techniques used in the development of other tools (Brennan et al., 2009; Duwe, 2014, 2019; Hamilton et al., 2016).

Discrimination. The Receiver Operating Characteristics (ROC) and the Area Under the Curve (AUC) metric was used to assess predictive validity. We note that the AUC coverage area represents a percentage, where the prediction model is assumed to be greater than random (an AUC > 0.5). Industry standards also identify four effect size ranges of AUC values (see Rice & Harris, 2005). Table C.2 presents these ranges.

Table C.2 AUC Effect Size Ranges

Effect Size	AUC Range
Negligible	<0.56
Small	0.56-0.63
Moderate	0.64-0.70
Large	>0.71

Readers should note that each effect size range is roughly 6% to 7%. The AUC statistics for the assessment scoring were also computed to compare improvements made in the updated

modeling. This test was designed to specifically account for AUC statistics where models were constructed based on the same individuals.

One should also note that the AUC is a predictive summary of four metrics – True positives (TPs), False Positives (FPs), True Negatives (TNs) and False Negatives (FNs). As indicated, industry standards typically make use of the AUC as a palatable summary metric. However, with regard to racial bias, and our testing of H5, the rates of these four individual metrics are reported. Specifically, the rates of models' FPs are important, as prior findings have suggested (Angwin & Larson, 2016; Angwin et al., 2016; Dieterich, Mendoza, & Brennan, 2016) that tools with greater bias identify higher rates of FPs for non-White individuals.

An alternate measure of discrimination in addition to AUC curves is also used, termed the H measure. The H measure is designed to overcome some limitations with the AUC (Hand, 2009). Namely, the AUC is dependent on the distribution of classifier predicted scores, and such distributions tend to vary across different machine learning algorithms applied to the same dataset. The dependency is such that an AUC score might weight the trade-offs between TPs and TNs differently based on the classifier used, making comparisons between AUCs less certain. The H measure corrects for such limitations by transforming scores via the beta distribution, constraining scores such that they are uniform and not subject to distributional differences, among other constraints. The H measure is therefore designed with the intent of being more comparable across different machine learning algorithms and samples. While an important contribution generally, we also make use of the H-measure in selecting for a set of models to create the optimized model for each site in H8.

Accuracy. Accuracy is a second type of predictive performance and is often used to supplement discrimination findings. The accuracy value is the percent of predictions made which

are correct, out of all predictions made for the sample. In the context of crime prediction, it is the total number of TPs (predicting a new offense which does occur) and TNs (predicting desistance when no new crimes are committed) over all predictions. However, accuracy requires a binary prediction, where the offender is predicted to either re-offend or not. In order to calculate accuracy, a threshold of certainty must be utilized. The threshold is the point of certainty at which an offender is assumed to re-offend. For the purposes of this research, the threshold for each predicted outcome was acquired from the ROC AUC metric. The ROC plot consists of the trade-offs between TPs and FPs at every available threshold. Thus, the threshold used to calculate accuracy involved extracting the specific threshold from the ROC plot that yielded the maximum AUC such that TPs were highest relative to FPs.

Calibration. Calibration is a third class of machine learning evaluation metrics used to compare models. Risk assessments assign a predicted probability representing the assumed certainty in which an offender will commit a new offense during a tracking period. Calibration compares this predicted probability of each offender with the observed probability of actual offending for all offenders of the same predicted probability bin. For example, for every offender with a predicted re-offense probability of 70%, what percentage of those offenders actually recidivate? Calibration is the average difference between these two probabilities for each distributional bin of all predictions. Calibration scores of zero indicate perfect agreement between predictions and reality. Any non-zero calibration value represents the difference in percentage points between estimation and actual recidivism rates. The specific formula used to compute the calibration score is the root mean squared error (RMSE), which is the square root of the average squared deviations between the observed and predicted probabilities.

SAR (Squared error, Accuracy, and Receiver operating characteristic). The SAR is a metric that combines the AUC score, accuracy percentage (ACC), and the calibration RMSE value into a unified average score which is influenced by the three methods of predictive model validation: discrimination, accuracy, and calibration. Each of the three scores are averaged together. While the AUC score and accuracy percent range from 0 to 1, with higher scores indicating better predictions, the calibration value ranges from 0 to 1, with lower scores indicating better classification fit. Thus, calibration is a minimization problem whereas AUC and accuracy are considered maximization problems. Calibration RMSE was thus reverse coded (i.e., $1 - \text{RMSE}$) such that it became a maximization metric prior to averaging into the SAR score. Readers should note that, while the AUC is an industry standard for prediction metric reporting, the RMSE and ACC are not and are only considered here as a part of combined effects with discrimination. As such, we report the AUC and SAR specifically to better provide a more sharpened focus on the important contributions. We do not specifically call out the RMSE and ACC values in each table, as their combined impact (with AUC) is perceived as more critical than the variations of each metric on its own.

D. FINDINGS

In this section we describe the study findings. We present the findings progressively, beginning with H1 and end with the set of optimized models for each state (H8). As indicated in Table C.2, each model will be compared with the original WSCJA-RA risk scoring, the base model created for H2, and additional models specific to each hypothesis.

D.1 H1 – Bivariate vs. Multivariate

First we compared a model in which all selected predictors were identified as statistically significant ($p < .05$) following bivariate analyses (i.e., cross-tabulations and group mean comparisons), using industry-standard statistical tests (chi-square and t-tests) to identify assessment items exceeding statistical significance criteria in the prediction of recidivism. As indicated, this method is common in early prediction model development, where certain models today were developed utilizing this method (i.e., YLS/CMI).

We compare this development method to that of a multivariate selection procedure. Using the study selected (boosted) regression model, we selected items iteratively, that improve recidivism prediction. The major difference, and perceived advantage, of this method over bivariate selection is the removal of prediction noise. Here the multivariate method iteratively excludes those items that possess substantial shared variance with other selected items that do not substantially contribute to the prediction of recidivism. As mentioned previously, this method is common for contemporary models used today (i.e., OYAS).

Predictive metrics comparing bivariate models are provided in Table D.1. Additionally, the OTS scoring (developed in 1997) is provided for comparison. As indicated previously, all prediction metrics are computed using a k-fold cross-validation process. Please note that all model coefficients are provided in the study Appendix III. Readers should note that all predictive metrics and coefficient values have been rounded to the nearest hundredths decimal place.

Findings reveal that the Multivariate Unweighted model yields a 7% AUC improvement over the OTS scoring and a 3% improvement over the bivariate model. The H measure demonstrated a 5- and 3-point improvement, respectively. Notable improvements are also identified in the combined SAR metric, demonstrating an 8- and a 3-point improvement,

respectively. While modest, the predictive improvement provided via the multivariate model over the bivariate and OTS scoring is consistent. Thus, we find support for *H1 – Multivariate selection models improve recidivism predictive performance as compared to bivariate selection models.*

Table D.1. Hypotheses 1 – OTS, Bivariate, & Multivariate Unweighted Models

Prediction Metric	OTS	Bivariate	Multivariate Unweighted	Improvement OTS, Bivariate
AUC	0.57	0.61	0.64	0.07, 0.03
H Measure	0.02	0.04	0.07	0.05, 0.03
SAR	0.65	0.70	0.73	0.08, 0.03

D.2 H2 – Unweighted vs. Weighted (Base Model)

Following the demonstrated improvement of the multivariate model, we advance to H2, testing the effect of analytic weights. Here we compare the OTS and Multivariate Unweighted model (created for H1) to a multivariate model that uses the regression coefficients as risk scale response weights. As this study model represents the higher end of model sophistication similar to that of contemporary tools available today (i.e., COMPAS Youth), we refer to it as our *Base Model* and use its algorithm as a comparison for proceeding hypothesis tests. The anticipated advantage of this model is to provide the addition of a response weight to those items identified to be more predictive of youth recidivism. As previously indicated, the Base Model was computed, and coefficient weights were used in the calculation of this risk score. Predictive metrics were then computed to compare the unweighted H2 model and, again, the OTS assessment scoring.

Findings are presented in Table D.2. Compared to H1, the improvements over the OTS scoring are greater. Specifically, the weighted Base Model AUC improvement is an 11% improvement over the OTS scoring, and a 4% improvement from the Multivariate Unweighted

model. Similarly, we identified a 9-point H measure improvement when the Base Model was compared to OTS scoring and a 4% improvement over the Multivariate Unweighted model. With regard to the combined SAR metric, findings indicated an 11- and 3-point improvement of the Base Model over the OTS scoring and Multivariate Unweighted model, respectively.

Furthermore, the isolated improvement provided by the Base Model’s analytic weighting is comparable to the improvements identified in H1. Again, we find consistent and incremental improvement with the additional model element provided in H2. Thus, we find support for *H2 – Weighted models improve recidivism predictive performance over an unweighted (Burgess-style) scoring algorithm.*

Table D.2. Hypotheses 2 – OTS, Multivariate Unweighted, & Base Model

Prediction Metric	OTS	Multivariate Unweighted (MU)	Base Model	Improvement OTS, MU
AUC	0.57	0.64	0.68	0.11, 0.04
H Measure	0.02	0.07	0.11	0.09, 0.04
SAR	0.65	0.72	0.75	0.10, 0.03

D.3 H3 – Gender-Responsive

In the next set of hypothesis tests, we examine the influence of gender. We isolate the effect by creating gender-specific models. To create said models, we divided the sample into male and female-only samples. For each sample we compute multivariate-weighted models, selecting and weighting items for each gender separately and computing the study prediction metrics. We again compare these models to the risk scales computed for the OTS scoring and Base Model, each with predictive metrics now produced for the gender-specific samples.

Table D.3 provides findings for the Male-Specific comparison. What is notable for this comparison is that a consistent improvement is still identified between the Male-Specific model and the OTS scoring, where a 10% improvement for the AUC, a 7-point improvement for the H

measure, and a 12-point SAR improvement is identified. However, unlike the previous hypotheses, there is little to no appreciable improvement when comparing the Male-Specific to the Base Model, where only a 1% improvement was identified for the AUC and no appreciable differences indicated for the H-measure or SAR metric.

Table D.3. Hypotheses 3 – OTS, Base Model, & Male-Specific

Prediction Metric	OTS	Base Model	Male-Specific	Improvement OTS, Base
AUC	0.55	0.64	0.65	0.10, 0.01
H Measure	0.02	0.09	0.09	0.07, 0.00
SAR	0.63	0.75	0.75	0.12, 0.00

Table D.4 provides findings for the Female-Specific comparison. With regard to the OTS scoring, similar improvements were found, where the AUC, H Measure and SAR all show substantial, double-digit improvements. With regard to the Base Model, we observe small but consistent improvements, where the AUC, H-measure and SAR increase by 2, 2, and 3-points, respectively. While not as substantial of an improvement, the predictive increase for the Female-Specific model, combined with the lack of effects identified for the Male-Specific model, is consistent with prior examinations of gender-responsive assessments that have investigated inclusion or exclusion of factors relevant for female offenders (Van Voorhis & Presser, 2001; Van Voorhis et al., 2008; Van Voorhis et al., 2010). In particular, gender-neutral models tend to be less-predictive for females, and the higher prevalence of males in justice samples tilt the predictive logic of gender-neutral models to provide consistent prediction for males. Findings for H3 buttress prior findings, indicating that the Male-Specific model provides a similar predictive accuracy as compared to the gender-neutral Base Model. Thus, we identify support for *H3 - Gender-Responsive models improve recidivism predictive performance as compared to gender-*

neutral prediction models, where notable improvements were identified for females, but inconsistent findings were identified for males.

Table D.4. Hypotheses 3 – OTS, Base Model, & Female-Specific

Prediction Metric	OTS	Base Model	Female-Specific	Improvement OTS, Base
AUC	0.60	0.69	0.71	0.11, 0.02
H Measure	0.04	0.12	0.14	0.10, 0.02
SAR	0.65	0.72	0.75	0.10, 0.03

D.4 H4 – Race/Ethnicity

Next, we explore the impact of race/ethnicity. As discussed, a common issue for prediction is representation. Specifically, the concern is that a dominant subgroup, proportionally speaking, will sway the selection of items and weights, making the risk score less-than-optimal for minority subgroups. While this is an issue for making predictions for Non-White youth, an additional concern is that risk scores are often intertwined with criminal history and other items thought to create bias within the developed risk tool.

To explore this issue and navigate potential solutions, we utilize several methods and analyses to isolate effects thought to be attributed to race/ethnicity. First, we apply a statistical weight to the aggregate sample, which has the effect of equating the sample sizes of the five primary study racial/ethnic subgroups (i.e., White, Black, Hispanic, Native American, and Asian). Next, we computed bivariate correlations, where race was used as the dependent variable. These correlations were computed five times, utilizing a different dichotomous race/ethnicity indicator in each analysis. However, through an examination of preliminary findings, an important effect was identified when minority subgroups were combined to create a contrast between White and non-White youth. A selected set of findings regarding these correlation analyses are presented in Table D.5. Negative correlation weights indicate the

strength of an item in predicting Non-White youth. Our process proceeded by removing these from the item pool prior to computing the next set of hypothesis tests.

Table D.5. Race/Ethnicity – White/Non-White Youth Bivariate Correlation Analyses

Item	Coefficient
1. History of Anti-Social Friends/Companions - Gang	-0.13
2. Current Anti-Social Friends/Companions – Gang	-0.12
3. Currently has health insurance	-0.07
4. Belief in fighting and physical aggression to resolve a disagreement or conflict	-0.07
5. Currently admires/emulates anti-social peers	-0.06
6. Current resistance to anti-social peer influence	-0.06
7. Age at first expulsion or suspension	-0.06
8. History of expulsions and suspensions since the first grade	-0.06
9. Youth’s academic performance in the most recent school term	-0.05
10. Problem history of siblings who are currently involved with the household	-0.05
11. Current interest and involvement in unstructured recreational activities	-0.05
12. Weapon referrals	-0.05
13. Age at first offense	-0.05
14. Failure-to-appear in court warrants	-0.05

We then advanced to test H4, exploring model prediction of three models on three separate samples. As indicated, the three samples we compared were the Full Sample, a sample of White youth, and a subsample of non-White youth. Again, the OTS and Base Model scales and prediction metrics were computed for each of the three samples. Next, we computed a model, similar in method to those completed for previous hypotheses; however, unlike previous models, this model removed the 15 items indicated in Table D.5 from the item pool. Readers should note that the Base Model (k=57) contains 11 of the 15, representing roughly 19% of the Base Model scoring items. The OTS scoring (k=22) contains 7 of the 15, representing roughly 32% of this model’s scoring items. The predictive metrics of the nine analyses are identified in Table D.6. Readers should note that in addition to the AUC values, TP, FP, TN, and FP rates are provided.

As demonstrated in previous tests, there is a substantial increase in predictive performance when comparing the Race-Neutral to the OTS scale scoring. Specifically, AUC

values increase 10%, 11%, and 8% for each of the three samples, respectively. Furthermore, H measures also demonstrate substantial increases (0.07, 0.08, 0.09, respectively) and similar decreases are found for the combined SAR metric (0.12, 0.08, 0.05, respectively). However, when comparing the Race-Neutral to the Base Model, decreases in predictive performance are identified. Specifically, AUC values decrease by 2%, 0%, and 1% for each of the three samples, respectively. Furthermore, H measures also demonstrate little-to-no change (0.01, 0.00, 0.00, respectively). Similarly, marginal decreases are found for the combined SAR metric (0.02, 0.04, 0.03, respectively).

Going further into the AUC metric, we examine the TP, FP, TN, and FN rates. Noted previously, racial bias within a tool is suggested to be present if greater FP rates are indicated for Non-White versus White youth. When comparing the OTS scoring and Race-Neutral model, we find a dramatic and substantial reduction in FP rates. Specifically, a 37% reduction for the full sample, a 42% reduction for the Non-White sample, and a 29% reduction for the White sample was observed. This is notable, in that the FP rate is more similar when comparing Non-White and White youth (0.34 vs. 0.37, respectively) in a comparison between the Race-Neutral model and the OTS scoring. However, when comparing the Base Model to the Race-Neutral model's FP rate, a similar, yet small reduction is observed. Specifically, a 2% FP rate reduction is identified for the Full and Non-White samples and a 1% reduction is observed for the White sample.

While the increased predictive performance between the OTS and Race-Neutral models was expected, the relatively equal-to-reduced predictive performance observed when comparing the Base Model and Race Neutral model was somewhat surprising. While removing predictive, yet potentially biased, items were not anticipated to increase performance, the decrease in

predictive performance was anticipated by the researchers to be *more substantial* than found. In particular, we anticipated that preventing 11 of the Base Model items from scoring would have a *more substantial reduction* in the predictive performance indicators than those observed. This is likely the result of new/different, less biased items, being selected from the remaining by the Race Neutral model from the remaining pool of predictor items that, while less predictive of recidivism, these new items provide shared variance with the 11 removed and are shown to be somewhat adequate substitutes for the more biased items that were prevented from scoring in the Race Neutral model.

Furthermore, the reduction in the FP rate, while small, indicates the desired direction of effect when comparing the Race-Neutral and Base Models, resulting from the removal of items correlated with youth's Non-White/White race/ethnicity indication. With that said, if one compares the FP rate of the OTS and Base Models, a similarly large reduction is observed as demonstrated when the OTS and Race Neutral models are compared. This result is indicative of prior findings (Hamilton et al., 2019a; 2019b), where the *largest impact* on racial bias is provided when a greater proportion of needs-based items are included in the model scoring. This inclusion has the effect of reducing the weight and influence of criminal history items, which are perceived to create greater racial/ethnic bias (Hannah-Moffat, 2013; Harcourt, 2015) as a result of disproportionate policing, charging, and sentencing processes and decisions (Bushway & Morrison Piehl, 2007). Thus, we find support for *H4 - Performance of recidivism prediction models differs by race/ethnicity*. Furthermore, agencies may reduce bias further by removing items that are found to be more highly correlated with race/ethnicity.

Table D.6. Hypotheses 4 – OTS, Base Model, & Non-White Specific Model

Prediction Metric	OTS			Base Model			Race Neutral		
	Full sample	Non white	White	Full Sample	Non white	White	Full Sample	Non white	White
AUC	0.57	0.54	0.60	0.68	0.66	0.69	0.68	0.67	0.69
<i>TP</i>	0.83	0.86	0.82	0.62	0.58	0.65	0.66	0.57	0.68
<i>FP</i>	0.71	0.78	0.67	0.36	0.35	0.38	0.39	0.34	0.38
<i>TN</i>	0.29	0.22	0.33	0.63	0.64	0.61	0.60	0.65	0.61
<i>FN</i>	0.16	0.14	0.18	0.38	0.41	0.34	0.33	0.42	0.32
H Measure	0.02	0.01	0.03	0.11	0.09	0.12	0.12	0.10	0.12
SAR	0.65	0.62	0.67	0.75	0.75	0.76	0.73	0.74	0.74

D.5 H5 – Outcome Specificity

In the next set of hypothesis tests, we examine the influence of outcome specificity. Here we examine the impact of outcome type, creating models that select and weight items based on a more specified measure of recidivism. Specifically, we developed six additional models, each with its own unique selection and weighting, predicting violent, property, drug, sex, felony convictions, and a model to predict charge outcomes. As with the default study definition, we used a 12-month follow-up. We again compare these models to the risk scales computed for the OTS and Base Models, each with predictive metrics now computed when the identified models are used to predict the given, specified outcome.

Findings for models predicting violent recidivism are provided in Table D.7. Similar to previous models and hypothesis tests, we find a substantial increase in predictive performance when comparing the OTS scoring to the Violent model created for H5. Conversely, more modest, yet substantial, increases are identified for the Violent versus Base Model comparison. Specifically, the Violent models identify 16% and 3% AUC increases, respectively. Similarly, 8 and 3-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 17 and 4-point increases are identified when comparing the Violent to the OTS scoring and Base Models, respectively.

Table D.7. Hypotheses 5 – OTS, Base Model, & Violent Model

Prediction Metric	OTS	Base Model	Violent Model	Improvement OTS, Base
# of Predictors				
AUC	0.53	0.64	0.67	0.16, 0.03
H Measure	0.01	0.06	0.09	0.08, 0.03
SAR	0.58	0.71	0.75	0.17, 0.04

Next, we evaluate predictive performance for those models that predict property recidivism. Again, we find a substantial increase in predictive performance when comparing the OTS scoring to the Property model created for H5, while more modest, yet substantial increases are identified for the Property versus Base Model comparison. Specifically, the Property models identify 20% and 5% AUC increases, respectively. Similarly, 27 and 10-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 20 and 4-point increases are identified when comparing the Property to the OTS scoring and Base Models, respectively.

Table D.8. Hypotheses 5 – OTS, Base Model, & Property Model

Prediction Metric	OTS	Base Model	Property Model	Improvement OTS, Base
AUC	0.61	0.76	0.81	0.20, 0.05
H Measure	0.05	0.22	0.32	0.27, 0.10
SAR	0.64	0.80	0.84	0.20, 0.04

We then evaluated the predictive performance models using drug recidivism. Again, we find a substantial increase in predictive performance when comparing the OTS scoring to the Drug model created for H5. However, unlike the violent and property models, a *larger and more substantial* increase is identified for the Drug versus Base Model comparison. Specifically, the Drug models identify 20% and 11% AUC increases. Similarly, 11 and 9-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 23 and

11-point increases are identified when comparing the Drug to the OTS scoring and Base Models, respectively.

Table D.9. Hypotheses 5 – OTS, Base Model, & Drug Model

Prediction Metric	OTS	Base Model	Drug Model	Improvement OTS, Base
AUC	0.50	0.59	0.70	0.20, 0.11
H Measure	0.01	0.03	0.12	0.11, 0.09
SAR	0.55	0.67	0.78	0.23, 0.11

Next, we evaluate predictive performance for those models that predict sex offense recidivism. Again, we find a substantial increase in predictive performance when comparing the OTS scoring to the Sex model created for H5. Similar to the Drug model, *large and substantial* increases are identified for the Sex versus Base Model comparison. In fact, the Sex model improvement is actually greater when comparing discrimination statistics (AUC and H Measure) to the Base Model versus comparisons to the OTS scoring. Specifically, the Sex Model identifies 10% and 13% AUC increases, respectively. Similarly, 7 and 8-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 10 and 5-point increases are identified when comparing the Sex to the OTS scoring and Base Models, respectively.

Table D.10. Hypotheses 5 – OTS, Base Model, & Sex Model

Prediction Metric	OTS	Base Model	Sex Model	Improvement OTS, Base
AUC	0.57	0.55	0.67	0.10, 0.13
H Measure	0.02	0.01	0.09	0.07, 0.08
SAR	0.65	0.70	0.75	0.10, 0.05

We then assess predictive performance for those models that predict a felony-only recidivism outcome. Again, we find a substantial increase in predictive performance when comparing the OTS scoring to the Felony model created, while more modest, yet still substantial, increases are identified for the Felony versus Base Model comparison. Specifically, the Felony

models identify 12% and 3% AUC increases, respectively. Similarly, 8 and 2-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 16 and 1-point increases are identified when comparing the Felony to the OTS scoring and Base Models, respectively.

Table D.11. Hypotheses 5 – OTS, Base Model, & Felony Model

Prediction Metric	OTS	Base Model	Felony Model	Improvement OTS, Base
AUC	0.55	0.64	0.67	0.12, 0.03
H Measure	0.01	0.08	0.10	0.09, 0.02
SAR	0.60	0.75	0.76	0.16, 0.01

Finally, for H5 we evaluate predictive performance for those models that predict recidivism outcomes using charges, rather than convictions. Different from previous outcomes tested for youthful offenders, adjudications and charges are definitional distinctions in recidivism outcomes that often vary across states. Accordingly, what may count as ‘recidivism’ for the risk assessment’s development sample may vary from the local jurisdiction’s definition of recidivism. Like many of the other models compared for H5, we find a substantial increase in predictive performance when comparing the OTS scoring to the Charge model created. Modest, but substantial, increases are also identified for the Charge versus Base Model comparison. Specifically, the Charge models yield 11% and 3% AUC increases. Similarly, 9 and 4-point H measure increases are observed across the two comparisons. Looking at the combined SAR metric, 16 and 2-point increases are identified when comparing the Charge to the OTS scoring and Base Models, respectively.

Table D.12. Hypotheses 5 – OTS, Base Model, & Charge Model

Prediction Metric	OTS	Base Model	Charge Model	Improvement OTS, Base
AUC	0.59	0.69	0.72	0.11, 0.03
H Measure	0.08	0.13	0.17	0.09, 0.04
SAR	0.62	0.76	0.78	0.16, 0.02

To summarize, H5 outlined several comparisons across 6 outcomes. Consistent findings were identified, where models that were developed to select and weight items predicting more specified outcomes were found to possess increased predictive performance. Thus, we find support for *H5 – Outcome-specific models improve recidivism predictive performance over models created to predict ‘any’ recidivism*. Notably, these increases are some of the largest by comparison to the previous hypotheses.

D.6 H6 – Predication Duration

For H6 we examined prediction duration. Specifically, we developed three additional models, each with its own unique selection and weighting of items predicting any conviction using 6, 24, and 36-month follow-ups. We again compare these models to the risk scales computed for the OTS and Base Models, each with predictive metrics now computed when the identified models are used to predict the given, specified duration. As discussed previously, the Base Model was developed with a 12-month follow-up.

Findings comparing a model developed for a 6-month follow-up are first compared to the OTS and Base Model. Model results are provided in Table D.13. As with previous models, the 6-month model demonstrated increased predictive performance when compared to the OTS scoring; however, the improvements over the Base Model were small-to-negligible. Specifically, the 6-month model improved prediction over the OTS model by 12% and 3% over the Base Model. The H measure also increased discrimination, where a 12-point increase is identified

when comparing the 6-month model to the OTS scoring and a 3-point improvement by comparison to the Base Model. Finally, when examining the combined SAR metric, the 6-month model demonstrated a 9-point increase; however, there was only a 1-point improvement when compared to the Base Model.

Table D13. Hypotheses 6 – OTS, Base Model, & 6 Month Model

Prediction Metric	OTS	Base Model	6 Month Model	Improvement OTS, Base
AUC	0.59	0.68	0.71	0.12, 0.03
H Measure	0.02	0.11	0.14	0.12, 0.03
SAR	0.67	0.76	0.77	0.09, 0.01

Findings comparing a model developed for a 24-month follow-up were then compared to the OTS and Base Model. Model results are provided in Table D.14. As with previous models, the 24-month model demonstrated increased predictive performance; however, the improvements over the Base Model were small. Specifically, the 24-month model improved prediction over the OTS model by 10% and 3% over the Base Model. The H measure also increased discrimination, where an 11-point increase is identified when comparing the 24-month model to the OTS scoring and a 3-point improvement by comparison to the Base Model. Finally, when examining the combined SAR metric, the 24-month model demonstrated an 11-point increase, and a 2-point improvement when compared to the Base Model.

Table D.14. Hypotheses 6 – OTS, Base Model, & 24 Month Model

Prediction Metric	OTS	Base Model	24 Month Model	Improvement OTS, Base
AUC	0.58	0.65	0.68	0.10, 0.03
H Measure	0.01	0.09	0.12	0.11, 0.03
SAR	0.65	0.74	0.76	0.11, 0.02

Findings comparing a model developed for a 36-month follow-up were then compared to the OTS and Base Model. Model results are provided in Table D.15. As with previous models, the 36-month model demonstrated increased predictive performance; yet, the improvements over

the Base Model were modest. Specifically, the 36-month model improved prediction over the OTS model by 12% and 4% over the Base Model. The H measure also increased discrimination, where an 11-point increase is identified when comparing the 36-month model to the OTS scoring and a 4-point improvement by comparison to the Base Model. Finally, when examining the combined SAR metric, the 36-month model demonstrated a 10-point increase, and a 2-point improvement when compared to the Base Model.

Table D.15. Hypotheses 6 – OTS, Base Model, & 36 Month Model

Prediction Metric	OTS	Base Model	36 Month Model	Improvement OTS, Base
AUC	0.56	0.64	0.68	0.12, 0.04
H Measure	0.01	0.08	0.12	0.11, 0.04
SAR	0.66	0.74	0.76	0.10, 0.02

Overall, the duration of follow-up provided consistent, yet modest improvements in predictive accuracy. We compared 6, 24, and 36-month outcomes to the OTS scoring study default, Base Model, which was developed with a 12-month follow-up. While there is evidence that follow-up duration provides consistent predictive performance improvements, the findings for the follow-up specific models were modest by comparison to improvement gains of other hypotheses tested. Thus, we found support for *H6 – that model prediction durations of varying lengths (i.e., 6, 24, and 36-month follow-up) impact prediction model performance*. Agencies should understand that tool developer’s reported AUCs will not necessarily reflect the predictive performance of the tool when placed in a jurisdiction when the definition and duration are not the same. Therefore, agencies should not try to find the largest AUCs, compare values of other competing tools unless the definition of recidivism is the same.

D.7 H7 – Localized Data (Jurisdiction-Specific)

For H7 we examined jurisdiction-specific models. The intent of these models is to examine how a model, built with specifications similar to a model built with the larger, aggregated sample, improves performance when a localized sample of youth is used to more specifically select and weight items to present jurisdiction-specific response patterns. Specifically, we developed 10 additional models, each with its own unique selection and weighting by jurisdiction. We again compare these models to the risk scales computed using the OTS scoring and Base Models, each with predictive metrics computed when the identified models' scoring algorithms are used to predict the given, specified jurisdiction. We believe H7 has important value in demonstrating the potential loss in predictive power when an OTS tool is employed in a new jurisdiction. As a reminder for readers, the Base Model was developed on the aggregated sample using all 10 sites.

We start with an examination of the Eastern 1 jurisdiction. Model results are provided in Table D.16. As with previous models, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Eastern 1 model improved prediction over the OTS and Base Models by 7% and 5%, respectively. The H measure also demonstrated increased discrimination, where a 5-point increase is identified when comparing the Eastern 1 model to the OTS scoring and a 4-point improvement by comparison to the Base Model. However, when examining the combined SAR metric, the Eastern 1 model demonstrated only a 1-point improvement.

Table D.16. Hypotheses 7 – OTS, Base Model, & Eastern 1

Prediction Metric	OTS	Base Model	Eastern 1 Model	Improvement OTS, Base
AUC	0.63	0.65	0.70	0.07, 0.05
H Measure	0.10	0.11	0.15	0.05, 0.04
SAR	0.72	0.72	0.73	0.01, 0.01

We next examined the Eastern 2 jurisdiction’s model. Model results are provided in Table D.17. As with previous models, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Eastern 2 model improved prediction over the OTS and Base Models by 7% and 5%, respectively. The H measure also demonstrated increased discrimination, where a 5-point increase is identified when comparing the Eastern 2 model to the OTS scoring and a 4-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Eastern 2 model demonstrated a 5 and 3-point improvement, respectively.

Table D.17. Hypotheses 7 – OTS, Base Model, & Eastern 2

Prediction Metric	OTS	Base Model	Eastern 2 Model	Improvement OTS, Base
AUC	0.57	0.59	0.64	0.07, 0.05
H Measure	0.03	0.04	0.08	0.05, 0.04
SAR	0.62	0.64	0.67	0.05, 0.03

We then examined the Midwestern jurisdiction’s model. Model results are provided in Table D.18. As with previous models, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Midwestern model improved prediction over the OTS and Base Models by 12% and 6%, respectively. The H measure also demonstrated increased discrimination, where a 9-point increase is identified when comparing the Midwestern model to the OTS scoring and a 6-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Midwestern model demonstrated a 9 and 5-point improvement, respectively.

Table D.18. Hypotheses 7 – OTS, Base Model, & Midwestern

Prediction Metric	OTS	Base Model	Midwestern	Improvement OTS, Base
AUC	0.56	0.62	0.68	0.12, 0.06
H Measure	0.02	0.05	0.11	0.09, 0.06
SAR	0.65	0.69	0.74	0.09, 0.05

The Mountain 1 jurisdiction’s model was examined next. Model results are provided in Table D.19. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Mountain 1 model improved prediction over the OTS and Base Models by 7% and 5%, respectively. The H measure also demonstrated increased discrimination, where a 5-point increase is identified when comparing the Mountain 1 model to the OTS scoring and a 4-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Mountain 1 model demonstrated a 9-point improvement.

Table D.19. Hypotheses 7 – OTS, Base Model, & Mountain 1

Prediction Metric	OTS	Base Model	Mountain 1	Improvement OTS, Base
AUC	0.63	0.65	0.70	0.07, 0.05
H Measure	0.07	0.09	0.15	0.08, 0.06
SAR	0.68	0.68	0.77	0.09, 0.09

The Mountain 2 jurisdiction’s model was then examined. Model results are provided in Table D.20. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Mountain 2 model improved prediction over the OTS and Base Models by 9% and 5%, respectively. The H measure also demonstrated increased discrimination, where an 8-point increase is identified when comparing the Mountain 2 model to the OTS scoring and a 5-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Mountain 2 model demonstrated a 7 and 4-point improvement, respectively.

Table D.20. Hypotheses 7 – OTS, Base Model, & Mountain 2

Prediction Metric	OTS	Base Model	Mountain 2	Improvement OTS, Base
AUC	0.57	0.61	0.66	0.09, 0.05
H Measure	0.02	0.05	0.10	0.08, 0.05
SAR	0.66	0.69	0.73	0.07, 0.04

Next, we examined the Southeastern jurisdiction’s model. Model results are provided in Table D.21. As with previous jurisdiction-specific comparisons, consistent and substantial predictive improvements are identified. Specifically, the Southeastern model improved prediction over the OTS and Base Models by 4%. The H measure also demonstrated increased discrimination, where a 5-point increase is identified when comparing the Southeastern model to the OTS scoring and a 4-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Southeastern model demonstrated a 4-point improvement.

Table D21. Hypotheses 7 – OTS, Base Model, & Southeastern

Prediction Metric	OTS	Base Model	Southeastern	Improvement OTS, Base
AUC	0.65	0.65	0.69	0.04, 0.04
H Measure	0.08	0.09	0.13	0.05, 0.04
SAR	0.74	0.74	0.78	0.04, 0.04

We then examined the model for the Southern 1 jurisdiction. Model results are provided in Table D.22. Again, consistent and substantial predictive improvements are identified. Specifically, the Southern 1 model improved prediction over the OTS and Base Models by 11%. The H measure again demonstrated increased discrimination, where a 7-point increase is identified when comparing the Southern 1 model to the OTS scoring and a 6-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Southern 1 model demonstrated an 8 and 5-point improvement, respectively.

Table D22. Hypotheses 7 – OTS, Base Model, & Southern 1

Prediction Metric	OTS	Base Model	Southern 1	Improvement OTS, Base
AUC	0.55	0.57	0.66	0.11, 0.11
H Measure	0.01	0.02	0.08	0.07, 0.06
SAR	0.62	0.65	0.70	0.08, 0.05

Next, the Southern 2 jurisdiction’s model was examined. Model results are provided in Table D.23. Again, consistent and substantial predictive improvements are identified.

Specifically, the Southern 2 model improved prediction over the OTS and Base Models by 10% and 3%, respectively. The H measure demonstrated increased discrimination, where an 8-point increase is identified when comparing the Southern 2 model to the OTS scoring and a 3-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Southern 2 model demonstrated a 10 and 3-point improvement, respectively.

Table D23. Hypotheses 7 – OTS, Base Model, & Southern 2

Prediction Metric	OTS	Base Model	Southern 2	Improvement OTS, Base
AUC	0.58	0.65	0.68	0.10, 0.03
H Measure	0.02	0.07	0.10	0.08, 0.03
SAR	0.63	0.70	0.73	0.10, 0.03

The Western 1 jurisdiction’s model was then examined. Model results are provided in Table D.24. As indicated in prior comparisons, consistent and substantial predictive improvements are identified for both comparisons, with smaller improvements indicated for the Base Model. Specifically, the Western 1 model improved prediction over the OTS and Base Models by 6% and 2%, respectively. The H measure also demonstrated increased discrimination, where a 4-point increase is identified when comparing the Western 1 model to the OTS scoring and a 1-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Western 1 model demonstrated a 5 and 4-point improvement, respectively.

Table D24. Hypotheses 7 – OTS, Base Model, & Western 1

Prediction Metric	OTS	Base Model	Western 1	Improvement OTS, Base
AUC	0.58	0.62	0.64	0.06, 0.02
H Measure	0.03	0.06	0.07	0.04, 0.01
SAR	0.68	0.69	0.73	0.05, 0.04

Finally, Western 2 jurisdiction’s model was examined. Model results are provided in Table D.25. As found in the other comparisons, consistent and substantial predictive improvements are identified, this time with larger improvements comparatively speaking.

Specifically, the Western 2 model improved prediction over the OTS and Base Models by 26% and 15%, respectively. The H measure also demonstrated increased discrimination, where a 29-point increase is identified when comparing the Western 2 model to the OTS scoring and a 22-point improvement by comparison to the Base Model. When examining the combined SAR metric, the Western 2 model demonstrated a 19 and 7-point improvement, respectively.

Table D25. Hypotheses 7 – OTS, Base Model, & Western 2

Prediction Metric	OTS	Base Model	Western 2	Improvement OTS, Base
AUC	0.55	0.66	0.81	0.26, 0.15
H Measure	0.02	0.09	0.31	0.29, 0.22
SAR	0.63	0.75	0.82	0.19, 0.07

Summarizing the 10 jurisdiction-specific modeling efforts, we find that in *every* comparison, predictive improvements were observed when models were developed with *localized data*, rather than relying on the OTS scoring or the aggregated 10-site sample used to create the Base Model. While some sites demonstrated small improvements, many sites indicated marked differences when a jurisdiction-specific model is applied (i.e., Midwestern, Southern 1, and Western 2). Specifically, when looking at the AUC, using a simple average across the 10 sites, we see a 7.5% improvement when comparing jurisdiction-specific models with the OTS scoring and a 6% improvement on average when compared to the Base Model. Like the outcome specific models, this is notable, as roughly an effect-size worth of AUC improvement is identified with this one specification. Thus, we find support for *H7 – that models developed with jurisdiction-specific samples improve recidivism prediction performance over the aggregated (unified) sample of assessed youth.*

D.8 H8 – Optimization

Finally, we created optimized models for each site. The intent of these models is to examine how a model, built with *multiple* specifications designed to enhance the local site assessment accuracy, improves performance when the duration, outcome type, and gender are used as assessment design elements that will optimize prediction for each localized sample of youth. We began by computing eight models for each site, providing an ample set of model outcome combinations (charge vs. adjudication) and duration (6, 12, 24, & 36 months)⁵. Predictive metrics were again computed for each model. We selected one of the eight models by identifying the model with the largest H measure value, as it is intended to be an effective comparison across models⁶. Following this selection process, we then computed male- and female-only models for the given site’s selected definition and duration. Predictive metrics were again computed and comparisons were made to the OTS and Base Models’ predictive metrics for the specific site-selected definition and duration.

We start with an examination of the Eastern 1 optimized models. Based on the preliminary findings, a model definition was selected as a new charge with a 36-month follow-up. Model results are provided in Table D.26. As with previous models, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Eastern 1 female models improved prediction over the OTS and Base Models by 12% and 11%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 14-point increase is identified when comparing the Eastern 1 model to the OTS scoring and a 15-point improvement by comparison to the Base Model. When examining the combined SAR

⁵ Readers should not that two states did not have all eight outcomes available for testing, however, the best model was selected from those available.

⁶ Note – these results are not displayed but may be made available upon request.

metric, the female Eastern 1 model demonstrated an 8-point improvement. Eastern 1 male models also demonstrated improved AUC prediction over the OTS and Base Models by 8% and 7%, respectively. The male model’s H measure also provided increased discrimination, where a 9-point increase is identified when comparing the Eastern 1 models to the OTS scoring and a 7-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Eastern 1 models demonstrated a 5 and 4-point improvement, respectively.

Table D26. Optimization – OTS, Base Model, & Eastern 1 (Charge & 36-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Eastern 1 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.65, 0.65	0.66, 0.66	0.77, 0.73	0.12, 0.11 / 0.08, 0.07
H Measure	0.13, 0.08	0.12, 0.10	0.27, 0.17	0.14, 0.15/ 0.09, 0.07
SAR	0.73, 0.73	0.73, 0.74	0.81, 0.78	0.08, 0.08/ 0.05, 0.04

Next, we examined Eastern 2 optimized models. Based on the preliminary findings, a model definition was selected as a new adjudication with a 12-month follow-up. Model results are provided in Table D.27. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Eastern 2 female models improved prediction over the OTS and Base Models by 11% and 9%, respectively. The female model’s H measure also demonstrated increased discrimination, where an 11-point increase is identified when comparing the Eastern 2 model to the OTS scoring and a 9-point improvement by comparison to the Base Model. When examining the combined SAR metric, the female Eastern 2 model demonstrated a 7 and 6-point improvement for the OTS and Base Models, respectively. Eastern 2 male models also demonstrated improved AUC prediction over the OTS and Base Models by 9% and 7%, respectively. The male model’s H measure also demonstrated increased discrimination, where a 15-point increase is identified when comparing the Eastern 2 models to the OTS scoring and a 5-point improvement by comparison to the Base Model. When examining the combined

SAR metric, the male Eastern 2 models demonstrated a 10 and 6-point improvement, respectively.

Table D27. Optimization – OTS, Base Model, & Eastern 2 (Adjud. & 12-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Eastern 2 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.60, 0.56	0.61, 0.58	0.70, 0.65	0.10, 0.09/ 0.09, 0.07
H Measure	0.07, 0.03	0.09, 0.04	0.18, 0.09	0.11, 0.09/ 0.15, 0.05
SAR	0.65, 0.62	0.66, 0.66	0.72, 0.71	0.07, 0.06/ 0.10, 0.06

The Midwestern optimized models were then examined. Based on the preliminary findings, a model definition was selected as a new adjudication with a 36-month follow-up. Model results are provided in Table D.28. As with previous models, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Midwestern female models improved prediction over the OTS and Base Models by 13% and 9%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 13-point increase is identified when comparing the Midwestern model to the OTS scoring and a 10-point improvement by comparison to the Base Model. When examining the combined SAR metric, the female Midwestern model demonstrated a 13 and 8-point improvement, respectively. Midwestern male models also demonstrated improved AUC prediction over the OTS and Base Models by 14% and 13%, respectively. The male model’s H measure also demonstrated increased discrimination, where a 13-point increase is identified when comparing the Midwestern models to the OTS scoring and a 14-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Midwestern models demonstrated a 10 and 8-point improvement, respectively.

Table D28. Optimization – OTS, Base Model, & Midwestern (Adjud. & 36-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Midwestern Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.58, 0.58	0.62, 0.59	0.71, 0.72	0.13, 0.09/ 0.14, 0.13
H Measure	0.03, 0.03	0.06, 0.05	0.16, 0.19	0.13, 0.10/ 0.13, 0.14
SAR	0.64, 0.64	0.69, 0.66	0.77, 0.74	0.13, 0.08/ 0.10, 0.08

The Mountain 1 optimized models were next assessed. Based on the preliminary findings, a model definition was selected as a new adjudication with a 24-month follow-up. Model results are provided in Table D.29. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Mountain 1 female models improved prediction over the OTS and Base Models by 9% and 8%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 13 and 11-point increase was identified when comparing the Mountain 1 model to the OTS scoring and Base Models, respectively. When examining the combined SAR metric, the female Mountain 1 model demonstrated an 8 and 7-point improvement, respectively. Mountain 1 male models also demonstrated improved AUC prediction over the OTS and Base Models by 15% and 8%, respectively. The male model’s H measure also demonstrated increased discrimination, where a 13-point increase is identified when comparing the Mountain 1 models to the OTS scoring and a 9-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Mountain 1 models demonstrated an 11 and 9-point improvement, respectively.

Table D29. Optimization – OTS, Base Model, & Mountain 1 (Adjud. & 24-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Mountain 1 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.65, 0.62	0.66, 0.65	0.74, 0.73	0.09, 0.08/ 0.15, 0.08
H Measure	0.11, 0.07	0.13, 0.11	0.24, 0.20	0.13, 0.11/ 0.13, 0.09
SAR	0.70, 0.66	0.71, 0.68	0.78, 0.77	0.08, 0.07/ 0.11, 0.09

Next, we examined Mountain 2 optimized models. Based on the preliminary findings, a model definition was selected as a new charge with a 36-month follow-up. Model results are provided in Table D.30. As indicated in prior models, consistent predictive improvements are identified for both comparisons. Specifically, the Mountain 2 female models improved prediction over the OTS and Base Models by 15% and 8%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 13-point increase was identified when comparing the Mountain 2 model to the OTS scoring and a 10-point increase when compared to the Base Model. When examining the combined SAR metric, the female Mountain 2 model demonstrated no improvement when compared to the OTS scoring and a 2-point improvement when compared to the Base Model. Mountain 2 male models also demonstrated improved AUC prediction over the OTS and Base Models by 15% and 5%, respectively. The male model’s H measure further offered increased discrimination, where a 15-point increase is identified when comparing the Mountain 2 models to the OTS scoring and a 7-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Mountain 2 models demonstrated an 8 and 2-point improvement, respectively.

Table D30. Optimization – OTS, Base Model, & Mountain 2 (Charge & 36-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Mountain 2 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.58, 0.59	0.65, 0.68,	0.74, 0.74	0.16, 0.09/ 0.16, 0.06
H Measure	0.06, 0.03	0.10, 0.12	0.21, 0.20	0.15, 0.11/ 0.18, 0.08
SAR	0.69, 0.68	0.71, 0.74	0.76, 0.78	0.07, 0.04/ 0.08, 0.04

The Southeastern optimized models were then examined. Based on the preliminary findings, a model definition was selected as a new adjudication with a 12-month follow-up. Model results are provided in Table D.31. As with previous model comparisons, consistent and substantial predictive improvements are identified. Specifically, the Southeastern female models

improved prediction over the OTS and Base Models by 7% and 5%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 9-point increase is identified when comparing the Southeastern model to the OTS scoring and a 6-point improvement by comparison to the Base Model. When examining the combined SAR metric, the female Southeastern model demonstrated a 4 and 2-point improvement, respectively. Southeastern male models also demonstrated improved AUC prediction over the OTS and Base Models by 5% and 5%, respectively. The male model’s H measure also demonstrated increased discrimination, where a 7-point increase is identified when comparing the Southeastern models to the OTS scoring and a 5-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Southeastern models demonstrated a 5 and 3-point improvement, respectively.

Table D31. Optimization – OTS, Base, & Southeastern (Adjud. & 12-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Southeastern Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.65, 0.64	0.67, 0.64	0.72, 0.69	0.07, 0.05/ 0.05, 0.05
H Measure	0.10, 0.07	0.13, 0.09	0.19, 0.14	0.09, 0.06/ 0.07, 0.05
SAR	0.73, 0.71	0.76, 0.73	0.77, 0.76	0.04, 0.02/ 0.05, 0.03

The Southern 1 optimized models were next examined. Based on the preliminary findings, a model definition was selected as a new adjudication with a 6-month follow-up. Model results are provided in Table D.32. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Southern 1 female models improved prediction over the OTS and Base Models by 17% and 13%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 13 and 11-point increase were identified for both OTS scoring and Base Model comparisons, respectively. When examining the combined SAR metric, the female Southern 1 model provided a 4-point increase for the OTS

model and a 6-point improvement over the Base Model. Southern 1 male models also demonstrated improved AUC prediction over the OTS and Base Models by 13% and 12%, respectively. The male model’s H measure also offered increased discrimination, where a 15-point increase is identified when comparing the Southern 1 models to the OTS scoring and a 12-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Southern 1 models demonstrated a 19 and 6-point improvement, respectively.

Table D32. Optimization – OTS, Base Model, & Southern 1 (Adjud. & 6-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Southern 1 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.51, 0.52	0.55, 0.59	0.68, 0.71	0.17, 0.13/ 0.13, 0.12
H Measure	0.01, 0.01	0.03, 0.04	0.14, 0.16	0.13, 0.11/ 0.15, 0.12
SAR	0.69, 0.62	0.67, 0.74	0.73, 0.81	0.04, 0.06/ 0.19, 0.06

Next, the Southern 2 optimized models were examined. Based on the preliminary findings, a model definition was selected as a new adjudication with a 12-month follow-up. Model results are provided in Table D.33. As found in previous comparisons, consistent and substantial predictive improvements are identified. Specifically, the Southern 2 female models improved prediction over the OTS and Base Models by 16% and 5%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 9 and 5-point increase was identified for both OTS scoring and Base Model comparisons, respectively. When examining the combined SAR metric, the female Southern 2 model offered a 13-point increase for the OTS model and an 8-point improvement over the Base Model. Southern 2 male models also demonstrated improved AUC prediction over the OTS and Base Models by 15% and 3%, respectively. The male model’s H measure also provided increased discrimination, where a 12-point increase is identified when comparing the Southern 2 models to the OTS scoring and a 3-

point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Southern 2 models demonstrated a 6 and 4-point improvement, respectively.

Table D33. Optimization – OTS, Base Model, & Southern 2 (Adjud. & 12-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Southern 2 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.56, 0.57	0.67, 0.63	0.72, 0.66	0.16, 0.05/ 0.15, 0.03
H Measure	0.02, 0.02	0.09, 0.05	0.15, 0.08	0.09, 0.05/ 0.12, 0.03
SAR	0.61, 0.65	0.71, 0.68	0.74, 0.72	0.13, 0.08/ 0.06, 0.04

We next examined the Western 1 optimized models. Based on the preliminary findings, a model definition was selected as a new charge with a 24-month follow-up. Model results are provided in Table D.34. Again, consistent and substantial predictive improvements are identified for both comparisons. Specifically, the Western 1 female models improved prediction over the OTS and Base Models by 9% and 5%, respectively. The female model’s H measure also demonstrated increased discrimination, where a 7-point increase is identified when comparing the Western 1 model to the OTS scoring and a 5-point improvement by comparison to the Base Model. When examining the combined SAR metric, the female Western 1 models provided a 5-point improvement for the OTS comparison, and a 1-point improvement was recorded for the Base Model comparison. Western 1 male models also demonstrated improved AUC prediction over the OTS and Base Models by 10% and 4%, respectively. The male model’s H measure also offered increased discrimination, where an 8-point increase is identified when comparing the Western 1 models to the OTS scoring and a 3-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Western 1 models demonstrated a 3-point improvement for the OTS comparison, and a 1-point improvement was recorded for the Base Model comparison.

Table D34. Optimization – OTS, Base Model, & Western 1 (Charge & 24-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Western 1 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.58, 0.61	0.62, 0.67	0.67, 0.71	0.09, 0.05/ 0.10, 0.04
H Measure	0.02, 0.03	0.04, 0.08	0.09, 0.11	0.07, 0.05/ 0.08, 0.03
SAR	0.69, 0.71	0.72, 0.75	0.74, 0.76	0.05, 0.02/ 0.03, 0.01

Finally, the Western 2 optimized models were examined. Based on the preliminary findings, a model definition was selected as a new adjudication with a 6-month follow-up. Model results are provided in Table D.35. As identified in previous comparisons, consistent and substantial predictive improvements are identified. Specifically, the Western 2 female models improved prediction over the OTS and Base Models by 13% and 19%, respectively. The female model’s H measure also demonstrated increased *large* discrimination increases, where a 16 and 3-point increase was identified for both OTS scoring and Base Model comparisons, respectively. When examining the combined SAR metric, the female Western 2 model provided a 7-point increase for the OTS model and a 15-point improvement over the Base Model. Western 2 male models also offered improved AUC prediction over the OTS and Base Models by 2% and 12%, respectively. The male model’s H measure also demonstrated increased discrimination, where a 6-point increase is identified when comparing the Western 2 models to the OTS scoring and a 15-point improvement by comparison to the Base Model. When examining the combined SAR metric, the male Western 2 models provided a 1 and 6-point improvement, respectively.

Table D35. Optimization – OTS, Base Model, & Western 2 (Adjud. & 6-mon. follow-up)

Prediction Metric	OTS (Female, Male)	Base Model (Female, Male)	Western 2 Optimized (Female, Male)	Improvement (Female: OTS, Base/ Male: OTS, Base)
AUC	0.75, 0.76	0.69, 0.72	0.88, 0.81	0.13, 0.19/ 0.05, 0.09
H Measure	0.31, 0.24	0.14, 0.23	0.47, 0.36	0.16, 0.33/ 0.12, 0.13
SAR	0.78, 0.80	0.70, 0.80	0.85, 0.82	0.07, 0.15/ 0.02, 0.02

Although there is wide variability regarding the optimized recidivism outcome for each state, there are some notable findings to highlight. The most diversity in recidivism outcomes was for sites with a more heterogeneity of youth and supervision types. In other words, these sites supervised youthful offenders under probation or other forms of community supervision, confined to a youth correctional facility, and/or on parole. Optimal outcomes ranged from 12 to 36 months and included either new arrests or new adjudications depending on the site. This range of outcomes is likely reflective of the wide scope of supervision used for youth in these states who receive the PACT assessment. Our findings have implications for agencies using OTS scoring for populations in which development samples and initial models were not designed to serve. This may be a rationale for the development of specialized versions of the assessments for detention and residential placement purposes (i.e., Detention Risk Assessment Instrument, or DRAI). Only one site supervised youth strictly under probation supervision (Mountain 1), and the specified follow-up was 24 months for a new adjudication. This two-year window may correspond with the likely lower level risk of these youth or may be due to the length of probation supervision they receive. Lastly, the two states with ‘deeper end’ youth (those under stricter supervision) had the *shortest* follow-up of 6 months. Again, this optimized outcome is likely a reflection of the youth and their level of risk for future reoffending, or their likelihood of recidivism needing a shorter-time observation period. Furthermore, it is also possible that the experience of being detained or incarcerated, may contribute to a quicker time to recidivate than youth under community supervision.

In this final set of analyses, we provide readers with a sense of how much of an improvement optimization can have on predictive improvement. While previous hypothesis test’s examined each assessment development consideration in isolation, we provide the

cumulative effects of multiple assessment optimization elements simultaneously in this last section. These analyses provide a clearer understanding of the study’s intent. That is, while isolating one element might not provide sizable evidence of predictive improvement, ‘stacking’ multiple model advances demonstrates improvements of sizable magnitude. Again, these effects were consistent and provided substantial support for *H8 – that improved predictive performance is demonstrated through optimization of multiple assessment design elements simultaneously*.

E. CONCLUSION

In the current study we sought to test many widely held beliefs and practices. It is typical for instruments to be developed and then implemented with an off-the-shelf scoring algorithm that can remain unchanged and part of a static product package (Hamilton et al., 2016). This is, in part, due to the historical connections between criminal justice and psychological assessment developmental methods. However, psychological assessments are built on the conceptions that outcome/condition are organic, or universally observed within all humans that have a similar outcome/condition (Desmarais & Singh, 2013; Hamilton et al., 2016; Hamilton et al., 2017). We argue that, due to justice system differences and complexities, assessment performance will vary by state/site. Specifically, outcomes and populations of interest differ, and tools applied to jurisdictions for which they were not designed will demonstrate reduced predictive performance.

We contend that agencies develop, or modify, assessments to meet the specific needs and desires of the agency, using site-specific variations to maximize predictive performance. This process of *optimization* is viewed as an assessment of the jurisdiction’s responsivity to the tool (Hamilton et al., 2017). Specifically, we attempted to isolate and test the incremental impact of multivariate methods, item weighting, gender-responsivity, race-neutrality, outcome and duration

specificity, as well as the impact of jurisdiction. Through the consistency and stability of tested effects, the current study demonstrates how agencies may take advantage of methodological improvements and localized variations, better serving their communities and youth needs.

This analysis was dependent on the development of a large, nationally representative sample. Specifically, we identified 10 sites that had implemented the Washington State Juvenile Court Administrators Risk Assessment (WSJCA-RA), created in 1997. Data collected span over 20 years; however, the timing of state implementations vary. We gathered and created 10 site-specific datasets, harmonizing and combining each into a single, aggregated database of nearly 500,000 unique youth assessments. We tested eight hypotheses, comparing each development design variation to the OTS scoring, still used by most sites to-date, and to a Base Model, built to be an acceptable representation of a common contemporary model used today.

Overall, findings provide a look behind the curtain into how assessments are and can be developed. Our study sought to examine how specific design elements, when added in isolation or combined, provide notable improvements in an assessment's ability to predict recidivism risk among youth. Utilizing an extremely large and nationally representative sample of youth assessed with the same/similar instrument, we find support for each of our eight hypotheses. Specifically, we find predictive performance improvement using each of the eight risk assessment design methods. We compare each model improvement to both the Off-the-Shelf (OTS) assessment scoring and a study default – Base Model. A summary of these findings is provided in Table E1. In this section, we provide additional detail surrounding each hypothesis and our general conclusions.

Table E1. Summary of Predictive Performance improvement

	AUC Improvement		H-Measure Improvement		SAR Improvement	
	OTS	Base Model	OTS	Base Model	OTS	Base Model
H1 Multivariate	7	3 [†]	5	3	8	3
H2 Weighted	11	4 [*]	9	4	10	3
H3 Gender	10	2	9	1	11	2
H4 Race/Ethnicity Neutral ⁺	11	1	9	1	10	1
H5 Outcome	15	6	11	6	17	5
H6 Duration	11	3	11	3	10	2
H7 Jurisdiction	10	6	9	6	8	5
H8 Optimized	12	9	12	10	8	6

[†]In this comparison the ‘Base Model’ represents one developed with bivariate selection.

^{*}In this comparison, the ‘Base Model’ represents one developed with unweighted, multivariate selection.

⁺For this comparison the mean across 2 White and Non-White samples was computed.

H1 – Item Selection

First, we examined the method in which items are selected for inclusion in a risk assessment’s scoring schematic. While all ethically and theoretically relevant items can be included in a tool, only those that are *criminogenic*, or have the ability to predict recidivism, should be included. With that said, some items possess overlapping content, or shared variance, where removing redundant, *noise items*, will improve the assessment’s ability to predict youth behavior. As indicated, some contemporary tools (i.e., the YLS/CMI) make use of a more liberal standard, *bivariate association* while others require statistical significance via a multivariate model, designed to remove items with shared variance issues. Our findings identified a 7% increase in the AUC when compared to the OTS, and there was a 3% increase when compared to the bivariate model. Recalling that a 6% improvement in AUC is roughly an effect size change we find that the difference between the multivariate and OTS model is more than an effect size and the developed bivariate model represents half an effect size. Additional support is also identified via improvements in the H-measure and SAR values of the multivariate model. Thus, our findings confirm support for the adoption of tools with a multivariate approach.

H2 – Weighting

We next examined the impact of item weighting. Discussed earlier, many contemporary tools make use of an unweighted, or Burgess-style, provision of values for item responses (i.e., the OYAS). However, more recent research suggests that analytic weighting, making use of regression model coefficient values, increases a model's predictive performance, allowing each item/response to provide a more accurate contribution to the assessment algorithm (Einhorn & Hogarth, 1975; Kroner et al., 2005; Silver et al., 2000). In particular, this study made use of a boosted regression model, customized to select and weight items that incrementally increase the predictive performance of a given model. This type of model was perceived to be the higher end of sophistication of current contemporary youth assessment's (i.e., the COMPAS Youth). Our findings identified an 11% increase in in the AUC, by comparisons to this OTS and a 4% increase when compared to the unweighted model. Again, additional support is also identified via improvements in the H measure and SAR values of the multivariate model. As with H1, when testing *H2 we find that using more advanced statistical development techniques incrementally and substantially improves the assessment's predictive performance.*

H3 – Gender

In our third set of tests, we examined the impact of gender-responsivity via the development of assessment models for separate samples of males and females. In this model we set the Base Model as a scoring algorithm developed for H2. Our findings identified a 10% increase in in the AUC, by comparisons to this OTS and there is a 2% when compared to the Base Model. Again, additional support is identified via improvements in the H-measure and SAR values of the multivariate model.

While a notable improvement is identified, the predictive increase was confined to the improvements recorded via the Female-Specific model. In fact, there is a lack of effect identified for the Male-Specific model, which is consistent with prior examinations of gender-responsive assessments (Emeka & Sorenson, 2009; Sharkey et al., 2003; Van Voorhis & Presser, 2001; Van Voorhis et al., 2008; Van Voorhis et al., 2010). In particular, Emeka and Sorenson (2009) as well as Sharkey et al. (2003) identified that gender-neutral models tend to be less-predictive for females and include items with a higher prevalence for males. While relatively equal in proportion generally, in justice samples, gender prevalence is disproportionate, tilting the predictive logic of gender-neutral models to provide consistent prediction for males. Findings for H3 buttress prior findings, indicating that the Male-Specific model provides a similar predictive performance as compared to the gender-neutral Base Model.

H4 – Race-Ethnicity Neutrality

The intent of H4 tests the assessment’s impact on racial/ethnic bias. In this set of models, we identified items that predict White versus Non-White youth. The study’s race-neutral model is developed with a reduced set of assessment items, removing those that were identified to be substantially correlated with a youth being non-White. We compared the predictive performance of these models for all youth, as well as for subsamples of white and non-white youth. Our findings indicate a similar, consistent effect when comparing the Race-Neutral model to the OTS; however, only a 1% increase is identified when compared to the Base Model. Furthermore, *False Positive* rates for non-White youth in both the Base and Race-Neutral models were also similar. We attribute this reduced effect to the strength of the Base Model approach in reducing bias. Specifically, the Base Model substantially increases the proportion of needs-based

responses, reducing the impact of criminal history items, which have been identified as potentially possessing greater racial/ethnic bias (Hannah-Moffat, 2013; Harcourt, 2015). While our novel attempt to reduce the FP rates among non-White youth was modestly successful, the notable effect is established via the inclusion of a greater proportion of needs-based items in the model. This supports recent research on youth assessment model development (see Hamilton et al., 2019a; 2019b).

H5 – Outcome

As discussed, the specific outcome used for prediction is important to accurately assess an agency and jurisdiction needs (Hemple et al., 2013; Vincent et al., 2012). However, most assessments are designed to predict recidivism generally, with an off-the-shelf definition provided by their development model. In particular, the study assessment scoring was developed for Washington State which, in line with nearly all other contemporary assessments, were designed to predict a generalized outcome of ‘any’ recidivism. Although narrow-band tools have been developed to predict youth violence and sex offending (Structured Assessment of Violence Risk in Youth [Borum, Bartel, & Forth, 2003], Structured Assessment of Protective Factors for Violence Risk-Youth Version [de Vries Robbé, Geers, Stapel, Hilterman, & Vogel, 2015], Juvenile Sex Offender Assessment Protocol-II [Prentky & Righthand, 2003], and the Estimate of Risk of Adolescent Sexual Offense Recidivism [Worling & Curwen, 2001]), recent development efforts have focused on the creation of multi-band tools that can make use of a subset of the tool assessment item pool to create a set of specified models (see Hamilton et al., 2019a; 2019b). While some research has examined the development of multi-band tools (see Barnoski & Drake, 2007; Brennan et al., 2009; Duwe, 2014; Hamilton et al., 2016), H5 isolated the impact of

models that are designed to select and weight assessment items to predict six specific outcome types. As indicated in Table E.1, when compared to the other hypothesis tests, the average improvement of outcome-specific models provides the *largest impact*. In particular, the improvements of H5 over the OTS scoring is the largest among those isolating a single customizable design effect (i.e., H1-7). Our findings identified 15% increase in the AUC, by comparisons to this OTS and there is a 6% increase when compared to the Base Model; representing roughly a 2 and a 1-effect size increase, respectively. Meaning that this advancement alone has the ability to take a weak, or moderate, OTS tool and make it substantially stronger. Again, additional support is also identified via improvements in the H measure and SAR values of the multivariate model.

Speaking more specifically of the study assessment, the OTS scoring makes use of 22 items to score risk, in which criminal history items are focused on the number of previous crimes ‘overall’ and violent and sex offense more specifically. Given the greater prevalence of violent base rates in our aggregated sample, it is notable that our H5 models trained to predict specific outcomes performed better when predicting non-violent offenses, such as property and drug. As with our examinations of gender and race, it appears as though generalized models (the OTS and Base Model) perform better when predicting events that are more frequent. Therefore, agencies employing an assessment to predict for a jurisdiction in which the prevalent offenses is not consistent with most prominent offense type in the tool’s development sample, will likely underperform as a result.

Furthermore, as we have shown here, generalized assessment models have greater difficulties competing with models designed to specifically predict Violent, Drug, Felony, and Sex Offenses. Furthermore, when the study definition conceptualizes recidivism as a new

charge, rather than an adjudication, improvements over the Base Model were found. Generally, we find the strongest support for adoption of multi-band tools, improving the assessment's predictive performance and providing a more specified understanding of youth severity, which, in turn, specifies how youth are most likely to recidivate.

H6 – Duration

To test H6, we examine three alternate durations. This set of comparisons was intended to identify the potential shrinkage that may occur in predictive performance when an agency applies a specific follow-up definition of recidivism to a tool built using an alternate specification. Again, support is found for customizing a model to better predict for a given definition. When examining the average effects across the 6, 24, and 36-month comparisons, our findings identified an 11% increase in in the AUC yield, by comparisons to OTS and there is a 3% increase when compared to the base model, exceeding and nearing an effect size change, respectively. As indicated, agency should understand that AUCs reported by assessment developers will not reflect the predictive validity of the tool applied in their jurisdiction if the definition and duration are not the same. Therefore, agencies should not compare AUCs of other tools unless the definition of recidivism reported is similar to competing or current definitions. Again, further support is also identified via improvements in the H-measure and SAR values of the multivariate model. As with H5, using a more specified definition of recidivism, in this instance the follow-up, provides substantial improvements to the assessment's predictive performance.

H7 – Jurisdiction

As discussed previously, one widely held belief is that assessment tools are transferable. In previous analyses this belief has been challenged (see Hamilton et al., 2019a; 2019b). However, these were isolated examinations, with only two, relatively modest samples. The primary advantage of the current study was to examine the impact of developing customized models using local data. This is a substantial break from the OTS scoring most contemporary assessment provide and demonstrates the effect, replicated across 10 unique site samples. Study findings provided strong support for H7, identifying a 10% increase in in the AUC by comparisons to this OTS and there is a 6% improvement when compared to the Base Model, where both comparisons represent an effect size change. Again, additional support is also identified via improvements in the H-measure and SAR values of the multivariate model. Thus, our findings confirm support of prior findings (see Hamilton et al., 2019a; 2019b).

Furthermore, and as indicated, H7 demonstrates the importance of customization that all agencies should consider and, after sufficient data has been gathered for a given site, one of the simplest updates one can make to their current assessment system to improve predictive performance. Given that improvements are nearly as impressive when compared to either the Base Model or OTS scoring, the results drive home the importance of developing, and redeveloping, models with localized data and not simply defaulting to an OTS scoring model provided by the assessment developer/company.

H8 – Optimization

Finally, in H8 we identified the full impact of assessment optimization. Here we combined the effects, making a model that was multivariate, weighted, gender responsive,

outcome- and duration-specific, and developed using each site's specific data. In developing this model, we are demonstrating a process that an assessment developer might undertake if they were to tailor an assessment for a given agency. While not isolating the incremental benefit of a given customizable element, this last set of hypotheses identifies the 'stacked effects' of many elements simultaneously.

Our findings, while not a simple additive effect of all previous contributions, indicate large improvements. With the exception of the outcome-specific tests (H5), which notably tested more, specified outcome types than was feasible for H8, the optimized models provided increased predictive performance when compared to the OTS and Base Models. While the 12% average AUC optimized improvement is an increase of roughly two effect sizes over the OTS scoring, of specific note are the improvements identified over the Base Model. In particular, a 9% AUC improvement, which is greater than an effect size, is recorded. Again, additional support is also identified via improvements in the H measure and SAR values of the multivariate model. Thus, if we are to assume that an agency's model is developed, at a minimum, utilizing a multivariate-weighted model (which many are still not), these customizations will improve the assessment from a weak or moderate tool to a stronger and more assessment for the jurisdiction's youth. Alternatively, those undertaking the development of a new assessment tool should attempt to include said optimization strategies to achieve maximum performance.

Although we identify this set of tests as the ultimate aim of the study, it would have been difficult to argue for the inclusion of all elements without first identifying the isolated impact of each element individually. With that said, what is most important about the methodical testing of each element individually, and now combined and measured with each site's data, is that the consistent and substantial findings are found in each state. This demonstrates that our previous

findings are not isolated effects that can be attributed to a single element or the unique specifications of a given sample.

It is also important to note the range of variation, as there were times at which optimization provided a modest improvement. For specific jurisdictions, larger improvements were identified. In particular, the improvement for females ranged from 4% to 19%, and for males, the range was a 4% to 12% improvement. Therefore, if a single study were to replicate one, or even optimize on all of the elements in the current study, one may come to the conclusion that optimization may provide some (4% AUC yield) but not ‘enough’ improvement to elicit and alter the current assessment in operation. However, the findings of this study should be used to draw a stark contrast between a single study’s effect and the collective findings presented here. Specifically, consistent substantial improvement was found with each element tested and large improvements were identified when optimized models were allowed to combine the effects of multiple models.

F. DISCUSSION

Following the multiple tests and comparisons described, we focused our conclusions section on the discussion of *the consistent and substantial findings of all tests*. The magnitude of the findings is solidified through the use of a variety of jurisdiction types, providing what we believe is one of the first nationally represented samples of assessed youth. This final section of the report first identifies our limitations. We then provide recommendations to be adopted as *best practices* for assessment developers and agencies adopting, modifying, or maintaining assessments.

F.1 Limitations

The current study attempted to describe methods to improve predictive performance for a wide variety of youth samples. We gathered assessment and recidivism data from 10 sites in order to a) identify widely generalizable effects and b) provide results to agencies, displaying findings with one of the most widely utilized risk assessments in the nation. With that said, there are notable limitations with our methodological strategy and data collection procedures. We discuss these limitations further in the current section.

Single Assessment

Our strategy was to attempt to create as many apples-to-apples comparisons as possible. To do this we gathered assessment data from those sites that were using a derivation of the previously described WSJCA-RA tool. To be generalizable to other tools, however, one must assume that item content across a variety of risk-need domains are similarly assessed in other tools. While we feel it is highly probable that the same effects displayed in our analyses will be found in other contemporary tools, such as the OYAS, YLS/CMI, or COMPAS Youth; unfortunately, this analytic strategy prevents our ability to confirm said effect. However, we recommend that other researchers and assessment developers attempt to extend and replicate the findings identified here.

In addition, while our 10-site sample is one of the most comprehensive and expansive for exploring youth assessment prediction, there were notable coverage gaps. In particular, the southwestern region of the United States (i.e., California, Arizona, and New Mexico) were not part of our data collection efforts. Specifically, these states do not use the study assessment tool. Furthermore, there may be specific states with demographic or jurisdictional differences that would report assessment and recidivism distinctions. In particular, some states provide a unique

definition of juvenile court eligibility that may impact study findings. However, we regard these potential distinctions as ‘minimal’, and the robust and consistent support found for each hypothesis demonstrates considerable evidence that similar results would be likely even in other, distinctly different populations of youth.

A last consideration for the study assessment is that the tool is not centrally provided by one agency or company. Specifically, when the assessment was made non-proprietary, it allowed others to create their own versions of the assessment. Implementation methods and training vary as a result. Specifically, some use the OTS scoring to triage or divert low risk youth from the system, which may impact the heterogeneity of the sample we assessed here. Additionally, some states provided slight alterations to item content. As described, this required a harmonization process, where we collapsed item content and made use of imputation procedures to reduce missing content. Again, while we anticipate the impact to be minor, it is possible that aggregate sample, or specific site samples, may have been impacted through the aggregation process. Additional research will be needed to examine these distinctions and their relative impact to study findings.

Comparisons

To isolate the hypotheses’ effects, we made two relevant comparisons in each analysis. To provide practitioners with an understanding of how their current, or other contemporary tools, are likely to perform for their jurisdiction, the OTS was provided. Comparisons of study-developed models to the OTS scoring algorithm were notably large. However, it was anticipated that readers may perceive the OTS scoring as antiquated by comparison to more contemporary tools. The Base Model was developed to make more relevant comparisons to contemporary

tools, using a multivariate, weighted model developed on a large aggregate sample. We also made use of a more sophisticated regression technique, gradient boosted, to ensure accuracy of study findings. In many respects, the Base Model is more advanced when compared to most contemporary tools, methodologically speaking. Therefore, the likely improvement of the study constructed models to other contemporary tools falls somewhere between the OTS and Base Model comparisons.

With that said, some may still perceive our attempt to equate the performance of other tools as an apples-to-oranges comparison. It is notable that other distinctions may be attributed to greater predictive performance that were not feasibly tested here. In particular, others have stated that the instrument needs to be administered reliably by practitioners (Vincent, Guy, Perrault, & Gershenson, 2016). Effective training and quality assurance procedures are also necessary to retain and potentially improve an assessment's reliability and internal consistency, ultimately improving predictive performance (Hamilton et al., 2017). If one is to assume that reliability and validity are linked in a two-stage process, where a valid tool is likely to possess adequate reliability, then these potential reliability variations should not diminish the predictive performance effects demonstrated here. While the focus of the current study was to demonstrate predictive performance and optimization that can likely be achieved, despite said tool differences, continued efforts should still be endeavored to ensure that tools are delivered with proper support and training (Vincent et al., 2018).

Initial Assessment

Another aspect of the Risk-Need-Responsivity (RNR) model is the ability of youth to change over time. Time provides another factor that needs to be examined in relation to the

effects identified. While the concept of reassessment to assess both maturity/growth and the impact of interventions provided is important to the utility of risk and needs assessment literature, these analyses go beyond the current study scope. The effect of ‘change over time’ is not a single hypothesis that could feasibly be added to the current study. While dynamic change has been more recently examined (Baglivio & Jackowski, 2015; Johnson, Lowenkamp, VanBenschoten, & Robinson, 2011) and represents a less-explored aspect of risk-need models, it requires further exploration. Additionally, the relative impact of programming in the prevention of recidivism and reduction of youth needs is outlined for a future study endeavor.

Risk Level Categories (RLCs)

Typically, a risk assessment developer provides the continuous risk score and a set of cut points/thresholds that allow for the categorization of youth risk (i.e., low, moderate, high). The methods and development of the risk level categories (RLCs) is a study of its own and not feasibly tested here. In particular, examinations of racial/ethnic bias have almost exclusively focused on the impact and FP rates of RLCs (Angwin et al., 2016; Flores, Bechtel, & Lowenkamp, 2016; Whiteacre, 2006). RLCs represent an under-researched topic. In fact, it is less known how and why cut points are set for a given tool or agency than the development of the underlying risk score. This is likely because the placement of cut points can be identified as ‘part art and part science’. That is, while the underlying goal of their placement is to provide a method of discriminating between the level of risk, the placement of a given cut point score is often seen as arbitrary. Typically, the agency using the assessment will request adjustments, or ‘norming’, of the cut points to meet with their jurisdiction’s needs or agency resources for

supervision and programming. Although an important topic for future analysis, the examination of RLCs was beyond the scope of the current study.

Optimization Permutations

The current study provided an ambitious goal of testing several different options in isolation as well as a combined set of design elements that represent one optimization option for each site. With that said, there are many more untested permutations. Readers should also note that, to provide better clarity of the findings, some outcome-specific models (i.e., female and male-specific violent, property, drug, sex, and felony models) were not included. We believed that a further breakdown of these models would be overwhelming for readers, attempting to further distill already complex findings. However, if these additional breakdowns were provided, it is anticipated that the average AUC, H and SAR values (reported in Table E.1), would have resulted in additional predictive improvements. These additional, gender-responsive models are important customizations for agencies to consider and should be considered when tools are optimized for a specific jurisdiction's population. In particular, models that predict violent recidivism should differentiate between male- and female-specific item selection and weighting. These considerations have been shown to be an effective method of reducing over-classification of females in higher risk categories (Brennan et al., 2012; Brennan & Oliver, 2000; Duwe, 2014; Hamilton et al. 2019a; 2019b; Van Voorhis et al., 2010).

Furthermore, our H6 duration hypothesis was somewhat limited. Due to reporting and data collection procedures, two states (Southeastern and Southern 2) provided limited durations in which to test duration and optimization options. Our findings indicated that, while still substantial, duration was one of the more modest performing hypotheses in terms of predictive

improvement. With more comprehensive data and variations to test, it is possible that more permutations and optimization strategies could be conceived beyond those tested here. In particular, recent research has identified unique effects when follow-up periods are extended for sex offenders (Hanson, Harris, Letourneau, Helmus, & Thornton, 2017). Further examinations of follow-up durations are needed to identify whether similar and important effects can be established for youth sex recidivism and other types of recidivism specializations.

Finally, we made use of boosted regression models as our study default method. There are certainly other forms of model building algorithms that could be further explored. Others have suggested that random forest and other machine learning methods hold promise for improving predictive performance. Prior findings also indicate that when sample sizes are sufficiently large, as they are here, that machine learning methods perform similarly (Brennan & Oliver, 2013; Hamilton, Neuilly, & Barnoski, 2015; Oliver, Dieterich, & Brennan, 2014). Our study was not focused on a ‘methods bake-off’ of sorts to identify the algorithm variations. However, with the current, or similar sample, additional optimization permutations can be explored, examining the relative effects of algorithm efficiency.

F.2 Best Practices

Following from the findings presented above, several best practices are presented to guide the potential implementation of updated or modified risk and needs assessments that are individualized for jurisdictions. These recommendations are provided based on a large, representative sample and should be viewed as *best practices for agencies using assessment tools*. These recommendations include those related to 1) implementation and practitioner buy-in, 2) instrument customization and improving validation and reliability, 3) training and quality

assurance, 4) methodological advancements, 5) case management strategies, and 6) racial/ethnic bias reduction. Many of these recommendations derive from the research team's experience with risk assessment implementation as well as from previous researchers' work regarding implementation and use of such instruments.

Implementation and Buy-In

Quality implementation can reduce recidivism (Vincent et al., 2012; 2018). In their guidebook for implementing risk assessments in the juvenile justice system, Vincent et al. (2012) provide steps for implementation, including: establishing buy-in from stakeholders and practitioners as well as selecting and preparing the risk instrument. We contend that this should include an assessment of current and anticipated policy changes and workload drivers.

A common method for agencies when adopting, or changing, assessment tools is to establish a work-group to compile and review the literature of existing tools. A Request for Proposal (RFP), allowing contemporary tool providers to bid for the agency's assessment contract, may also be part of the implementation decision-making process. As described, the assessments are often promoted by their developers as static, unmodifiable products that, when implemented, will produce an equivalent level of predictive performance, or are 'valid', regardless of location. The current study repeatedly demonstrates that this widely held assumption falls well short of expectation.

We recommend that, as part of any adoption or modification process, Subject Matter Expert groups provide their input regarding changes needed to the off-the-shelf assessment. These changes, at a minimum, should include a tool's development around an agency's preferred outcome definition. Additional considerations should be provided for gender responsivity and

adjustments to reduce racial/ethnic bias. Insights from professionals who work daily with justice-involved youth, and who administer the risk-needs assessments, can provide valuable feedback about modifications and their utility in the field. Not only might this process improve buy-in, but it may also serve to increase the content validity and practical utility of the assessment (Hamilton et al., 2019a). Furthermore, this study represents a ‘proof of concept’ and agencies should not adopt any of the tools here as they were not made without SME support, which would have helped select items and models to align with agency specifications, policies, and definitions.

Relatedly, Vincent et al. (2018) recommended that a data infrastructure should be implemented that is user-friendly and supports both data collection and staff expertise. Hamilton and colleagues (2017) further suggest agencies can no longer make use of paper and pencil assessments and should anticipate efficient and effective product. Software is critical for the implementation of advanced methods, as shown here, to improve the tool’s performance, save time, provide control quality, improve system-wide communication, and offer accessible data for evaluation and reporting purposes. Standardized policies and procedures should also be established to enhance information-sharing across stakeholder groups (Vincent et al., 2018). Due to the changing nature of adolescent behavior, risk-needs assessments should be evaluated for accuracy frequently. Readily available data would help ensure that the instruments being used can be modified and optimized in a timelier manner.

Customization and Improving Validity

An often-ignored principle of the RNR model is the need to routinely validate, reevaluate, and modify assessment tools, as findings dictate. Given the amount of data collected over just a few years of use, routine updates are feasible. Furthermore, agencies typically have

ownership of their assessment data, with the rights to allow for external risk assessment researchers to examine potential modification needs. However, modifications to locally supported, and more specifically, commercially available assessment tools may be perceived as formidable and cost prohibitive. As a result, it is far more likely for an agency, unsatisfied with their current assessment, to change from one commercially available tool to another. Results from the current study suggest that updates to an OTS model may be less obtrusive, require minimal training, and provide a more formidable predictive improvement.

As indicated previously, a key goal for this project was to demonstrate the process of customizing an assessment, first developed for Washington State probation youth, for individual jurisdictions and their respective needs. We advocate for continued customization in other states, and even county jurisdictions, that utilize this and other assessments, where the instrument can be modified for the population served and adheres to jurisdiction-specific recidivism definitions. If counties or states are considering adopting an assessment, *we recommend agencies refrain from adopting tools off-the-shelf if developers/companies have no intention to modify the tool to correspond with the population or jurisdiction in mind.* Although developers may claim acceptable rates of ‘validity’ from off-the-shelf tools elsewhere, this is a low bar for an agency to accept. Failure to modify an assessment, any assessment, based on the intended population or agency *will* result in decreased predictive performance. Stated otherwise, the instrument should validly predict delinquent behavior for the population and site being served (Vincent et al., 2016).

Customization can be achieved much like what was done in the above work, where item selection, weighting, and other modifications can be tailored to meet agency needs. Performing these analyses can address issues specific to the local population and may also reduce

practitioner skepticism (and thus increase buy-in) while also serving to enhance predictive performance (Hamilton et al., 2017). Utilizing stakeholders and local data provides a buy-in to the customization process, much like the ‘Florida-zed’ version of the assessment discussed previously, that adds to the acceptance and that the tool is ‘theirs’ and intrinsic to the agency’s day-to-day functionality.

Furthermore, tool modifications should account for the outcome type and definition. Prediction efforts may be affected by the outcome selected, and outcomes of interest vary by agencies. For example, while one jurisdiction may consider a recidivism event to be a new reconviction within 12 months, another might focus on new felony convictions within three years. Instrument performance may be diminished if the originally developed assessment used a different outcome than the one under consideration by a different agency (Livingston, Chu, Milne, & Brink, 2015). In short, *tool customizations should be implemented for an agency’s jurisdictional needs, on a routine basis (every 2-3 years), in order to facilitate improved predictive performance and practitioner confidence.*

Training and Quality Assurance

Although training could be considered a facet of best implementation practices (see for example Sullivan et al., 2019), we have included it as a separate category as our focus has been on customization and the need for implemented risk-needs assessments to be subsequently updated. As such, practitioners are already familiar with how to administer their current assessment but may require additional training regarding changes made to the tool that are specific to their jurisdiction. Vincent and colleagues (2016) emphasize how instruments need to

be administered reliably by staff to optimize effectiveness. Accordingly, we recommend that practitioners are informed of changes made and how that may affect assessment administration.

Additionally, training and boosters for practitioners on the updated tool will be needed and prove useful for the overall utility of the assessment. More specifically, such training may serve to improve the predictive validity as well as the internal consistency of the instrument (Hamilton et al., 2017). *We recommend that support and training should be offered to practitioners on a regular basis, as the customization process will likely be an ongoing, organic process.* This recommendation has been stated previously and the current study supports the idea that ongoing training may facilitate the integrity and fidelity of the assessment instrument.

Methodical Advancements

As mentioned, the WSJCA-RA assessment was created in 1997. At the time of development, it was considered an advanced tool, providing multiple domains to target appropriate programming, an ability to track both risk and protective factors, and a screening tool to triage youth from justice involvement. For this and other reasons, the tool's use expanded and was implemented in approximately 20 states. While the developer's intent was to update the tool routinely, not much has changed in the more than 20 years since its creation. Other contemporary tools are no exception, where the COMPAS Youth, YLS/CMI, and OYAS have implemented similar models, developed using accepted, yet dated methods. While these and other assessments collect data to 'validate' an assessment's performance in a new jurisdiction, the 'validation' bar is often set quite low (Hamilton et al., 2016); where evaluations of an assessment's prediction in a new jurisdiction is viewed as a rationale to keep the tool unchanged, rather than modify its items, weights and methods to achieve better outcomes for the agency.

It has been over a decade since the seminal work of Andrews et al. (2006), who explained the four 'generations' of risk assessment. While many of the advancements tested in this study

have been available for nearly as long, only a few assessments have attempted to adopt more advanced techniques of multi-band (Duwe, 2014); gender-responsive (Van Voorhis et al., 2010), or machine learning methods of item selection and weighting (Hamilton et al., 2019a; 2019b).

While many have tried, and failed, to attach a ‘fifth generation’ label to a new assessment design, said label is meaningless without a push to advance the methods we incorporate into risk assessment models and the *evaluation and eventual adoption* of advancements. While adoption is an endeavor in which an agency must be convinced to undertake, the evaluation of performance is more easily done and something that has been demonstrated here 10 times over.

However, we further recommend that assessment *developers increase their level of reporting in an effort to identify when and where customizations might be needed*. Although most developers now make use of the AUC as a common prediction metric, as observed here, the value returned is dependent on many factors. *Agencies should require developers to provide validation metrics similar to that of the recidivism definition and jurisdiction they supervise*. Furthermore, there are additional metrics that are important to consider, such as the H measure, which is found to be robust against distributional differences in true positives and true negatives across multiple models (making results more directly comparable), and the SAR, which describe additional metrics of calibration and accuracy, not provided by the AUC. Furthermore, when studying racial/ethnic variations, FP rates should be provided to identify potential over-classifications of non-white youth.

Minimum standards should be set when examining predictive performance. Gone is the day that a correlation coefficient should be used as a method to validate model performance; however, minimum standards should also be set for validation and evaluation of an implemented tool’s performance. In this study we made an effort to examine the maximum number of youth

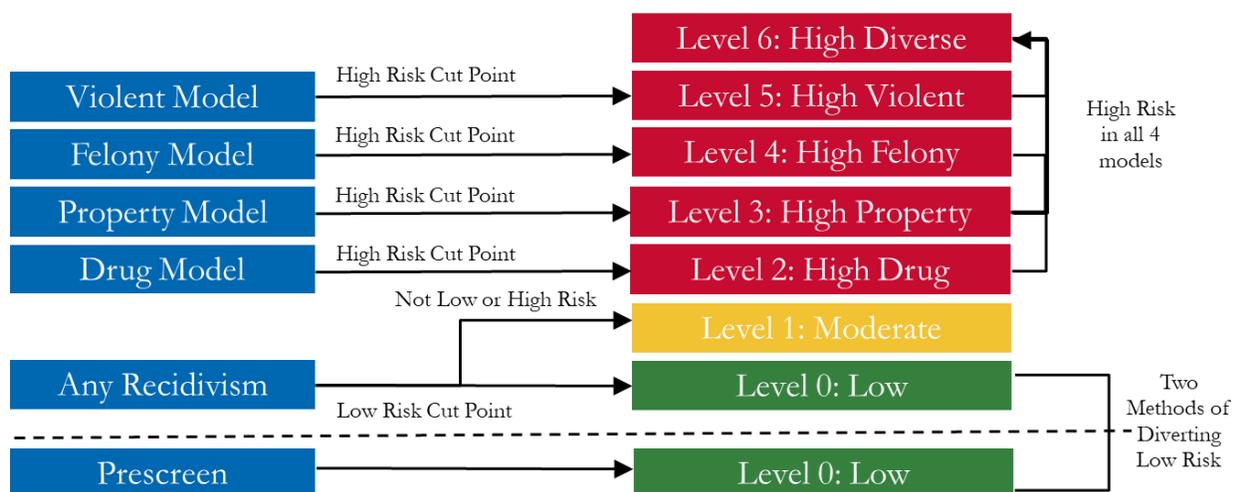
assessments we could retain. With that said, some sites provided smaller samples than others and each sample has unique base rates, for specific outcomes, and breakdowns by gender or race/ethnicity that can further limit the power of a more specified analysis. Furthermore, we attempted to maximize existing sample sizes, providing performance metrics using a k-fold process. At a minimum, a developer should report cross-validated performance and even then, readers should take note of the number of cases available for the test/validation sample of the indicated process.

We also caution that agencies should not simply look for the tool with the highest AUC value reported. Developers competing with other tools for the best AUC value are chasing each other through a hall of mirrors. As we have demonstrated here, predictive performance will vary based on many elements, and agencies should look for findings replicated in multiple jurisdictions with similarly high effect sizes reported. When reviewing RFP applications, or considering the adoption of a new assessment, *agencies should consider what findings are provided and if the performance metrics indicated are up to date* and if the performance can be replicated given the jurisdiction specification and recidivism base rates. Claims that risk-needs assessments are ‘consistently’ or even ‘the most validated’ should be treated with caution. As indicated previously, and as shown in our study, newer and more advanced methodological techniques, particularly in light of tool customization, can enhance predictive performance. Developers who fail to update their instruments, or at least routinely re-examine the validity of their tool with all populations serviced, are not meeting minimum standards set forth by RNR standards.

Case Management Strategy

Taking advantage of the multitude of models and effects demonstrated here can be a difficult distillation process without an effective agency case management strategy. Developed first with adults, the examination of gender responsiveness and outcome specificity makes for an array of specialized models that can be harnessed to provide better supervision and programming options for youth. To date, modifications to the OTS scoring of the current assessment have been developed for three states. In each state, an agency-derived variation of a common filtering process is used, where low risk youth are first screened for reduced supervision, or diverted from supervision entirely, while moderate and high risk youth are then assessed for their most likely type of recidivism. Youth may then be assigned to case managers (typically probation or parole officers) that specialize in a given youth type, and program assignments are prioritized for specified programs based on high risk and need areas. An illustration detailing one site's filtering process is outlined in Figure F.1.

Figure F.1 Illustration of Multi-Band Assessment Classification Process



While the illustration displays a multitude of options not applicable to every jurisdiction, the conception of strategic case management is better serviced when more specific information is properly conveyed. By implementing a more sophisticated processes into a case management system, youth needing less contact with the system are more effectively diverted, which is a demonstrated best practice, as it not only helps to reduce cases in an already overburdened juvenile court system (Farrell, Betsinger, & Hammond, 2018), but it also decreases the likelihood of iatrogenic effects for low-risk offenders otherwise exposed to higher risk peers (Gatti, Tremblay, & Viatro, 2009; Petrosino, Turpin-Petrosino, & Buehler, 2013). Moreover, diversion is optimal for first-time, low-risk youthful offenders, as many of them will not have future contact with the juvenile justice system and can be matched with appropriate services within the community, which also serves to save justice system costs (Farrell et al., 2018) and avoids the potentially stigmatizing impact associated with formal contact with the juvenile justice system (Schwalbe, Gearing, MacKenzie, Brewer, & Ibrahim, 2012).

Outcome specificity allows for more specialization of case managers in an attempt to give youth with the great risks and needs the most attention and to better allocate already limited correctional resources (Hamilton, van Wormer, & Barnoski, 2015). *As such, we recommend that jurisdictions use 'multi-band' instruments to better identify youths' likelihood of specific recidivism types and improve supervision and case management to address needs related to different types of offending.* Needs assessments can also be developed to identify those domains that are most predictive of specific types of recidivism. Reducing needs in these criminogenic domains provides *intermediate targets* that can be reassessed and identified as areas of measureable youth progress during supervision.

We recommend that agencies adopt case management strategies and organize workload and program prioritization to better align with a youth's specified pattern of risks and needs.

Through this process, case management becomes holistic and more individualized, as it puts the right youth, with the right case manager, and either gets them into the right program or diverts them from the system entirely. Increasing the specificity of case management processing has been indicated to maximize supervision and programming responsiveness (Hamilton et al., 2017), which prior researchers have recommended should involve consideration of youths' level of risk, dynamic risk factors, and protective factors (Vincent et al., 2012).

Racial/Ethnic Bias Reduction

Finally, *we recommend that assessment developers actively pursue methods of reducing racial/ethnic bias.* While concerns were always present, ProPublica (Angwin & Larson, 2016; Angwin et al., 2016) brought the issue front and center. As a result, RFPs for assessment considerations often request findings on racial/ethnic disparities. Although developers have become more responsive in reporting racial/ethnic subgroup differences, few have identified ways of reducing bias within their tools. However, this type of reporting is not a solution to the problem but an indication of the extent of the problem's existence.

Briefly, the concern is that the justice system, in terms of law enforcement practices and court processing considerations, is inherently biased toward racial/ethnic minority individuals. This bias is then reflected through the use of criminal history records in the day-to-day processing of said individuals, and risk assessments have the potential to act as a proxy for these biased metrics of risk. While some of the most predictive items within an assessment, the

disproportionate dependence of criminal history metrics in a risk assessment perpetuates the historical bias of said law enforcement practices and court processing.

With that said, the problem is not created by the assessment itself, and the data that are provided by the assessment are the *best form of sunlight* to address a historic issue of justice system bias. Further, the problem is created by the measures the assessment includes as inputs and outputs. That is, if a tool is comprised of mostly criminal history items and is developed to predict the same types of items as recidivism, the bias will perpetuate. Recent efforts (Skeem & Lowenkamp, 2016), as well as the current study, have attempted to provide novel methods of identifying and reducing bias within an assessment's construction. However, the correlation between race/ethnicity and justice system processes are difficult to disentangle. There are no easy solutions, as cultural and generational shifts are required to reduce justice system bias.

We further recommend that tool developers make every effort to reduce the disproportionate inclusion of criminal history items and those metrics empirically shown to be biased predictors. In line with the generational trajectory of risk-needs assessments, it is important for developers examine items at the test level as well as the level of risk factors (Skeem & Lowenkamp, 2016) to ascertain whether disparities exist and how they may be mitigated. Recent research has shown that increased attention to dynamic needs factors can improve predictive accuracy for minority youth (Hamilton et al., 2019a; 2019b). If a tool can provide the same or similar predictive performance, all while removing biased content, agencies should hold these assessments in the highest regard and prioritize them for adoption. Reductions in racial/ethnic bias have previously been demonstrated using this method (see Hamilton et al., 2019a; 2019b) and agencies should request these modifications to their off-the-shelf tools, as the field continues to value the equality of assessment outcomes.

F.3 Conclusion

The current study is a departure from common research on risk assessments. While assessment tools have been around for decades and new, contemporary tools have been developed for use with youthful populations, many of the long-standing traditions of psychological assessments were accepted but rarely tested. That is, the predictive performance of an assessment is not static and will vary based on the jurisdiction's demographics, variations in base rates, and types and definitions of recidivism metrics. Specifically, *we argue that an assessment's predictive performance is 'part tool and part local context'*. Through the use of one of the most robust and nationally representative analyses of a juvenile assessment, we have identified that there are multiple advances that can be used to improve the contemporary off-the-shelf assessment scoring used by juvenile justice agencies today. Modifications to existing tools' algorithms, gender responsiveness, and outcome prediction are long overdue.

This report is geared toward those agencies that are seeking to adopt a new assessment, are considering switching to a new tool, or simply want to pursue methods of upgrading their current instruments. Through isolation of several assessment design procedures, we have outlined effective methods for taking any assessment off-the-shelf and customizing it to better suit the agency's needs and improve recidivism prediction. We strongly advocate for agencies to *ask more of their assessment providers*, not accepting that the standard tool pitched is the only option available. Furthermore, agencies should be aware that their collected assessment data can be used to make a more customized tool on their own, or in conjunction with, a research and technical support team.

We strongly suggest that agencies evaluate the need to create a tool that is optimal for their needs and not be beholden to one that is commercially available or projects to be the ‘most validated’. Given the localized context and extended use of assessments, we feel strongly that agencies should ‘own’ their assessment and make sure it is adapted routinely to their changing environment. This process will create greater buy-in among stakeholders, improve validity, address issues of quality and sustainability, place the agency on the cutting edge of advancements, individualize case management solutions, and has the potential to reduce biases as a result. Those interested in the customization concepts put forward in this work are encouraged to reach out to the listed authors, or their local research team, to gauge the feasibility and contribution that assessment tool modification can provide.

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APPENDIX I. ASSESSMENT RECODES

Table AP.1: Item Recoding Results

Measure	Version	Code 1	Code 2	Code 3	Code 4	Code 5	Code 6
Attitude toward pro-social rules/conventions in society	Original	0	1	2	3		
	Recoded		1	2			
Against-person felony referral	Original	0	1	2			
	Recoded	0	1				
Confined to detention	Original	0	1	2	3		
	Recoded	0	1	2			
Other confinement	Original	0	1	2			
	Recoded	0	1				
Felony referrals (alternative coding)	Original	0	1	2	3		
	Recoded	0	1				
Felony referrals	Original	0	2	4	6		
	Recoded	0	2				
Felony sex offenses referrals	Original	0	1	2			
	Recoded	0	1				
Sexual misconduct misdemeanor referrals	Original	0	1	2			
	Recoded	0	1				
Attendance	Original	-1	0	1	2	3	4
	Recoded	-1	0	1	2	3	
Conduct	Original	-2	-1	1	2	3	4
	Recoded	-2	-1	1	2		
Optimistic	Original	-2	-1	0	1	2	
	Recoded	-2	-1		1	2	
Respect for authority figures	Original	0	1	2	3		
	Recoded	0		2	3		
Current interest in employment	Original	-4	-3	-2	-1	0	
	Recoded	-4		-2	-1	0	
Understanding of what is required to maintain a job	Original	-2	-1	0			
	Recoded		-1	0			

Annual combined income of the youth and his/her family	Original	-1	0	1	2		
	Recoded			1	2		
Consistently appropriate rewards for good behavior	Original	0	1	2	3		
	Recoded	0	1	2			
Has run away or been kicked out	Original	0	1	2			
	Recoded	0	1				
Current interest and involvement in supervised, structured pro-social recreational activities	Original	-3	-2	-1	0		
	Recoded		-2	-1	0		
Number of expulsions and suspensions during the most recent term	Original	0	1	2	3		
	Recoded	0	1	2			
History of employment	Original	-2	-1	0			
	Recoded		-1	0			
History of School Expulsions	Original	0	1	2	3	4	5
	Recoded	0	1	2	3		

APPENDIX II. ADDITIONAL DESCRIPTIVES

TABLE AP.2. Item-Level Descriptives: All States by Males (n=365,188) and Females (n=128,839)

Domain/Item	Male %	Female %
Age		
<i>12 or younger</i>	2.2	1.9
<i>13</i>	4.8	4.9
<i>14</i>	11.0	10.9
<i>15</i>	19.3	19.0
<i>16</i>	27.6	26.8
<i>17</i>	27.1	30.8
<i>18 or older</i>	8.1	5.6
Race		
<i>White</i>	48.1	56.1
<i>Black</i>	37.3	34.3
<i>Hispanic</i>	11.6	5.9
<i>Other</i>	3.0	3.7
Recidivism within 12 months		
<i>Any</i>	24.8	16.3
<i>Violent</i>	12.5	6.6
<i>Property</i>	6.1	4.9
<i>Drug</i>	9.7	4.2
<i>Sex</i>	0.5	0.2
<i>Felony</i>	13.1	6.5
CRIMINAL HISTORY		
Age at first offense		
<i>Over 16</i>	9.1	12.3
<i>16</i>	10.3	11.9
<i>15</i>	15.6	16.2
<i>13 to 14</i>	39.3	39.3
<i>Under 13</i>	25.7	20.3
Misdemeanor referrals		
<i>None or one</i>	53.2	48.4
<i>Two</i>	20.0	22.2
<i>Three or four</i>	17.7	18.7
<i>Five or more</i>	9.1	10.7
Felony referrals: One or more	70.7	48.5
Weapon referrals: One or more	9.0	4.1
Against-person misdemeanor referrals		
<i>None</i>	59.0	58.2
<i>One</i>	29.8	26.5
<i>Two or more</i>	11.2	15.2
Against-person felony referrals		
<i>None</i>	64.1	78.9
<i>One or two</i>	34.3	20.2
<i>Three or more</i>	1.6	0.9
Sexual misconduct misdemeanor referrals: One or more	15.8	7.3
Felony sex offense referrals: One or more	16.0	5.8
Confined to detention		
<i>None</i>	38.9	51.7
<i>One</i>	33.7	25.6
<i>Two or more</i>	27.3	22.8
Other confinement		
<i>None</i>	64.8	78.4
<i>One</i>	25.0	15.7
<i>Two or more</i>	10.2	5.9
Escapes		
<i>None</i>	88.8	96.1
<i>One</i>	10.9	3.7
<i>Two or more</i>	0.2	0.2
Failure-to-appear in court warrants		

Domain/Item	Male %	Female %
<i>None</i>	62.7	72.8
<i>One</i>	27.1	17.0
<i>Two or more</i>	10.2	10.2
SCHOOL HISTORY		
Youth is a special education student	36.9	25.4
History of expulsions and suspensions since first grade		
<i>No expulsions/suspensions</i>	15.1	21.8
<i>1 expulsion/suspension</i>	15.6	17.6
<i>More than 1 expulsion/suspension</i>	69.3	60.6
Age at first expulsion or suspension		
<i>No expulsions</i>	15.7	21.5
<i>First expelled: 14 to 18 years old</i>	34.3	33.3
<i>First expelled: 5 to 13 years old</i>	50.0	45.1
Youth enrolled in community school past 6 months	85.1	83.6
CURRENT SCHOOL STATUS		
Enrollment status		
<i>Graduated/GED/Enrolled full-time</i>	77.9	77.9
<i>Enrolled part-time</i>	7.5	6.4
<i>Suspended</i>	10.0	8.7
<i>Current status unknown</i>	4.5	6.9
Believes there is value in getting an education		
<i>Believes getting education is of value</i>	55.2	53.9
<i>Somewhat believes education is of value</i>	39.0	40.7
<i>Does not believe education is of value</i>	5.8	5.3
Believes school provides an encouraging environment		
<i>Believes school is encouraging</i>	37.2	33.1
<i>Somewhat believes school is encouraging</i>	50.7	53.2
<i>Does not believe school is encouraging</i>	12.1	13.7
Teachers, staff, or coaches youth likes/feels comfortable talking with		
<i>Close to 2 or more adults at school</i>	13.3	15.3
<i>Close to 1 adult at school</i>	24.0	21.6
<i>Not close to any adult at school</i>	62.8	63.1
Involvement in school activities during most recent term		
<i>Involved in 2 or more school activities</i>	9.4	9.6
<i>Involved in 1 school activity</i>	15.2	15.0
<i>Interested but not involved in any activities</i>	43.7	41.5
<i>Not interested in school activities</i>	31.7	33.9
Conduct		
<i>Recognition for good school behavior</i>	5.2	4.7
<i>No problems with school conduct</i>	38.6	38.4
<i>School problems reported by teachers</i>	17.0	15.3
<i>School problem calls to parents</i>	39.2	41.6
Number of expulsions and suspensions during most recent term		
<i>No recent expulsion/suspension</i>	54.5	62.2
<i>1 recent expulsion/suspension</i>	14.4	15.9
<i>2 or 3 recent expulsions/suspensions</i>	9.9	7.1
<i>Over 3 recent expulsions/suspensions</i>	21.2	14.8
Attendance		
<i>No unexcused absences</i>	19.7	15.7
<i>Some partial-day unexcused absences</i>	11.0	11.9
<i>Some full-day unexcused absences</i>	53.8	54.5
<i>Truancy petition/equivalent or withdrawn</i>	15.5	17.8
Academic performance		
<i>Honor student (mostly As)</i>	1.5	1.9
<i>Above 3.0 (mostly As and Bs)</i>	14.1	17.4
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>	37.6	29.6
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>	29.1	32.4
<i>Below 1.0 (some Ds and mostly Fs)</i>	17.7	18.7
Assessment of likelihood youth will stay in school and graduate		
<i>Assessed as very likely to graduate</i>	34.5	35.7
<i>Assessed as uncertain to graduate</i>	55.4	54.7

Domain/Item	Male %	Female %
<i>Assessed as not likely to graduate</i>	10.1	9.7
HISTORIC USE OF FREE TIME		
History of pro-social structured recreational activities within past 5yrs		
<i>Has been involved in 2 or more structured activities</i>	20.3	20.4
<i>Has been involved in 1 structured activity</i>	29.9	26.5
<i>Never involved in structured activities</i>	49.8	53.1
History of unstructured pro-social recreational activities within past 5yrs		
<i>Has been involved in 2 or more pro-social unstructured activities</i>	19.3	19.1
<i>Has been involved in 1 pro-social unstructured activity</i>	33.1	30.7
<i>Never involved in unstructured pro-social activities</i>	47.5	50.2
CURRENT USE OF FREE TIME		
Current interest and involvement in supervised, structured pro-social recreational activities		
<i>Currently in 1 structured activity</i>	19.4	17.0
<i>Currently interested but not involved in structured activity</i>	24.5	23.4
<i>Currently not interested in structured activities</i>	56.2	59.5
Current interest & involvement in pro-social unstructured recreational activities		
<i>Currently involved in 2 or more unstructured activities</i>	12.5	11.2
<i>Currently involved in 1 unstructured activity</i>	21.5	19.2
<i>Currently not interested in any unstructured activities</i>	49.6	51.4
<i>Currently not interested but not involved in unstructured activities</i>	16.4	18.2
EMPLOYMENT HISTORY		
History of employment: Has been employed	13.4	13.9
History of successful employment: Has been successfully employed	43.9	39.2
History of problems while employed: Fired or quit because of problems	6.4	16.5
History of positive employment relationships		
<i>Had 2 or more positive relationships</i>	10.1	9.7
<i>Had 1 positive relationship</i>	20.6	15.5
<i>Never had any positive relationships</i>	69.3	74.7
CURRENT EMPLOYMENT		
Understanding of what is required to maintain a job		
<i>Has demonstrated or has knowledge to maintain job</i>	50.2	44.4
<i>Lacks knowledge to maintain job</i>	49.8	55.6
Current interest in employment		
<i>Too young for employment consideration</i>	41.3	50.4
<i>Not employed but highly interested in employment</i>	25.9	21.4
<i>Somewhat interested in employment</i>	25.2	20.9
<i>Not interested in employment</i>	7.7	7.2
Current employment status		
<i>Employment currently going well</i>	6.7	6.7
<i>Problems with current employment</i>	0.2	0.3
<i>Not currently employed</i>	93.1	93.0
Current positive personal relationship(s) with employer(s) or adult coworker(s)		
<i>At least 1 current positive job relationship</i>	15.6	12.7
<i>Currently employed: no positive relationships</i>	0.8	0.9
<i>Not currently employed</i>	83.5	86.4
HISTORY OF RELATIONSHIPS		
History of positive adult non-family relationships no connected to school or employment		
<i>2 or more positive past adult relationships</i>	18.3	18.6
<i>1 positive adult relationship</i>	26.2	25.4
<i>No positive adult relationships</i>	55.4	56.0
History of anti-social friends		
<i>Had only pro-social friends</i>	7.7	8.7
<i>Never had consistent friends or had pro-social and anti-social friends</i>	70.0	78.3
<i>Had only anti-social friends</i>	19.1	10.5
<i>Has been a gang member/associate</i>	3.2	2.5
CURRENT RELATIONSHIPS		
Current positive adult non-family relationships not connected to school or employment		
<i>3 or more current positive adult relationships</i>	7.2	7.0
<i>2 current positive adult relationships</i>	10.1	10.5
<i>1 current positive adult relationship</i>	25.8	24.8

Domain/Item	Male %	Female %
<i>No current positive adult relationships</i>	56.9	57.7
Current pro-social community ties		
<i>Strong pro-social community ties</i>	4.3	4.0
<i>Some pro-social community ties</i>	44.5	44.0
<i>No pro-social community ties</i>	51.3	52.0
Current friends youth spends time with		
<i>Only pro-social friends</i>	16.2	15.6
<i>No consistent friends or pro-social and anti-social friends</i>	68.9	72.2
<i>Only anti-social friends</i>	12.3	11.0
<i>Gang member/associate</i>	2.7	1.2
Currently in a romantic, intimate, or sexual relationship		
<i>Not romantically involved</i>	80.7	78.2
<i>Romantically involved: pro-social person</i>	15.6	11.8
<i>Romantically involved: anti-social person</i>	3.6	10.1
Currently admires anti-social peers		
<i>Does not admire anti-social peers</i>	52.9	52.7
<i>Somewhat admires anti-social peers</i>	33.6	34.7
<i>Admires, emulates anti-social peers</i>	13.5	12.7
Current resistance to anti-social peer influence		
<i>Does not associate with anti-social peers</i>	41.5	39.6
<i>Usually resists anti-social peer influence</i>	28.5	28.5
<i>Rarely resists anti-social peer influence</i>	26.1	28.6
<i>Leads anti-social peers</i>	3.9	3.4
FAMILY HISTORY		
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	20.9	24.2
History of running away or getting kicked out of home		
<i>No history</i>	63.6	54.5
<i>1 instance</i>	11.3	10.5
<i>More than 1 instance</i>	25.2	34.9
History of petitions filed	33.7	39.7
No family history jail/imprisonment	59.5	52.9
Mother/female caretaker history jail/imprisonment	31.8	27.6
Father/male caretaker history jail/imprisonment	35.4	30.6
Other family member history jail/imprisonment	18.3	9.6
Has been living under any adult supervision	98.0	98.1
CURRENT LIVING ARRANGEMENTS		
Currently living with/in:		
<i>Transient</i>	9.0	3.1
<i>A foster home</i>	2.7	4.9
<i>Alone</i>	14.3	5.6
<i>Biological mother</i>	34.2	35.1
<i>Biological father</i>	13.2	13.0
<i>Non-biological mom</i>	14.0	10.6
<i>Non-biological dad</i>	7.2	5.4
<i>Long-term parental partner</i>	1.0	1.4
<i>Short-term parental partner</i>	0.4	0.6
<i>Parent's roommate</i>	0.1	0.1
<i>Grandparent(s)</i>	11.4	13.6
<i>Another relative</i>	8.1	7.9
<i>His/her child</i>	0.2	0.6
<i>A family friend</i>	14.5	5.7
<i>Romantic partner</i>	0.4	0.5
<i>A friend</i>	0.6	0.8
Annual combined income youth and family		
<i>Up to poverty line x 3</i>	70.6	73.1
<i>Up to poverty line x 4 or higher</i>	29.4	26.9
Individual currently involved in the household has jail/imprisonment history	34.0	33.7
Problem history of parents currently involved with the household		
<i>No problem history of parents involved with the household</i>	61.0	55.0
<i>Alcohol problem</i>	23.5	18.2
<i>Drug problem</i>	23.0	17.2

Domain/Item	Male %	Female %
<i>Mental health problem</i>	19.6	13.2
<i>Physical health problem</i>	21.0	13.3
<i>Employment problem</i>	24.2	17.7
Problem history of sibling involved with the household		
<i>No sibling</i>	37.2	32.7
<i>Drug problem</i>	19.0	10.8
<i>Mental health problem</i>	16.5	8.7
<i>Physical health problem</i>	14.9	6.3
<i>Employment problem</i>	15.4	6.9
Support network for family		
<i>Strong support network</i>	19.1	17.0
<i>Some support network</i>	39.4	42.1
<i>No support network</i>	41.4	40.9
Family willingness to help support youth		
<i>Consistently willing to support</i>	62.5	59.8
<i>Inconsistently willing to support youth</i>	34.0	37.2
<i>Little or no willingness to support youth</i>	3.5	3.1
Family provides opportunities for youth to participate in family activities and decisions affecting youth		
<i>Opportunities for involvement provided</i>	22.5	21.3
<i>Some opportunities for involvement provided</i>	57.9	58.5
<i>No opportunities for involvement provided</i>	19.6	20.2
Has run away or been kicked out	21.8	27.3
Family member(s) youth feels close to or has good relationship with		
<i>Not close to anyone</i>	20.5	13.6
<i>Close to father</i>	29.7	21.1
<i>Close to mother</i>	51.8	45.5
<i>Close to female sibling</i>	25.7	19.5
<i>Close to male sibling</i>	27.5	17.4
<i>Close to other family member</i>	30.3	24.1
Level of conflict in the household		
<i>Some conflict that is well-managed</i>	72.7	65.6
<i>Verbal intimidation, yelling, heated arguments</i>	19.9	24.8
<i>Threats of physical abuse</i>	2.9	3.6
<i>Domestic violence: physical/sexual abuse</i>	4.5	6.0
Parental supervision		
<i>Consistent supervision</i>	39.8	35.0
<i>Sporadic supervision</i>	45.0	50.0
<i>Inadequate supervision</i>	15.2	14.9
Parental authority and control		
<i>Youth usually obeys and follows rules</i>	37.4	35.6
<i>Youth sometimes obeys or obeys some rules</i>	47.2	46.6
<i>Youth consistently disobeys and/or is hostile</i>	15.3	17.8
Consistent appropriate consequences for bad behavior		
<i>Consistently appropriate punishment</i>	42.8	40.0
<i>Consistently overly severe punishment</i>	8.6	10.2
<i>Inconsistent or erratic punishment</i>	12.8	13.9
<i>Consistently insufficient punishment</i>	35.8	35.9
Consistent appropriate rewards for good behavior		
<i>Consistently appropriate rewards</i>	43.8	41.2
<i>Consistently overly indulgent/overly protective</i>	19.0	17.5
<i>Inconsistent or erratic rewards</i>	37.2	41.3
Parental characterization of youth's anti-social behavior		
<i>Disapproves of anti-social behavior</i>	85.1	86.9
<i>Accepts anti-social behavior as okay</i>	14.8	13.0
<i>Proud of anti-social behavior</i>	0.1	0.1
ALCOHOL AND DRUG HISTORY		
History of alcohol use		
<i>No use</i>	50.2	42.2
<i>Disrupted education</i>	26.7	22.7
<i>Caused family conflict</i>	28.9	25.8
<i>Interfered with keeping pro-social friends</i>	26.8	23.7

Domain/Item	Male %	Female %
<i>Caused health problems</i>	16.1	9.0
<i>Contributed to criminal behavior</i>	28.3	23.9
<i>Has had tolerance</i>	17.1	10.2
<i>Has had withdrawal</i>	14.6	6.7
History of drug use		
<i>No use</i>	36.3	34.3
<i>Disrupted education</i>	34.4	28.5
<i>Caused family conflict</i>	35.5	31.0
<i>Interfered with keeping pro-social friends</i>	32.1	28.3
<i>Caused health problems</i>	17.0	9.9
<i>Contributed to criminal behavior</i>	36.1	28.8
<i>Has had tolerance</i>	19.6	12.2
<i>Has had withdrawal</i>	15.1	7.4
History of referrals for drug/alcohol assessment		
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>	68.9	70.8
<i>Referred but never assessed</i>	5.9	4.4
<i>Diagnosed as abuse</i>	12.6	11.3
<i>Diagnosed as dependent/addicted</i>	12.7	13.4
History of attending alcohol/drug education classes		
<i>Never attended drug/alcohol education classes</i>	74.4	75.9
<i>Voluntarily attended drug/alcohol education classes</i>	2.2	2.0
<i>Attended classes by parent, school, or other agency request</i>	7.1	6.4
<i>Attended classes at court direction</i>	16.4	15.7
History of participating in alcohol/drug treatment program		
<i>Never participated in treatment program</i>	75.5	76.6
<i>Participated once in treatment program</i>	16.9	15.4
<i>Participated several times in treatment programs</i>	7.5	8.0
Youth currently using alcohol/drugs	45.9	41.0
CURRENT ALCOHOL AND DRUGS		
Current alcohol use		
<i>Not currently using alcohol</i>	55.0	46.0
<i>Disrupting education</i>	22.9	19.2
<i>Causes family conflict</i>	24.7	21.5
<i>Interferes with pro-social friends</i>	23.4	19.9
<i>Causes health problems</i>	15.6	8.2
<i>Contributes to criminal behavior</i>	24.5	20.7
<i>Has tolerance</i>	16.4	9.5
<i>Has withdrawal</i>	14.2	6.2
Current drug use		
<i>No current drug use</i>	32.0	34.4
<i>Disrupting education</i>	27.7	24.6
<i>Causes family conflict</i>	29.3	25.2
<i>Interferes with pro-social friends</i>	27.1	21.6
<i>Causes health problems</i>	16.3	11.2
<i>Contributes to criminal behavior</i>	28.9	21.5
<i>Has tolerance</i>	17.7	10.7
<i>Has withdrawal</i>	14.6	6.7
Amphetamines usage	1.9	3.3
Cocaine usage	10.0	5.2
Heroin usage	0.3	0.6
Marijuana usage	37.7	34.9
Other drug usage	2.6	3.6
Alcohol/drug treatment program participation		
<i>Drug/alcohol treatment not warranted</i>	17.6	18.4
<i>Currently attending treatment program</i>	10.3	11.6
<i>Successfully completed treatment program</i>	45.1	47.7
<i>Not currently attending needed treatment program</i>	27.0	22.3
MENTAL HEALTH HISTORY		
History of physical abuse		
<i>Not physically abused</i>	81.0	73.6
<i>Abused by family</i>	22.6	17.7

Domain/Item	Male %	Female %
<i>Abused in the home</i>	18.1	10.8
<i>Abused outside of the family</i>	17.5	10.8
<i>Abused in a foster home</i>	14.9	6.7
<i>Abused with a weapon</i>	15.7	6.4
History of witnessing violence		
<i>Has not witnessed violence</i>	41.1	35.1
<i>Witnessed violence in the house</i>	26.6	20.6
<i>Witnessed violence in a foster home</i>	15.2	6.6
<i>Witnessed violence in the community</i>	44.3	33.4
<i>Family member killed as a result of violence</i>	15.5	6.4
History of sexual abuse		
<i>Not sexually abused</i>	90.4	77.2
<i>Abused by a family member</i>	17.5	12.4
<i>Abused by non-family member</i>	53.3	39.3
History of being a victim of neglect	12.2	14.9
History of ADD/ADHD		
<i>No history of ADD/ADHD</i>	73.3	79.6
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>	21.3	15.4
<i>ADD/ADHD medication and treatment prescribed</i>	5.4	5.0
History of mental health problems	17.6	21.5
Anger/irritability		
<i>No history of anger/irritability</i>	45.2	49.1
<i>Occasional feelings of anger/irritability</i>	36.4	31.6
<i>Consistent feelings of anger/irritability</i>	10.3	11.0
<i>Aggressive reactions to feelings of anger/irritability</i>	8.1	8.2
Depression		
<i>No history</i>	65.2	63.7
<i>Occasional feelings</i>	27.3	25.3
<i>Consistent feelings</i>	6.5	9.4
<i>Impairment in daily tasks</i>	1.1	1.7
Somatic complaints		
<i>No history</i>	90.1	89.3
<i>One or two</i>	8.6	8.4
<i>Three or four</i>	0.8	1.4
<i>Five or more</i>	0.5	0.9
History of unusual thoughts, hallucinations, or beliefs	2.3	1.7
Presence of traumatic event	11.1	14.2
Health insurance		
<i>Private insurance</i>	13.7	15.8
<i>Public insurance (Medicaid)</i>	49.4	50.0
<i>No health insurance</i>	36.9	34.3
Current mental health problem(s)	24.1	25.2
CURRENT MENTAL HEALTH		
Suicidal behavior or ideation		
<i>No recent thoughts of suicide</i>	21.4	26.9
<i>History of suicidal ideation or self-mutilation</i>	2.6	4.4
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>	0.5	0.7
<i>Current suicidal ideation</i>	60.4	60.6
<i>Recent suicide plan</i>	0.2	0.3
<i>Recent suicide attempt</i>	15.1	7.0
Diagnosed with ADD/ADHD		
<i>No ADD/ADHD diagnosis or no medication prescribed</i>	89.7	89.9
<i>Currently taking ADD/ADHD medication</i>	5.5	6.3
<i>ADD/ADHD medication prescribed but not taking</i>	4.8	3.9
Mental health treatment prescribed, excluding ADD/ADHD treatment		
<i>No current mental health problem or no treatment prescribed</i>	90.6	89.7
<i>Attending mental health treatment</i>	7.3	8.0
<i>Mental health treatment prescribed but not attending</i>	2.1	2.3
Mental health medication prescribed, excluding ADD/ADHD medication		
<i>No current mental health problem or no medication prescribed</i>	90.9	90.7

Domain/Item	Male %	Female %
<i>Currently taking mental health medication</i>	7.8	7.8
<i>Mental health medication prescribed but not taking</i>	1.3	1.5
Mental health problems interfere with working with the youth	13.5	12.1
ATTITUDES/BEHAVIORS		
Primary emotion when committing last crime(s) in last 6 months		
<i>Nervous, afraid, worried, uncertain</i>	44.1	49.0
<i>Excited or stimulated</i>	27.6	24.6
<i>Unconcerned or indifferent</i>	25.8	24.6
<i>Confident/bragging</i>	2.4	1.8
Primary purpose for committing crime(s) in last 6 months		
<i>Anger</i>	12.7	16.3
<i>Revenge, power</i>	0.3	0.3
<i>Impulse</i>	15.9	13.8
<i>Sexual desire</i>	7.2	2.8
<i>Money, material gain, drugs</i>	17.6	14.9
<i>Excitement, amusement</i>	11.4	10.9
<i>Status, acceptance, attention</i>	9.4	9.4
Optimism		
<i>High aspirations: Sense of purpose, commitment to better life</i>	11.8	11.6
<i>Normal aspirations: Some sense of purpose</i>	72.2	72.7
<i>Low aspirations: Little sense of purpose or plans for better life</i>	15.1	15.1
<i>Believes nothing matters: He or she will be dead before long</i>	0.9	0.6
Impulsive, acts before thinking		
<i>Uses self-control: Usually thinks before acting</i>	13.9	10.9
<i>Uses some self-control: Sometimes thinks before acting</i>	56.4	59.1
<i>Impulsive: Often acts before thinking</i>	20.6	21.7
<i>Highly impulsive: Usually acts before thinking</i>	9.0	8.3
Belief in control over anti-social behavior		
<i>Believes can stop anti-social behavior</i>	35.2	33.9
<i>Somewhat believes can stop anti-social behavior</i>	61.6	63.2
<i>Believes cannot stop anti-social behavior</i>	3.2	2.9
Empathy, remorse, sympathy, or feelings for victim(s)		
<i>Has empathy for victim(s)</i>	27.1	25.2
<i>Has some empathy for victim(s)</i>	56.9	58.8
<i>Does not have empathy for victim(s)</i>	16.0	16.0
Respect for property of others		
<i>Respects property of others</i>	62.6	63.9
<i>Respects personal property but not publicly accessible property</i>	31.0	30.6
<i>No respect for property</i>	6.4	5.5
Respect for authority figures		
<i>Respects most authority figures</i>	72.2	72.3
<i>Resents most authority figures</i>	24.9	25.0
<i>Defies or is hostile toward most authority figures</i>	2.9	2.7
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	90.8	91.5
Accepts responsibility for anti-social behavior		
<i>Accepts responsibility for behavior</i>	56.5	55.8
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>	35.0	35.6
<i>Accepts own anti-social behavior as okay</i>	6.6	6.9
<i>Proud of own anti-social behavior</i>	1.9	1.7
Belief in successfully meeting conditions of court supervision		
<i>Believes will be successful under supervision</i>	51.0	48.7
<i>Unsure of success under supervision</i>	47.0	49.8
<i>Does not believe will be successful under supervision</i>	1.9	1.6
AGGRESSION		
Tolerance for frustration		
<i>Rarely gets upset/temper tantrums</i>	52.2	49.2
<i>Sometimes gets upset/temper tantrums</i>	36.8	37.9
<i>Often gets upset/temper tantrums</i>	11.0	12.9
Hostile interpretation of actions and intentions of others		
<i>Primarily positive view of intentions of others</i>	71.2	71.2
<i>Primarily negative view of intentions of others</i>	25.4	25.6

Domain/Item	Male %	Female %
<i>Primarily hostile view of intentions of others</i>	3.5	3.3
Belief in yelling/verbal aggression to resolve disagreement/conflict		
<i>Believes verbal aggression is rarely appropriate</i>	52.9	50.6
<i>Believes verbal aggression is sometimes appropriate</i>	39.1	39.7
<i>Believes verbal aggression is often appropriate</i>	8.0	9.6
Belief in fighting/physical aggression to resolve disagreement/conflict		
<i>Believes physical aggression is never appropriate</i>	43.9	44.3
<i>Believes physical aggression is rarely appropriate</i>	27.2	26.8
<i>Believes physical aggression is sometimes appropriate</i>	24.6	24.9
<i>Believes physical aggression is often appropriate</i>	4.3	4.0
Reports/evidence of violence not in criminal history		
<i>No reports</i>	51.1	46.1
<i>Violent destruction of property</i>	19.2	11.5
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	33.4	29.4
<i>Deliberately inflicted physical pain</i>	19.8	11.9
<i>Used/threatened with a weapon</i>	17.5	8.3
<i>Fire starting reports</i>	15.9	7.0
<i>Animal cruelty reports</i>	14.8	5.9
Reports/evidence of sexual aggression not in criminal history		
<i>No reports</i>	94.5	92.1
<i>Aggressive sex</i>	15.2	5.9
<i>Sex for power</i>	14.3	5.6
<i>Young sex partners</i>	14.8	6.0
<i>Sex with a child</i>	14.8	6.0
<i>Voyeurism</i>	14.4	5.6
<i>Exposure</i>	14.6	6.0
SKILLS		
Consequential thinking		
<i>Good consequential thinking and acting</i>	6.9	5.8
<i>Identifies consequences of actions</i>	41.1	44.6
<i>Understands about consequences to actions</i>	46.2	44.7
<i>Does not understand about consequences of actions</i>	5.8	4.9
Goal setting		
<i>Sets realistic goals</i>	19.8	18.4
<i>Sets somewhat realistic goals</i>	60.9	63.2
<i>Sets unrealistic goals</i>	8.8	8.4
<i>Does not set any goals</i>	10.5	10.1
Problem-solving		
<i>Applies appropriate solutions to problem behaviors</i>	5.5	4.4
<i>Thinks of solutions for problem behaviors</i>	19.4	19.2
<i>Identifies problem behaviors</i>	62.6	64.8
<i>Cannot identify problem behaviors</i>	12.4	11.6
Situational perception		
<i>Selects the best time and place for best skill</i>	10.7	8.8
<i>Chooses best skill but not best time and place</i>	22.9	20.7
<i>Does not choose the best pro-social skill</i>	54.4	59.4
<i>Cannot analyze the situation for use of a pro-social skill</i>	12.0	11.1
Dealing with others		
<i>Often uses advanced social skills in dealing with others</i>	6.3	5.3
<i>Sometimes uses advanced social skills in dealing with others</i>	27.1	26.8
<i>Has basic social skills, lacks advanced skills in dealing with others</i>	58.0	60.3
<i>Lacks basic social skills in dealing with others</i>	8.7	7.6
Dealing with difficult situations		
<i>Often uses skills in dealing with difficult situations</i>	7.3	5.4
<i>Sometimes uses skills in dealing with difficult situations</i>	64.4	66.5
<i>Rarely uses skills in dealing with difficult situations</i>	16.1	16.3
<i>Lacks skills in dealing with difficult situations</i>	12.2	11.8
Dealing with feelings/emotions		
<i>Often uses skills in dealing with feelings/emotions</i>	6.5	5.1
<i>Sometimes uses skills in dealing with feelings/emotions</i>	63.9	66.0
<i>Rarely uses skills in dealing with feelings/emotions</i>	17.1	17.1

Domain/Item	Male %	Female %
<i>Lacks skills in dealing with feelings/emotions</i>	12.6	11.9
Monitoring of internal triggers that can lead to trouble		
<i>Actively monitors/controls internal triggers</i>	6.6	5.3
<i>Identifies internal triggers</i>	71.8	73.4
<i>Cannot identify internal triggers</i>	21.6	21.2
Monitoring of external triggers that can lead to trouble		
<i>Actively monitors/controls external triggers</i>	7.3	5.9
<i>Identifies external triggers</i>	73.6	74.9
<i>Cannot identify external triggers</i>	19.2	19.1
Control of impulsive behaviors that get youth into trouble		
<i>Never a problem with impulsive behavior</i>	4.6	4.2
<i>Uses techniques to control impulsive behavior</i>	13.7	8.8
<i>Knows techniques to control impulsive behavior</i>	55.0	59.6
<i>Lacks techniques to control impulsive behavior</i>	26.7	27.4
Control of aggression		
<i>Never a problem with aggression</i>	12.1	12.1
<i>Often uses alternatives to aggression</i>	16.1	14.4
<i>Sometimes uses alternatives to aggression</i>	52.2	54.0
<i>Lacks alternatives to aggression</i>	12.2	12.3
<i>Rarely uses alternatives to aggression</i>	7.5	7.2

Table AP.3. Item-Level Descriptives: All States by Race/Ethnicity (n=494,027)

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
Age		
<i>12 or younger</i>	1.9	2.3
<i>13</i>	4.4	5.2
<i>14</i>	10.2	11.8
<i>15</i>	18.2	20.2
<i>16</i>	26.6	28.2
<i>17</i>	30.9	25.2
<i>18 or older</i>	7.7	7.2
Recidivism within 12 months		
<i>Any</i>	21.1	24.3
<i>Violent</i>	8.9	13.0
<i>Property</i>	6.3	5.3
<i>Drug</i>	7.0	9.5
<i>Sex</i>	0.4	0.4
<i>Felony</i>	9.9	12.6
CRIMINAL HISTORY		
Age at first offense		
<i>Over 16</i>	11.9	7.9
<i>16</i>	12.4	9.1
<i>15</i>	16.8	14.6
<i>13 to 14</i>	38.1	40.4
<i>Under 13</i>	20.7	27.9
Misdemeanor referrals		
<i>None or one</i>	52.4	51.5
<i>Two</i>	20.8	20.4
<i>Three or four</i>	17.6	18.3
<i>Five or more</i>	9.2	9.8
Felony referrals: One or more	58.7	71.2
Weapon referrals: One or more	6.7	8.7
Against-person misdemeanor referrals		
<i>None</i>	64.5	53.2
<i>One</i>	24.2	33.7
<i>Two or more</i>	11.3	13.2
Against-person felony referrals		

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>None</i>	76.9	58.9
<i>One or two</i>	22.2	39.2
<i>Three or more</i>	0.9	1.9
Sexual misconduct misdemeanor referrals: One or more	7.9	19.3
Felony sex offense referrals: One or more	9.0	17.6
Confined to detention		
<i>None</i>	46.6	37.9
<i>One</i>	27.1	36.1
<i>Two or more</i>	26.3	26.0
Other confinement		
<i>None</i>	75.7	60.9
<i>One</i>	18.3	26.9
<i>Two or more</i>	6.0	12.2
Escapes		
<i>None</i>	95.6	85.8
<i>One</i>	4.1	14.0
<i>Two or more</i>	0.3	0.2
Failure-to-appear in court warrants		
<i>None</i>	74.5	56.1
<i>One</i>	16.8	32.1
<i>Two or more</i>	8.6	11.8
SCHOOL HISTORY		
Youth is a special education student	28.4	39.5
History of expulsions and suspensions since first grade		
<i>No expulsions/suspensions</i>	19.7	14.0
<i>1 expulsion/suspension</i>	17.0	15.3
<i>More than 1 expulsion/suspension</i>	63.3	70.7
Age at first expulsion or suspension		
<i>No expulsions</i>	19.8	14.5
<i>First expelled: 14 to 18 years old</i>	33.6	34.5
<i>First expelled: 5 to 13 years old</i>	46.5	50.9
Youth enrolled in community school past 6 months	83.5	86.0
CURRENT SCHOOL STATUS		
Enrollment status		
<i>Graduated/GED/Enrolled full-time</i>	76.5	79.3
<i>Enrolled part-time</i>	7.3	7.2
<i>Suspended</i>	9.7	9.7
<i>Current status unknown</i>	6.6	3.7
Believes there is value in getting an education		
<i>Believes getting education is of value</i>	52.2	57.6
<i>Somewhat believes education is of value</i>	41.7	37.1
<i>Does not believe education is of value</i>	6.1	5.3
Believes school provides an encouraging environment		
<i>Believes school is encouraging</i>	32.9	39.5
<i>Somewhat believes school is encouraging</i>	53.2	49.5
<i>Does not believe school is encouraging</i>	13.9	11.0
Teachers, staff, or coaches youth likes/feels comfortable talking with		
<i>Close to 2 or more adults at school</i>	14.5	13.1
<i>Close to 1 adult at school</i>	20.6	26.2
<i>Not close to any adult at school</i>	64.9	60.7
Involvement in school activities during most recent term		
<i>Involved in 2 or more school activities</i>	9.0	9.9
<i>Involved in 1 school activity</i>	14.5	15.8
<i>Interested but not involved in any activities</i>	41.4	44.9
<i>Not interested in school activities</i>	35.1	29.4
Conduct		
<i>Recognition for good school behavior</i>	4.7	5.4
<i>No problems with school conduct</i>	38.6	38.5
<i>School problems reported by teachers</i>	14.5	18.6
<i>School problem calls to parents</i>	42.3	37.4

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
Number of expulsions and suspensions during most recent term		
<i>No recent expulsion/suspension</i>	60.2	52.7
<i>1 recent expulsion/suspension</i>	15.6	14.0
<i>2 or 3 recent expulsions/suspensions</i>	9.8	8.6
<i>Over 3 recent expulsions/suspensions</i>	14.4	20.0
Attendance		
<i>No unexcused absences</i>	17.1	20.3
<i>Some partial-day unexcused absences</i>	11.7	10.8
<i>Some full-day unexcused absences</i>	53.8	54.1
<i>Truancy petition/equivalent or withdrawn</i>	17.4	14.8
Academic performance		
<i>Honor student (mostly As)</i>	1.8	1.3
<i>Above 3.0 (mostly As and Bs)</i>	15.3	14.6
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>	32.0	39.0
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>	31.3	28.7
<i>Below 1.0 (some Ds and mostly Fs)</i>	19.6	16.4
Assessment of likelihood youth will stay in school and graduate		
<i>Assessed as very likely to graduate</i>	35.1	34.5
<i>Assessed as uncertain to graduate</i>	54.7	55.8
<i>Assessed as not likely to graduate</i>	10.2	9.7
HISTORIC USE OF FREE TIME		
History of pro-social structured recreational activities within past 5yrs		
<i>Has been involved in 2 or more structured activities</i>	20.8	19.8
<i>Has been involved in 1 structured activity</i>	27.6	30.5
<i>Never involved in structured activities</i>	51.6	49.7
History of unstructured pro-social recreational activities within past 5yrs		
<i>Has been involved in 2 or more pro-social unstructured activities</i>	21.4	19.8
<i>Has been involved in 1 pro-social unstructured activity</i>	30.6	30.5
<i>Never involved in unstructured pro-social activities</i>	48.0	49.7
CURRENT USE OF FREE TIME		
Current interest and involvement in supervised, structured pro-social recreational activities		
<i>Currently in 1 structured activity</i>	16.6	20.9
<i>Currently interested but not involved in structured activity</i>	23.9	24.5
<i>Currently not interested in structured activities</i>	59.5	54.6
Current interest & involvement in pro-social unstructured recreational activities		
<i>Currently involved in 2 or more unstructured activities</i>	13.4	10.9
<i>Currently involved in 1 unstructured activity</i>	20.0	21.7
<i>Currently not interested in any unstructured activities</i>	49.9	50.3
<i>Currently not interested but not involved in unstructured activities</i>	16.7	17.0
EMPLOYMENT HISTORY		
History of employment: Has been employed	14.6	12.5
History of successful employment: Has been successfully employed	40.5	44.9
History of problems while employed: Fired or quit because of problems	10.8	7.2
History of positive employment relationships		
<i>Had 2 or more positive relationships</i>	9.6	10.4
<i>Had 1 positive relationship</i>	16.2	22.3
<i>Never had any positive relationships</i>	74.2	67.2
CURRENT EMPLOYMENT		
Understanding of what is required to maintain a job		
<i>Has demonstrated or has knowledge to maintain job</i>	46.1	51.2
<i>Lacks knowledge to maintain job</i>	53.9	48.8
Current interest in employment		
<i>Too young for employment consideration</i>	48.2	39.0
<i>Not employed but highly interested in employment</i>	23.3	26.1
<i>Somewhat interested in employment</i>	21.3	26.8
<i>Not interested in employment</i>	7.1	8.1
Current employment status		
<i>Employment currently going well</i>	7.7	5.6
<i>Problems with current employment</i>	0.2	0.2

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Not currently employed</i>	92.0	94.1
Current positive personal relationship(s) with employer(s) or adult coworker(s)		
<i>At least 1 current positive job relationship</i>	15.8	14.2
<i>Currently employed: no positive relationships</i>	0.8	0.9
<i>Not currently employed</i>	83.6	84.9
HISTORY OF RELATIONSHIPS		
History of positive adult non-family relationships no connected to school or employment		
<i>2 or more positive past adult relationships</i>	18.7	18.1
<i>1 positive adult relationship</i>	25.4	26.6
<i>No positive adult relationships</i>	55.9	55.2
History of anti-social friends		
<i>Had only pro-social friends</i>	8.3	7.6
<i>Never had consistent friends or had pro-social and anti-social friends</i>	77.4	66.9
<i>Had only anti-social friends</i>	11.8	22.0
<i>Has been a gang member/associate</i>	2.4	3.5
CURRENT RELATIONSHIPS		
Current positive adult non-family relationships not connected to school or employment		
<i>3 or more current positive adult relationships</i>	7.4	6.9
<i>2 current positive adult relationships</i>	10.3	10.2
<i>1 current positive adult relationship</i>	24.6	26.4
<i>No current positive adult relationships</i>	57.7	56.5
Current pro-social community ties		
<i>Strong pro-social community ties</i>	4.4	4.0
<i>Some pro-social community ties</i>	43.6	45.1
<i>No pro-social community ties</i>	52.1	50.9
Current friends youth spends time with		
<i>Only pro-social friends</i>	16.2	15.8
<i>No consistent friends or pro-social and anti-social friends</i>	71.1	68.4
<i>Only anti-social friends</i>	10.8	13.1
<i>Gang member/associate</i>	1.9	2.7
Currently in a romantic, intimate, or sexual relationship		
<i>Not romantically involved</i>	81.3	78.9
<i>Romantically involved: pro-social person</i>	13.1	16.1
<i>Romantically involved: anti-social person</i>	5.6	5.0
Currently admires anti-social peers		
<i>Does not admire anti-social peers</i>	54.7	51.0
<i>Somewhat admires anti-social peers</i>	32.2	35.6
<i>Admires, emulates anti-social peers</i>	13.1	13.4
Current resistance to anti-social peer influence		
<i>Does not associate with anti-social peers</i>	42.2	39.8
<i>Usually resists anti-social peer influence</i>	26.9	30.1
<i>Rarely resists anti-social peer influence</i>	27.5	26.0
<i>Leads anti-social peers</i>	3.4	4.2
FAMILY HISTORY		
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	21.5	22.0
History of running away or getting kicked out of home		
<i>No history</i>	60.6	61.8
<i>1 instance</i>	11.1	11.1
<i>More than 1 instance</i>	28.3	27.1
History of petitions filed	38.8	31.6
No family history jail/imprisonment	55.4	60.2
Mother/female caretaker history jail/imprisonment	25.4	36.0
Father/male caretaker history jail/imprisonment	31.0	37.3
Other family member history jail/imprisonment	9.8	22.3
Has been living under any adult supervision	98.3	97.7
CURRENT LIVING ARRANGEMENTS		
Currently living with/in:		

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Transient</i>	3.7	11.2
<i>A foster home</i>	3.4	3.1
<i>Alone</i>	6.0	18.1
<i>Biological mother</i>	33.6	35.4
<i>Biological father</i>	16.4	9.9
<i>Non-biological mom</i>	12.9	13.4
<i>Non-biological dad</i>	7.7	5.8
<i>Long-term parental partner</i>	1.4	0.8
<i>Short-term parental partner</i>	0.6	0.3
<i>Parent's roommate</i>	0.1	0.0
<i>Grandparent(s)</i>	13.9	10.0
<i>Another relative</i>	7.5	8.6
<i>His/her child</i>	0.2	0.4
<i>A family friend</i>	6.2	18.3
<i>Romantic partner</i>	0.4	0.4
<i>A friend</i>	0.8	0.5
Annual combined income youth and family		
<i>Up to poverty line x 3</i>	74.2	68.3
<i>Up to poverty line x 4 or higher</i>	25.8	31.7
Individual currently involved in the household has jail/imprisonment history	31.0	29.7
Problem history of parents currently involved with the household		
<i>No problem history of parents involved with the household</i>	52.2	66.7
<i>Alcohol problem</i>	19.1	25.1
<i>Drug problem</i>	17.9	25.0
<i>Mental health problem</i>	13.8	22.0
<i>Physical health problem</i>	14.5	23.6
<i>Employment problem</i>	17.6	27.4
Problem history of sibling involved with the household		
<i>No sibling</i>	34.2	37.9
<i>Drug problem</i>	10.9	22.9
<i>Mental health problem</i>	8.9	20.0
<i>Physical health problem</i>	6.7	18.7
<i>Employment problem</i>	7.0	19.4
Support network for family		
<i>Strong support network</i>	18.8	18.3
<i>Some support network</i>	39.6	40.7
<i>No support network</i>	41.6	40.9
Family willingness to help support youth		
<i>Consistently willing to support</i>	61.6	62.0
<i>Inconsistently willing to support youth</i>	35.7	33.9
<i>Little or no willingness to support youth</i>	2.7	4.0
Family provides opportunities for youth to participate in family activities and decisions affecting youth		
<i>Opportunities for involvement provided</i>	23.0	21.3
<i>Some opportunities for involvement provided</i>	57.9	58.2
<i>No opportunities for involvement provided</i>	19.2	20.4
Has run away or been kicked out	24.9	21.5
Family member(s) youth feels close to or has good relationship with		
<i>Not close to anyone</i>	13.7	23.7
<i>Close to father</i>	24.5	30.4
<i>Close to mother</i>	45.7	54.7
<i>Close to female sibling</i>	17.0	31.1
<i>Close to male sibling</i>	17.8	31.9
<i>Close to other family member</i>	23.1	34.3
Level of conflict in the household		
<i>Some conflict that is well-managed</i>	67.3	74.4
<i>Verbal intimidation, yelling, heated arguments</i>	23.1	19.3
<i>Threats of physical abuse</i>	3.6	2.5
<i>Domestic violence: physical/sexual abuse</i>	6.0	3.8
Parental supervision		

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Consistent supervision</i>	39.4	37.7
<i>Sporadic supervision</i>	46.7	45.9
<i>Inadequate supervision</i>	13.8	16.4
Parental authority and control		
<i>Youth usually obeys and follows rules</i>	38.5	35.4
<i>Youth sometimes obeys or obeys some rules</i>	45.4	48.7
<i>Youth consistently disobeys and/or is hostile</i>	16.1	15.9
Consistent appropriate consequences for bad behavior		
<i>Consistently appropriate punishment</i>	41.5	42.7
<i>Consistently overly severe punishment</i>	8.7	9.3
<i>Inconsistent or erratic punishment</i>	12.5	13.7
<i>Consistently insufficient punishment</i>	37.3	34.3
Consistent appropriate rewards for good behavior		
<i>Consistently appropriate rewards</i>	42.6	43.6
<i>Consistently overly indulgent/overly protective</i>	16.8	20.4
<i>Inconsistent or erratic rewards</i>	40.6	36.0
Parental characterization of youth's anti-social behavior		
<i>Disapproves of anti-social behavior</i>	86.7	84.4
<i>Accepts anti-social behavior as okay</i>	13.2	15.5
<i>Proud of anti-social behavior</i>	0.1	0.1
ALCOHOL AND DRUG HISTORY		
History of alcohol use		
<i>No use</i>	38.2	58.1
<i>Disrupted education</i>	22.7	28.6
<i>Caused family conflict</i>	25.9	30.4
<i>Interfered with keeping pro-social friends</i>	23.4	28.7
<i>Caused health problems</i>	9.0	19.5
<i>Contributed to criminal behavior</i>	24.7	29.7
<i>Has had tolerance</i>	10.3	20.4
<i>Has had withdrawal</i>	6.7	18.3
History of drug use		
<i>No use</i>	28.6	42.9
<i>Disrupted education</i>	30.3	35.5
<i>Caused family conflict</i>	32.6	36.1
<i>Interfered with keeping pro-social friends</i>	28.6	33.7
<i>Caused health problems</i>	10.2	20.1
<i>Contributed to criminal behavior</i>	32.0	36.3
<i>Has had tolerance</i>	12.9	22.5
<i>Has had withdrawal</i>	7.5	18.6
History of referrals for drug/alcohol assessment		
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>	69.3	69.4
<i>Referred but never assessed</i>	5.0	6.1
<i>Diagnosed as abuse</i>	11.6	12.9
<i>Diagnosed as dependent/addicted</i>	14.1	11.6
History of attending alcohol/drug education classes		
<i>Never attended drug/alcohol education classes</i>	74.5	75.0
<i>Voluntarily attended drug/alcohol education classes</i>	2.3	1.9
<i>Attended classes by parent, school, or other agency request</i>	6.9	6.9
<i>Attended classes at court direction</i>	16.2	16.2
History of participating in alcohol/drug treatment program		
<i>Never participated in treatment program</i>	75.5	76.1
<i>Participated once in treatment program</i>	16.2	16.8
<i>Participated several times in treatment programs</i>	8.2	7.1
Youth currently using alcohol/drugs	43.7	45.6
CURRENT ALCOHOL AND DRUGS		
Current alcohol use		
<i>Not currently using alcohol</i>	45.8	59.5
<i>Disrupting education</i>	18.7	25.2
<i>Causes family conflict</i>	21.1	26.6
<i>Interferes with pro-social friends</i>	19.4	25.6

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Causes health problems</i>	8.4	19.0
<i>Contributes to criminal behavior</i>	20.8	26.2
<i>Has tolerance</i>	9.5	19.7
<i>Has withdrawal</i>	6.4	17.9
Current drug use		
<i>No current drug use</i>	30.9	37.7
<i>Disrupting education</i>	24.5	29.2
<i>Causes family conflict</i>	26.3	30.2
<i>Interferes with pro-social friends</i>	22.9	28.5
<i>Causes health problems</i>	10.2	19.8
<i>Contributes to criminal behavior</i>	24.4	29.6
<i>Has tolerance</i>	11.1	20.6
<i>Has withdrawal</i>	6.9	18.1
Amphetamines usage	3.1	1.4
Cocaine usage	5.5	11.9
Heroin usage	0.6	0.2
Marijuana usage	36.4	37.6
Other drug usage	4.0	1.7
Alcohol/drug treatment program participation		
<i>Drug/alcohol treatment not warranted</i>	16.9	18.7
<i>Currently attending treatment program</i>	11.5	9.8
<i>Successfully completed treatment program</i>	48.1	43.5
<i>Not currently attending needed treatment program</i>	23.5	28.0
MENTAL HEALTH HISTORY		
History of physical abuse		
<i>Not physically abused</i>	75.6	82.5
<i>Abused by family</i>	17.7	24.9
<i>Abused in the home</i>	11.1	21.3
<i>Abused outside of the family</i>	10.0	21.5
<i>Abused in a foster home</i>	6.9	18.7
<i>Abused with a weapon</i>	7.0	19.6
History of witnessing violence		
<i>Has not witnessed violence</i>	34.9	44.2
<i>Witnessed violence in the house</i>	20.9	29.2
<i>Witnessed violence in a foster home</i>	6.9	19.0
<i>Witnessed violence in the community</i>	34.2	48.8
<i>Family member killed as a result of violence</i>	6.5	19.8
History of sexual abuse		
<i>Not sexually abused</i>	84.6	89.3
<i>Abused by a family member</i>	10.9	21.5
<i>Abused by non-family member</i>	43.9	55.5
History of being a victim of neglect	14.9	10.9
History of ADD/ADHD		
<i>No history of ADD/ADHD</i>	73.6	76.3
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>	20.0	19.4
<i>ADD/ADHD medication and treatment prescribed</i>	6.3	4.3
History of mental health problems	21.2	15.9
Anger/irritability		
<i>No history of anger/irritability</i>	50.5	41.9
<i>Occasional feelings of anger/irritability</i>	32.9	37.5
<i>Consistent feelings of anger/irritability</i>	9.5	11.5
<i>Aggressive reactions to feelings of anger/irritability</i>	7.2	9.1
Depression		
<i>No history</i>	65.7	63.9
<i>Occasional feelings</i>	25.5	28.0
<i>Consistent feelings</i>	7.4	7.0
<i>Impairment in daily tasks</i>	1.4	1.0
Somatic complaints		
<i>No history</i>	90.3	89.4
<i>One or two</i>	8.1	9.0

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Three or four</i>	1.0	1.0
<i>Five or more</i>	0.6	0.6
History of unusual thoughts, hallucinations, or beliefs	1.8	2.5
Presence of traumatic event	11.7	12.1
Health insurance		
<i>Private insurance</i>	18.8	9.7
<i>Public insurance (Medicaid)</i>	45.9	53.2
<i>No health insurance</i>	35.4	37.1
Current mental health problem(s)	26.9	21.9
CURRENT MENTAL HEALTH		
Suicidal behavior or ideation		
<i>No recent thoughts of suicide</i>	25.0	20.6
<i>History of suicidal ideation or self-mutilation</i>	3.9	2.2
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>	0.7	0.3
<i>Current suicidal ideation</i>	62.8	58.0
<i>Recent suicide plan</i>	0.2	0.1
<i>Recent suicide attempt</i>	7.2	18.8
Diagnosed with ADD/ADHD		
<i>No ADD/ADHD diagnosis or no medication prescribed</i>	88.0	91.5
<i>Currently taking ADD/ADHD medication</i>	7.0	4.5
<i>ADD/ADHD medication prescribed but not taking</i>	5.1	4.0
Mental health treatment prescribed, excluding ADD/ADHD treatment		
<i>No current mental health problem or no treatment prescribed</i>	89.3	91.5
<i>Attending mental health treatment</i>	8.5	6.4
<i>Mental health treatment prescribed but not attending</i>	2.2	2.0
Mental health medication prescribed, excluding ADD/ADHD medication		
<i>No current mental health problem or no medication prescribed</i>	89.3	92.4
<i>Currently taking mental health medication</i>	9.3	6.3
<i>Mental health medication prescribed but not taking</i>	1.4	1.3
Mental health problems interfere with working with the youth	12.6	13.6
ATTITUDES/BEHAVIORS		
Primary emotion when committing last crime(s) in last 6 months		
<i>Nervous, afraid, worried, uncertain</i>	47.1	43.7
<i>Excited or stimulated</i>	25.9	27.7
<i>Unconcerned or indifferent</i>	25.0	26.0
<i>Confident/bragging</i>	1.9	2.6
Primary purpose for committing crime(s) in last 6 months		
<i>Anger</i>	13.4	13.9
<i>Revenge, power</i>	0.3	0.2
<i>Impulse</i>	14.9	15.8
<i>Sexual desire</i>	4.9	7.1
<i>Money, material gain, drugs</i>	15.9	18.0
<i>Excitement, amusement</i>	11.7	10.9
<i>Status, acceptance, attention</i>	9.3	9.5
Optimism		
<i>High aspirations: Sense of purpose, commitment to better life</i>	11.8	11.8
<i>Normal aspirations: Some sense of purpose</i>	72.4	72.2
<i>Low aspirations: Little sense of purpose or plans for better life</i>	15.2	15.0
<i>Believes nothing matters: He or she will be dead before long</i>	0.7	0.9
Impulsive, acts before thinking		
<i>Uses self-control: Usually thinks before acting</i>	11.5	14.8
<i>Uses some self-control: Sometimes thinks before acting</i>	57.6	56.7
<i>Impulsive: Often acts before thinking</i>	21.6	20.2
<i>Highly impulsive: Usually acts before thinking</i>	9.3	8.4
Belief in control over anti-social behavior		
<i>Believes can stop anti-social behavior</i>	34.4	35.3
<i>Somewhat believes can stop anti-social behavior</i>	62.5	61.6
<i>Believes cannot stop anti-social behavior</i>	3.2	3.1
Empathy, remorse, sympathy, or feelings for victim(s)		

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Has empathy for victim(s)</i>	26.7	26.5
<i>Has some empathy for victim(s)</i>	58.3	56.6
<i>Does not have empathy for victim(s)</i>	15.1	16.9
Respect for property of others		
<i>Respects property of others</i>	64.8	61.0
<i>Respects personal property but not publicly accessible property</i>	29.4	32.4
<i>No respect for property</i>	5.8	6.5
Respect for authority figures		
<i>Respects most authority figures</i>	73.0	71.5
<i>Resents most authority figures</i>	24.4	25.4
<i>Defies or is hostile toward most authority figures</i>	2.6	3.0
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	8.6	9.5
Accepts responsibility for anti-social behavior		
<i>Accepts responsibility for behavior</i>	57.3	55.4
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>	34.7	35.5
<i>Accepts own anti-social behavior as okay</i>	6.4	7.0
<i>Proud of own anti-social behavior</i>	1.6	2.1
Belief in successfully meeting conditions of court supervision		
<i>Believes will be successful under supervision</i>	49.6	51.3
<i>Unsure of success under supervision</i>	48.7	46.7
<i>Does not believe will be successful under supervision</i>	1.7	1.4
AGGRESSION		
Tolerance for frustration		
<i>Rarely gets upset/temper tantrums</i>	51.4	51.4
<i>Sometimes gets upset/temper tantrums</i>	36.6	37.6
<i>Often gets upset/temper tantrums</i>	12.0	11.0
Hostile interpretation of actions and intentions of others		
<i>Primarily positive view of intentions of others</i>	72.8	69.6
<i>Primarily negative view of intentions of others</i>	24.0	26.8
<i>Primarily hostile view of intentions of others</i>	3.2	3.6
Belief in yelling/verbal aggression to resolve disagreement/conflict		
<i>Believes verbal aggression is rarely appropriate</i>	53.7	50.9
<i>Believes verbal aggression is sometimes appropriate</i>	37.6	40.9
<i>Believes verbal aggression is often appropriate</i>	8.7	8.2
Belief in fighting/physical aggression to resolve disagreement/conflict		
<i>Believes physical aggression is never appropriate</i>	46.4	41.6
<i>Believes physical aggression is rarely appropriate</i>	27.2	26.9
<i>Believes physical aggression is sometimes appropriate</i>	22.7	26.7
<i>Believes physical aggression is often appropriate</i>	3.7	4.8
Reports/evidence of violence not in criminal history		
<i>No reports</i>	44.4	55.2
<i>Violent destruction of property</i>	12.6	21.8
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	28.7	36.1
<i>Deliberately inflicted physical pain</i>	12.3	23.3
<i>Used/threatened with a weapon</i>	9.2	21.0
<i>Fire starting reports</i>	8.0	19.2
<i>Animal cruelty reports</i>	6.6	18.4
Reports/evidence of sexual aggression not in criminal history		
<i>No reports</i>	91.8	95.9
<i>Aggressive sex</i>	7.1	18.4
<i>Sex for power</i>	6.1	18.1
<i>Young sex partners</i>	6.7	18.4
<i>Sex with a child</i>	6.7	18.3
<i>Voyeurism</i>	6.1	18.1
<i>Exposure</i>	6.5	18.2
SKILLS		
Consequential thinking		
<i>Good consequential thinking and acting</i>	6.3	6.9
<i>Identifies consequences of actions</i>	44.4	39.6

Domain/Item	White % (n=247,790)	Non-White % (n=246,260)
<i>Understands about consequences to actions</i>	43.8	47.9
<i>Does not understand about consequences of actions</i>	5.4	5.6
Goal setting		
<i>Sets realistic goals</i>	18.7	20.1
<i>Sets somewhat realistic goals</i>	61.8	61.2
<i>Sets unrealistic goals</i>	8.7	8.6
<i>Does not set any goals</i>	10.8	10.0
Problem-solving		
<i>Applies appropriate solutions to problem behaviors</i>	5.0	5.4
<i>Thinks of solutions for problem behaviors</i>	19.0	19.7
<i>Identifies problem behaviors</i>	63.6	62.7
<i>Cannot identify problem behaviors</i>	12.3	12.1
Situational perception		
<i>Selects the best time and place for best skill</i>	9.8	10.6
<i>Chooses best skill but not best time and place</i>	21.4	23.2
<i>Does not choose the best pro-social skill</i>	56.8	54.6
<i>Cannot analyze the situation for use of a pro-social skill</i>	12.0	11.5
Dealing with others		
<i>Often uses advanced social skills in dealing with others</i>	6.0	6.1
<i>Sometimes uses advanced social skills in dealing with others</i>	26.4	27.6
<i>Has basic social skills, lacks advanced skills in dealing with others</i>	59.3	57.8
<i>Lacks basic social skills in dealing with others</i>	8.3	8.5
Dealing with difficult situations		
<i>Often uses skills in dealing with difficult situations</i>	6.4	7.2
<i>Sometimes uses skills in dealing with difficult situations</i>	65.3	64.5
<i>Rarely uses skills in dealing with difficult situations</i>	15.7	16.6
<i>Lacks skills in dealing with difficult situations</i>	12.6	11.6
Dealing with feelings/emotions		
<i>Often uses skills in dealing with feelings/emotions</i>	5.8	6.5
<i>Sometimes uses skills in dealing with feelings/emotions</i>	64.7	64.2
<i>Rarely uses skills in dealing with feelings/emotions</i>	16.6	17.5
<i>Lacks skills in dealing with feelings/emotions</i>	12.9	11.8
Monitoring of internal triggers that can lead to trouble		
<i>Actively monitors/controls internal triggers</i>	6.0	6.6
<i>Identifies internal triggers</i>	72.0	72.4
<i>Cannot identify internal triggers</i>	22.0	20.9
Monitoring of external triggers that can lead to trouble		
<i>Actively monitors/controls external triggers</i>	6.6	7.3
<i>Identifies external triggers</i>	73.6	74.3
<i>Cannot identify external triggers</i>	19.9	18.5
Control of impulsive behaviors that get youth into trouble		
<i>Never a problem with impulsive behavior</i>	4.2	4.8
<i>Uses techniques to control impulsive behavior</i>	9.6	15.3
<i>Knows techniques to control impulsive behavior</i>	58.2	54.2
<i>Lacks techniques to control impulsive behavior</i>	28.0	25.7
Control of aggression		
<i>Never a problem with aggression</i>	12.9	11.2
<i>Often uses alternatives to aggression</i>	15.4	16.0
<i>Sometimes uses alternatives to aggression</i>	52.6	52.6
<i>Lacks alternatives to aggression</i>	12.4	12.1
<i>Rarely uses alternatives to aggression</i>	6.7	8.1

Table AP.4. Item-Level Descriptives: Eastern 1 (n=4,426)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			3.8
<i>13</i>			8.7
<i>14</i>			13.2

Domain/Item	Min.	Max.	%
<i>15</i>			18.7
<i>16</i>			22.5
<i>17</i>			25.2
<i>18 or older</i>			8.0
Race	0	3	
<i>White</i>			30.5
<i>Black</i>			54.8
<i>Hispanic</i>			7.4
<i>Other</i>			7.4
Recidivism within 12 months			
<i>Any</i>	0	1	26.6
<i>Violent</i>	0	1	9.3
<i>Property</i>	0	1	10.1
<i>Drug</i>	0	1	3.6
<i>Sex</i>	N/A	N/A	N/A
<i>Felony</i>	0	1	9.6
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			5.5
<i>16</i>			32.0
<i>15</i>			17.7
<i>13 to 14</i>			32.4
<i>Under 13</i>			12.5
Misdemeanor referrals	0	3	
<i>None or one</i>			74.7
<i>Two</i>			14.1
<i>Three or four</i>			7.5
<i>Five or more</i>			3.7
Felony referrals: One or more	0	2	16.5
Weapon referrals: One or more	0	1	5.9
Against-person misdemeanor referrals	0	2	
<i>None</i>			65.4
<i>One</i>			29.3
<i>Two or more</i>			5.3
Against-person felony referrals	0	4	
<i>None</i>			94.5
<i>One or two</i>			5.5
<i>Three or more</i>			0.1
Sexual misconduct misdemeanor referrals: One or more	0	1	0.8
Felony sex offense referrals: One or more	0	1	0.2
Confined to detention	0	2	
<i>None</i>			76.1
<i>One</i>			13.9
<i>Two or more times</i>			9.9
Other confinement	0	4	
<i>None</i>			85.4
<i>One</i>			9.2
<i>Two or more</i>			5.4
Escapes	0	2	
<i>None</i>			98.5
<i>One</i>			1.5
<i>Two or more</i>			0.02
Failure-to-appear in court warrants	0	2	
<i>None</i>			77.0
<i>One</i>			12.3
<i>Two or more</i>			10.7
SCHOOL HISTORY			
Youth is a special education student	0	1	27.7
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			18.8
<i>1 expulsion/suspension</i>			15.7

Domain/Item	Min.	Max.	%
<i>More than 1 expulsion/suspension</i>			65.5
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			18.8
<i>First expelled: 16 to 18 OR 14 to 15</i>			22.5
<i>First expelled: 5 to 9 OR 10 to 13</i>			58.8
Youth enrolled in community school past 6 months	-2	2	92.3
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			86.4
<i>Enrolled part-time</i>			7.7
<i>Suspended</i>			6.0
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			59.0
<i>Somewhat believes education is of value</i>			35.6
<i>Does not believe education is of value</i>			5.4
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			39.7
<i>Somewhat believes school is encouraging</i>			41.8
<i>Does not believe school is encouraging</i>			18.6
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			24.6
<i>Close to 1 adult at school</i>			29.4
<i>Not close to any adult at school</i>			46.0
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			9.7
<i>Involved in 1 school activity</i>			19.3
<i>Interested but not involved in any activities</i>			34.3
<i>Not interested in school activities</i>			36.7
Conduct	-2	2	
<i>Recognition for good school behavior</i>			4.0
<i>No problems with school conduct</i>			34.5
<i>School problems reported by teachers</i>			13.2
<i>School problem calls to parents</i>			48.4
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			47.3
<i>1 recent expulsion/suspension</i>			26.7
<i>2 or 3 recent expulsions/suspensions</i>			15.2
<i>Over 3 recent expulsions/suspensions</i>			10.9
Attendance	0	3	
<i>No unexcused absences</i>			12.1
<i>Some partial-day unexcused absences</i>			11.5
<i>Some full-day unexcused absences</i>			62.3
<i>Truancy petition/equivalent or withdrawn</i>			14.1
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			3.5
<i>Above 3.0 (mostly As and Bs)</i>			13.4
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			40.3
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			27.7
<i>Below 1.0 (some Ds and mostly Fs)</i>			15.1
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			48.6
<i>Assessed as uncertain to graduate</i>			44.2
<i>Assessed as not likely to graduate</i>			7.2
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			21.3
<i>Has been involved in 1 structured activity</i>			44.0
<i>Never involved in structured activities</i>			34.7
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			28.5
<i>Has been involved in 1 pro-social unstructured activity</i>			48.3

Domain/Item	Min.	Max.	%
<i>Never involved in unstructured pro-social activities</i>			23.2
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			33.1
<i>Currently interested but not involved in structured activity</i>			30.1
<i>Currently not interested in structured activities</i>			36.8
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			23.1
<i>Currently involved in 1 unstructured activity</i>			38.5
<i>Currently not interested in any unstructured activities</i>			19.7
<i>Currently interested but not involved in unstructured activities</i>			18.6
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	10.2
History of successful employment: Has been successfully employed	-1	0	66.3
History of problems while employed: Fired or quit because of problems	0	1	3.3
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			10.3
<i>Had 1 positive relationship</i>			11.3
<i>Never had any positive relationships</i>			78.5
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			55.9
<i>Lacks knowledge to maintain job</i>			44.1
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			15.6
<i>Not employed but highly interested in employment</i>			34.1
<i>Somewhat interested in employment</i>			34.5
<i>Not interested in employment</i>			15.8
Current employment status	-2	0	
<i>Employment currently going well</i>			10.1
<i>Problems with current employment</i>			0.1
<i>Not currently employed</i>			89.8
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			8.9
<i>Currently employed: no positive relationships</i>			1.3
<i>Not currently employed</i>			89.8
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			25.8
<i>1 positive adult relationship</i>			36.0
<i>No positive adult relationships</i>			38.2
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			16.2
<i>Never had consistent friends or had pro-social and anti-social friends</i>			70.8
<i>Had only anti-social friends</i>			10.7
<i>Has been a gang member/associate</i>			2.3
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			8.5
<i>2 current positive adult relationships</i>			16.4
<i>1 current positive adult relationship</i>			35.8
<i>No current positive adult relationships</i>			39.3
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			8.7
<i>Some pro-social community ties</i>			56.2
<i>No pro-social community ties</i>			35.2
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			22.5
<i>No consistent friends or pro-social and anti-social friends</i>			64.8
<i>Only anti-social friends</i>			10.5
<i>Gang member/associate</i>			2.2

Domain/Item	Min.	Max.	%
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			73.1
<i>Romantically involved: pro-social person</i>			20.5
<i>Romantically involved: anti-social person</i>			6.3
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			42.8
<i>Somewhat admires anti-social peers</i>			45.5
<i>Admires, emulates anti-social peers</i>			11.8
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			17.5
<i>Usually resists anti-social peer influence</i>			48.8
<i>Rarely resists anti-social peer influence</i>			30.0
<i>Leads anti-social peers</i>			3.8
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	14.5
History of running away or getting kicked out of home	0	2	
<i>No history</i>			72.1
<i>1 instance</i>			10.2
<i>More than 1 instance</i>			17.7
History of petitions filed	-1	0	17.3
No family history jail/imprisonment	-1	0	62.5
Mother/female caretaker history jail/imprisonment	0	1	13.9
Father/male caretaker history jail/imprisonment	0	1	23.0
Other family member history jail/imprisonment	0	1	4.9
Has been living under any adult supervision	0	1	99.5
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	0.3
<i>A foster home</i>	0	1	3.4
<i>Alone</i>	0	1	0.02
<i>Biological mother</i>	0	1	71.9
<i>Biological father</i>	0	1	26.7
<i>Non-biological mom</i>	0	1	7.1
<i>Non-biological dad</i>	0	1	14.0
<i>Long-term parental partner</i>	0	1	3.6
<i>Short-term parental partner</i>	0	1	0.8
<i>Parent's roommate</i>	0	1	0.9
<i>Grandparent(s)</i>	0	1	16.3
<i>Another relative</i>	0	1	16.7
<i>His/her child</i>	0	1	1.2
<i>A family friend</i>	0	1	1.7
<i>Romantic partner</i>	0	1	0.8
<i>A friend</i>	0	1	0.5
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			46.0
<i>Up to poverty line x 4 or higher</i>			54.0
Individual currently involved in the household has jail/imprisonment history	0	1	27.6
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	66.6
<i>Alcohol problem</i>	0	1	11.4
<i>Drug problem</i>	0	1	13.1
<i>Mental health problem</i>	0	1	8.9
<i>Physical health problem</i>	0	1	8.4
<i>Employment problem</i>	0	1	16.8
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	34.5
<i>Drug problem</i>	0	1	5.9
<i>Mental health problem</i>	0	1	5.4
<i>Physical health problem</i>	0	1	1.6
<i>Employment problem</i>	0	1	2.2

Domain/Item	Min.	Max.	%
Support network for family	-2	0	
<i>Strong support network</i>			26.7
<i>Some support network</i>			60.9
<i>No support network</i>			12.4
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			77.0
<i>Inconsistently willing to support youth</i>			20.1
<i>Little or no willingness to support youth</i>			2.9
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			32.7
<i>Some opportunities for involvement provided</i>			57.0
<i>No opportunities for involvement provided</i>			10.3
Has run away or been kicked out	0	1	1.4
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	14.4
<i>Close to father</i>	0	1	21.1
<i>Close to mother</i>	0	1	53.8
<i>Close to female sibling</i>	0	1	17.9
<i>Close to male sibling</i>	0	1	21.6
<i>Close to other family member</i>	0	1	23.0
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			55.4
<i>Verbal intimidation, yelling, heated arguments</i>			29.5
<i>Threats of physical abuse</i>			4.9
<i>Domestic violence: physical/sexual abuse</i>			10.2
Parental supervision	0	2	
<i>Consistent supervision</i>			54.1
<i>Sporadic supervision</i>			32.1
<i>Inadequate supervision</i>			13.8
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			42.6
<i>Youth sometimes obeys or obeys some rules</i>			43.6
<i>Youth consistently disobeys and/or is hostile</i>			13.8
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			59.4
<i>Consistently overly severe punishment</i>			1.4
<i>Inconsistent or erratic punishment</i>			15.3
<i>Consistently insufficient punishment</i>			23.9
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			63.4
<i>Consistently overly indulgent/overly protective</i>			20.2
<i>Inconsistent or erratic rewards</i>			16.4
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			85.4
<i>Accepts anti-social behavior as okay</i>			14.6
<i>Proud of anti-social behavior</i>			0.1
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	58.6
<i>Disrupted education</i>	0	1	3.6
<i>Caused family conflict</i>	0	1	5.7
<i>Interfered with keeping pro-social friends</i>	0	1	5.8
<i>Caused health problems</i>	0	1	0.7
<i>Contributed to criminal behavior</i>	0	1	6.1
<i>Has had tolerance</i>	0	1	1.1
<i>Has had withdrawal</i>	0	1	0.3
History of drug use			
<i>No use</i>	-1	0	43.1
<i>Disrupted education</i>	0	1	10.6
<i>Caused family conflict</i>	0	1	13.2

Domain/Item	Min.	Max.	%
<i>Interfered with keeping pro-social friends</i>	0	1	12.5
<i>Caused health problems</i>	0	1	1.2
<i>Contributed to criminal behavior</i>	0	1	13.7
<i>Has had tolerance</i>	0	1	3.5
<i>Has had withdrawal</i>	0	1	1.0
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			79.9
<i>Referred but never assessed</i>			4.6
<i>Diagnosed as abuse</i>			12.1
<i>Diagnosed as dependent/addicted</i>			3.4
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			82.3
<i>Voluntarily attended drug/alcohol education classes</i>			1.6
<i>Attended classes by parent, school, or other agency request</i>			6.4
<i>Attended classes at court direction</i>			9.7
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			83.7
<i>Participated once in treatment program</i>			11.0
<i>Participated several times in treatment programs</i>			5.3
Youth currently using alcohol/drugs	0	1	45.5
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	29.2
<i>Disrupting education</i>	0	1	1.5
<i>Causes family conflict</i>	0	1	2.4
<i>Interferes with pro-social friends</i>	0	1	3.1
<i>Causes health problems</i>	0	1	0.4
<i>Contributes to criminal behavior</i>	0	1	3.3
<i>Has tolerance</i>	0	1	0.6
<i>Has withdrawal</i>	0	1	0.1
Current drug use			
<i>No current drug use</i>	-1	0	10.7
<i>Disrupting education</i>	0	1	5.9
<i>Causes family conflict</i>	0	1	7.8
<i>Interferes with pro-social friends</i>	0	1	9.2
<i>Causes health problems</i>	0	1	0.8
<i>Contributes to criminal behavior</i>	0	1	9.2
<i>Has tolerance</i>	0	1	2.3
<i>Has withdrawal</i>	0	1	0.6
Amphetamines usage	0	1	0.3
Cocaine usage	0	1	0.8
Heroin usage	0	1	0.8
Marijuana usage	0	1	34.3
Other drug usage	0	1	3.4
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			14.3
<i>Currently attending treatment program</i>			7.4
<i>Successfully completed treatment program</i>			55.3
<i>Not currently attending needed treatment program</i>			23.0
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	74.9
<i>Abused by family</i>	0	1	11.2
<i>Abused in the home</i>	0	1	14.2
<i>Abused outside of the family</i>	0	1	10.7
<i>Abused in a foster home</i>	0	1	0.4
<i>Abused with a weapon</i>	0	1	1.8
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	36.4
<i>Witnessed violence in the house</i>	0	1	31.0
<i>Witnessed violence in a foster home</i>	0	1	0.9

Domain/Item	Min.	Max.	%
<i>Witnessed violence in the community</i>	0	1	48.8
<i>Family member killed as a result of violence</i>	0	1	2.3
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	92.6
<i>Abused by a family member</i>	0	1	3.5
<i>Abused by non-family member</i>	0	1	4.3
History of being a victim of neglect	0	1	84.5
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			68.0
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			24.6
<i>ADD/ADHD medication and treatment prescribed</i>			7.4
History of mental health problems	0	1	22.0
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			27.4
<i>Occasional feelings of anger/irritability</i>			51.5
<i>Consistent feelings of anger/irritability</i>			10.3
<i>Aggressive reactions to feelings of anger/irritability</i>			10.9
Depression	0	3	
<i>No history</i>			54.4
<i>Occasional feelings</i>			40.4
<i>Consistent feelings</i>			5.0
<i>Impairment in daily tasks</i>			0.2
Somatic complaints	0	2	
<i>No history</i>			95.7
<i>One or two</i>			4.3
<i>Three or more</i>			0.02
History of unusual thoughts, hallucinations, or beliefs	N/A	N/A	N/A
Presence of traumatic event	0	1	17.6
Health insurance	-2	0	
<i>Private insurance</i>			24.1
<i>Public insurance (Medicaid)</i>			67.8
<i>No health insurance</i>			8.0
Current mental health problem(s)	0	1	25.3
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			21.9
<i>History of suicidal ideation or self-mutilation</i>			N/A
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			N/A
<i>Current suicidal ideation</i>			77.2
<i>Recent suicide plan</i>			0.4
<i>Recent suicide attempt</i>			0.5
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			86.0
<i>Currently taking ADD/ADHD medication</i>			10.1
<i>ADD/ADHD medication prescribed but not taking</i>			3.9
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	1	3.8
Mental health medication prescribed, excluding ADD/ADHD medication	0	1	25.3
Mental health problems interfere with working with the youth	0	1	11.9
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			36.5
<i>Excited or stimulated</i>			34.6
<i>Unconcerned or indifferent</i>			27.9
<i>Confident/bragging</i>			1.1
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	25.1
<i>Revenge, power</i>	0	1	2.1
<i>Impulse</i>	0	1	22.3
<i>Sexual desire</i>	0	1	0.3
<i>Money, material gain, drugs</i>	0	1	12.3
<i>Excitement, amusement</i>	0	1	8.0

Domain/Item	Min.	Max.	%
Status, acceptance, attention	0	1	18.0
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			25.7
<i>Normal aspirations: Some sense of purpose</i>			55.9
<i>Low aspirations: Little sense of purpose or plans for better life</i>			17.1
<i>Believes nothing matters: He or she will be dead before long</i>			1.4
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			14.2
<i>Uses some self-control: Sometimes thinks before acting</i>			38.7
<i>Impulsive: Often acts before thinking</i>			36.2
<i>Highly impulsive: Usually acts before thinking</i>			10.9
Belief in control over anti-social behavior: Believes he/she can stop it	-1	0	56.9
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			37.9
<i>Has some empathy for victim(s)</i>			36.5
<i>Does not have empathy for victim(s)</i>			25.6
Respect for property of others	0	2	
<i>Respects property of others</i>			54.4
<i>Respects personal property but not publicly accessible property</i>			37.9
<i>No respect for property</i>			7.7
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			72.7
<i>Resents most authority figures</i>			23.3
<i>Defies or is hostile toward most authority figures</i>			4.1
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	97.1
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			54.7
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			36.6
<i>Accepts own anti-social behavior as okay</i>			7.4
<i>Proud of own anti-social behavior</i>			1.3
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			76.4
<i>Unsure of success under supervision</i>			21.5
<i>Does not believe will be successful under supervision</i>			2.1
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			30.1
<i>Sometimes gets upset/temper tantrums</i>			49.0
<i>Often gets upset/temper tantrums</i>			20.9
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			70.2
<i>Primarily negative view of intentions of others</i>			25.7
<i>Primarily hostile view of intentions of others</i>			4.1
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			30.7
<i>Believes verbal aggression is sometimes appropriate</i>			56.3
<i>Believes verbal aggression is often appropriate</i>			13.0
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			17.9
<i>Believes physical aggression is rarely appropriate</i>			33.7
<i>Believes physical aggression is sometimes appropriate</i>			42.4
<i>Believes physical aggression is often appropriate</i>			6.0
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	44.7
<i>Violent destruction of property</i>	0	1	13.9
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	38.1
<i>Deliberately inflicted physical pain</i>	0	1	17.0
<i>Used/threatened with a weapon</i>	0	1	8.1
<i>Fire starting reports</i>	0	1	6.4
<i>Animal cruelty reports</i>	0	1	1.4
Reports/evidence of sexual aggression not in criminal history			

Domain/Item	Min.	Max.	%
<i>No reports</i>	-1	0	98.2
<i>Aggressive sex</i>	0	1	0.7
<i>Sex for power</i>	0	1	0.1
<i>Young sex partners</i>	0	1	0.6
<i>Sex with a child</i>	0	1	0.4
<i>Voyeurism</i>	0	1	0.1
<i>Exposure</i>	0	1	0.4
SKILLS			
Consequential thinking	0	2	
<i>Good consequential thinking and acting</i>			34.7
<i>Identifies/understands consequences of actions</i>			58.9
<i>Does not understand about consequences to actions</i>			6.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			36.2
<i>Sets somewhat realistic goals</i>			48.5
<i>Sets unrealistic goals</i>			6.3
<i>Does not set any goals</i>			9.0
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			5.6
<i>Thinks of solutions for problem behaviors</i>			27.9
<i>Identifies problem behaviors</i>			48.1
<i>Cannot identify problem behaviors</i>			18.5
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			11.5
<i>Chooses best skill but not best time and place</i>			30.8
<i>Does not choose the best pro-social skill</i>			45.2
<i>Cannot analyze the situation for use of a pro-social skill</i>			12.5
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			8.7
<i>Sometimes uses advanced social skills in dealing with others</i>			34.3
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			47.9
<i>Lacks basic social skills in dealing with others</i>			9.2
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			7.9
<i>Sometimes uses skills in dealing with difficult situations</i>			48.9
<i>Rarely uses skills in dealing with difficult situations</i>			22.6
<i>Lacks skills in dealing with difficult situations</i>			20.6
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			7.7
<i>Sometimes uses skills in dealing with feelings/emotions</i>			46.1
<i>Rarely uses skills in dealing with feelings/emotions</i>			24.7
<i>Lacks skills in dealing with feelings/emotions</i>			21.5
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			9.6
<i>Identifies internal triggers</i>			63.9
<i>Cannot identify internal triggers</i>			26.5
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			9.7
<i>Identifies external triggers</i>			70.4
<i>Cannot identify external triggers</i>			19.9
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			5.0
<i>Uses techniques to control impulsive behavior</i>			6.8
<i>Knows techniques to control impulsive behavior</i>			46.9
<i>Lacks techniques to control impulsive behavior</i>			41.3
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			16.5
<i>Often uses alternatives to aggression</i>			11.7
<i>Sometimes uses alternatives to aggression</i>			38.2
<i>Lacks alternatives to aggression</i>			20.4
<i>Rarely uses alternatives to aggression</i>			13.2

Table AP.5. Item-Level Descriptives: Eastern 2 (n=22,006)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			2.3
<i>13</i>			4.7
<i>14</i>			10.3
<i>15</i>			18.1
<i>16</i>			23.2
<i>17</i>			24.9
<i>18 or older</i>			16.3
Race	0	3	
<i>White</i>			24.1
<i>Black</i>			70.2
<i>Hispanic</i>			4.8
<i>Other</i>			0.9
Recidivism within 12 months			
<i>Any</i>	0	1	30.6
<i>Violent</i>	0	1	9.9
<i>Property</i>	0	1	8.1
<i>Drug</i>	0	1	3.4
<i>Sex</i>	0	1	0.2
<i>Felony</i>	0	1	6.4
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			23.5
<i>16</i>			6.1
<i>15</i>			12.6
<i>13 to 14</i>			31.9
<i>Under 13</i>			26.0
Misdemeanor referrals	0	3	
<i>None or one</i>			39.0
<i>Two</i>			17.6
<i>Three or four</i>			22.0
<i>Five or more</i>			21.3
Felony referrals: One or more	0	2	64.9
Weapon referrals: One or more	0	1	0.5
Against-person misdemeanor referrals	0	2	
<i>None</i>			39.2
<i>One</i>			32.3
<i>Two or more</i>			28.5
Against-person felony referrals	0	4	
<i>None</i>			64.0
<i>One or two</i>			33.1
<i>Three or more</i>			2.9
Sexual misconduct misdemeanor referrals: One or more	0	1	0.01
Felony sex offense referrals: One or more	0	1	7.6
Confined to detention	0	2	
<i>None</i>			46.8
<i>One</i>			21.9
<i>Two or more times</i>			31.2
Other confinement	0	4	
<i>None</i>			89.3
<i>One</i>			8.3
<i>Two or more</i>			2.3
Escapes	0	2	
<i>None</i>			99.3
<i>One</i>			0.6
<i>Two or more</i>			0.1
Failure-to-appear in court warrants	0	2	

Domain/Item	Min.	Max.	%
<i>None</i>			94.4
<i>One</i>			3.3
<i>Two or more</i>			2.3
SCHOOL HISTORY			
Youth is a special education student	0	1	66.5
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			18.8
<i>1 expulsion/suspension</i>			14.7
<i>More than 1 expulsion/suspension</i>			66.5
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			19.6
<i>First expelled: 14 to 18 years old</i>			20.9
<i>First expelled: 5 to 13 years old</i>			59.5
Youth enrolled in community school past 6 months	-2	2	80.5
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			76.8
<i>Enrolled part-time</i>			14.3
<i>Suspended</i>			8.9
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			52.2
<i>Somewhat believes education is of value</i>			39.4
<i>Does not believe education is of value</i>			8.4
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			33.9
<i>Somewhat believes school is encouraging</i>			49.1
<i>Does not believe school is encouraging</i>			17.0
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			20.1
<i>Close to 1 adult at school</i>			33.8
<i>Not close to any adult at school</i>			46.0
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			6.7
<i>Involved in 1 school activity</i>			18.0
<i>Interested but not involved in any activities</i>			37.0
<i>Not interested in school activities</i>			38.4
Conduct	-2	2	
<i>Recognition for good school behavior</i>			6.4
<i>No problems with school conduct</i>			36.0
<i>School problems reported by teachers</i>			19.2
<i>School problem calls to parents</i>			38.5
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			72.8
<i>1 recent expulsion/suspension</i>			15.9
<i>2 or 3 recent expulsions/suspensions</i>			8.7
<i>Over 3 recent expulsions/suspensions</i>			2.6
Attendance	0	3	
<i>No unexcused absences</i>			7.9
<i>Some partial-day unexcused absences</i>			11.4
<i>Some full-day unexcused absences</i>			58.4
<i>Truancy petition/equivalent or withdrawn</i>			22.3
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			2.5
<i>Above 3.0 (mostly As and Bs)</i>			17.7
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			30.2
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			23.9
<i>Below 1.0 (some Ds and mostly Fs)</i>			25.9
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			52.3
<i>Assessed as uncertain to graduate</i>			39.8
<i>Assessed as not likely to graduate</i>			7.9

Domain/Item	Min.	Max.	%
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			35.5
<i>Has been involved in 1 structured activity</i>			36.9
<i>Never involved in structured activities</i>			27.6
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			25.1
<i>Has been involved in 1 pro-social unstructured activity</i>			46.9
<i>Never involved in unstructured pro-social activities</i>			27.9
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			31.9
<i>Currently interested but not involved in structured activity</i>			35.0
<i>Currently not interested in structured activities</i>			33.1
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			7.4
<i>Currently involved in 1 unstructured activity</i>			27.7
<i>Currently not interested in any unstructured activities</i>			29.7
<i>Currently not interested but not involved in unstructured activities</i>			35.2
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	10.8
History of successful employment: Has been successfully employed	-1	0	20.3
History of problems while employed: Fired or quit because of problems	0	1	14.1
History of positive employment relationships	-1	0	
<i>Had 1 or more positive relationships</i>			12.1
<i>Never had any positive relationships</i>			87.9
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			66.9
<i>Lacks knowledge to maintain job</i>			33.1
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			37.9
<i>Not employed but highly interested in employment</i>			25.4
<i>Somewhat interested in employment</i>			25.4
<i>Not interested in employment</i>			11.2
Current employment status	-2	0	
<i>Employment currently going well</i>			12.0
<i>Problems with current employment</i>			0.4
<i>Not currently employed</i>			87.6
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			12.1
<i>Currently employed: no positive relationships</i>			1.3
<i>Not currently employed</i>			86.6
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			32.1
<i>1 positive adult relationship</i>			39.9
<i>No positive adult relationships</i>			28.0
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			22.7
<i>Never had consistent friends or had pro-social and anti-social friends</i>			49.7
<i>Had only anti-social friends</i>			26.8
<i>Has been a gang member/associate</i>			0.9
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			14.2
<i>2 current positive adult relationships</i>			17.8
<i>1 current positive adult relationship</i>			39.8
<i>No current positive adult relationships</i>			28.2
Current pro-social community ties	-2	0	

Domain/Item	Min.	Max.	%
<i>Strong pro-social community ties</i>			7.2
<i>Some pro-social community ties</i>			67.8
<i>No pro-social community ties</i>			25.0
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			45.5
<i>No consistent friends or pro-social and anti-social friends</i>			20.1
<i>Only anti-social friends</i>			33.4
<i>Gang member/associate</i>			1.0
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			76.5
<i>Romantically involved: pro-social person</i>			18.7
<i>Romantically involved: anti-social person</i>			4.9
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			46.5
<i>Somewhat admires anti-social peers</i>			43.7
<i>Admires, emulates anti-social peers</i>			9.8
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			33.3
<i>Usually resists anti-social peer influence</i>			33.5
<i>Rarely resists anti-social peer influence</i>			30.6
<i>Leads anti-social peers</i>			2.7
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	27.8
History of running away or getting kicked out of home	0	2	
<i>No history</i>			68.5
<i>1 instance</i>			7.6
<i>More than 1 instance</i>			24.0
History of petitions filed	-1	0	16.0
No family history jail/imprisonment	-1	0	61.9
Mother/female caretaker history jail/imprisonment	0	1	8.5
Father/male caretaker history jail/imprisonment	0	1	7.0
Other family member history jail/imprisonment	0	1	1.3
Has been living under any adult supervision	0	1	92.1
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	0.4
<i>A foster home</i>	0	1	11.0
<i>Alone</i>	N/A	N/A	N/A
<i>Biological mother</i>	0	1	51.6
<i>Biological father</i>	0	1	12.9
<i>Non-biological mom</i>	0	1	5.3
<i>Non-biological dad</i>	0	1	4.3
<i>Long-term parental partner</i>	N/A	N/A	N/A
<i>Short-term parental partner</i>	N/A	N/A	N/A
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	1.1
<i>Another relative</i>	0	1	1.3
<i>His/her child</i>	N/A	N/A	N/A
<i>A family friend</i>	0	1	0.01
<i>Romantic partner</i>	N/A	N/A	N/A
<i>A friend</i>	0	1	0.0
Annual combined income youth and family	1	3	
<i>Up to poverty line x 3</i>			74.6
<i>Up to poverty line x 4 or higher</i>			25.4
Individual currently involved in the household has jail/imprisonment history	0	1	38.1
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	60.4
<i>Alcohol problem</i>	0	1	2.7
<i>Drug problem</i>	0	1	4.2
<i>Mental health problem</i>	0	1	2.8
<i>Physical health problem</i>	0	1	5.5

Domain/Item	Min.	Max.	%
<i>Employment problem</i>	0	1	7.6
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	20.0
<i>Drug problem</i>	0	1	3.3
<i>Mental health problem</i>	0	1	3.1
<i>Physical health problem</i>	0	1	0.6
<i>Employment problem</i>	0	1	1.2
Support network for family	-2	0	
<i>Strong support network</i>			37.3
<i>Some support network</i>			45.7
<i>No support network</i>			17.0
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			73.1
<i>Inconsistently willing to support youth</i>			25.2
<i>Little or no willingness to support youth</i>			1.7
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			50.3
<i>Some opportunities for involvement provided</i>			37.8
<i>No opportunities for involvement provided</i>			11.9
Has run away or been kicked out	0	1	3.4
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	7.6
<i>Close to father</i>	0	1	10.7
<i>Close to mother</i>	0	1	42.1
<i>Close to female sibling</i>	0	1	7.7
<i>Close to male sibling</i>	0	1	8.5
<i>Close to other family member</i>	0	1	14.6
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			74.4
<i>Verbal intimidation, yelling, heated arguments</i>			19.7
<i>Threats of physical abuse</i>			3.3
<i>Domestic violence: physical/sexual abuse</i>			2.6
Parental supervision	0	2	
<i>Consistent supervision</i>			52.3
<i>Sporadic supervision</i>			38.6
<i>Inadequate supervision</i>			9.1
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			49.2
<i>Youth sometimes obeys or obeys some rules</i>			39.0
<i>Youth consistently disobeys and/or is hostile</i>			11.8
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			63.3
<i>Consistently overly severe punishment</i>			10.7
<i>Inconsistent or erratic punishment</i>			11.3
<i>Consistently insufficient punishment</i>			14.7
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			61.9
<i>Consistently overly indulgent/overly protective</i>			14.1
<i>Inconsistent or erratic rewards</i>			24.0
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			87.5
<i>Accepts anti-social behavior as okay</i>			12.4
<i>Proud of anti-social behavior</i>			0.1
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	39.6
<i>Disrupted education</i>	0	1	1.2
<i>Caused family conflict</i>	0	1	2.9
<i>Interfered with keeping pro-social friends</i>	0	1	1.7
<i>Caused health problems</i>	0	1	0.2

Domain/Item	Min.	Max.	%
<i>Contributed to criminal behavior</i>	0	1	2.7
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of drug use			
<i>No use</i>	-1	0	31.6
<i>Disrupted education</i>	0	1	4.4
<i>Caused family conflict</i>	0	1	6.3
<i>Interfered with keeping pro-social friends</i>	0	1	4.4
<i>Caused health problems</i>	0	1	0.5
<i>Contributed to criminal behavior</i>	0	1	7.9
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			76.6
<i>Referred but never assessed</i>			4.8
<i>Diagnosed as abuse</i>			15.3
<i>Diagnosed as dependent/addicted</i>			3.4
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			83.4
<i>Voluntarily attended drug/alcohol education classes</i>			1.7
<i>Attended classes by parent, school, or other agency request</i>			5.9
<i>Attended classes at court direction</i>			9.0
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			83.6
<i>Participated once in treatment program</i>			9.2
<i>Participated several times in treatment programs</i>			7.2
Youth currently using alcohol/drugs	0	1	32.2
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	80.9
<i>Disrupting education</i>	0	1	0.8
<i>Causes family conflict</i>	0	1	1.8
<i>Interferes with pro-social friends</i>	0	1	1.2
<i>Causes health problems</i>	0	1	0.1
<i>Contributes to criminal behavior</i>	0	1	3.8
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Current drug use			
<i>No current drug use</i>	-1	0	60.5
<i>Disrupting education</i>	0	1	4.3
<i>Causes family conflict</i>	0	1	6.9
<i>Interferes with pro-social friends</i>	0	1	3.7
<i>Causes health problems</i>	0	1	0.4
<i>Contributes to criminal behavior</i>	0	1	8.0
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Amphetamines usage	0	1	0.2
Cocaine usage	0	1	0.1
Heroin usage	0	1	0.3
Marijuana usage	0	1	28.5
Other drug usage	0	1	1.1
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			64.9
<i>Currently attending treatment program</i>			9.9
<i>Successfully completed treatment program</i>			9.2
<i>Not currently attending needed treatment program</i>			16.0
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	50.1
<i>Abused by family</i>	0	1	3.6
<i>Abused in the home</i>	0	1	0.1

Domain/Item	Min.	Max.	%
<i>Abused outside of the family</i>	0	1	0.9
<i>Abused in a foster home</i>	N/A	N/A	N/A
<i>Abused with a weapon</i>	0	1	0.0
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	33.6
<i>Witnessed violence in the house</i>	0	1	0.8
<i>Witnessed violence in a foster home</i>	N/A	N/A	N/A
<i>Witnessed violence in the community</i>	0	1	2.3
<i>Family member killed as a result of violence</i>	N/A	N/A	N/A
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	51.3
<i>Abused by a family member</i>	0	1	3.6
<i>Abused by non-family member</i>	0	1	0.9
History of being a victim of neglect	0	1	21.5
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			56.4
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			28.5
<i>ADD/ADHD medication and treatment prescribed</i>			15.2
History of mental health problems	0	1	6.3
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			78.5
<i>Occasional feelings of anger/irritability</i>			18.3
<i>Consistent feelings of anger/irritability</i>			1.8
<i>Aggressive reactions to feelings of anger/irritability</i>			1.4
Depression	0	2	
<i>No history</i>			89.0
<i>Occasional feelings</i>			10.5
<i>Consistent feelings</i>			0.5
Somatic complaints	0	2	
<i>No history</i>			99.6
<i>One or two</i>			0.4
<i>Three or more</i>			0.0
History of unusual thoughts, hallucinations, or beliefs	N/A	N/A	N/A
Presence of traumatic event	0	1	1.7
Health insurance	-2	0	
<i>Private insurance</i>			19.7
<i>Public insurance (Medicaid)</i>			75.7
<i>No health insurance</i>			4.6
Current mental health problem(s)	0	1	34.5
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			68.7
<i>History of suicidal ideation or self-mutilation</i>			1.8
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			0.0
<i>Current suicidal ideation</i>			29.4
<i>Recent suicide plan</i>			N/A
<i>Recent suicide attempt</i>			N/A
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			79.8
<i>Currently taking ADD/ADHD medication</i>			15.7
<i>ADD/ADHD medication prescribed but not taking</i>			4.6
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			75.1
<i>Attending mental health treatment</i>			18.7
<i>Mental health treatment prescribed but not attending</i>			6.2
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			79.8
<i>Currently taking mental health medication</i>			15.7
<i>Mental health medication prescribed but not taking</i>			4.6
Mental health problems interfere with working with the youth	0	1	11.5
ATTITUDES/BEHAVIORS			

Domain/Item	Min.	Max.	%
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			48.2
<i>Excited or stimulated</i>			15.4
<i>Unconcerned or indifferent</i>			34.6
<i>Confident/bragging</i>			1.9
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	26.6
<i>Revenge, power</i>	N/A	N/A	N/A
<i>Impulse</i>	0	1	22.1
<i>Sexual desire</i>	0	1	6.5
<i>Money, material gain, drugs</i>	0	1	13.6
<i>Excitement, amusement</i>	0	1	11.7
<i>Status, acceptance, attention</i>	0	1	12.9
Optimism	-1	2	
<i>High or Normal aspirations: Some sense of purpose</i>			78.4
<i>Low aspirations: Little sense of purpose or plans for better life</i>			20.1
<i>Believes nothing matters: He or she will be dead before long</i>			1.6
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			23.4
<i>Uses some self-control: Sometimes thinks before acting</i>			45.7
<i>Impulsive: Often acts before thinking</i>			22.5
<i>Highly impulsive: Usually acts before thinking</i>			8.4
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			55.8
<i>Somewhat believes can stop anti-social behavior</i>			43.1
<i>Believes cannot stop anti-social behavior</i>			1.1
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			36.6
<i>Has some empathy for victim(s)</i>			47.8
<i>Does not have empathy for victim(s)</i>			15.7
Respect for property of others	0	2	
<i>Respects property of others</i>			56.3
<i>Respects personal property but not publicly accessible property</i>			39.7
<i>No respect for property</i>			4.0
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			71.7
<i>Resents most authority figures</i>			25.2
<i>Defies or is hostile toward most authority figures</i>			3.1
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	91.7
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			54.6
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			37.8
<i>Accepts own anti-social behavior as okay</i>			6.2
<i>Proud of own anti-social behavior</i>			1.4
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			71.6
<i>Unsure of success under supervision</i>			26.6
<i>Does not believe will be successful under supervision</i>			1.9
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			38.8
<i>Sometimes gets upset/temper tantrums</i>			49.7
<i>Often gets upset/temper tantrums</i>			11.5
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			69.5
<i>Primarily negative view of intentions of others</i>			28.1
<i>Primarily hostile view of intentions of others</i>			2.4
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			43.9
<i>Believes verbal aggression is sometimes appropriate</i>			49.5
<i>Believes verbal aggression is often appropriate</i>			6.6

Domain/Item	Min.	Max.	%
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			31.9
<i>Believes physical aggression is rarely appropriate</i>			32.8
<i>Believes physical aggression is sometimes appropriate</i>			32.0
<i>Believes physical aggression is often appropriate</i>			3.3
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	33.0
<i>Violent destruction of property</i>	0	1	1.2
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	23.2
<i>Deliberately inflicted physical pain</i>	0	1	1.2
<i>Used/threatened with a weapon</i>	0	1	0.3
<i>Fire starting reports</i>	0	1	0.04
<i>Animal cruelty reports</i>	0	1	0.0
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	99.0
<i>Aggressive sex</i>	0	1	0.1
<i>Sex for power</i>	N/A	N/A	N/A
<i>Young sex partners</i>	0	1	0.2
<i>Sex with a child</i>	0	1	0.3
<i>Voyeurism</i>	N/A	N/A	N/A
<i>Exposure</i>	0	1	0.0
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			10.6
<i>Identifies consequences of actions</i>			25.6
<i>Understands about consequences to actions</i>			62.1
<i>Does not understand about consequences of actions</i>			1.6
Goal setting	-1	2	
<i>Sets realistic goals</i>			28.3
<i>Sets somewhat realistic goals</i>			51.9
<i>Sets unrealistic goals</i>			9.9
<i>Does not set any goals</i>			9.9
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			7.1
<i>Thinks of solutions for problem behaviors</i>			32.5
<i>Identifies problem behaviors</i>			55.2
<i>Cannot identify problem behaviors</i>			5.2
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			15.3
<i>Chooses best skill but not best time and place</i>			35.3
<i>Does not choose the best pro-social skill</i>			44.1
<i>Cannot analyze the situation for use of a pro-social skill</i>			5.3
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			7.3
<i>Sometimes uses advanced social skills in dealing with others</i>			46.2
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			44.1
<i>Lacks basic social skills in dealing with others</i>			2.5
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			7.8
<i>Sometimes uses skills in dealing with difficult situations</i>			67.6
<i>Rarely uses skills in dealing with difficult situations</i>			20.8
<i>Lacks skills in dealing with difficult situations</i>			3.8
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			6.6
<i>Sometimes uses skills in dealing with feelings/emotions</i>			69.2
<i>Rarely uses skills in dealing with feelings/emotions</i>			20.8
<i>Lacks skills in dealing with feelings/emotions</i>			3.5
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			6.6
<i>Identifies internal triggers</i>			82.9
<i>Cannot identify internal triggers</i>			10.5

Domain/Item	Min.	Max.	%
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			8.0
<i>Identifies external triggers</i>			82.1
<i>Cannot identify external triggers</i>			10.0
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			4.7
<i>Uses techniques to control impulsive behavior</i>			9.4
<i>Knows techniques to control impulsive behavior</i>			61.3
<i>Lacks techniques to control impulsive behavior</i>			24.6
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			20.7
<i>Often uses alternatives to aggression</i>			22.3
<i>Sometimes uses alternatives to aggression</i>			41.0
<i>Lacks alternatives to aggression</i>			8.8
<i>Rarely uses alternatives to aggression</i>			7.3

Table AP.6. Item-Level Descriptives: Midwestern (n=28,582)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			2.6
<i>13</i>			5.8
<i>14</i>			11.7
<i>15</i>			19.5
<i>16</i>			27.9
<i>17</i>			29.6
<i>18 or older</i>			3.0
Race	0	3	
<i>White</i>			66.6
<i>Black</i>			20.7
<i>Hispanic</i>			9.3
<i>Other</i>			3.4
Recidivism within 12 months			
<i>Any</i>	0	1	14.6
<i>Violent</i>	0	1	4.2
<i>Property</i>	0	1	7.8
<i>Drug</i>	0	1	2.2
<i>Sex</i>	0	1	0.2
<i>Felony</i>	0	1	4.3
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			0.1
<i>16</i>			15.2
<i>15</i>			15.6
<i>13 to 14</i>			38.0
<i>Under 13</i>			31.2
Misdemeanor referrals	0	3	
<i>None or one</i>			29.6
<i>Two</i>			18.8
<i>Three or four</i>			25.1
<i>Five or more</i>			26.5
Felony referrals: One or more	0	2	41.5
Weapon referrals: One or more	0	1	8.5
Against-person misdemeanor referrals	0	2	
<i>None</i>			52.8
<i>One</i>			25.3
<i>Two or more</i>			21.9
Against-person felony referrals	0	4	
<i>None</i>			85.9

Domain/Item	Min.	Max.	%
<i>One or two</i>			13.4
<i>Three or more</i>			0.7
Sexual misconduct misdemeanor referrals: One or more	0	1	2.1
Felony sex offense referrals: One or more	0	1	7.3
Confined to detention	0	2	
<i>None</i>			58.1
<i>One</i>			25.0
<i>Two or more times</i>			17.0
Other confinement	0	4	
<i>None</i>			83.8
<i>One</i>			11.3
<i>Two or more</i>			5.0
Escapes	0	2	
<i>None</i>			98.4
<i>One</i>			1.2
<i>Two or more</i>			0.4
Failure-to-appear in court warrants	0	2	
<i>None</i>			96.4
<i>One</i>			2.9
<i>Two or more</i>			0.8
SCHOOL HISTORY			
Youth is a special education student	0	1	40.3
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			29.5
<i>1 expulsion/suspension</i>			20.9
<i>More than 1 expulsion/suspension</i>			49.6
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			24.2
<i>First expelled: 14 to 18 years old</i>			27.7
<i>First expelled: 5 to 13 years old</i>			48.1
Youth enrolled in community school past 6 months	-2	2	90.7
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			89.8
<i>Enrolled part-time</i>			3.9
<i>Suspended/dropped out/expelled</i>			6.4
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			50.2
<i>Somewhat believes education is of value</i>			41.8
<i>Does not believe education is of value</i>			8.0
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			32.4
<i>Somewhat believes school is encouraging</i>			47.5
<i>Does not believe school is encouraging</i>			20.1
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			23.0
<i>Close to 1 adult at school</i>			30.2
<i>Not close to any adult at school</i>			46.8
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			11.3
<i>Involved in 1 school activity</i>			21.8
<i>Interested but not involved in any activities</i>			41.5
<i>Not interested in school activities</i>			25.5
Conduct	-2	2	
<i>Recognition for good school behavior</i>			4.5
<i>No problems with school conduct</i>			39.5
<i>School problems reported by teachers</i>			20.6
<i>School problem calls to parents</i>			35.5
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			68.0
<i>1 recent expulsion/suspension</i>			26.4

Domain/Item	Min.	Max.	%
<i>2 or 3 recent expulsions/suspensions</i>			0.5
<i>Over 3 recent expulsions/suspensions</i>			5.1
Attendance	0	3	
<i>No unexcused absences</i>			14.3
<i>Some partial-day unexcused absences</i>			17.0
<i>Some full-day unexcused absences</i>			58.8
<i>Truancy petition/equivalent or withdrawn</i>			9.9
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			2.2
<i>Above 3.0 (mostly As and Bs)</i>			24.0
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			5.4
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			48.0
<i>Below 1.0 (some Ds and mostly Fs)</i>			20.4
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			40.6
<i>Assessed as uncertain to graduate</i>			45.7
<i>Assessed as not likely to graduate</i>			13.7
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			30.5
<i>Has been involved in 1 structured activity</i>			33.5
<i>Never involved in structured activities</i>			36.0
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			28.1
<i>Has been involved in 1 pro-social unstructured activity</i>			42.1
<i>Never involved in unstructured pro-social activities</i>			29.8
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			29.5
<i>Currently interested but not involved in structured activity</i>			26.7
<i>Currently not interested in structured activities</i>			43.8
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			16.5
<i>Currently involved in 1 unstructured activity</i>			30.1
<i>Currently not interested in any unstructured activities</i>			33.6
<i>Currently not interested but not involved in unstructured activities</i>			19.9
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	15.5
History of successful employment: Has been successfully employed	-1	0	33.1
History of problems while employed: Fired or quit because of problems	0	1	70.6
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			10.2
<i>Had 1 positive relationship</i>			18.0
<i>Never had any positive relationships</i>			71.9
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			51.8
<i>Lacks knowledge to maintain job</i>			48.2
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			55.8
<i>Not employed but highly interested in employment</i>			14.1
<i>Somewhat interested in employment</i>			21.2
<i>Not interested in employment</i>			8.8
Current employment status	-2	0	
<i>Employment currently going well</i>			16.4
<i>Problems with current employment</i>			0.6
<i>Not currently employed</i>			83.0
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			14.3
<i>Currently employed: no positive relationships</i>			2.7
<i>Not currently employed</i>			83.0

Domain/Item	Min.	Max.	%
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			26.0
<i>1 positive adult relationship</i>			33.2
<i>No positive adult relationships</i>			40.9
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			7.8
<i>Never had consistent friends or had pro-social and anti-social friends</i>			75.2
<i>Had only anti-social friends</i>			10.8
<i>Has been a gang member/associate</i>			6.2
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			9.7
<i>2 current positive adult relationships</i>			17.1
<i>1 current positive adult relationship</i>			32.6
<i>No current positive adult relationships</i>			40.6
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			7.0
<i>Some pro-social community ties</i>			59.8
<i>No pro-social community ties</i>			33.2
Current friends youth spends time with	-1	1	
<i>Only pro-social friends</i>			10.2
<i>No consistent friends or pro-social and anti-social friends</i>			70.9
<i>Only anti-social friends</i>			18.9
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			76.9
<i>Romantically involved: pro-social person</i>			16.1
<i>Romantically involved: anti-social person</i>			7.0
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			34.3
<i>Somewhat admires anti-social peers</i>			50.5
<i>Admires, emulates anti-social peers</i>			15.2
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			12.9
<i>Usually resists anti-social peer influence</i>			42.5
<i>Rarely resists anti-social peer influence</i>			39.0
<i>Leads anti-social peers</i>			5.5
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	34.9
History of running away or getting kicked out of home	0	2	
<i>No history</i>			65.5
<i>1 instance</i>			11.7
<i>More than 1 instance</i>			22.8
History of petitions filed	-1	0	22.7
No family history jail/imprisonment	-1	0	47.1
Mother/female caretaker history jail/imprisonment	0	1	25.9
Father/male caretaker history jail/imprisonment	0	1	38.4
Other family member history jail/imprisonment	0	1	2.8
Has been living under any adult supervision	0	1	99.8
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	0.4
<i>A foster home</i>	0	1	12.4
<i>Alone</i>	0	1	0.2
<i>Biological mother</i>	0	1	62.5
<i>Biological father</i>	0	1	27.9
<i>Non-biological mom</i>	0	1	7.3
<i>Non-biological dad</i>	0	1	0.4
<i>Long-term parental partner</i>	0	1	3.4
<i>Short-term parental partner</i>	0	1	1.5
<i>Parent's roommate</i>	N/A	N/A	N/A

Domain/Item	Min.	Max.	%
<i>Grandparent(s)</i>	0	1	9.3
<i>Another relative</i>	0	1	7.6
<i>His/her child</i>	N/A	N/A	N/A
<i>A family friend</i>	0	1	0.01
<i>Romantic partner</i>	0	1	0.8
<i>A friend</i>	0	1	1.2
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			79.2
<i>Up to poverty line x 4 or higher</i>			20.8
Individual currently involved in the household has jail/imprisonment history	0	1	53.1
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	56.2
<i>Alcohol problem</i>	0	1	18.7
<i>Drug problem</i>	0	1	17.3
<i>Mental health problem</i>	0	1	11.1
<i>Physical health problem</i>	0	1	8.8
<i>Employment problem</i>	0	1	19.2
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	34.4
<i>Drug problem</i>	0	1	9.2
<i>Mental health problem</i>	0	1	6.3
<i>Physical health problem</i>	0	1	1.0
<i>Employment problem</i>	0	1	3.0
Support network for family	-2	0	
<i>Strong support network</i>			18.7
<i>Some support network</i>			69.0
<i>No support network</i>			12.3
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			67.5
<i>Inconsistently willing to support youth</i>			29.2
<i>Little or no willingness to support youth</i>			3.3
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			25.7
<i>Some opportunities for involvement provided</i>			63.8
<i>No opportunities for involvement provided</i>			10.5
Has run away or been kicked out	0	1	28.9
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	9.0
<i>Close to father</i>	0	1	35.1
<i>Close to mother</i>	0	1	70.9
<i>Close to female sibling</i>	0	1	25.7
<i>Close to male sibling</i>	0	1	27.2
<i>Close to other family member</i>	0	1	30.7
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			50.3
<i>Verbal intimidation, yelling, heated arguments</i>			39.5
<i>Threats of physical abuse</i>			6.4
<i>Domestic violence: physical/sexual abuse</i>			3.9
Parental supervision	0	2	
<i>Consistent supervision</i>			22.5
<i>Sporadic supervision</i>			60.3
<i>Inadequate supervision</i>			17.2
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			30.8
<i>Youth sometimes obeys or obeys some rules</i>			48.7
<i>Youth consistently disobeys and/or is hostile</i>			20.6
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			47.3
<i>Consistently overly severe punishment</i>			25.6
<i>Inconsistent or erratic punishment</i>			25.4

Domain/Item	Min.	Max.	%
<i>Consistently insufficient punishment</i>			1.7
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			50.7
<i>Consistently overly indulgent/overly protective</i>			25.3
<i>Inconsistent or erratic rewards</i>			24.0
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			77.7
<i>Accepts anti-social behavior as okay</i>			22.1
<i>Proud of anti-social behavior</i>			0.2
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	44.5
<i>Disrupted education</i>	0	1	6.8
<i>Caused family conflict</i>	0	1	13.5
<i>Interfered with keeping pro-social friends</i>	0	1	10.1
<i>Caused health problems</i>	0	1	1.1
<i>Contributed to criminal behavior</i>	0	1	11.9
<i>Has had tolerance</i>	0	1	0.01
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of drug use			
<i>No use</i>	-1	0	41.7
<i>Disrupted education</i>	0	1	15.7
<i>Caused family conflict</i>	0	1	21.8
<i>Interfered with keeping pro-social friends</i>	0	1	17.5
<i>Caused health problems</i>	0	1	1.5
<i>Contributed to criminal behavior</i>	0	1	18.2
<i>Has had tolerance</i>	0	1	0.1
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of referrals for drug/alcohol assessment			
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>	0	3	65.0
<i>Referred but never assessed</i>			4.8
<i>Diagnosed as abuse</i>			20.3
<i>Diagnosed as dependent/addicted</i>			10.0
History of attending alcohol/drug education classes			
<i>Never attended drug/alcohol education classes</i>	0	3	69.5
<i>Voluntarily attended drug/alcohol education classes</i>			3.4
<i>Attended classes by parent, school, or other agency request</i>			7.9
<i>Attended classes at court direction</i>			19.3
History of participating in alcohol/drug treatment program			
<i>Never participated in treatment program</i>	0	2	71.2
<i>Participated once in treatment program</i>			20.8
<i>Participated several times in treatment programs</i>			8.1
Youth currently using alcohol/drugs	0	1	31.9
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	51.2
<i>Disrupting education</i>	0	1	4.9
<i>Causes family conflict</i>	0	1	9.2
<i>Interferes with pro-social friends</i>	0	1	6.3
<i>Causes health problems</i>	0	1	0.5
<i>Contributes to criminal behavior</i>	0	1	8.4
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Current drug use			
<i>No current drug use</i>	-1	0	42.9
<i>Disrupting education</i>	0	1	17.6
<i>Causes family conflict</i>	0	1	12.3
<i>Interferes with pro-social friends</i>	0	1	1.2
<i>Causes health problems</i>	0	1	13.1
<i>Contributes to criminal behavior</i>	N/A	N/A	N/A
<i>Has tolerance</i>	N/A	N/A	N/A

Domain/Item	Min.	Max.	%
<i>Has withdrawal</i>	N/A	N/A	N/A
Amphetamines usage	0	1	2.2
Cocaine usage	0	1	0.9
Heroin usage	0	1	0.1
Marijuana usage	0	1	30.5
Other drug usage	0	1	5.1
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			36.2
<i>Currently attending treatment program</i>			13.2
<i>Successfully completed treatment program</i>			32.1
<i>Not currently attending needed treatment program</i>			18.5
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	85.0
<i>Abused by family</i>	0	1	12.9
<i>Abused in the home</i>	0	1	0.03
<i>Abused outside of the family</i>	0	1	2.5
<i>Abused in a foster home</i>	N/A	N/A	N/A
<i>Abused with a weapon</i>	N/A	N/A	N/A
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	46.9
<i>Witnessed violence in the house</i>	0	1	0.8
<i>Witnessed violence in a foster home</i>	N/A	N/A	N/A
<i>Witnessed violence in the community</i>	0	1	1.9
<i>Family member killed as a result of violence</i>	N/A	N/A	N/A
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	91.0
<i>Abused by a family member</i>	0	1	3.9
<i>Abused by non-family member</i>	N/A	N/A	N/A
History of being a victim of neglect	0	1	17.1
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			63.0
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			25.0
<i>ADD/ADHD medication and treatment prescribed</i>			12.0
History of mental health problems	0	1	34.9
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			72.1
<i>Occasional feelings of anger/irritability</i>			22.1
<i>Consistent feelings of anger/irritability</i>			3.4
<i>Aggressive reactions to feelings of anger/irritability</i>			2.4
Depression	0	3	
<i>No history</i>			83.7
<i>Occasional feelings</i>			14.8
<i>Consistent feelings</i>			1.5
<i>Impairment in daily tasks</i>			0.03
Somatic complaints	0	2	
<i>No history</i>			99.4
<i>One or two</i>			0.6
<i>Three or more</i>			0.0
History of unusual thoughts, hallucinations, or beliefs	N/A	N/A	N/A
Presence of traumatic event	0	1	1.3
Health insurance	-2	0	
<i>Private insurance</i>			30.6
<i>Public insurance (Medicaid)</i>			64.0
<i>No health insurance</i>			5.4
Current mental health problem(s)	0	1	29.2
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			49.0
<i>History of suicidal ideation or self-mutilation</i>			8.5
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			0.7

Domain/Item	Min.	Max.	%
<i>Current suicidal ideation</i>			40.9
<i>Recent suicide plan</i>			N/A
<i>Recent suicide attempt</i>			0.9
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			78.6
<i>Currently taking ADD/ADHD medication</i>			16.4
<i>ADD/ADHD medication prescribed but not taking</i>			5.2
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	1	
<i>No current mental health problem or no treatment prescribed</i>			94.6
<i>Attending mental health treatment</i>			5.4
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			96.2
<i>Currently taking mental health medication</i>			3.8
Mental health problems interfere with working with the youth	0	1	11.6
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			41.9
<i>Excited or stimulated</i>			25.6
<i>Unconcerned or indifferent</i>			29.6
<i>Confident/bragging</i>			2.9
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	16.5
<i>Revenge, power</i>	N/A	N/A	N/A
<i>Impulse</i>	0	1	17.7
<i>Sexual desire</i>	0	1	3.3
<i>Money, material gain, drugs</i>	0	1	13.5
<i>Excitement, amusement</i>	0	1	13.8
<i>Status, acceptance, attention</i>	0	1	13.3
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			11.6
<i>Normal aspirations: Some sense of purpose</i>			60.9
<i>Low aspirations: Little sense of purpose or plans for better life</i>			26.9
<i>Believes nothing matters: He or she will be dead before long</i>			0.6
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			13.2
<i>Uses some self-control: Sometimes thinks before acting</i>			48.0
<i>Impulsive: Often acts before thinking</i>			30.4
<i>Highly impulsive: Usually acts before thinking</i>			8.4
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			45.2
<i>Somewhat believes can stop anti-social behavior</i>			51.2
<i>Believes cannot stop anti-social behavior</i>			3.6
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			26.4
<i>Has some empathy for victim(s)</i>			47.6
<i>Does not have empathy for victim(s)</i>			26.0
Respect for property of others	0	2	
<i>Respects property of others</i>			41.7
<i>Conditional respect for property</i>			48.9
<i>No respect for property</i>			9.4
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			60.5
<i>Respects personal property but not publicly accessible property</i>			35.6
<i>Defies or is hostile toward most authority figures</i>			3.8
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	88.2
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			42.3
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			47.2
<i>Accepts own anti-social behavior as okay</i>			8.6
<i>Proud of own anti-social behavior</i>			1.8
Belief in successfully meeting conditions of court supervision	-1	1	

Domain/Item	Min.	Max.	%
<i>Believes will be successful under supervision</i>			59.6
<i>Unsure of success under supervision</i>			38.4
<i>Does not believe will be successful under supervision</i>			2.0
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			30.2
<i>Sometimes gets upset/temper tantrums</i>			53.2
<i>Often gets upset/temper tantrums</i>			16.6
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			58.4
<i>Primarily negative view of intentions of others</i>			37.7
<i>Primarily hostile view of intentions of others</i>			3.9
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			32.8
<i>Believes verbal aggression is sometimes appropriate</i>			55.5
<i>Believes verbal aggression is often appropriate</i>			11.6
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			24.7
<i>Believes physical aggression is rarely appropriate</i>			35.4
<i>Believes physical aggression is sometimes appropriate</i>			35.3
<i>Believes physical aggression is often appropriate</i>			4.7
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	40.3
<i>Violent destruction of property</i>	0	1	10.1
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	34.8
<i>Deliberately inflicted physical pain</i>	0	1	8.8
<i>Used/threatened with a weapon</i>	0	1	5.1
<i>Fire starting reports</i>	0	1	4.6
<i>Animal cruelty reports</i>	0	1	1.2
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	94.7
<i>Aggressive sex</i>	0	1	0.7
<i>Sex for power</i>	0	1	0.3
<i>Young sex partners</i>	0	1	2.4
<i>Sex with a child</i>	0	1	2.2
<i>Voyeurism</i>	0	1	0.4
<i>Exposure</i>	0	1	1.6
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			7.0
<i>Identifies consequences of actions</i>			20.3
<i>Understands about consequences to actions</i>			65.2
<i>Does not understand about consequences of actions</i>			7.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			17.8
<i>Sets somewhat realistic goals</i>			52.4
<i>Sets unrealistic goals</i>			11.4
<i>Does not set any goals</i>			18.4
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			6.5
<i>Thinks of solutions for problem behaviors</i>			17.5
<i>Identifies problem behaviors</i>			56.6
<i>Cannot identify problem behaviors</i>			19.4
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			9.5
<i>Chooses best skill but not best time and place</i>			14.6
<i>Does not choose the best pro-social skill</i>			58.5
<i>Cannot analyze the situation for use of a pro-social skill</i>			17.5
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			7.5
<i>Sometimes uses advanced social skills in dealing with others</i>			28.7

Domain/Item	Min.	Max.	%
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			51.8
<i>Lacks basic social skills in dealing with others</i>			12.1
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			7.6
<i>Sometimes uses skills in dealing with difficult situations</i>			52.4
<i>Rarely uses skills in dealing with difficult situations</i>			11.4
<i>Lacks skills in dealing with difficult situations</i>			18.4
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			7.8
<i>Sometimes uses skills in dealing with feelings/emotions</i>			52.7
<i>Rarely uses skills in dealing with feelings/emotions</i>			23.5
<i>Lacks skills in dealing with feelings/emotions</i>			16.1
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			8.5
<i>Identifies internal triggers</i>			54.1
<i>Cannot identify internal triggers</i>			37.4
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			9.0
<i>Identifies external triggers</i>			60.0
<i>Cannot identify external triggers</i>			31.0
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			7.8
<i>Uses techniques to control impulsive behavior</i>			7.4
<i>Knows techniques to control impulsive behavior</i>			46.1
<i>Lacks techniques to control impulsive behavior</i>			38.8
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			20.5
<i>Often uses alternatives to aggression</i>			16.5
<i>Sometimes uses alternatives to aggression</i>			36.6
<i>Lacks alternatives to aggression</i>			15.1
<i>Rarely uses alternatives to aggression</i>			11.2

Table AP.7. Item-Level Descriptives: Mountain 1 (n=7,273)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			5.6
<i>13</i>			8.1
<i>14</i>			13.5
<i>15</i>			20.3
<i>16</i>			23.4
<i>17</i>			23.5
<i>18 or older</i>			5.6
Race	0	3	
<i>White</i>			78.6
<i>Black</i>			2.5
<i>Hispanic</i>			3.7
<i>Other</i>			15.3
Recidivism within 12 months			
<i>Any</i>	0	1	36.6
<i>Violent</i>	0	1	7.6
<i>Property</i>	0	1	12.3
<i>Drug</i>	0	1	6.9
<i>Sex</i>	N/A	N/A	N/A
<i>Felony</i>	0	1	6.5
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			12.7
<i>16</i>			11.2

Domain/Item	Min.	Max.	%
15			16.3
13 to 14			33.4
Under 13			26.4
Misdemeanor referrals	0	3	
None or one			50.0
Two			18.4
Three or four			17.8
Five or more			13.8
Felony referrals: One or more	0	2	70.0
Weapon referrals: One or more	0	1	2.9
Against-person misdemeanor referrals	0	2	
None			70.8
One			20.5
Two or more			8.7
Against-person felony referrals	0	4	
None			91.1
One or two			8.7
Three or more			0.3
Sexual misconduct misdemeanor referrals: One or more	0	1	2.0
Felony sex offense referrals: One or more	0	1	3.9
Confined to detention	0	2	
None			69.4
One			15.0
Two or more times			15.6
Other confinement	0	4	
None			69.0
One			14.2
Two or more			16.8
Escapes	0	2	
None			99.9
One			0.1
Two or more			0.04
Failure-to-appear in court warrants	0	2	
None			91.2
One			4.5
Two or more			4.2
SCHOOL HISTORY			
Youth is a special education student	0	1	26.7
History of expulsions and suspensions since first grade	-1	2	
No expulsions/suspensions			41.9
1 expulsion/suspension			21.7
More than 1 expulsion/suspension			36.4
Age at first expulsion or suspension	-1	2	
No expulsions			41.8
First expelled: 14 to 18 years old			22.8
First expelled: 5 to 13 years old			35.4
Youth enrolled in community school past 6 months	-2	2	88.2
CURRENT SCHOOL STATUS			
Enrollment status	-1	2	
Graduated/GED/Enrolled full-time			79.1
Enrolled part-time			13.7
Suspended			7.1
Current status unknown			0.2
Believes there is value in getting an education	0	2	
Believes getting education is of value			55.1
Somewhat believes education is of value			35.4
Does not believe education is of value			9.5
Believes school provides an encouraging environment	0	2	
Believes school is encouraging			40.3
Somewhat believes school is encouraging			41.6
Does not believe school is encouraging			18.1

Domain/Item	Min.	Max.	%
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			32.8
<i>Close to 1 adult at school</i>			23.2
<i>Not close to any adult at school</i>			44.0
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			15.0
<i>Involved in 1 school activity</i>			18.2
<i>Interested but not involved in any activities</i>			26.1
<i>Not interested in school activities</i>			40.8
Conduct	-2	2	
<i>Recognition for good school behavior</i>			6.1
<i>No problems with school conduct</i>			39.9
<i>School problems reported by teachers</i>			12.8
<i>School problem calls to parents</i>			41.1
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			67.8
<i>1 recent expulsion/suspension</i>			22.6
<i>2 or 3 recent expulsions/suspensions</i>			7.2
<i>Over 3 recent expulsions/suspensions</i>			2.5
Attendance	0	3	
<i>No unexcused absences</i>			19.3
<i>Some partial-day unexcused absences</i>			14.6
<i>Some full-day unexcused absences</i>			54.8
<i>Truancy petition/equivalent or withdrawn</i>			11.3
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			3.6
<i>Above 3.0 (mostly As and Bs)</i>			13.1
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			37.0
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			30.5
<i>Below 1.0 (some Ds and mostly Fs)</i>			15.8
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			50.7
<i>Assessed as uncertain to graduate</i>			36.7
<i>Assessed as not likely to graduate</i>			12.6
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			39.1
<i>Has been involved in 1 structured activity</i>			32.8
<i>Never involved in structured activities</i>			28.1
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			41.3
<i>Has been involved in 1 pro-social unstructured activity</i>			38.8
<i>Never involved in unstructured pro-social activities</i>			20.0
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			39.7
<i>Currently interested but not involved in structured activity</i>			24.8
<i>Currently not interested in structured activities</i>			35.5
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			25.3
<i>Currently involved in 1 unstructured activity</i>			28.3
<i>Currently not interested in any unstructured activities</i>			20.8
<i>Currently not interested but not involved in unstructured activities</i>			25.6
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	34.8
History of successful employment: Has been successfully employed	-1	0	44.1
History of problems while employed: Fired or quite because of problems	0	1	62.8
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			19.2
<i>Had 1 positive relationship</i>			14.7
<i>Never had any positive relationships</i>			66.1

Domain/Item	Min.	Max.	%
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			53.6
<i>Lacks knowledge to maintain job</i>			46.4
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			49.3
<i>Not employed but highly interested in employment</i>			20.6
<i>Somewhat interested in employment</i>			21.9
<i>Not interested in employment</i>			8.2
Current employment status	-2	0	
<i>Employment currently going well</i>			18.9
<i>Problems with current employment</i>			0.7
<i>Not currently employed</i>			80.3
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			17.9
<i>Currently employed: no positive relationships</i>			1.7
<i>Not currently employed</i>			80.3
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			42.8
<i>1 positive adult relationship</i>			32.9
<i>No positive adult relationships</i>			24.3
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			18.8
<i>Never had consistent friends or had pro-social and anti-social friends</i>			66.9
<i>Had only anti-social friends</i>			11.8
<i>Has been a gang member/associate</i>			2.5
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			19.3
<i>2 current positive adult relationships</i>			21.7
<i>1 current positive adult relationship</i>			33.5
<i>No current positive adult relationships</i>			25.4
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			18.1
<i>Some pro-social community ties</i>			60.2
<i>No pro-social community ties</i>			21.7
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			26.3
<i>No consistent friends or pro-social and anti-social friends</i>			59.4
<i>Only anti-social friends</i>			12.4
<i>Gang member/associate</i>			1.9
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			74.0
<i>Romantically involved: pro-social person</i>			15.6
<i>Romantically involved: anti-social person</i>			10.4
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			41.1
<i>Somewhat admires anti-social peers</i>			43.0
<i>Admires, emulates anti-social peers</i>			16.0
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			18.7
<i>Usually resists anti-social peer influence</i>			41.9
<i>Rarely resists anti-social peer influence</i>			31.7
<i>Leads anti-social peers</i>			7.8
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	31.2
History of running away or getting kicked out of home	0	2	
<i>No history</i>			60.2
<i>1 instance</i>			13.1
<i>More than 1 instance</i>			26.6

Domain/Item	Min.	Max.	%
History of petitions filed	-1	0	2.9
No family history jail/imprisonment	-1	0	51.9
Mother/female caretaker history jail/imprisonment	0	1	14.6
Father/male caretaker history jail/imprisonment	0	1	18.0
Other family member history jail/imprisonment	0	1	0.04
Has been living under any adult supervision	0	1	95.1
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	0.4
<i>A foster home</i>	0	1	6.0
<i>Alone</i>	0	1	1.2
<i>Biological mother</i>	0	1	61.9
<i>Biological father</i>	0	1	33.1
<i>Non-biological mom</i>	0	1	9.7
<i>Non-biological dad</i>	0	1	18.8
<i>Long-term parental partner</i>	0	1	3.3
<i>Short-term parental partner</i>	0	1	1.0
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	11.3
<i>Another relative</i>	0	1	7.3
<i>His/her child</i>	0	1	0.01
<i>A family friend</i>	0	1	0.03
<i>Romantic partner</i>	0	1	0.9
<i>A friend</i>	0	1	1.5
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			81.2
<i>Up to poverty line x 4 or higher</i>			18.8
Individual currently involved in the household has jail/imprisonment history	0	1	48.1
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	46.6
<i>Alcohol problem</i>	0	1	23.2
<i>Drug problem</i>	0	1	18.6
<i>Mental health problem</i>	0	1	14.2
<i>Physical health problem</i>	0	1	11.8
<i>Employment problem</i>	0	1	15.3
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	37.4
<i>Drug problem</i>	0	1	9.2
<i>Mental health problem</i>	0	1	7.8
<i>Physical health problem</i>	0	1	1.7
<i>Employment problem</i>	0	1	2.1
Support network for family	-2	0	
<i>Strong support network</i>			33.5
<i>Some support network</i>			53.1
<i>No support network</i>			13.3
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			69.7
<i>Inconsistently willing to support youth</i>			27.2
<i>Little or no willingness to support youth</i>			3.1
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			42.2
<i>Some opportunities for involvement provided</i>			46.8
<i>No opportunities for involvement provided</i>			11.0
Has run away or been kicked out	0	1	86.4
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	7.1
<i>Close to father</i>	0	1	37.7
<i>Close to mother</i>	0	1	61.7
<i>Close to female sibling</i>	0	1	24.3
<i>Close to male sibling</i>	0	1	24.9
<i>Close to other family member</i>	0	1	36.6

Domain/Item	Min.	Max.	%
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			53.2
<i>Verbal intimidation, yelling, heated arguments</i>			33.3
<i>Threats of physical abuse</i>			6.5
<i>Domestic violence: physical/sexual abuse</i>			6.9
Parental supervision	0	2	
<i>Consistent supervision</i>			55.4
<i>Sporadic supervision</i>			28.4
<i>Inadequate supervision</i>			16.2
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			39.7
<i>Youth sometimes obeys or obeys some rules</i>			44.2
<i>Youth consistently disobeys and/or is hostile</i>			16.0
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			55.0
<i>Consistently overly severe punishment</i>			2.5
<i>Inconsistent or erratic punishment</i>			21.5
<i>Consistently insufficient punishment</i>			21.1
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			58.5
<i>Consistently overly indulgent/overly protective</i>			14.5
<i>Inconsistent or erratic rewards</i>			26.9
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			94.1
<i>Accepts anti-social behavior as okay</i>			5.4
<i>Proud of anti-social behavior</i>			0.5
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	39.8
<i>Disrupted education</i>	0	1	10.7
<i>Caused family conflict</i>	0	1	19.2
<i>Interfered with keeping pro-social friends</i>	0	1	14.0
<i>Caused health problems</i>	0	1	2.9
<i>Contributed to criminal behavior</i>	0	1	9.0
<i>Has had tolerance</i>	0	1	0.04
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of drug use			
<i>No use</i>	-1	0	38.2
<i>Disrupted education</i>	0	1	19.9
<i>Caused family conflict</i>	0	1	25.5
<i>Interfered with keeping pro-social friends</i>	0	1	20.1
<i>Caused health problems</i>	0	1	3.5
<i>Contributed to criminal behavior</i>	0	1	17.1
<i>Has had tolerance</i>	0	1	0.1
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			69.3
<i>Referred but never assessed</i>			6.4
<i>Diagnosed as abuse</i>			10.8
<i>Diagnosed as dependent/addicted</i>			13.5
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			72.2
<i>Voluntarily attended drug/alcohol education classes</i>			3.2
<i>Attended classes by parent, school, or other agency request</i>			7.2
<i>Attended classes at court direction</i>			17.4
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			80.4
<i>Participated once in treatment program</i>			14.5
<i>Participated several times in treatment programs</i>			5.1
Youth currently using alcohol/drugs	0	1	45.9
CURRENT ALCOHOL AND DRUGS			

Domain/Item	Min.	Max.	%
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	25.2
<i>Disrupting education</i>	0	1	5.2
<i>Causes family conflict</i>	0	1	19.2
<i>Interferes with pro-social friends</i>	0	1	5.8
<i>Causes health problems</i>	0	1	1.2
<i>Contributes to criminal behavior</i>	0	1	9.0
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Current drug use			
<i>No current drug use</i>	-1	0	12.1
<i>Disrupting education</i>	0	1	11.2
<i>Causes family conflict</i>	0	1	14.7
<i>Interferes with pro-social friends</i>	0	1	11.4
<i>Causes health problems</i>	0	1	2.0
<i>Contributes to criminal behavior</i>	0	1	14.7
<i>Has tolerance</i>	0	1	0.04
<i>Has withdrawal</i>	N/A	N/A	N/A
Amphetamines usage	0	1	3.2
Cocaine usage	0	1	1.0
Heroin usage	0	1	0.4
Marijuana usage	0	1	34.9
Other drug usage	0	1	2.9
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			17.8
<i>Currently attending treatment program</i>			8.8
<i>Successfully completed treatment program</i>			54.4
<i>Not currently attending needed treatment program</i>			19.0
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	77.1
<i>Abused by family</i>	0	1	20.3
<i>Abused in the home</i>	0	1	0.1
<i>Abused outside of the family</i>	0	1	5.2
<i>Abused in a foster home</i>	N/A	N/A	N/A
<i>Abused with a weapon</i>	N/A	N/A	N/A
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	45.9
<i>Witnessed violence in the house</i>	0	1	1.6
<i>Witnessed violence in a foster home</i>	N/A	N/A	N/A
<i>Witnessed violence in the community</i>	0	1	3.0
<i>Family member killed as a result of violence</i>	N/A	N/A	N/A
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	87.9
<i>Abused by a family member</i>	0	1	5.1
<i>Abused by non-family member</i>	0	1	7.9
History of being a victim of neglect	0	1	22.9
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			71.3
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			21.9
<i>ADD/ADHD medication and treatment prescribed</i>			6.9
History of mental health problems	0	1	22.1
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			74.8
<i>Occasional feelings of anger/irritability</i>			19.9
<i>Consistent feelings of anger/irritability</i>			3.1
<i>Aggressive reactions to feelings of anger/irritability</i>			2.2
Depression	0	3	
<i>No history</i>			81.6
<i>Occasional feelings</i>			15.2
<i>Consistent feelings</i>			3.1

Domain/Item	Min.	Max.	%
<i>Impairment in daily tasks</i>			0.1
Somatic complaints	0	1	
<i>No history</i>			99.0
<i>One or more</i>			1.0
History of unusual thoughts, hallucinations, or beliefs	N/A	N/A	N/A
Presence of traumatic event	0	1	2.4
Health insurance	-2	0	
<i>Private insurance</i>			30.9
<i>Public insurance (Medicaid)</i>			60.3
<i>No health insurance</i>			8.8
Current mental health problem(s)	0	1	94.7
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			19.7
<i>History of suicidal ideation or self-mutilation</i>			9.7
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			1.2
<i>Current suicidal ideation</i>			67.5
<i>Recent suicide plan</i>			0.6
<i>Recent suicide attempt</i>			1.3
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			87.6
<i>Currently taking ADD/ADHD medication</i>			9.1
<i>ADD/ADHD medication prescribed but not taking</i>			3.3
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			67.5
<i>Attending mental health treatment</i>			25.2
<i>Mental health treatment prescribed but not attending</i>			7.4
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			76.5
<i>Currently taking mental health medication</i>			19.2
<i>Mental health medication prescribed but not taking</i>			4.3
Mental health problems interfere with working with the youth	0	1	34.9
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			31.4
<i>Excited or stimulated</i>			24.1
<i>Unconcerned or indifferent</i>			39.1
<i>Confident/bragging</i>			5.4
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	19.7
<i>Revenge, power</i>	N/A	N/A	N/A
<i>Impulse</i>	0	1	23.0
<i>Sexual desire</i>	0	1	3.6
<i>Money, material gain, drugs</i>	0	1	13.3
<i>Excitement, amusement</i>	0	1	19.4
<i>Status, acceptance, attention</i>	0	1	21.0
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			21.2
<i>Normal aspirations: Some sense of purpose</i>			51.0
<i>Low aspirations: Little sense of purpose or plans for better life</i>			26.8
<i>Believes nothing matters: He or she will be dead before long</i>			1.0
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			17.7
<i>Uses some self-control: Sometimes thinks before acting</i>			41.6
<i>Impulsive: Often acts before thinking</i>			29.0
<i>Highly impulsive: Usually acts before thinking</i>			11.6
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			50.5
<i>Somewhat believes can stop anti-social behavior</i>			44.7
<i>Believes cannot stop anti-social behavior</i>			4.7
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	

Domain/Item	Min.	Max.	%
<i>Has empathy for victim(s)</i>			37.7
<i>Has some empathy for victim(s)</i>			39.9
<i>Does not have empathy for victim(s)</i>			22.5
Respect for property of others	0	2	
<i>Respects property of others</i>			47.1
<i>Respects personal property but not publicly accessible property</i>			41.5
<i>No respect for property</i>			11.4
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			62.8
<i>Resents most authority figures</i>			31.8
<i>Defies or is hostile toward most authority figures</i>			5.5
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	82.0
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			49.5
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			42.1
<i>Accepts own anti-social behavior as okay</i>			4.1
<i>Proud of own anti-social behavior</i>			4.3
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			66.1
<i>Unsure of success under supervision</i>			31.1
<i>Does not believe will be successful under supervision</i>			2.8
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			29.7
<i>Sometimes gets upset/temper tantrums</i>			48.6
<i>Often gets upset/temper tantrums</i>			21.6
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			61.0
<i>Primarily negative view of intentions of others</i>			33.2
<i>Primarily hostile view of intentions of others</i>			5.8
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			39.9
<i>Believes verbal aggression is sometimes appropriate</i>			46.4
<i>Believes verbal aggression is often appropriate</i>			13.8
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			33.3
<i>Believes physical aggression is rarely appropriate</i>			33.2
<i>Believes physical aggression is sometimes appropriate</i>			27.6
<i>Believes physical aggression is often appropriate</i>			5.9
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	34.7
<i>Violent destruction of property</i>	0	1	8.1
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	31.9
<i>Deliberately inflicted physical pain</i>	0	1	8.2
<i>Used/threatened with a weapon</i>	0	1	4.0
<i>Fire starting reports</i>	0	1	2.8
<i>Animal cruelty reports</i>	0	1	1.1
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	96.0
<i>Aggressive sex</i>	0	1	1.0
<i>Sex for power</i>	0	1	0.6
<i>Young sex partners</i>	0	1	1.5
<i>Sex with a child</i>	0	1	1.1
<i>Voyeurism</i>	0	1	0.4
<i>Exposure</i>	0	1	0.9
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			11.4
<i>Identifies consequences of actions</i>			23.3
<i>Understands about consequences to actions</i>			58.0
<i>Does not understand about consequences of actions</i>			7.3

Domain/Item	Min.	Max.	%
Goal setting	-1	2	
<i>Sets realistic goals</i>			28.9
<i>Sets somewhat realistic goals</i>			42.3
<i>Sets unrealistic goals</i>			11.0
<i>Does not set any goals</i>			17.8
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			13.5
<i>Thinks of solutions for problem behaviors</i>			25.8
<i>Identifies problem behaviors</i>			42.7
<i>Cannot identify problem behaviors</i>			18.0
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			21.4
<i>Chooses best skill but not best time and place</i>			27.3
<i>Does not choose the best pro-social skill</i>			35.1
<i>Cannot analyze the situation for use of a pro-social skill</i>			16.2
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			19.6
<i>Sometimes uses advanced social skills in dealing with others</i>			32.6
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			37.9
<i>Lacks basic social skills in dealing with others</i>			10.0
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			16.0
<i>Sometimes uses skills in dealing with difficult situations</i>			48.8
<i>Rarely uses skills in dealing with difficult situations</i>			19.0
<i>Lacks skills in dealing with difficult situations</i>			16.3
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			15.7
<i>Sometimes uses skills in dealing with feelings/emotions</i>			43.9
<i>Rarely uses skills in dealing with feelings/emotions</i>			22.3
<i>Lacks skills in dealing with feelings/emotions</i>			18.1
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			13.9
<i>Identifies internal triggers</i>			55.8
<i>Cannot identify internal triggers</i>			30.4
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			14.1
<i>Identifies external triggers</i>			61.5
<i>Cannot identify external triggers</i>			24.4
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			9.8
<i>Uses techniques to control impulsive behavior</i>			12.9
<i>Knows techniques to control impulsive behavior</i>			41.8
<i>Lacks techniques to control impulsive behavior</i>			35.6
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			28.5
<i>Often uses alternatives to aggression</i>			24.8
<i>Sometimes uses alternatives to aggression</i>			28.0
<i>Lacks alternatives to aggression</i>			10.4
<i>Rarely uses alternatives to aggression</i>			8.4

Table AP.8. Item-Level Descriptives: Mountain 2 (n=11,523)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			1.4
<i>13</i>			5.4
<i>14</i>			13.4
<i>15</i>			24.7
<i>16</i>			28.9

Domain/Item	Min.	Max.	%
17			19.0
18 or older			7.3
Race	0	3	
White			85.8
Black			5.5
Hispanic			0.0
Other			8.7
Recidivism within 12 months			
Any	0	1	40.5
Violent	0	1	3.0
Property	0	1	12.7
Drug	0	1	7.2
Sex	0	1	0.6
Felony	0	1	6.6
CRIMINAL HISTORY			
Age at first offense	0	4	
Over 16			0.5
16			2.0
15			10.7
13 to 14			48.2
Under 13			38.7
Misdemeanor referrals	0	3	
None or one			22.7
Two			14.8
Three or four			28.5
Five or more			34.0
Felony referrals: One or more	0	2	52.6
Weapon referrals: One or more	0	1	15.5
Against-person misdemeanor referrals	0	2	
None			62.8
One			21.7
Two or more			15.5
Against-person felony referrals	0	4	
None			79.0
One or two			14.7
Three or more			6.3
Sexual misconduct misdemeanor referrals: One or more	0	1	0.04
Felony sex offense referrals: One or more	0	1	11.4
Confined to detention	0	2	
None			9.2
One			20.6
Two or more times			70.2
Other confinement	0	4	
None			67.3
One			25.0
Two or more			7.7
Escapes	0	2	
None			90.7
One			4.9
Two or more			4.4
Failure-to-appear in court warrants	0	2	
None			89.1
One			7.8
Two or more			3.1
SCHOOL HISTORY			
Youth is a special education student	0	1	34.1
History of expulsions and suspensions since first grade	-1	2	
No expulsions/suspensions			17.4
1 expulsion/suspension			18.2
More than 1 expulsion/suspension			64.4
Age at first expulsion or suspension	-1	2	

Domain/Item	Min.	Max.	%
<i>No expulsions</i>			14.8
<i>First expelled: 14 to 18 years old</i>			21.7
<i>First expelled: 5 to 13 years old</i>			63.6
Youth enrolled in community school past 6 months	-2	2	92.0
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			83.8
<i>Enrolled part-time</i>			5.4
<i>Suspended</i>			10.9
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			60.8
<i>Somewhat believes education is of value</i>			31.5
<i>Does not believe education is of value</i>			7.6
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			42.5
<i>Somewhat believes school is encouraging</i>			38.4
<i>Does not believe school is encouraging</i>			19.2
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			29.0
<i>Close to 1 adult at school</i>			27.4
<i>Not close to any adult at school</i>			43.6
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			6.8
<i>Involved in 1 school activity</i>			14.1
<i>Interested but not involved in any activities</i>			40.9
<i>Not interested in school activities</i>			38.2
Conduct	-2	2	
<i>Recognition for good school behavior</i>			5.0
<i>No problems with school conduct</i>			42.1
<i>School problems reported by teachers</i>			12.5
<i>School problem calls to parents</i>			40.4
Number of expulsions and suspensions during most recent term	0	2	
<i>No recent expulsion/suspension</i>			17.6
<i>1 recent expulsion/suspension</i>			18.1
<i>Over 2 recent expulsions/suspensions</i>			64.2
Attendance	0	3	
<i>No unexcused absences</i>			11.9
<i>Some partial-day unexcused absences</i>			14.4
<i>Some full-day unexcused absences</i>			46.7
<i>Truancy petition/equivalent or withdrawn</i>			26.9
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			4.2
<i>Above 3.0 (mostly As and Bs)</i>			17.9
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			23.1
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			25.7
<i>Below 1.0 (some Ds and mostly Fs)</i>			29.1
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			44.2
<i>Assessed as uncertain to graduate</i>			46.5
<i>Assessed as not likely to graduate</i>			9.4
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			41.3
<i>Has been involved in 1 structured activity</i>			28.6
<i>Never involved in structured activities</i>			30.1
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			42.9
<i>Has been involved in 1 pro-social unstructured activity</i>			35.7
<i>Never involved in unstructured pro-social activities</i>			21.4
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	

Domain/Item	Min.	Max.	%
<i>Currently in 1 structured activity</i>			10.6
<i>Currently interested but not involved in structured activity</i>			19.5
<i>Currently not interested in structured activities</i>			69.9
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			35.8
<i>Currently involved in 1 unstructured activity</i>			28.2
<i>Currently not interested in any unstructured activities</i>			36.0
EMPLOYMENT HISTORY			
History of employment	N/A	N/A	N/A
History of successful employment: Has been successfully employed	-1	0	29.8
History of problems while employed: Fired or quit because of problems	0	1	3.1
History of positive employment relationships	-1	0	
<i>Had 1 or more positive relationships</i>			20.9
<i>Never had any positive relationships</i>			79.1
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			78.4
<i>Lacks knowledge to maintain job</i>			21.6
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			48.5
<i>Not employed but highly interested in employment</i>			24.6
<i>Somewhat interested in employment</i>			22.6
<i>Not interested in employment</i>			4.4
Current employment status	-2	0	
<i>Employment currently going well</i>			38.6
<i>Problems with current employment</i>			0.1
<i>Not currently employed</i>			61.3
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			69.3
<i>Not currently employed</i>			30.7
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			43.5
<i>1 positive adult relationship</i>			28.5
<i>No positive adult relationships</i>			28.0
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			12.4
<i>Never had consistent friends or had pro-social and anti-social friends</i>			68.4
<i>Had only anti-social friends</i>			16.7
<i>Has been a gang member/associate</i>			2.5
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			25.2
<i>2 current positive adult relationships</i>			19.9
<i>1 current positive adult relationship</i>			24.2
<i>No current positive adult relationships</i>			30.7
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			4.8
<i>Some pro-social community ties</i>			65.1
<i>No pro-social community ties</i>			30.1
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			15.1
<i>No consistent friends or pro-social and anti-social friends</i>			57.2
<i>Only anti-social friends</i>			19.5
<i>Gang member/associate</i>			8.3
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			86.5
<i>Romantically involved: pro-social person</i>			10.8
<i>Romantically involved: anti-social person</i>			2.7
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			32.8

Domain/Item	Min.	Max.	%
<i>Somewhat admires anti-social peers</i>			34.0
<i>Admires, emulates anti-social peers</i>			33.2
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			25.2
<i>Usually resists anti-social peer influence</i>			17.3
<i>Rarely resists anti-social peer influence</i>			50.0
<i>Leads anti-social peers</i>			7.6
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	23.4
History of running away or getting kicked out of home	0	2	
<i>No history</i>			54.5
<i>1 instance</i>			12.6
<i>More than 1 instance</i>			32.9
History of petitions filed	-1	0	25.6
No family history jail/imprisonment	-1	0	46.6
Mother/female caretaker history jail/imprisonment	0	1	19.5
Father/male caretaker history jail/imprisonment	0	1	9.4
Other family member history jail/imprisonment	0	1	0.1
Has been living under any adult supervision	0	1	95.8
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	N/A	N/A	N/A
<i>A foster home</i>	N/A	N/A	N/A
<i>Alone</i>	0	1	0.03
<i>Biological mother</i>	0	1	0.3
<i>Biological father</i>	0	1	0.03
<i>Non-biological mom</i>	0	1	0.04
<i>Non-biological dad</i>	0	1	0.01
<i>Long-term parental partner</i>	N/A	N/A	N/A
<i>Short-term parental partner</i>	N/A	N/A	N/A
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	45.0
<i>Another relative</i>	0	1	27.0
<i>His/her child</i>	N/A	N/A	N/A
<i>A family friend</i>	0	1	0.2
<i>Romantic partner</i>	0	1	0.01
<i>A friend</i>	0	1	0.1
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			84.5
<i>Up to poverty line x 4 or higher</i>			15.5
Individual currently involved in the household has jail/imprisonment history	0	1	45.7
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	30.4
<i>Alcohol problem</i>	0	1	7.1
<i>Drug problem</i>	0	1	5.6
<i>Mental health problem</i>	0	1	8.2
<i>Physical health problem</i>	0	1	13.8
<i>Employment problem</i>	0	1	18.7
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	54.1
<i>Drug problem</i>	0	1	0.2
<i>Mental health problem</i>	0	1	0.1
<i>Physical health problem</i>	N/A	N/A	N/A
<i>Employment problem</i>	N/A	N/A	N/A
Support network for family	-2	0	
<i>Strong support network</i>			42.4
<i>Some support network</i>			46.9
<i>No support network</i>			10.7
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			70.0
<i>Inconsistently willing to support youth</i>			28.6

Domain/Item	Min.	Max.	%
<i>Little or no willingness to support youth</i>			1.4
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			41.8
<i>Some opportunities for involvement provided</i>			40.9
<i>No opportunities for involvement provided</i>			17.3
Has run away or been kicked out	0	1	45.5
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	7.6
<i>Close to father</i>	0	1	7.1
<i>Close to mother</i>	0	1	45.2
<i>Close to female sibling</i>	0	1	5.2
<i>Close to male sibling</i>	0	1	5.8
<i>Close to other family member</i>	0	1	44.5
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			64.4
<i>Verbal intimidation, yelling, heated arguments</i>			27.3
<i>Threats of physical abuse</i>			3.7
<i>Domestic violence: physical/sexual abuse</i>			4.6
Parental supervision	0	2	
<i>Consistent supervision</i>			56.3
<i>Sporadic supervision</i>			32.9
<i>Inadequate supervision</i>			10.7
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			50.5
<i>Youth sometimes obeys or obeys some rules</i>			19.8
<i>Youth consistently disobeys and/or is hostile</i>			29.7
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			49.8
<i>Consistently overly severe punishment</i>			12.6
<i>Inconsistent or erratic punishment</i>			8.9
<i>Consistently insufficient punishment</i>			28.7
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			54.1
<i>Consistently overly indulgent/overly protective</i>			16.4
<i>Inconsistent or erratic rewards</i>			29.5
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			89.8
<i>Accepts anti-social behavior as okay</i>			10.1
<i>Proud of anti-social behavior</i>			0.1
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	31.2
<i>Disrupted education</i>	0	1	0.4
<i>Caused family conflict</i>	0	1	1.2
<i>Interfered with keeping pro-social friends</i>	0	1	0.4
<i>Caused health problems</i>	N/A	N/A	N/A
<i>Contributed to criminal behavior</i>	0	1	11.3
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of drug use			
<i>No use</i>	-1	0	22.8
<i>Disrupted education</i>	0	1	2.1
<i>Caused family conflict</i>	0	1	3.4
<i>Interfered with keeping pro-social friends</i>	0	1	1.5
<i>Caused health problems</i>	0	1	0.01
<i>Contributed to criminal behavior</i>	0	1	37.7
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			85.7
<i>Referred but never assessed</i>			3.8

Domain/Item	Min.	Max.	%
<i>Diagnosed as abuse</i>			8.2
<i>Diagnosed as dependent/addicted</i>			2.4
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			92.2
<i>Voluntarily attended drug/alcohol education classes</i>			0.2
<i>Attended classes by parent, school, or other agency request</i>			1.9
<i>Attended classes at court direction</i>			5.7
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			91.8
<i>Participated once in treatment program</i>			5.7
<i>Participated several times in treatment programs</i>			2.5
Youth currently using alcohol/drugs	0	1	47.9
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	74.3
<i>Disrupting education</i>	0	1	0.1
<i>Causes family conflict</i>	0	1	0.4
<i>Interferes with pro-social friends</i>	0	1	0.1
<i>Causes health problems</i>	N/A	N/A	N/A
<i>Contributes to criminal behavior</i>	0	1	6.4
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Current drug use			
<i>No current drug use</i>	-1	0	52.1
<i>Disrupting education</i>	0	1	1.1
<i>Causes family conflict</i>	0	1	2.0
<i>Interferes with pro-social friends</i>	0	1	0.3
<i>Causes health problems</i>	0	1	0.01
<i>Contributes to criminal behavior</i>	N/A	N/A	N/A
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Amphetamines usage	0	1	0.01
Cocaine usage	N/A	N/A	N/A
Heroin usage	N/A	N/A	N/A
Marijuana usage	0	1	47.9
Other drug usage	0	1	0.01
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			64.9
<i>Currently attending treatment program</i>			3.9
<i>Successfully completed treatment program</i>			0.04
<i>Not currently attending needed treatment program</i>			31.1
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	72.4
<i>Abused by family</i>	0	1	19.2
<i>Abused in the home</i>	0	1	0.2
<i>Abused outside of the family</i>	0	1	0.7
<i>Abused in a foster home</i>	N/A	N/A	N/A
<i>Abused with a weapon</i>	0	1	0.02
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	30.0
<i>Witnessed violence in the house</i>	0	1	1.4
<i>Witnessed violence in a foster home</i>	N/A	N/A	N/A
<i>Witnessed violence in the community</i>	0	1	2.2
<i>Family member killed as a result of violence</i>	N/A	N/A	N/A
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	82.3
<i>Abused by a family member</i>	0	1	9.9
<i>Abused by non-family member</i>	0	1	3.9
History of being a victim of neglect	0	1	26.3
History of ADD/ADHD	0	2	

Domain/Item	Min.	Max.	%
<i>No history of ADD/ADHD</i>			55.6
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			32.2
<i>ADD/ADHD medication and treatment prescribed</i>			12.2
History of mental health problems	0	1	38.7
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			83.2
<i>Occasional feelings of anger/irritability</i>			13.7
<i>Consistent feelings of anger/irritability</i>			1.8
<i>Aggressive reactions to feelings of anger/irritability</i>			1.3
Depression	0	2	
<i>No history</i>			89.5
<i>Occasional feelings</i>			9.9
<i>Consistent feelings/impairment in daily tasks</i>			0.6
History of somatic complaints	0	1	0.4
History of unusual thoughts, hallucinations, or beliefs	0	1	0.01
Presence of traumatic event	0	1	1.7
Health insurance	-2	0	
<i>Private insurance</i>			11.9
<i>Public insurance (Medicaid)</i>			87.1
<i>No health insurance</i>			1.1
Current mental health problem(s)	0	1	50.8
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			89.9
<i>History of suicidal ideation or self-mutilation</i>			0.0
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			N/A
<i>Current suicidal ideation</i>			10.0
<i>Recent suicide plan</i>			N/A
<i>Recent suicide attempt</i>			N/A
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			66.0
<i>Currently taking ADD/ADHD medication</i>			19.7
<i>ADD/ADHD medication prescribed but not taking</i>			14.3
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			77.8
<i>Attending mental health treatment</i>			21.0
<i>Mental health treatment prescribed but not attending</i>			1.2
Mental health medication prescribed, excluding ADD/ADHD medication	0	1	
<i>No current mental health problem or no medication prescribed</i>			67.4
<i>Currently taking mental health medication</i>			32.6
Mental health problems interfere with working with the youth	0	1	16.6
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			27.5
<i>Excited or stimulated</i>			39.1
<i>Unconcerned or indifferent</i>			30.7
<i>Confident/bragging</i>			2.7
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	20.8
<i>Revenge, power</i>	N/A	N/A	N/A
<i>Impulse</i>	0	1	20.4
<i>Sexual desire</i>	0	1	11.6
<i>Money, material gain, drugs</i>	0	1	16.1
<i>Excitement, amusement</i>	0	1	16.7
<i>Status, acceptance, attention</i>	0	1	13.5
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			29.9
<i>Normal aspirations: Some sense of purpose</i>			64.2
<i>Low aspirations: Little sense of purpose or plans for better life</i>			5.7
<i>Believes nothing matters: He or she will be dead before long</i>			0.3
Impulsive, acts before thinking	-1	2	

Domain/Item	Min.	Max.	%
<i>Uses self-control: Usually thinks before acting</i>			13.6
<i>Uses some self-control: Sometimes thinks before acting</i>			34.6
<i>Impulsive: Often acts before thinking</i>			35.2
<i>Highly impulsive: Usually acts before thinking</i>			16.7
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			52.4
<i>Somewhat believes can stop anti-social behavior</i>			43.6
<i>Believes cannot stop anti-social behavior</i>			4.0
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			21.8
<i>Has some empathy for victim(s)</i>			57.3
<i>Does not have empathy for victim(s)</i>			20.9
Respect for property of others	0	2	
<i>Respects property of others</i>			47.7
<i>Respects personal property but not publicly accessible property</i>			46.3
<i>No respect for property</i>			6.0
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			51.7
<i>Resents most authority figures</i>			45.7
<i>Defies or is hostile toward most authority figures</i>			2.6
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	90.2
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			47.0
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			42.7
<i>Accepts own anti-social behavior as okay</i>			8.7
<i>Proud of own anti-social behavior</i>			1.6
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			76.9
<i>Unsure of success under supervision</i>			22.8
<i>Does not believe will be successful under supervision</i>			0.3
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			31.3
<i>Sometimes gets upset/temper tantrums</i>			54.1
<i>Often gets upset/temper tantrums</i>			14.6
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			69.6
<i>Primarily negative view of intentions of others</i>			27.6
<i>Primarily hostile view of intentions of others</i>			2.8
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			46.5
<i>Believes verbal aggression is sometimes appropriate</i>			44.9
<i>Believes verbal aggression is often appropriate</i>			8.6
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			32.1
<i>Believes physical aggression is rarely appropriate</i>			37.1
<i>Believes physical aggression is sometimes appropriate</i>			27.3
<i>Believes physical aggression is often appropriate</i>			3.5
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	60.0
<i>Violent destruction of property</i>	0	1	1.6
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	36.4
<i>Deliberately inflicted physical pain</i>	0	1	2.1
<i>Used/threatened with a weapon</i>	0	1	0.8
<i>Fire starting reports</i>	0	1	0.03
<i>Animal cruelty reports</i>	0	1	0.0
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	83.2
<i>Aggressive sex</i>	0	1	16.6
<i>Sex for power</i>	0	1	0.0
<i>Young sex partners</i>	0	1	1.0

Domain/Item	Min.	Max.	%
<i>Sex with a child</i>	0	1	2.8
<i>Voyeurism</i>	N/A	N/A	N/A
<i>Exposure</i>	0	1	0.0
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			7.7
<i>Identifies consequences of actions</i>			17.8
<i>Understands about consequences to actions</i>			59.1
<i>Does not understand about consequences of actions</i>			15.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			8.9
<i>Sets somewhat realistic goals</i>			53.0
<i>Sets unrealistic goals</i>			27.7
<i>Does not set any goals</i>			10.5
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			7.1
<i>Thinks of solutions for problem behaviors</i>			14.2
<i>Identifies problem behaviors</i>			57.0
<i>Cannot identify problem behaviors</i>			21.7
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			11.5
<i>Chooses best skill but not best time and place</i>			28.1
<i>Does not choose the best pro-social skill</i>			45.4
<i>Cannot analyze the situation for use of a pro-social skill</i>			15.0
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			5.8
<i>Sometimes uses advanced social skills in dealing with others</i>			38.1
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			48.4
<i>Lacks basic social skills in dealing with others</i>			7.7
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			6.1
<i>Sometimes uses skills in dealing with difficult situations</i>			56.7
<i>Rarely uses skills in dealing with difficult situations</i>			26.2
<i>Lacks skills in dealing with difficult situations</i>			11.1
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			5.5
<i>Sometimes uses skills in dealing with feelings/emotions</i>			56.9
<i>Rarely uses skills in dealing with feelings/emotions</i>			27.6
<i>Lacks skills in dealing with feelings/emotions</i>			10.1
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			4.7
<i>Identifies internal triggers</i>			71.1
<i>Cannot identify internal triggers</i>			24.2
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			5.2
<i>Identifies external triggers</i>			71.3
<i>Cannot identify external triggers</i>			23.5
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			2.7
<i>Uses techniques to control impulsive behavior</i>			7.7
<i>Knows techniques to control impulsive behavior</i>			48.9
<i>Lacks techniques to control impulsive behavior</i>			40.8
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			20.3
<i>Often uses alternatives to aggression</i>			17.5
<i>Sometimes uses alternatives to aggression</i>			37.6
<i>Lacks alternatives to aggression</i>			16.5
<i>Rarely uses alternatives to aggression</i>			8.2

Table AP.9. Item-Level Descriptives: Southeastern (n=19,886)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			0.4
<i>13</i>			2.5
<i>14</i>			10.8
<i>15</i>			23.5
<i>16</i>			32.7
<i>17</i>			26.4
<i>18 or older</i>			3.8
Race	0	3	
<i>White</i>			45.6
<i>Black</i>			47.7
<i>Hispanic</i>			0.0
<i>Other</i>			6.7
Recidivism within 12 months			
<i>Any</i>	0	1	25.4
<i>Violent</i>	N/A	N/A	N/A
<i>Property</i>	N/A	N/A	N/A
<i>Drug</i>	N/A	N/A	N/A
<i>Sex</i>	N/A	N/A	N/A
<i>Felony</i>	N/A	N/A	N/A
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			17.1
<i>16</i>			14.4
<i>15</i>			17.8
<i>13 to 14</i>			34.0
<i>Under 13</i>			16.8
Misdemeanor referrals	0	3	
<i>None or one</i>			52.9
<i>Two</i>			14.2
<i>Three or four</i>			20.0
<i>Five or more</i>			12.9
Felony referrals: One or more	0	2	52.0
Weapon referrals: One or more	0	1	10.0
Against-person misdemeanor referrals	0	2	
<i>None</i>			66.9
<i>One</i>			18.4
<i>Two or more</i>			14.7
Against-person felony referrals: One or more	0	2	25.7
Sexual misconduct misdemeanor referrals: One or more	0	1	8.0
Felony sex offense referrals: One or more	0	1	4.9
Confined to detention	0	2	
<i>None</i>			48.8
<i>One</i>			33.4
<i>Two or more times</i>			17.8
Other confinement	0	4	
<i>None</i>			88.4
<i>One</i>			11.0
<i>Two or more</i>			0.7
Escapes	0	2	
<i>None</i>			99.7
<i>One</i>			0.3
<i>Two or more</i>			0.1
Failure-to-appear in court warrants	0	2	
<i>None</i>			89.9
<i>One</i>			8.9
<i>Two or more</i>			1.2
SCHOOL HISTORY			
Youth is a special education student	0	1	39.7

Domain/Item	Min.	Max.	%
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			4.4
<i>1 expulsion/suspension</i>			20.8
<i>More than 1 expulsion/suspension</i>			74.8
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			5.3
<i>First expelled: 14 to 18 years old</i>			24.8
<i>First expelled: 5 to 13 years old</i>			69.9
Youth enrolled in community school past 6 months	-2	2	93.9
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			87.9
<i>Enrolled part-time</i>			5.7
<i>Suspended</i>			6.4
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			74.3
<i>Somewhat believes education is of value</i>			22.6
<i>Does not believe education is of value</i>			3.1
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			57.7
<i>Somewhat believes school is encouraging</i>			31.3
<i>Does not believe school is encouraging</i>			10.9
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			32.5
<i>Close to 1 adult at school</i>			35.0
<i>Not close to any adult at school</i>			32.5
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			8.9
<i>Involved in 1 school activity</i>			17.0
<i>Interested but not involved in any activities</i>			40.9
<i>Not interested in school activities</i>			33.3
Conduct	-2	2	
<i>Recognition for good school behavior</i>			15.1
<i>No problems with school conduct</i>			29.3
<i>School problems reported by teachers</i>			21.2
<i>School problem calls to parents</i>			34.4
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			49.8
<i>1 recent expulsion/suspension</i>			25.6
<i>2 or 3 recent expulsions/suspensions</i>			14.7
<i>Over 3 recent expulsions/suspensions</i>			9.9
Attendance	0	3	
<i>No unexcused absences</i>			4.3
<i>Some partial-day unexcused absences</i>			7.5
<i>Some full-day unexcused absences</i>			67.9
<i>Truancy petition/equivalent or withdrawn</i>			20.4
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			2.6
<i>Above 3.0 (mostly As and Bs)</i>			15.2
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			42.1
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			17.8
<i>Below 1.0 (some Ds and mostly Fs)</i>			22.3
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			58.8
<i>Assessed as uncertain to graduate</i>			37.2
<i>Assessed as not likely to graduate</i>			4.0
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			43.7
<i>Has been involved in 1 structured activity</i>			23.5
<i>Never involved in structured activities</i>			32.8

Domain/Item	Min.	Max.	%
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			24.1
<i>Has been involved in 1 pro-social unstructured activity</i>			28.4
<i>Never involved in unstructured pro-social activities</i>			47.5
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			26.2
<i>Currently interested but not involved in structured activity</i>			40.9
<i>Currently not interested in structured activities</i>			32.9
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			24.2
<i>Currently involved in 1 unstructured activity</i>			28.4
<i>Currently not interested in any unstructured activities</i>			23.4
<i>Currently not interested but not involved in unstructured activities</i>			24.1
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	8.9
History of successful employment: Has been successfully employed	-1	0	18.3
History of problems while employed: Fired or quit because of problems	0	1	1.9
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			6.5
<i>Had 1 positive relationship</i>			13.8
<i>Never had any positive relationships</i>			79.7
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			84.9
<i>Lacks knowledge to maintain job</i>			15.1
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			12.3
<i>Not employed but highly interested in employment</i>			42.3
<i>Somewhat interested in employment</i>			38.8
<i>Not interested in employment</i>			6.6
Current employment status	-2	0	
<i>Employment currently going well</i>			3.0
<i>Not currently employed</i>			97.0
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			4.6
<i>Currently employed: no positive relationships</i>			0.01
<i>Not currently employed</i>			95.4
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			24.8
<i>1 positive adult relationship</i>			29.1
<i>No positive adult relationships</i>			46.1
History of anti-social friends	0	1	
<i>Never had consistent friends or had pro-social and anti-social friends</i>			88.1
<i>Had only anti-social friends</i>			11.9
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			12.3
<i>2 current positive adult relationships</i>			11.5
<i>1 current positive adult relationship</i>			29.0
<i>No current positive adult relationships</i>			47.2
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			3.0
<i>Some pro-social community ties</i>			34.5
<i>No pro-social community ties</i>			62.5
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			22.8
<i>No consistent friends or pro-social and anti-social friends</i>			50.9
<i>Only anti-social friends</i>			17.1
<i>Gang member/associate</i>			9.2

Domain/Item	Min.	Max.	%
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			84.9
<i>Romantically involved: pro-social person</i>			13.9
<i>Romantically involved: anti-social person</i>			1.2
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			43.1
<i>Somewhat admires anti-social peers</i>			37.1
<i>Admires, emulates anti-social peers</i>			19.8
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			33.1
<i>Usually resists anti-social peer influence</i>			33.1
<i>Rarely resists anti-social peer influence</i>			29.5
<i>Leads anti-social peers</i>			4.4
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	17.9
History of running away or getting kicked out of home	0	2	
<i>No history</i>			81.9
<i>1 instance</i>			4.9
<i>More than 1 instance</i>			13.2
History of petitions filed	-1	0	3.5
No family history jail/imprisonment	-1	0	72.4
Mother/female caretaker history jail/imprisonment	0	1	64.1
Father/male caretaker history jail/imprisonment	0	1	15.9
Other family member history jail/imprisonment	0	1	10.9
Has been living under any adult supervision	0	1	99.0
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	5.5
<i>A foster home</i>	0	1	2.2
<i>Alone</i>	0	1	8.0
<i>Biological mother</i>	0	1	68.5
<i>Biological father</i>	0	1	26.9
<i>Non-biological mom</i>	0	1	0.1
<i>Non-biological dad</i>	0	1	0.1
<i>Long-term parental partner</i>	0	1	0.01
<i>Short-term parental partner</i>	0	1	0.2
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	5.5
<i>Another relative</i>	0	1	18.8
<i>His/her child</i>	N/A	N/A	N/A
<i>A family friend</i>	0	1	8.0
<i>Romantic partner</i>	N/A	N/A	N/A
<i>A friend</i>	N/A	N/A	N/A
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			86.4
<i>Up to poverty line x 4 or higher</i>			13.6
Individual currently involved in the household has jail/imprisonment history	0	1	27.6
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	37.1
<i>Alcohol problem</i>	0	1	10.6
<i>Drug problem</i>	0	1	11.3
<i>Mental health problem</i>	0	1	19.2
<i>Physical health problem</i>	0	1	10.1
<i>Employment problem</i>	0	1	13.0
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	25.6
<i>Drug problem</i>	0	1	8.8
<i>Mental health problem</i>	0	1	13.8
<i>Physical health problem</i>	0	1	8.0
<i>Employment problem</i>	0	1	8.0
Support network for family	-2	0	

Domain/Item	Min.	Max.	%
<i>Strong support network</i>			37.7
<i>Some support network</i>			48.0
<i>No support network</i>			14.4
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			89.0
<i>Inconsistently willing to support youth</i>			10.8
<i>Little or no willingness to support youth</i>			0.2
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			39.7
<i>Some opportunities for involvement provided</i>			51.6
<i>No opportunities for involvement provided</i>			8.7
Has run away or been kicked out	0	1	11.7
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	17.7
<i>Close to father</i>	0	1	32.9
<i>Close to mother</i>	0	1	64.1
<i>Close to female sibling</i>	0	1	31.1
<i>Close to male sibling</i>	0	1	34.0
<i>Close to other family member</i>	0	1	38.7
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			83.0
<i>Verbal intimidation, yelling, heated arguments</i>			12.9
<i>Threats of physical abuse</i>			3.2
<i>Domestic violence: physical/sexual abuse</i>			0.9
Parental supervision	0	2	
<i>Consistent supervision</i>			73.9
<i>Sporadic supervision</i>			18.6
<i>Inadequate supervision</i>			7.5
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			42.3
<i>Youth sometimes obeys or obeys some rules</i>			46.2
<i>Youth consistently disobeys and/or is hostile</i>			11.5
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			82.9
<i>Consistently overly severe punishment</i>			5.6
<i>Inconsistent or erratic punishment</i>			6.4
<i>Consistently insufficient punishment</i>			5.0
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			81.8
<i>Consistently overly indulgent/overly protective</i>			11.1
<i>Inconsistent or erratic rewards</i>			7.1
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			91.1
<i>Accepts anti-social behavior as okay</i>			8.9
<i>Proud of anti-social behavior</i>			0.0
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	69.9
<i>Disrupted education</i>	0	1	8.4
<i>Caused family conflict</i>	0	1	8.6
<i>Interfered with keeping pro-social friends</i>	0	1	8.4
<i>Caused health problems</i>	0	1	8.0
<i>Contributed to criminal behavior</i>	0	1	19.3
<i>Has had tolerance</i>	0	1	8.0
<i>Has had withdrawal</i>	0	1	8.0
History of drug use			
<i>No use</i>	-1	0	8.0
<i>Disrupted education</i>	0	1	9.5
<i>Caused family conflict</i>	0	1	9.9
<i>Interfered with keeping pro-social friends</i>	0	1	9.0
<i>Caused health problems</i>	0	1	8.0

Domain/Item	Min.	Max.	%
<i>Contributed to criminal behavior</i>	0	1	32.2
<i>Has had tolerance</i>	0	1	8.0
<i>Has had withdrawal</i>	0	1	8.0
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			87.0
<i>Referred but never assessed</i>			4.2
<i>Diagnosed as abuse</i>			7.1
<i>Diagnosed as dependent/addicted</i>			1.8
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			93.9
<i>Voluntarily attended drug/alcohol education classes</i>			0.2
<i>Attended classes by parent, school, or other agency request</i>			2.0
<i>Attended classes at court direction</i>			3.9
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			93.6
<i>Participated once in treatment program</i>			5.1
<i>Participated several times in treatment programs</i>			1.3
Youth currently using alcohol/drugs	0	1	69.8
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	30.7
<i>Disrupting education</i>	0	1	8.3
<i>Causes family conflict</i>	0	1	8.7
<i>Interferes with pro-social friends</i>	0	1	8.4
<i>Causes health problems</i>	0	1	8.0
<i>Contributes to criminal behavior</i>	0	1	19.3
<i>Has tolerance</i>	0	1	8.0
<i>Has withdrawal</i>	0	1	8.0
Current drug use			
<i>No current drug use</i>	-1	0	34.4
<i>Disrupting education</i>	0	1	9.2
<i>Causes family conflict</i>	0	1	10.3
<i>Interferes with pro-social friends</i>	0	1	8.9
<i>Causes health problems</i>	0	1	8.0
<i>Contributes to criminal behavior</i>	0	1	32.2
<i>Has tolerance</i>	0	1	8.0
<i>Has withdrawal</i>	0	1	8.0
Amphetamines usage	0	1	1.0
Cocaine usage	0	1	10.0
Heroin usage	0	1	0.8
Marijuana usage	0	1	64.7
Other drug usage	0	1	6.0
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			58.3
<i>Currently attending treatment program</i>			7.4
<i>Successfully completed treatment program</i>			0.04
<i>Not currently attending needed treatment program</i>			34.3
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	90.0
<i>Abused by family</i>	0	1	8.1
<i>Abused in the home</i>	0	1	8.1
<i>Abused outside of the family</i>	0	1	10.0
<i>Abused in a foster home</i>	0	1	8.0
<i>Abused with a weapon</i>	0	1	8.0
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	47.9
<i>Witnessed violence in the house</i>	0	1	9.4
<i>Witnessed violence in a foster home</i>	0	1	8.0
<i>Witnessed violence in the community</i>	0	1	9.9
<i>Family member killed as a result of violence</i>	0	1	8.0

Domain/Item	Min.	Max.	%
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	92.5
<i>Abused by a family member</i>	0	1	9.4
<i>Abused by non-family member</i>	0	1	13.7
History of being a victim of neglect	0	1	10.8
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			71.7
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			21.5
<i>ADD/ADHD medication and treatment prescribed</i>			6.8
History of mental health problems	0	1	13.1
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			72.6
<i>Occasional feelings of anger/irritability</i>			21.7
<i>Consistent feelings of anger/irritability</i>			3.0
<i>Aggressive reactions to feelings of anger/irritability</i>			2.7
Depression	0	3	
<i>No history</i>			80.4
<i>Occasional feelings</i>			16.5
<i>Consistent feelings</i>			3.0
<i>Impairment in daily tasks</i>			0.1
Somatic complaints	0	3	
<i>No history</i>			98.6
<i>One or two</i>			1.4
<i>Three or more</i>			0.02
History of unusual thoughts, hallucinations, or beliefs	0	1	0.1
Presence of traumatic event	0	1	1.9
Health insurance	-2	0	
<i>Private insurance</i>			29.2
<i>Public insurance (Medicaid)</i>			66.9
<i>No health insurance</i>			3.9
Current mental health problem(s)	0	1	35.5
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			77.8
<i>History of suicidal ideation or self-mutilation</i>			N/A
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			N/A
<i>Current suicidal ideation</i>			9.6
<i>Recent suicide plan</i>			0.0
<i>Recent suicide attempt</i>			12.5
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			87.3
<i>Currently taking ADD/ADHD medication</i>			10.7
<i>ADD/ADHD medication prescribed but not taking</i>			2.0
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			87.8
<i>Attending mental health treatment</i>			11.0
<i>Mental health treatment prescribed but not attending</i>			1.2
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			87.2
<i>Currently taking mental health medication</i>			12.3
<i>Mental health medication prescribed but not taking</i>			0.5
Mental health problems interfere with working with the youth	0	1	10.5
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			45.8
<i>Excited or stimulated</i>			14.9
<i>Unconcerned or indifferent</i>			37.4
<i>Confident/bragging</i>			1.9
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	19.4
<i>Revenge, power</i>	N/A	N/A	N/A

Domain/Item	Min.	Max.	%
<i>Impulse</i>	0	1	18.7
<i>Sexual desire</i>	0	1	5.9
<i>Money, material gain, drugs</i>	0	1	15.9
<i>Excitement, amusement</i>	0	1	20.1
<i>Status, acceptance, attention</i>	0	1	19.5
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			53.0
<i>Normal aspirations: Some sense of purpose</i>			43.7
<i>Low aspirations: Little sense of purpose or plans for better life</i>			2.9
<i>Believes nothing matters: He or she will be dead before long</i>			0.4
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			14.5
<i>Uses some self-control: Sometimes thinks before acting</i>			27.1
<i>Impulsive: Often acts before thinking</i>			20.6
<i>Highly impulsive: Usually acts before thinking</i>			37.8
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			33.6
<i>Somewhat believes can stop anti-social behavior</i>			60.7
<i>Believes cannot stop anti-social behavior</i>			5.7
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			49.4
<i>Has some empathy for victim(s)</i>			35.4
<i>Does not have empathy for victim(s)</i>			15.3
Respect for property of others	0	2	
<i>Respects property of others</i>			61.2
<i>Respects personal property but not publicly accessible property</i>			34.7
<i>No respect for property</i>			4.0
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			62.4
<i>Resents most authority figures</i>			36.6
<i>Defies or is hostile toward most authority figures</i>			1.0
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	90.6
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			70.4
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			24.5
<i>Accepts own anti-social behavior as okay</i>			3.2
<i>Proud of own anti-social behavior</i>			2.0
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			84.4
<i>Unsure of success under supervision</i>			15.4
<i>Does not believe will be successful under supervision</i>			0.3
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			40.0
<i>Sometimes gets upset/temper tantrums</i>			42.2
<i>Often gets upset/temper tantrums</i>			17.8
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			74.2
<i>Primarily negative view of intentions of others</i>			24.7
<i>Primarily hostile view of intentions of others</i>			1.1
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			50.7
<i>Believes verbal aggression is sometimes appropriate</i>			42.5
<i>Believes verbal aggression is often appropriate</i>			6.8
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			41.4
<i>Believes physical aggression is rarely appropriate</i>			27.4
<i>Believes physical aggression is sometimes appropriate</i>			29.1
<i>Believes physical aggression is often appropriate</i>			2.2
Reports/evidence of violence not in criminal history	-1	0	56.3
<i>No reports</i>			

Domain/Item	Min.	Max.	%
<i>Violent destruction of property</i>	0	1	10.1
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	40.5
<i>Deliberately inflicted physical pain</i>	0	1	10.6
<i>Used/threatened with a weapon</i>	0	1	12.6
<i>Fire starting reports</i>	0	1	11.4
<i>Animal cruelty reports</i>	0	1	9.4
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	94.3
<i>Aggressive sex</i>	0	1	8.8
<i>Sex for power</i>	0	1	8.0
<i>Young sex partners</i>	0	1	8.5
<i>Sex with a child</i>	0	1	8.6
<i>Voyeurism</i>	0	1	8.0
<i>Exposure</i>	0	1	8.1
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			11.8
<i>Identifies consequences of actions</i>			31.6
<i>Understands about consequences to actions</i>			54.1
<i>Does not understand about consequences of actions</i>			2.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			34.1
<i>Sets somewhat realistic goals</i>			51.1
<i>Sets unrealistic goals</i>			8.9
<i>Does not set any goals</i>			5.9
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			1.2
<i>Thinks of solutions for problem behaviors</i>			38.2
<i>Identifies problem behaviors</i>			57.8
<i>Cannot identify problem behaviors</i>			2.9
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			13.5
<i>Chooses best skill but not best time and place</i>			42.2
<i>Does not choose the best pro-social skill</i>			39.9
<i>Cannot analyze the situation for use of a pro-social skill</i>			4.4
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			6.3
<i>Sometimes uses advanced social skills in dealing with others</i>			51.8
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			39.8
<i>Lacks basic social skills in dealing with others</i>			2.2
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			6.4
<i>Sometimes uses skills in dealing with difficult situations</i>			66.7
<i>Rarely uses skills in dealing with difficult situations</i>			23.2
<i>Lacks skills in dealing with difficult situations</i>			3.7
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			5.4
<i>Sometimes uses skills in dealing with feelings/emotions</i>			67.2
<i>Rarely uses skills in dealing with feelings/emotions</i>			23.9
<i>Lacks skills in dealing with feelings/emotions</i>			3.6
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			4.5
<i>Identifies internal triggers</i>			85.3
<i>Cannot identify internal triggers</i>			10.2
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			5.6
<i>Identifies external triggers</i>			84.6
<i>Cannot identify external triggers</i>			9.8
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			5.8
<i>Uses techniques to control impulsive behavior</i>			13.5

Domain/Item	Min.	Max.	%
<i>Knows techniques to control impulsive behavior</i>			48.0
<i>Lacks techniques to control impulsive behavior</i>			32.6
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			24.2
<i>Often uses alternatives to aggression</i>			21.0
<i>Sometimes uses alternatives to aggression</i>			35.9
<i>Lacks alternatives to aggression</i>			11.7
<i>Rarely uses alternatives to aggression</i>			7.3

Table AP.10. Item-Level Descriptives: Southern 1 (n=71,627)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			1.9
<i>13</i>			5.8
<i>14</i>			15.4
<i>15</i>			25.2
<i>16</i>			35.8
<i>17</i>			15.2
<i>18 or older</i>			0.7
Race	0	3	
<i>White</i>			20.2
<i>Black</i>			35.7
<i>Hispanic</i>			43.5
<i>Other</i>			0.7
Recidivism within 12 months			
<i>Any</i>	0	1	17.6
<i>Violent</i>	0	1	8.0
<i>Property</i>	0	1	3.5
<i>Drug</i>	0	1	4.0
<i>Sex</i>	0	1	0.4
<i>Felony</i>	0	1	9.9
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			0.02
<i>16</i>			6.5
<i>15</i>			13.4
<i>13 to 14</i>			46.6
<i>Under 13</i>			33.4
Misdemeanor referrals	0	3	
<i>None or one</i>			69.1
<i>Two</i>			16.0
<i>Three or four</i>			12.2
<i>Five or more</i>			2.7
Felony referrals: One or more	0	2	99.9
Weapon referrals: One or more	0	1	6.4
Against-person misdemeanor referrals	0	2	
<i>None</i>			29.6
<i>One</i>			63.0
<i>Two or more</i>			7.4
Against-person felony referrals	0	4	
<i>None</i>			17.6
<i>One or two</i>			80.1
<i>Three or more</i>			2.3
Sexual misconduct misdemeanor referrals: One or more	0	1	73.0
Felony sex offense referrals: One or more	0	1	65.1
Confined to detention	0	2	
<i>None</i>			11.5
<i>One</i>			79.7

Domain/Item	Min.	Max.	%
<i>Two or more times</i>			8.9
Other confinement	0	4	
<i>None</i>			6.8
<i>One</i>			57.8
<i>Two or more</i>			35.4
Escapes	0	2	
<i>None</i>			42.1
<i>One</i>			57.5
<i>Two or more</i>			0.4
Failure-to-appear in court warrants	0	2	
<i>None</i>			1.4
<i>One</i>			91.1
<i>Two or more</i>			7.5
SCHOOL HISTORY			
Youth is a special education student	0	1	79.3
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			11.8
<i>1 expulsion/suspension</i>			10.2
<i>More than 1 expulsion/suspension</i>			78.0
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			11.7
<i>First expelled: 14 to 18 years old</i>			14.6
<i>First expelled: 5 to 13 years old</i>			73.7
Youth enrolled in community school past 6 months	-2	2	81.8
CURRENT SCHOOL STATUS			
Enrollment status	-1	2	
<i>Graduated/GED/Enrolled full-time</i>			79.2
<i>Enrolled part-time</i>			9.0
<i>Suspended</i>			11.3
<i>Current status unknown</i>			0.5
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			81.9
<i>Somewhat believes education is of value</i>			14.6
<i>Does not believe education is of value</i>			3.5
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			69.9
<i>Somewhat believes school is encouraging</i>			24.5
<i>Does not believe school is encouraging</i>			5.6
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			10.3
<i>Close to 1 adult at school</i>			48.7
<i>Not close to any adult at school</i>			41.1
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			14.4
<i>Involved in 1 school activity</i>			21.0
<i>Interested but not involved in any activities</i>			33.0
<i>Not interested in school activities</i>			31.6
Conduct	-2	2	
<i>Recognition for good school behavior</i>			5.8
<i>No problems with school conduct</i>			39.0
<i>School problems reported by teachers</i>			27.0
<i>School problem calls to parents</i>			28.2
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			11.9
<i>1 recent expulsion/suspension</i>			10.4
<i>2 or 3 recent expulsions/suspensions</i>			7.2
<i>Over 3 recent expulsions/suspensions</i>			70.5
Attendance	0	3	
<i>No unexcused absences</i>			31.2
<i>Some partial-day unexcused absences</i>			7.5
<i>Some full-day unexcused absences</i>			52.6

Domain/Item	Min.	Max.	%
<i>Truancy petition/equivalent or withdrawn</i>			8.7
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			1.8
<i>Above 3.0 (mostly As and Bs)</i>			23.2
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			46.4
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			22.0
<i>Below 1.0 (some Ds and mostly Fs)</i>			6.7
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			37.9
<i>Assessed as uncertain to graduate</i>			50.9
<i>Assessed as not likely to graduate</i>			11.2
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			20.0
<i>Has been involved in 1 structured activity</i>			35.3
<i>Never involved in structured activities</i>			44.8
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			14.9
<i>Has been involved in 1 pro-social unstructured activity</i>			42.9
<i>Never involved in unstructured pro-social activities</i>			42.2
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			42.1
<i>Currently interested but not involved in structured activity</i>			12.0
<i>Currently not interested in structured activities</i>			45.9
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			16.6
<i>Currently involved in 1 unstructured activity</i>			32.8
<i>Currently not interested in any unstructured activities</i>			38.4
<i>Currently not interested but not involved in unstructured activities</i>			12.1
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	3.4
History of successful employment: Has been successfully employed	-1	0	98.6
History of problems while employed: Fired or quite because of problems	0	1	6.3
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			25.5
<i>Had 1 positive relationship</i>			61.8
<i>Never had any positive relationships</i>			12.7
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			84.6
<i>Lacks knowledge to maintain job</i>			15.4
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			3.9
<i>Not employed but highly interested in employment</i>			38.6
<i>Somewhat interested in employment</i>			47.1
<i>Not interested in employment</i>			10.4
Current employment status	-2	0	
<i>Employment currently going well</i>			10.7
<i>Problems with current employment</i>			0.5
<i>Not currently employed</i>			88.8
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			9.3
<i>Currently employed: no positive relationships</i>			2.0
<i>Not currently employed</i>			88.8
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			19.6
<i>1 positive adult relationship</i>			28.4
<i>No positive adult relationships</i>			51.9
History of anti-social friends	-1	2	

Domain/Item	Min.	Max.	%
<i>Had only pro-social friends</i>			0.03
<i>Never had consistent friends or had pro-social and anti-social friends</i>			30.6
<i>Had only anti-social friends</i>			69.4
<i>Has been a gang member/associate</i>			0.0
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			8.0
<i>2 current positive adult relationships</i>			11.6
<i>1 current positive adult relationship</i>			28.4
<i>No current positive adult relationships</i>			52.1
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			4.8
<i>Some pro-social community ties</i>			52.2
<i>No pro-social community ties</i>			43.0
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			0.1
<i>No consistent friends or pro-social and anti-social friends</i>			78.1
<i>Only anti-social friends</i>			21.6
<i>Gang member/associate</i>			0.2
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			71.5
<i>Romantically involved: pro-social person</i>			23.6
<i>Romantically involved: anti-social person</i>			4.9
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			41.1
<i>Somewhat admires anti-social peers</i>			46.7
<i>Admires, emulates anti-social peers</i>			12.1
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			29.1
<i>Usually resists anti-social peer influence</i>			41.2
<i>Rarely resists anti-social peer influence</i>			23.8
<i>Leads anti-social peers</i>			6.0
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	35.8
History of running away or getting kicked out of home	0	2	
<i>No history</i>			49.4
<i>1 instance</i>			17.4
<i>More than 1 instance</i>			33.2
History of petitions filed	-1	0	56.1
No family history jail/imprisonment	-1	0	83.4
Mother/female caretaker history jail/imprisonment	0	1	77.8
Father/male caretaker history jail/imprisonment	0	1	78.2
Other family member history jail/imprisonment	0	1	74.6
Has been living under any adult supervision	0	1	95.9
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	43.6
<i>A foster home</i>	0	1	0.3
<i>Alone</i>	0	1	72.5
<i>Biological mother</i>	0	1	18.2
<i>Biological father</i>	0	1	5.6
<i>Non-biological mom</i>	0	1	2.7
<i>Non-biological dad</i>	0	1	4.8
<i>Long-term parental partner</i>	0	1	0.3
<i>Short-term parental partner</i>	0	1	0.3
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	5.9
<i>Another relative</i>	0	1	7.0
<i>His/her child</i>	0	1	0.5
<i>A family friend</i>	0	1	73.0
<i>Romantic partner</i>	0	1	0.8

Domain/Item	Min.	Max.	%
<i>A friend</i>	0	1	0.8
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			71.2
<i>Up to poverty line x 4 or higher</i>			28.8
Individual currently involved in the household has jail/imprisonment history	0	1	16.6
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	89.6
<i>Alcohol problem</i>	0	1	77.7
<i>Drug problem</i>	0	1	77.3
<i>Mental health problem</i>	0	1	74.6
<i>Physical health problem</i>	0	1	74.8
<i>Employment problem</i>	0	1	76.3
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	84.0
<i>Drug problem</i>	0	1	76.1
<i>Mental health problem</i>	0	1	73.3
<i>Physical health problem</i>	0	1	73.1
<i>Employment problem</i>	0	1	73.7
Support network for family	-2	0	
<i>Strong support network</i>			15.4
<i>Some support network</i>			44.2
<i>No support network</i>			40.4
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			67.1
<i>Inconsistently willing to support youth</i>			25.5
<i>Little or no willingness to support youth</i>			7.4
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			20.9
<i>Some opportunities for involvement provided</i>			64.0
<i>No opportunities for involvement provided</i>			15.0
Has run away or been kicked out	0	1	31.8
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	74.0
<i>Close to father</i>	0	1	83.9
<i>Close to mother</i>	0	1	93.9
<i>Close to female sibling</i>	0	1	81.5
<i>Close to male sibling</i>	0	1	81.6
<i>Close to other family member</i>	0	1	82.2
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			76.8
<i>Verbal intimidation, yelling, heated arguments</i>			18.1
<i>Threats of physical abuse</i>			2.0
<i>Domestic violence: physical/sexual abuse</i>			3.0
Parental supervision	0	2	
<i>Consistent supervision</i>			34.1
<i>Sporadic supervision</i>			41.8
<i>Inadequate supervision</i>			24.1
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			23.4
<i>Youth sometimes obeys or obeys some rules</i>			53.6
<i>Youth consistently disobeys and/or is hostile</i>			23.0
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			47.9
<i>Consistently overly severe punishment</i>			10.7
<i>Inconsistent or erratic punishment</i>			23.4
<i>Consistently insufficient punishment</i>			18.0
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			49.5
<i>Consistently overly indulgent/overly protective</i>			34.8
<i>Inconsistent or erratic rewards</i>			15.7
Parental characterization of youth's anti-social behavior	-1	2	

Domain/Item	Min.	Max.	%
<i>Disapproves of anti-social behavior</i>			66.4
<i>Accepts anti-social behavior as okay</i>			33.5
<i>Proud of anti-social behavior</i>			0.1
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	80.9
<i>Disrupted education</i>	0	1	77.2
<i>Caused family conflict</i>	0	1	80.4
<i>Interfered with keeping pro-social friends</i>	0	1	75.7
<i>Caused health problems</i>	0	1	70.3
<i>Contributed to criminal behavior</i>	0	1	77.4
<i>Has had tolerance</i>	0	1	71.4
<i>Has had withdrawal</i>	0	1	71.2
History of drug use			
<i>No use</i>	-1	0	77.0
<i>Disrupted education</i>	0	1	83.2
<i>Caused family conflict</i>	0	1	84.0
<i>Interfered with keeping pro-social friends</i>	0	1	79.6
<i>Caused health problems</i>	0	1	71.4
<i>Contributed to criminal behavior</i>	0	1	83.5
<i>Has had tolerance</i>	0	1	74.3
<i>Has had withdrawal</i>	0	1	71.4
History of referrals for drug/alcohol assessment			
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>	0	3	51.8
<i>Referred but never assessed</i>			8.4
<i>Diagnosed as abuse</i>			20.3
<i>Diagnosed as dependent/addicted</i>			19.5
History of attending alcohol/drug education classes			
<i>Never attended drug/alcohol education classes</i>	0	3	58.1
<i>Voluntarily attended drug/alcohol education classes</i>			3.8
<i>Attended classes by parent, school, or other agency request</i>			11.6
<i>Attended classes at court direction</i>			26.5
History of participating in alcohol/drug treatment program			
<i>Never participated in treatment program</i>	0	2	60.3
<i>Participated once in treatment program</i>			28.3
<i>Participated several times in treatment programs</i>			11.4
<i>Youth currently using alcohol/drugs</i>	0	1	69.4
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	86.3
<i>Disrupting education</i>	0	1	70.3
<i>Causes family conflict</i>	0	1	72.8
<i>Interferes with pro-social friends</i>	0	1	70.1
<i>Causes health problems</i>	0	1	69.3
<i>Contributes to criminal behavior</i>	0	1	70.2
<i>Has tolerance</i>	0	1	69.8
<i>Has withdrawal</i>	0	1	69.4
Current drug use			
<i>No current drug use</i>	-1	0	26.1
<i>Disrupting education</i>	0	1	70.8
<i>Causes family conflict</i>	0	1	72.3
<i>Interferes with pro-social friends</i>	0	1	71.0
<i>Causes health problems</i>	0	1	69.5
<i>Contributes to criminal behavior</i>	0	1	70.7
<i>Has tolerance</i>	0	1	69.9
<i>Has withdrawal</i>	0	1	69.4
Amphetamines usage	0	1	0.4
Cocaine usage	0	1	43.2
Heroin usage	0	1	0.1
Marijuana usage	0	1	57.1
Other drug usage	0	1	0.3

Domain/Item	Min.	Max.	%
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			18.5
<i>Currently attending treatment program</i>			15.7
<i>Successfully completed treatment program</i>			13.3
<i>Not currently attending needed treatment program</i>			52.6
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	91.4
<i>Abused by family</i>	0	1	78.2
<i>Abused in the home</i>	0	1	73.8
<i>Abused outside of the family</i>	0	1	77.3
<i>Abused in a foster home</i>	0	1	72.6
<i>Abused with a weapon</i>	0	1	75.3
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	79.8
<i>Witnessed violence in the house</i>	0	1	82.2
<i>Witnessed violence in a foster home</i>	0	1	74.1
<i>Witnessed violence in the community</i>	0	1	89.9
<i>Family member killed as a result of violence</i>	0	1	74.2
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	96.6
<i>Abused by a family member</i>	0	1	78.1
<i>Abused by non-family member</i>	0	1	78.2
History of being a victim of neglect	0	1	6.8
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			58.9
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			35.9
<i>ADD/ADHD medication and treatment prescribed</i>			5.3
History of mental health problems	0	1	23.9
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			13.3
<i>Occasional feelings of anger/irritability</i>			48.7
<i>Consistent feelings of anger/irritability</i>			19.5
<i>Aggressive reactions to feelings of anger/irritability</i>			18.6
Depression	0	3	
<i>No history</i>			30.3
<i>Occasional feelings</i>			48.9
<i>Consistent feelings</i>			18.1
<i>Impairment in daily tasks</i>			2.8
Somatic complaints	0	3	
<i>No history</i>			75.2
<i>One or two</i>			19.5
<i>Three or four</i>			3.4
<i>Five or more</i>			1.9
History of unusual thoughts, hallucinations, or beliefs	0	1	6.9
Presence of traumatic event	0	1	21.8
Health insurance	-2	0	
<i>Private insurance</i>			6.8
<i>Public insurance (Medicaid)</i>			54.0
<i>No health insurance</i>			39.2
Current mental health problem(s)	0	1	39.8
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			11.9
<i>History of suicidal ideation or self-mutilation</i>			4.0
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			0.4
<i>Current suicidal ideation</i>			10.9
<i>Recent suicide plan</i>			0.1
<i>Recent suicide attempt</i>			72.7
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			88.6

Domain/Item	Min.	Max.	%
<i>Currently taking ADD/ADHD medication</i>			6.5
<i>ADD/ADHD medication prescribed but not taking</i>			4.9
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			83.6
<i>Attending mental health treatment</i>			12.3
<i>Mental health treatment prescribed but not attending</i>			4.1
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			86.6
<i>Currently taking mental health medication</i>			11.0
<i>Mental health medication prescribed but not taking</i>			2.4
Mental health problems interfere with working with the youth	0	1	40.5
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			18.0
<i>Excited or stimulated</i>			45.4
<i>Unconcerned or indifferent</i>			31.4
<i>Confident/bragging</i>			5.2
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	13.3
<i>Revenge, power</i>	0	1	0.2
<i>Impulse</i>	0	1	14.2
<i>Sexual desire</i>	0	1	23.1
<i>Money, material gain, drugs</i>	0	1	25.1
<i>Excitement, amusement</i>	0	1	18.9
<i>Status, acceptance, attention</i>	0	1	5.1
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			16.3
<i>Normal aspirations: Some sense of purpose</i>			63.1
<i>Low aspirations: Little sense of purpose or plans for better life</i>			18.7
<i>Believes nothing matters: He or she will be dead before long</i>			1.9
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			26.6
<i>Uses some self-control: Sometimes thinks before acting</i>			44.2
<i>Impulsive: Often acts before thinking</i>			21.1
<i>Highly impulsive: Usually acts before thinking</i>			8.1
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			43.2
<i>Somewhat believes can stop anti-social behavior</i>			51.7
<i>Believes cannot stop anti-social behavior</i>			5.1
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			32.1
<i>Has some empathy for victim(s)</i>			44.8
<i>Does not have empathy for victim(s)</i>			23.1
Respect for property of others	0	2	
<i>Respects property of others</i>			45.9
<i>Respects personal property but not publicly accessible property</i>			44.5
<i>No respect for property</i>			9.6
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			62.3
<i>Resents most authority figures</i>			33.2
<i>Defies or is hostile toward most authority figures</i>			4.4
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	88.0
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			50.8
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			38.1
<i>Accepts own anti-social behavior as okay</i>			7.9
<i>Proud of own anti-social behavior</i>			3.4
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			61.6
<i>Unsure of success under supervision</i>			35.0
<i>Does not believe will be successful under supervision</i>			3.4

Domain/Item	Min.	Max.	%
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			42.4
<i>Sometimes gets upset/temper tantrums</i>			43.3
<i>Often gets upset/temper tantrums</i>			14.3
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			53.3
<i>Primarily negative view of intentions of others</i>			40.5
<i>Primarily hostile view of intentions of others</i>			6.2
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			39.9
<i>Believes verbal aggression is sometimes appropriate</i>			49.1
<i>Believes verbal aggression is often appropriate</i>			11.0
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			29.8
<i>Believes physical aggression is rarely appropriate</i>			31.8
<i>Believes physical aggression is sometimes appropriate</i>			30.9
<i>Believes physical aggression is often appropriate</i>			7.6
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	8.7
<i>Violent destruction of property</i>	0	1	75.1
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	80.2
<i>Deliberately inflicted physical pain</i>	0	1	75.7
<i>Used/threatened with a weapon</i>	0	1	75.0
<i>Fire starting reports</i>	0	1	73.9
<i>Animal cruelty reports</i>	0	1	73.1
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	98.8
<i>Aggressive sex</i>	0	1	73.1
<i>Sex for power</i>	0	1	72.3
<i>Young sex partners</i>	0	1	72.9
<i>Sex with a child</i>	0	1	72.7
<i>Voyeurism</i>	0	1	72.6
<i>Exposure</i>	0	1	72.6
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			12.2
<i>Identifies consequences of actions</i>			20.1
<i>Understands about consequences to actions</i>			61.5
<i>Does not understand about consequences of actions</i>			6.4
Goal setting	-1	2	
<i>Sets realistic goals</i>			29.8
<i>Sets somewhat realistic goals</i>			51.1
<i>Sets unrealistic goals</i>			11.5
<i>Does not set any goals</i>			7.6
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			9.7
<i>Thinks of solutions for problem behaviors</i>			25.1
<i>Identifies problem behaviors</i>			53.0
<i>Cannot identify problem behaviors</i>			12.2
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			17.1
<i>Chooses best skill but not best time and place</i>			30.8
<i>Does not choose the best pro-social skill</i>			41.1
<i>Cannot analyze the situation for use of a pro-social skill</i>			11.0
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			9.4
<i>Sometimes uses advanced social skills in dealing with others</i>			34.4
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			45.7
<i>Lacks basic social skills in dealing with others</i>			10.5
Dealing with difficult situations	-1	2	

Domain/Item	Min.	Max.	%
<i>Often uses skills in dealing with difficult situations</i>			12.6
<i>Sometimes uses skills in dealing with difficult situations</i>			55.4
<i>Rarely uses skills in dealing with difficult situations</i>			20.8
<i>Lacks skills in dealing with difficult situations</i>			11.2
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			10.8
<i>Sometimes uses skills in dealing with feelings/emotions</i>			54.9
<i>Rarely uses skills in dealing with feelings/emotions</i>			22.8
<i>Lacks skills in dealing with feelings/emotions</i>			11.5
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			11.6
<i>Identifies internal triggers</i>			64.8
<i>Cannot identify internal triggers</i>			23.5
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			12.5
<i>Identifies external triggers</i>			69.4
<i>Cannot identify external triggers</i>			18.2
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			4.7
<i>Uses techniques to control impulsive behavior</i>			45.0
<i>Knows techniques to control impulsive behavior</i>			31.2
<i>Lacks techniques to control impulsive behavior</i>			19.1
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			7.6
<i>Often uses alternatives to aggression</i>			22.8
<i>Sometimes uses alternatives to aggression</i>			45.8
<i>Lacks alternatives to aggression</i>			10.7
<i>Rarely uses alternatives to aggression</i>			13.2

Table AP.11. Item-Level Descriptives: Southern 2 (n=234,819)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			2.3
<i>13</i>			4.2
<i>14</i>			9.1
<i>15</i>			16.3
<i>16</i>			25.7
<i>17</i>			33.7
<i>18 or older</i>			8.9
Race	0	3	
<i>White</i>			53.7
<i>Black</i>			45.6
<i>Hispanic</i>			0.0
<i>Other</i>			0.7
Recidivism within 12 months			
<i>Any</i>	0	1	17.5
<i>Violent</i>	0	1	11.6
<i>Property</i>	0	1	0.4
<i>Drug</i>	0	1	11.4
<i>Sex</i>	0	1	0.4
<i>Felony</i>	N/A	N/A	N/A
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			15.1
<i>16</i>			12.0
<i>15</i>			16.2
<i>13 to 14</i>			36.0
<i>Under 13</i>			20.7

Domain/Item	Min.	Max.	%
Misdemeanor referrals	0	3	
<i>None or one</i>			58.1
<i>Two</i>			21.3
<i>Three or four</i>			15.1
<i>Five or more</i>			5.6
Felony referrals: One or more	0	2	62.1
Weapon referrals: One or more	0	1	7.1
Against-person misdemeanor referrals	0	2	
<i>None</i>			70.3
<i>One</i>			21.1
<i>Two or more</i>			8.6
Against-person felony referrals	0	4	
<i>None</i>			75.9
<i>One or two</i>			23.0
<i>Three or more</i>			1.1
Sexual misconduct misdemeanor referrals: One or more	0	1	4.3
Felony sex offense referrals: One or more	0	1	3.1
Confined to detention	0	2	
<i>None</i>			57.7
<i>One</i>			20.1
<i>Two or more times</i>			22.2
Other confinement	0	4	
<i>None</i>			72.0
<i>One</i>			22.5
<i>Two or more</i>			5.5
Escapes	0	2	
<i>None</i>			99.7
<i>One</i>			0.3
<i>Two or more</i>			0.01
Failure-to-appear in court warrants	0	2	
<i>None</i>			73.0
<i>One</i>			16.2
<i>Two or more</i>			10.9
SCHOOL HISTORY			
Youth is a special education student	0	1	16.4
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			18.7
<i>1 expulsion/suspension</i>			18.2
<i>More than 1 expulsion/suspension</i>			63.1
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			20.1
<i>First expelled: 14 to 18 years old</i>			50.8
<i>First expelled: 5 to 13 years old</i>			29.1
Youth enrolled in community school past 6 months	-2	2	84.2
CURRENT SCHOOL STATUS			
Enrollment status	-1	2	
<i>Graduated/GED/Enrolled full-time</i>			76.7
<i>Enrolled part-time</i>			3.4
<i>Suspended</i>			9.2
<i>Current status unknown</i>			10.7
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			53.2
<i>Somewhat believes education is of value</i>			44.8
<i>Does not believe education is of value</i>			1.9
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			29.5
<i>Somewhat believes school is encouraging</i>			65.0
<i>Does not believe school is encouraging</i>			5.5
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			9.6
<i>Close to 1 adult at school</i>			12.9

Domain/Item	Min.	Max.	%
<i>Not close to any adult at school</i>			77.6
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			9.7
<i>Involved in 1 school activity</i>			13.6
<i>Interested but not involved in any activities</i>			52.5
<i>Not interested in school activities</i>			24.2
Conduct	-2	2	
<i>Recognition for good school behavior</i>			5.1
<i>No problems with school conduct</i>			43.1
<i>School problems reported by teachers</i>			12.9
<i>School problem calls to parents</i>			38.9
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			72.3
<i>1 recent expulsion/suspension</i>			8.5
<i>2 or 3 recent expulsions/suspensions</i>			5.5
<i>Over 3 recent expulsions/suspensions</i>			13.8
Attendance	0	3	
<i>No unexcused absences</i>			20.5
<i>Some partial-day unexcused absences</i>			10.0
<i>Some full-day unexcused absences</i>			57.2
<i>Truancy petition/equivalent or withdrawn</i>			12.3
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			1.4
<i>Above 3.0 (mostly As and Bs)</i>			14.4
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			41.0
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			31.0
<i>Below 1.0 (some Ds and mostly Fs)</i>			12.3
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			33.0
<i>Assessed as uncertain to graduate</i>			62.9
<i>Assessed as not likely to graduate</i>			4.1
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			11.1
<i>Has been involved in 1 structured activity</i>			22.2
<i>Never involved in structured activities</i>			66.7
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			11.3
<i>Has been involved in 1 pro-social unstructured activity</i>			22.3
<i>Never involved in unstructured pro-social activities</i>			66.4
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			6.5
<i>Currently interested but not involved in structured activity</i>			21.1
<i>Currently not interested in structured activities</i>			72.5
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			4.9
<i>Currently involved in 1 unstructured activity</i>			10.5
<i>Currently not interested in any unstructured activities</i>			71.5
<i>Currently not interested but not involved in unstructured activities</i>			13.1
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	11.0
History of successful employment: Has been successfully employed	-1	0	30.1
History of problems while employed: Fired or quit because of problems	0	1	1.1
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			8.2
<i>Had 1 positive relationship</i>			11.0
<i>Never had any positive relationships</i>			80.8
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			33.5

Domain/Item	Min.	Max.	%
<i>Lacks knowledge to maintain job</i>			66.5
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			62.3
<i>Not employed but highly interested in employment</i>			20.8
<i>Somewhat interested in employment</i>			13.7
<i>Not interested in employment</i>			3.2
Current employment status	-2	0	
<i>Employment currently going well</i>			2.0
<i>Problems with current employment</i>			0.03
<i>Not currently employed</i>			98.0
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			18.7
<i>Currently employed: no positive relationships</i>			0.1
<i>Not currently employed</i>			81.2
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			12.0
<i>1 positive adult relationship</i>			19.4
<i>No positive adult relationships</i>			68.6
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			11.8
<i>Never had consistent friends or had pro-social and anti-social friends</i>			80.3
<i>Had only anti-social friends</i>			3.9
<i>Has been a gang member/associate</i>			4.0
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			4.0
<i>2 current positive adult relationships</i>			6.5
<i>1 current positive adult relationship</i>			19.2
<i>No current positive adult relationships</i>			70.3
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			2.8
<i>Some pro-social community ties</i>			32.8
<i>No pro-social community ties</i>			64.4
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			23.9
<i>No consistent friends or pro-social and anti-social friends</i>			70.5
<i>Only anti-social friends</i>			3.5
<i>Gang member/associate</i>			2.1
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			87.7
<i>Romantically involved: pro-social person</i>			10.5
<i>Romantically involved: anti-social person</i>			1.8
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			73.2
<i>Somewhat admires anti-social peers</i>			22.5
<i>Admires, emulates anti-social peers</i>			4.3
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			63.9
<i>Usually resists anti-social peer influence</i>			20.1
<i>Rarely resists anti-social peer influence</i>			15.1
<i>Leads anti-social peers</i>			0.9
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	12.0
History of running away or getting kicked out of home	0	2	
<i>No history</i>			69.5
<i>1 instance</i>			9.1
<i>More than 1 instance</i>			21.4
History of petitions filed	-1	0	56.1
No family history jail/imprisonment	-1	0	59.0
Mother/female caretaker history jail/imprisonment	0	1	18.0

Domain/Item	Min.	Max.	%
Father/male caretaker history jail/imprisonment	0	1	23.2
Other family member history jail/imprisonment	0	1	6.4
Has been living under any adult supervision	0	1	99.7
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	1.5
<i>A foster home</i>	0	1	1.2
<i>Alone</i>	0	1	2.4
<i>Biological mother</i>	0	1	21.5
<i>Biological father</i>	0	1	7.3
<i>Non-biological mom</i>	0	1	21.4
<i>Non-biological dad</i>	0	1	4.5
<i>Long-term parental partner</i>	0	1	0.6
<i>Short-term parental partner</i>	0	1	0.2
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	14.3
<i>Another relative</i>	0	1	6.5
<i>His/her child</i>	0	1	0.3
<i>A family friend</i>	0	1	2.3
<i>Romantic partner</i>	0	1	0.2
<i>A friend</i>	0	1	0.3
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			69.2
<i>Up to poverty line x 4 or higher</i>			30.8
Individual currently involved in the household has jail/imprisonment history	0	1	22.7
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	74.9
<i>Alcohol problem</i>	0	1	7.8
<i>Drug problem</i>	0	1	7.9
<i>Mental health problem</i>	0	1	5.1
<i>Physical health problem</i>	0	1	7.2
<i>Employment problem</i>	0	1	9.0
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	24.1
<i>Drug problem</i>	0	1	4.3
<i>Mental health problem</i>	0	1	3.2
<i>Physical health problem</i>	0	1	2.7
<i>Employment problem</i>	0	1	2.7
Support network for family	-2	0	
<i>Strong support network</i>			15.9
<i>Some support network</i>			25.4
<i>No support network</i>			58.7
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			57.5
<i>Inconsistently willing to support youth</i>			40.7
<i>Little or no willingness to support youth</i>			1.8
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			16.7
<i>Some opportunities for involvement provided</i>			57.6
<i>No opportunities for involvement provided</i>			25.7
Has run away or been kicked out	0	1	13.9
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	5.3
<i>Close to father</i>	0	1	13.2
<i>Close to mother</i>	0	1	33.1
<i>Close to female sibling</i>	0	1	11.0
<i>Close to male sibling</i>	0	1	11.2
<i>Close to other family member</i>	0	1	14.7
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			86.4
<i>Verbal intimidation, yelling, heated arguments</i>			11.6

Domain/Item	Min.	Max.	%
<i>Threats of physical abuse</i>			0.7
<i>Domestic violence: physical/sexual abuse</i>			1.4
Parental supervision	0	2	
<i>Consistent supervision</i>			37.0
<i>Sporadic supervision</i>			53.8
<i>Inadequate supervision</i>			9.2
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			46.7
<i>Youth sometimes obeys or obeys some rules</i>			45.2
<i>Youth consistently disobeys and/or is hostile</i>			8.1
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			34.9
<i>Consistently overly severe punishment</i>			7.7
<i>Inconsistent or erratic punishment</i>			3.8
<i>Consistently insufficient punishment</i>			53.7
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			34.9
<i>Consistently overly indulgent/overly protective</i>			9.6
<i>Inconsistent or erratic rewards</i>			55.5
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			95.4
<i>Accepts anti-social behavior as okay</i>			4.6
<i>Proud of anti-social behavior</i>			0.0
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	48.9
<i>Disrupted education</i>	0	1	19.1
<i>Caused family conflict</i>	0	1	20.0
<i>Interfered with keeping pro-social friends</i>	0	1	18.9
<i>Caused health problems</i>	0	1	5.6
<i>Contributed to criminal behavior</i>	0	1	19.5
<i>Has had tolerance</i>	0	1	8.2
<i>Has had withdrawal</i>	0	1	3.4
History of drug use			
<i>No use</i>	-1	0	32.4
<i>Disrupted education</i>	0	1	24.5
<i>Caused family conflict</i>	0	1	25.9
<i>Interfered with keeping pro-social friends</i>	0	1	22.8
<i>Caused health problems</i>	0	1	6.3
<i>Contributed to criminal behavior</i>	0	1	25.5
<i>Has had tolerance</i>	0	1	10.4
<i>Has had withdrawal</i>	0	1	3.9
History of referrals for drug/alcohol assessment			
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			77.5
<i>Referred but never assessed</i>			3.9
<i>Diagnosed as abuse</i>			8.2
<i>Diagnosed as dependent/addicted</i>			10.5
History of attending alcohol/drug education classes			
<i>Never attended drug/alcohol education classes</i>	0	3	79.6
<i>Voluntarily attended drug/alcohol education classes</i>			1.3
<i>Attended classes by parent, school, or other agency request</i>			4.8
<i>Attended classes at court direction</i>			14.2
History of participating in alcohol/drug treatment program			
<i>Never participated in treatment program</i>	0	2	79.8
<i>Participated once in treatment program</i>			13.6
<i>Participated several times in treatment programs</i>			6.7
Youth currently using alcohol/drugs	0	1	28.4
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	49.4
<i>Disrupting education</i>	0	1	17.4

Domain/Item	Min.	Max.	%
<i>Causes family conflict</i>	0	1	18.0
<i>Interferes with pro-social friends</i>	0	1	17.5
<i>Causes health problems</i>	0	1	5.4
<i>Contributes to criminal behavior</i>	0	1	17.7
<i>Has tolerance</i>	0	1	7.6
<i>Has withdrawal</i>	0	1	3.3
Current drug use			
<i>No current drug use</i>	-1	0	64.2
<i>Disrupting education</i>	0	1	20.3
<i>Causes family conflict</i>	0	1	22.0
<i>Interferes with pro-social friends</i>	0	1	19.9
<i>Causes health problems</i>	0	1	5.8
<i>Contributes to criminal behavior</i>	0	1	21.6
<i>Has tolerance</i>	0	1	8.4
<i>Has withdrawal</i>	0	1	3.5
Amphetamines usage	0	1	0.5
Cocaine usage	0	1	2.4
Heroin usage	0	1	0.02
Marijuana usage	0	1	23.2
Other drug usage	0	1	1.5
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			5.1
<i>Currently attending treatment program</i>			8.8
<i>Successfully completed treatment program</i>			72.3
<i>Not currently attending needed treatment program</i>			13.7
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	82.4
<i>Abused by family</i>	0	1	7.5
<i>Abused in the home</i>	0	1	7.3
<i>Abused outside of the family</i>	0	1	4.4
<i>Abused in a foster home</i>	0	1	3.9
<i>Abused with a weapon</i>	0	1	3.8
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	38.4
<i>Witnessed violence in the house</i>	0	1	19.0
<i>Witnessed violence in a foster home</i>	0	1	3.5
<i>Witnessed violence in the community</i>	0	1	49.5
<i>Family member killed as a result of violence</i>	0	1	3.8
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	88.4
<i>Abused by a family member</i>	0	1	4.8
<i>Abused by non-family member</i>	0	1	74.8
History of being a victim of neglect	0	1	5.6
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			87.2
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			11.0
<i>ADD/ADHD medication and treatment prescribed</i>			1.8
History of mental health problems	0	1	15.0
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			37.8
<i>Occasional feelings of anger/irritability</i>			43.5
<i>Consistent feelings of anger/irritability</i>			11.6
<i>Aggressive reactions to feelings of anger/irritability</i>			7.1
Depression	0	3	
<i>No history</i>			64.9
<i>Occasional feelings</i>			28.6
<i>Consistent feelings</i>			5.7
<i>Impairment in daily tasks</i>			0.9
Somatic complaints	0	3	
<i>No history</i>			90.2

Domain/Item	Min.	Max.	%
<i>One or two</i>			8.8
<i>Three or four</i>			0.6
<i>Five or more</i>			0.4
History of unusual thoughts, hallucinations, or beliefs	0	1	1.6
Presence of traumatic event	0	1	11.4
Health insurance	-2	0	
<i>Private insurance</i>			7.5
<i>Public insurance (Medicaid)</i>			33.1
<i>No health insurance</i>			59.5
Current mental health problem(s)	0	1	9.7
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			13.6
<i>History of suicidal ideation or self-mutilation</i>			0.4
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			0.3
<i>Current suicidal ideation</i>			82.5
<i>Recent suicide plan</i>			0.1
<i>Recent suicide attempt</i>			3.0
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			94.8
<i>Currently taking ADD/ADHD medication</i>			1.0
<i>ADD/ADHD medication prescribed but not taking</i>			4.1
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			98.4
<i>Attending mental health treatment</i>			1.5
<i>Mental health treatment prescribed but not attending</i>			0.1
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			98.7
<i>Currently taking mental health medication</i>			1.3
<i>Mental health medication prescribed but not taking</i>			0.03
Mental health problems interfere with working with the youth	0	1	2.5
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			65.7
<i>Excited or stimulated</i>			17.6
<i>Unconcerned or indifferent</i>			16.1
<i>Confident/bragging</i>			0.6
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	6.9
<i>Revenge, power</i>	0	1	0.0
<i>Impulse</i>	0	1	12.9
<i>Sexual desire</i>	0	1	1.5
<i>Money, material gain, drugs</i>	0	1	14.4
<i>Excitement, amusement</i>	0	1	6.4
<i>Status, acceptance, attention</i>	0	1	6.1
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			8.7
<i>Normal aspirations: Some sense of purpose</i>			85.8
<i>Low aspirations: Little sense of purpose or plans for better life</i>			5.4
<i>Believes nothing matters: He or she will be dead before long</i>			0.1
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			10.8
<i>Uses some self-control: Sometimes thinks before acting</i>			75.9
<i>Impulsive: Often acts before thinking</i>			11.2
<i>Highly impulsive: Usually acts before thinking</i>			2.1
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			28.6
<i>Somewhat believes can stop anti-social behavior</i>			70.8
<i>Believes cannot stop anti-social behavior</i>			0.6
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			24.7

Domain/Item	Min.	Max.	%
<i>Has some empathy for victim(s)</i>			70.7
<i>Does not have empathy for victim(s)</i>			4.6
Respect for property of others	0	2	
<i>Respects property of others</i>			81.0
<i>Respects personal property but not publicly accessible property</i>			17.5
<i>No respect for property</i>			1.5
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			90.0
<i>Resents most authority figures</i>			9.5
<i>Defies or is hostile toward most authority figures</i>			0.5
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	95.6
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			68.9
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			27.2
<i>Accepts own anti-social behavior as okay</i>			3.4
<i>Proud of own anti-social behavior</i>			0.5
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			38.3
<i>Unsure of success under supervision</i>			61.4
<i>Does not believe will be successful under supervision</i>			0.4
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			74.2
<i>Sometimes gets upset/temper tantrums</i>			23.6
<i>Often gets upset/temper tantrums</i>			2.2
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			89.5
<i>Primarily negative view of intentions of others</i>			10.2
<i>Primarily hostile view of intentions of others</i>			0.3
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			72.6
<i>Believes verbal aggression is sometimes appropriate</i>			26.0
<i>Believes verbal aggression is often appropriate</i>			1.5
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			64.7
<i>Believes physical aggression is rarely appropriate</i>			22.2
<i>Believes physical aggression is sometimes appropriate</i>			12.6
<i>Believes physical aggression is often appropriate</i>			0.5
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	48.2
<i>Violent destruction of property</i>	0	1	4.1
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	11.6
<i>Deliberately inflicted physical pain</i>	0	1	4.3
<i>Used/threatened with a weapon</i>	0	1	3.2
<i>Fire starting reports</i>	0	1	2.4
<i>Animal cruelty reports</i>	0	1	2.3
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	91.9
<i>Aggressive sex</i>	0	1	2.3
<i>Sex for power</i>	0	1	2.3
<i>Young sex partners</i>	0	1	2.3
<i>Sex with a child</i>	0	1	2.3
<i>Voyeurism</i>	0	1	2.3
<i>Exposure</i>	0	1	2.3
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			4.7
<i>Identifies consequences of actions</i>			64.7
<i>Understands about consequences to actions</i>			28.0
<i>Does not understand about consequences of actions</i>			2.7
Goal setting	-1	2	

Domain/Item	Min.	Max.	%
<i>Sets realistic goals</i>			17.2
<i>Sets somewhat realistic goals</i>			75.1
<i>Sets unrealistic goals</i>			3.4
<i>Does not set any goals</i>			4.4
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			4.0
<i>Thinks of solutions for problem behaviors</i>			15.9
<i>Identifies problem behaviors</i>			74.3
<i>Cannot identify problem behaviors</i>			5.9
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			8.3
<i>Chooses best skill but not best time and place</i>			18.6
<i>Does not choose the best pro-social skill</i>			67.9
<i>Cannot analyze the situation for use of a pro-social skill</i>			5.1
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			5.2
<i>Sometimes uses advanced social skills in dealing with others</i>			21.9
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			69.5
<i>Lacks basic social skills in dealing with others</i>			3.4
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			6.0
<i>Sometimes uses skills in dealing with difficult situations</i>			82.0
<i>Rarely uses skills in dealing with difficult situations</i>			7.5
<i>Lacks skills in dealing with difficult situations</i>			4.6
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			5.5
<i>Sometimes uses skills in dealing with feelings/emotions</i>			82.2
<i>Rarely uses skills in dealing with feelings/emotions</i>			7.7
<i>Lacks skills in dealing with feelings/emotions</i>			4.6
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			5.1
<i>Identifies internal triggers</i>			86.6
<i>Cannot identify internal triggers</i>			8.4
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			5.6
<i>Identifies external triggers</i>			87.3
<i>Cannot identify external triggers</i>			7.2
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			3.9
<i>Uses techniques to control impulsive behavior</i>			6.6
<i>Knows techniques to control impulsive behavior</i>			75.9
<i>Lacks techniques to control impulsive behavior</i>			13.7
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			10.2
<i>Often uses alternatives to aggression</i>			14.1
<i>Sometimes uses alternatives to aggression</i>			68.7
<i>Lacks alternatives to aggression</i>			5.0
<i>Rarely uses alternatives to aggression</i>			2.1

Table AP.11 Item-Level Descriptives: Western 1 (n=82,395)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			2.0
<i>13</i>			5.5
<i>14</i>			12.3
<i>15</i>			20.8
<i>16</i>			25.6
<i>17</i>			26.1

Domain/Item	Min.	Max.	%
<i>18 or older</i>			7.8
Race	0	3	
<i>White</i>			60.4
<i>Black</i>			15.5
<i>Hispanic</i>			14.6
<i>Other</i>			9.5
Recidivism within 12 months			
<i>Any</i>	0	1	44.9
<i>Violent</i>	0	1	17.2
<i>Property</i>	0	1	23.3
<i>Drug</i>	0	1	6.0
<i>Sex</i>	0	1	0.6
<i>Felony</i>	0	1	17.9
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			4.3
<i>16</i>			10.2
<i>15</i>			18.0
<i>13 to 14</i>			45.5
<i>Under 13</i>			22.0
Misdemeanor referrals	0	3	
<i>None or one</i>			38.0
<i>Two</i>			25.2
<i>Three or four</i>			25.5
<i>Five or more</i>			11.3
Felony referrals: One or more	0	2	55.1
Weapon referrals: One or more	0	1	10.7
Against-person misdemeanor referrals	0	2	
<i>None</i>			55.6
<i>One</i>			26.7
<i>Two or more</i>			17.7
Against-person felony referrals	0	4	
<i>None</i>			78.7
<i>One or two</i>			20.2
<i>Three or more</i>			1.1
Sexual misconduct misdemeanor referrals: One or more	0	1	2.2
Felony sex offense referrals: One or more	0	1	4.0
Confined to detention	0	2	
<i>None</i>			22.7
<i>One</i>			33.7
<i>Two or more times</i>			43.6
Other confinement	0	4	
<i>None</i>			91.5
<i>One</i>			6.2
<i>Two or more</i>			2.3
Escapes	0	2	
<i>None</i>			98.2
<i>One</i>			1.6
<i>Two or more</i>			0.2
Failure-to-appear in court warrants	0	2	
<i>None</i>			64.4
<i>One</i>			14.6
<i>Two or more</i>			21.0
SCHOOL HISTORY			
Youth is a special education student	0	1	32.2
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			12.1
<i>1 expulsion/suspension</i>			12.4
<i>More than 1 expulsion/suspension</i>			75.5
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			12.0

Domain/Item	Min.	Max.	%
<i>First expelled: 14 to 18 years old</i>			17.3
<i>First expelled: 5 to 13 years old</i>			70.8
Youth enrolled in community school past 6 months	-2	2	85.6
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			73.5
<i>Enrolled part-time</i>			15.1
<i>Suspended</i>			11.5
<i>Current status unknown</i>			0.0
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			35.1
<i>Somewhat believes education is of value</i>			49.0
<i>Does not believe education is of value</i>			15.9
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			22.9
<i>Somewhat believes school is encouraging</i>			46.0
<i>Does not believe school is encouraging</i>			31.1
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			14.8
<i>Close to 1 adult at school</i>			22.8
<i>Not close to any adult at school</i>			62.3
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			5.1
<i>Involved in 1 school activity</i>			11.1
<i>Interested but not involved in any activities</i>			29.0
<i>Not interested in school activities</i>			54.9
Conduct	-2	2	
<i>Recognition for good school behavior</i>			1.8
<i>No problems with school conduct</i>			28.6
<i>School problems reported by teachers</i>			14.6
<i>School problem calls to parents</i>			55.0
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			48.0
<i>1 recent expulsion/suspension</i>			26.5
<i>2 or 3 recent expulsions/suspensions</i>			15.3
<i>Over 3 recent expulsions/suspensions</i>			10.2
Attendance	0	3	
<i>No unexcused absences</i>			12.7
<i>Some partial-day unexcused absences</i>			16.1
<i>Some full-day unexcused absences</i>			39.8
<i>Truancy petition/equivalent or withdrawn</i>			31.4
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			0.7
<i>Above 3.0 (mostly As and Bs)</i>			6.3
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			22.7
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			32.8
<i>Belo 1.0 (some Ds and mostly Fs)</i>			37.5
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			22.8
<i>Assessed as uncertain to graduate</i>			52.7
<i>Assessed as not likely to graduate</i>			24.6
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			28.7
<i>Has been involved in 1 structured activity</i>			39.0
<i>Never involved in structured activities</i>			32.4
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			33.9
<i>Has been involved in 1 pro-social unstructured activity</i>			43.3
<i>Never involved in unstructured pro-social activities</i>			22.8
CURRENT USE OF FREE TIME			

Domain/Item	Min.	Max.	%
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			22.4
<i>Currently interested but not involved in structured activity</i>			33.7
<i>Currently not interested in structured activities</i>			43.9
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			20.8
<i>Currently involved in 1 unstructured activity</i>			31.0
<i>Currently not interested in any unstructured activities</i>			26.3
<i>Currently not interested but not involved in unstructured activities</i>			21.9
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	28.7
History of successful employment: Has been successfully employed	-2	0	47.0
History of problems while employed: Fired or quit because of problems	0	1	9.2
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			5.8
<i>Had 1 positive relationship</i>			10.7
<i>Never had any positive relationships</i>			83.5
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			41.2
<i>Lacks knowledge to maintain job</i>			58.8
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			32.2
<i>Not employed but highly interested in employment</i>			22.9
<i>Somewhat interested in employment</i>			28.9
<i>Not interested in employment</i>			16.0
Current employment status	-2	0	
<i>Employment currently going well</i>			7.4
<i>Problems with current employment</i>			0.4
<i>Not currently employed</i>			92.2
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			6.3
<i>Currently employed: no positive relationships</i>			1.5
<i>Not currently employed</i>			92.2
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			22.1
<i>1 positive adult relationship</i>			33.4
<i>No positive adult relationships</i>			44.5
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			0.7
<i>Never had consistent friends or had pro-social and anti-social friends</i>			89.6
<i>Had only anti-social friends</i>			8.6
<i>Has been a gang member/associate</i>			1.2
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			7.3
<i>2 current positive adult relationships</i>			11.8
<i>1 current positive adult relationship</i>			32.1
<i>No current positive adult relationships</i>			48.9
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			4.8
<i>Some pro-social community ties</i>			56.0
<i>No pro-social community ties</i>			39.2
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			0.2
<i>No consistent friends or pro-social and anti-social friends</i>			89.0
<i>Only anti-social friends</i>			8.7
<i>Gang member/associate</i>			2.1
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			68.5

Domain/Item	Min.	Max.	%
<i>Romantically involved: pro-social person</i>			17.1
<i>Romantically involved: anti-social person</i>			14.4
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			24.4
<i>Somewhat admires anti-social peers</i>			49.3
<i>Admires, emulates anti-social peers</i>			26.3
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			9.9
<i>Usually resists anti-social peer influence</i>			33.9
<i>Rarely resists anti-social peer influence</i>			48.6
<i>Leads anti-social peers</i>			7.7
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	24.3
History of running away or getting kicked out of home	0	2	
<i>No history</i>			44.1
<i>1 instance</i>			12.7
<i>More than 1 instance</i>			43.2
History of petitions filed	-1	0	24.0
No family history jail/imprisonment	-1	0	36.0
Mother/female caretaker history jail/imprisonment	0	1	29.6
Father/male caretaker history jail/imprisonment	0	1	41.6
Other family member history jail/imprisonment	0	1	7.4
Has been living under any adult supervision	0	1	97.8
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	0.9
<i>A foster home</i>	0	1	4.9
<i>Alone</i>	0	1	0.2
<i>Biological mother</i>	0	1	62.6
<i>Biological father</i>	0	1	26.8
<i>Non-biological mom</i>	0	1	9.4
<i>Non-biological dad</i>	0	1	17.6
<i>Long-term parental partner</i>	0	1	2.9
<i>Short-term parental partner</i>	0	1	1.2
<i>Parent's roommate</i>	0	1	0.4
<i>Grandparent(s)</i>	0	1	11.6
<i>Another relative</i>	0	1	10.4
<i>His/her child</i>	0	1	0.4
<i>A family friend</i>	0	1	1.0
<i>Romantic partner</i>	0	1	0.6
<i>A friend</i>	0	1	1.7
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			68.0
<i>Up to poverty line x 4 or higher</i>			32.0
Individual currently involved in the household has jail/imprisonment history	0	1	50.1
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	3.6
<i>Alcohol problem</i>	0	1	24.1
<i>Drug problem</i>	0	1	21.0
<i>Mental health problem</i>	0	1	13.5
<i>Physical health problem</i>	0	1	16.1
<i>Employment problem</i>	0	1	22.4
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	34.3
<i>Drug problem</i>	0	1	12.9
<i>Mental health problem</i>	0	1	5.7
<i>Physical health problem</i>	0	1	1.7
<i>Employment problem</i>	0	1	3.0
Support network for family	-2	0	
<i>Strong support network</i>			14.2
<i>Some support network</i>			60.0

Domain/Item	Min.	Max.	%
<i>No support network</i>			25.9
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			56.6
<i>Inconsistently willing to support youth</i>			38.2
<i>Little or no willingness to support youth</i>			5.3
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			21.1
<i>Some opportunities for involvement provided</i>			62.5
<i>No opportunities for involvement provided</i>			16.4
Has run away or been kicked out	0	1	40.5
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	19.4
<i>Close to father</i>	0	1	21.4
<i>Close to mother</i>	0	1	50.5
<i>Close to female sibling</i>	0	1	16.2
<i>Close to male sibling</i>	0	1	18.6
<i>Close to other family member</i>	0	1	19.8
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			32.9
<i>Verbal intimidation, yelling, heated arguments</i>			42.0
<i>Threats of physical abuse</i>			8.5
<i>Domestic violence: physical/sexual abuse</i>			16.6
Parental supervision	0	2	
<i>Consistent supervision</i>			37.7
<i>Sporadic supervision</i>			37.9
<i>Inadequate supervision</i>			24.4
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			19.5
<i>Youth sometimes obeys or obeys some rules</i>			52.3
<i>Youth consistently disobeys and/or is hostile</i>			28.2
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			39.2
<i>Consistently overly severe punishment</i>			4.0
<i>Inconsistent or erratic punishment</i>			25.9
<i>Consistently insufficient punishment</i>			30.9
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			42.0
<i>Consistently overly indulgent/overly protective</i>			30.4
<i>Inconsistent or erratic rewards</i>			27.7
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			76.1
<i>Accepts anti-social behavior as okay</i>			23.7
<i>Proud of anti-social behavior</i>			0.2
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	22.4
<i>Disrupted education</i>	0	1	21.0
<i>Caused family conflict</i>	0	1	26.1
<i>Interfered with keeping pro-social friends</i>	0	1	23.5
<i>Caused health problems</i>	0	1	4.6
<i>Contributed to criminal behavior</i>	0	1	21.6
<i>Has had tolerance</i>	0	1	4.5
<i>Has had withdrawal</i>	0	1	1.4
History of drug use			
<i>No use</i>	-1	0	19.1
<i>Disrupted education</i>	0	1	35.9
<i>Caused family conflict</i>	0	1	36.5
<i>Interfered with keeping pro-social friends</i>	0	1	33.6
<i>Caused health problems</i>	0	1	5.9
<i>Contributed to criminal behavior</i>	0	1	28.3

Domain/Item	Min.	Max.	%
<i>Has had tolerance</i>	0	1	9.5
<i>Has had withdrawal</i>	0	1	3.1
History of referrals for drug/alcohol assessment	0	3	
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			58.1
<i>Referred but never assessed</i>			7.9
<i>Diagnosed as abuse</i>			13.4
<i>Diagnosed as dependent/addicted</i>			20.6
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			71.7
<i>Voluntarily attended drug/alcohol education classes</i>			3.0
<i>Attended classes by parent, school, or other agency request</i>			9.9
<i>Attended classes at court direction</i>			15.4
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			74.0
<i>Participated once in treatment program</i>			18.6
<i>Participated several times in treatment programs</i>			7.4
Youth currently using alcohol/drugs	0	1	69.9
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	33.5
<i>Disrupting education</i>	0	1	14.0
<i>Causes family conflict</i>	0	1	18.3
<i>Interferes with pro-social friends</i>	0	1	16.6
<i>Causes health problems</i>	0	1	3.5
<i>Contributes to criminal behavior</i>	0	1	16.1
<i>Has tolerance</i>	0	1	3.4
<i>Has withdrawal</i>	0	1	1.0
Current drug use			
<i>No current drug use</i>	-1	0	18.4
<i>Disrupting education</i>	0	1	27.6
<i>Causes family conflict</i>	0	1	29.5
<i>Interferes with pro-social friends</i>	0	1	27.0
<i>Causes health problems</i>	0	1	5.1
<i>Contributes to criminal behavior</i>	0	1	23.3
<i>Has tolerance</i>	0	1	8.2
<i>Has withdrawal</i>	0	1	2.8
Amphetamines usage	0	1	8.4
Cocaine usage	0	1	4.4
Heroin usage	0	1	1.6
Marijuana usage	0	1	54.8
Other drug usage	0	1	7.8
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			20.1
<i>Currently attending treatment program</i>			13.2
<i>Successfully completed treatment program</i>			28.4
<i>Not currently attending needed treatment program</i>			38.4
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	66.2
<i>Abused by family</i>	0	1	21.2
<i>Abused in the home</i>	0	1	9.2
<i>Abused outside of the family</i>	0	1	8.2
<i>Abused in a foster home</i>	0	1	0.6
<i>Abused with a weapon</i>	0	1	1.3
History of witnessing violence			
<i>Has not witnessed violence</i>	-1	0	11.3
<i>Witnessed violence in the house</i>	0	1	19.8
<i>Witnessed violence in a foster home</i>	0	1	1.2
<i>Witnessed violence in the community</i>	0	1	22.8
<i>Family member killed as a result of violence</i>	0	1	1.8
History of sexual abuse			

Domain/Item	Min.	Max.	%
<i>Not sexually abused</i>	-1	0	83.1
<i>Abused by a family member</i>	0	1	7.2
<i>Abused by non-family member</i>	0	1	9.1
History of being a victim of neglect	0	1	26.4
History of ADD/ADHD	0	2	
<i>No history of ADD/ADHD</i>			68.1
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			23.4
<i>ADD/ADHD medication and treatment prescribed</i>			8.5
History of mental health problems	0	1	16.0
Anger/irritability	0	3	
<i>No history of anger/irritability</i>			61.2
<i>Occasional feelings of anger/irritability</i>			19.9
<i>Consistent feelings of anger/irritability</i>			9.4
<i>Aggressive reactions to feelings of anger/irritability</i>			9.5
Depression	0	3	
<i>No history</i>			69.2
<i>Occasional feelings</i>			19.1
<i>Consistent feelings</i>			9.4
<i>Impairment in daily tasks</i>			2.4
Somatic complaints	0	3	
<i>No history</i>			89.8
<i>One or two</i>			8.2
<i>Three or four</i>			1.3
<i>Five or more</i>			0.8
History of unusual thoughts, hallucinations, or beliefs	0	1	2.2
Presence of traumatic event	0	1	17.1
Health insurance	-2	0	
<i>Private insurance</i>			26.7
<i>Public insurance (Medicaid)</i>			67.7
<i>No health insurance</i>			5.6
Current mental health problem(s)	0	1	33.6
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	-1	5	
<i>No recent thoughts of suicide</i>			15.3
<i>History of suicidal ideation or self-mutilation</i>			7.3
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			1.4
<i>Current suicidal ideation</i>			72.8
<i>Recent suicide plan</i>			0.7
<i>Recent suicide attempt</i>			2.6
Diagnosed with ADD/ADHD	0	2	
<i>No ADD/ADHD diagnosis or no medication prescribed</i>			87.6
<i>Currently taking ADD/ADHD medication</i>			7.9
<i>ADD/ADHD medication prescribed but not taking</i>			4.5
Mental health treatment prescribed, excluding ADD/ADHD treatment	0	2	
<i>No current mental health problem or no treatment prescribed</i>			79.9
<i>Attending mental health treatment</i>			14.1
<i>Mental health treatment prescribed but not attending</i>			6.1
Mental health medication prescribed, excluding ADD/ADHD medication	0	2	
<i>No current mental health problem or no medication prescribed</i>			84.1
<i>Currently taking mental health medication</i>			11.8
<i>Mental health medication prescribed but not taking</i>			4.2
Mental health problems interfere with working with the youth	0	1	18.4
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			18.8
<i>Excited or stimulated</i>			40.2
<i>Unconcerned or indifferent</i>			37.8
<i>Confident/bragging</i>			3.2
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	24.9
<i>Revenge, power</i>	0	1	1.2

Domain/Item	Min.	Max.	%
<i>Impulse</i>	0	1	17.7
<i>Sexual desire</i>	0	1	3.8
<i>Money, material gain, drugs</i>	0	1	19.0
<i>Excitement, amusement</i>	0	1	14.1
<i>Status, acceptance, attention</i>	0	1	14.9
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			6.3
<i>Normal aspirations: Some sense of purpose</i>			57.7
<i>Low aspirations: Little sense of purpose or plans for better life</i>			34.5
<i>Believes nothing matters: He or she will be dead before long</i>			1.5
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			5.1
<i>Uses some self-control: Sometimes thinks before acting</i>			36.8
<i>Impulsive: Often acts before thinking</i>			39.3
<i>Highly impulsive: Usually acts before thinking</i>			18.8
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			32.0
<i>Somewhat believes can stop anti-social behavior</i>			60.4
<i>Believes cannot stop anti-social behavior</i>			7.6
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			19.8
<i>Has some empathy for victim(s)</i>			45.8
<i>Does not have empathy for victim(s)</i>			34.4
Respect for property of others	0	2	
<i>Respects property of others</i>			45.6
<i>Respects personal property but not publicly accessible property</i>			40.7
<i>No respect for property</i>			13.7
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			44.5
<i>Resents most authority figures</i>			48.4
<i>Defies or is hostile toward most authority figures</i>			7.1
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	83.9
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			32.8
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			48.6
<i>Accepts own anti-social behavior as okay</i>			14.7
<i>Proud of own anti-social behavior</i>			4.0
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			51.5
<i>Unsure of success under supervision</i>			43.8
<i>Does not believe will be successful under supervision</i>			4.8
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			18.3
<i>Sometimes gets upset/temper tantrums</i>			54.0
<i>Often gets upset/temper tantrums</i>			27.7
Hostile interpretation of actions and intentions of others	0	2	
<i>Primarily positive view of intentions of others</i>			44.0
<i>Primarily negative view of intentions of others</i>			46.8
<i>Primarily hostile view of intentions of others</i>			9.2
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			22.0
<i>Believes verbal aggression is sometimes appropriate</i>			54.7
<i>Believes verbal aggression is often appropriate</i>			23.4
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			16.3
<i>Believes physical aggression is rarely appropriate</i>			29.9
<i>Believes physical aggression is sometimes appropriate</i>			42.7
<i>Believes physical aggression is often appropriate</i>			11.2
Reports/evidence of violence not in criminal history	-1	0	97.7
<i>No reports</i>			

Domain/Item	Min.	Max.	%
<i>Violent destruction of property</i>	0	1	15.5
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	49.1
<i>Deliberately inflicted physical pain</i>	0	1	17.5
<i>Used/threatened with a weapon</i>	0	1	8.4
<i>Fire starting reports</i>	0	1	3.9
<i>Animal cruelty reports</i>	0	1	1.4
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	95.9
<i>Aggressive sex</i>	0	1	0.9
<i>Sex for power</i>	0	1	0.3
<i>Young sex partners</i>	0	1	1.0
<i>Sex with a child</i>	0	1	0.9
<i>Voyeurism</i>	0	1	0.4
<i>Exposure</i>	0	1	1.2
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			5.0
<i>Identifies consequences of actions</i>			19.9
<i>Understands about consequences to actions</i>			63.6
<i>Does not understand about consequences of actions</i>			11.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			12.4
<i>Sets somewhat realistic goals</i>			45.5
<i>Sets unrealistic goals</i>			16.1
<i>Does not set any goals</i>			26.1
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			4.1
<i>Thinks of solutions for problem behaviors</i>			16.9
<i>Identifies problem behaviors</i>			51.3
<i>Cannot identify problem behaviors</i>			27.7
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			6.9
<i>Chooses best skill but not best time and place</i>			18.9
<i>Does not choose the best pro-social skill</i>			44.0
<i>Cannot analyze the situation for use of a pro-social skill</i>			30.3
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			3.8
<i>Sometimes uses advanced social skills in dealing with others</i>			21.6
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			53.7
<i>Lacks basic social skills in dealing with others</i>			20.9
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			3.3
<i>Sometimes uses skills in dealing with difficult situations</i>			34.0
<i>Rarely uses skills in dealing with difficult situations</i>			28.4
<i>Lacks skills in dealing with difficult situations</i>			34.3
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			2.8
<i>Sometimes uses skills in dealing with feelings/emotions</i>			31.2
<i>Rarely uses skills in dealing with feelings/emotions</i>			30.3
<i>Lacks skills in dealing with feelings/emotions</i>			35.7
Monitoring of internal triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls internal triggers</i>			5.0
<i>Identifies internal triggers</i>			44.1
<i>Cannot identify internal triggers</i>			50.9
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			5.1
<i>Identifies external triggers</i>			44.5
<i>Cannot identify external triggers</i>			50.4
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			4.3
<i>Uses techniques to control impulsive behavior</i>			5.3

Domain/Item	Min.	Max.	%
<i>Knows techniques to control impulsive behavior</i>			31.5
<i>Lacks techniques to control impulsive behavior</i>			59.0
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			9.6
<i>Often uses alternatives to aggression</i>			10.5
<i>Sometimes uses alternatives to aggression</i>			32.1
<i>Lacks alternatives to aggression</i>			33.0
<i>Rarely uses alternatives to aggression</i>			14.8

Table AP.12. Item-Level Descriptives: Western 2 (n=11,513)

Domain/Item	Min.	Max.	%
Age	0	6	
<i>12 or younger</i>			0.7
<i>13</i>			3.5
<i>14</i>			9.0
<i>15</i>			16.4
<i>16</i>			23.7
<i>17</i>			26.8
<i>18 or older</i>			19.9
Race	0	3	
<i>White</i>			61.6
<i>Black</i>			9.1
<i>Hispanic</i>			21.5
<i>Other</i>			7.8
Recidivism within 12 months			
<i>Any</i>	0	1	1.7
<i>Violent</i>	0	1	0.6
<i>Property</i>	0	1	0.6
<i>Drug</i>	0	1	0.2
<i>Sex</i>	0	1	0.1
<i>Felony</i>	0	1	1.7
CRIMINAL HISTORY			
Age at first offense	0	4	
<i>Over 16</i>			2.6
<i>16</i>			6.5
<i>15</i>			11.0
<i>13 to 14</i>			39.6
<i>Under 13</i>			40.2
Misdemeanor referrals	0	3	
<i>None or one</i>			19.3
<i>Two</i>			34.4
<i>Three or four</i>			23.3
<i>Five or more</i>			23.0
Felony referrals: One or more	0	2	83.4
Weapon referrals: One or more	0	1	10.3
Against-person misdemeanor referrals	0	2	
<i>None</i>			54.8
<i>One</i>			25.4
<i>Two or more</i>			19.8
Against-person felony referrals	0	4	
<i>None</i>			57.5
<i>One or two</i>			40.7
<i>Three or more</i>			1.9
Sexual misconduct misdemeanor referrals: One or more	0	1	3.7
Felony sex offense referrals: One or more	0	1	21.2
Confined to detention	0	2	
<i>None</i>			2.1
<i>One</i>			12.6

Domain/Item	Min.	Max.	%
<i>Two or more times</i>			85.4
Other confinement	0	4	
<i>None</i>			92.4
<i>One</i>			5.7
<i>Two or more</i>			1.9
Escapes	0	2	
<i>None</i>			97.6
<i>One</i>			2.2
<i>Two or more</i>			0.2
Failure-to-appear in court warrants	0	2	
<i>None</i>			95.7
<i>One</i>			3.0
<i>Two or more</i>			1.3
SCHOOL HISTORY			
Youth is a special education student	0	1	39.1
History of expulsions and suspensions since first grade	-1	2	
<i>No expulsions/suspensions</i>			14.6
<i>1 expulsion/suspension</i>			13.8
<i>More than 1 expulsion/suspension</i>			71.6
Age at first expulsion or suspension	-1	2	
<i>No expulsions</i>			14.4
<i>First expelled: 14 to 18 years old</i>			16.2
<i>First expelled: 5 to 13 years old</i>			69.4
Youth enrolled in community school past 6 months	-2	2	72.9
CURRENT SCHOOL STATUS			
Enrollment status	-1	1	
<i>Graduated/GED/Enrolled full-time</i>			70.9
<i>Enrolled part-time</i>			14.2
<i>Suspended</i>			14.9
Believes there is value in getting an education	0	2	
<i>Believes getting education is of value</i>			36.6
<i>Somewhat believes education is of value</i>			50.2
<i>Does not believe education is of value</i>			13.2
Believes school provides an encouraging environment	0	2	
<i>Believes school is encouraging</i>			22.4
<i>Somewhat believes school is encouraging</i>			49.7
<i>Does not believe school is encouraging</i>			28.0
Teachers, staff, or coaches youth likes/feels comfortable talking with	-2	0	
<i>Close to 2 or more adults at school</i>			16.4
<i>Close to 1 adult at school</i>			19.6
<i>Not close to any adult at school</i>			64.0
Involvement in school activities during most recent term	-1	2	
<i>Involved in 2 or more school activities</i>			5.2
<i>Involved in 1 school activity</i>			13.2
<i>Interested but not involved in any activities</i>			53.5
<i>Not interested in school activities</i>			28.2
Conduct	-2	2	
<i>Recognition for good school behavior</i>			3.1
<i>No problems with school conduct</i>			30.2
<i>School problems reported by teachers</i>			23.5
<i>School problem calls to parents</i>			43.1
Number of expulsions and suspensions during most recent term	0	3	
<i>No recent expulsion/suspension</i>			59.9
<i>1 recent expulsion/suspension</i>			23.1
<i>2 or 3 recent expulsions/suspensions</i>			11.0
<i>Over 3 recent expulsions/suspensions</i>			6.1
Attendance	0	3	
<i>No unexcused absences</i>			12.8
<i>Some partial-day unexcused absences</i>			12.7
<i>Some full-day unexcused absences</i>			56.3
<i>Truancy petition/equivalent or withdrawn</i>			18.2

Domain/Item	Min.	Max.	%
Academic performance	-2	2	
<i>Honor student (mostly As)</i>			0.9
<i>Above 3.0 (mostly As and Bs)</i>			8.8
<i>2.0 to 3.0 (mostly Bs and Cs, no Fs)</i>			30.4
<i>1.0 to 2.0 (mostly Cs and Ds, some Fs)</i>			33.0
<i>Below 1.0 (some Ds and mostly Fs)</i>			26.9
Assessment of likelihood youth will stay in school and graduate	0	2	
<i>Assessed as very likely to graduate</i>			24.4
<i>Assessed as uncertain to graduate</i>			53.5
<i>Assessed as not likely to graduate</i>			22.2
HISTORIC USE OF FREE TIME			
History of pro-social structured recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more structured activities</i>			22.2
<i>Has been involved in 1 structured activity</i>			33.5
<i>Never involved in structured activities</i>			44.4
History of unstructured pro-social recreational activities within past 5yrs	-2	0	
<i>Has been involved in 2 or more pro-social unstructured activities</i>			23.1
<i>Has been involved in 1 pro-social unstructured activity</i>			40.3
<i>Never involved in unstructured pro-social activities</i>			36.6
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	-2	0	
<i>Currently in 1 structured activity</i>			22.6
<i>Currently interested but not involved in structured activity</i>			42.3
<i>Currently not interested in structured activities</i>			35.0
Current interest & involvement in pro-social unstructured recreational activities	-2	1	
<i>Currently involved in 2 or more unstructured activities</i>			12.6
<i>Currently involved in 1 unstructured activity</i>			18.5
<i>Currently not interested in any unstructured activities</i>			27.1
<i>Currently not interested but not involved in unstructured activities</i>			41.8
EMPLOYMENT HISTORY			
History of employment: Has been employed	-1	0	28.7
History of successful employment: Has been successfully employed	-1	0	33.2
History of problems while employed: Fired or quit because of problems	0	1	9.3
History of positive employment relationships	-2	0	
<i>Had 2 or more positive relationships</i>			10.4
<i>Had 1 positive relationship</i>			13.3
<i>Never had any positive relationships</i>			76.3
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	-1	0	
<i>Has demonstrated or has knowledge to maintain job</i>			45.7
<i>Lacks knowledge to maintain job</i>			54.3
Current interest in employment	-4	0	
<i>Too young for employment consideration</i>			28.9
<i>Not employed but highly interested in employment</i>			23.4
<i>Somewhat interested in employment</i>			36.2
<i>Not interested in employment</i>			11.5
Current employment status	-2	0	
<i>Employment currently going well</i>			3.9
<i>Problems with current employment</i>			0.4
<i>Not currently employed</i>			95.7
Current positive personal relationship(s) with employer(s) or adult coworker(s)	-2	0	
<i>At least 1 current positive job relationship</i>			4.0
<i>Not currently employed</i>			96.0
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	-2	0	
<i>2 or more positive past adult relationships</i>			15.0
<i>1 positive adult relationship</i>			33.4
<i>No positive adult relationships</i>			51.7
History of anti-social friends	-1	2	
<i>Had only pro-social friends</i>			3.5
<i>Never had consistent friends or had pro-social and anti-social friends</i>			55.7

Domain/Item	Min.	Max.	%
<i>Had only anti-social friends</i>			25.3
<i>Has been a gang member/associate</i>			15.5
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	-3	0	
<i>3 or more current positive adult relationships</i>			10.3
<i>2 current positive adult relationships</i>			12.8
<i>1 current positive adult relationship</i>			31.0
<i>No current positive adult relationships</i>			45.9
Current pro-social community ties	-2	0	
<i>Strong pro-social community ties</i>			2.7
<i>Some pro-social community ties</i>			44.5
<i>No pro-social community ties</i>			52.8
Current friends youth spends time with	-1	2	
<i>Only pro-social friends</i>			4.6
<i>No consistent friends or pro-social and anti-social friends</i>			10.7
<i>Only anti-social friends</i>			72.3
<i>Gang member/associate</i>			12.4
Currently in a romantic, intimate, or sexual relationship	0	2	
<i>Not romantically involved</i>			67.5
<i>Romantically involved: pro-social person</i>			15.6
<i>Romantically involved: anti-social person</i>			16.8
Currently admires anti-social peers	0	2	
<i>Does not admire anti-social peers</i>			20.6
<i>Admires, emulates anti-social peers</i>			79.4
Current resistance to anti-social peer influence	0	3	
<i>Does not associate with anti-social peers</i>			6.7
<i>Usually resists anti-social peer influence</i>			25.7
<i>Rarely resists anti-social peer influence</i>			55.6
<i>Leads anti-social peers</i>			12.0
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0	1	74.0
History of running away or getting kicked out of home	0	2	
<i>No history</i>			31.4
<i>1 instance</i>			11.9
<i>More than 1 instance</i>			56.7
History of petitions filed	-1	0	32.5
No family history jail/imprisonment	-1	0	37.2
Mother/female caretaker history jail/imprisonment	0	1	28.3
Father/male caretaker history jail/imprisonment	0	1	42.4
Other family member history jail/imprisonment	0	1	11.5
Has been living under any adult supervision	0	1	86.2
CURRENT LIVING ARRANGEMENTS			
Currently living with/in:			
<i>Transient</i>	0	1	1.3
<i>A foster home</i>	0	1	18.4
<i>Alone</i>	0	1	1.0
<i>Biological mother</i>	0	1	40.3
<i>Biological father</i>	0	1	17.4
<i>Non-biological mom</i>	0	1	7.8
<i>Non-biological dad</i>	0	1	13.6
<i>Long-term parental partner</i>	0	1	1.7
<i>Short-term parental partner</i>	0	1	0.9
<i>Parent's roommate</i>	N/A	N/A	N/A
<i>Grandparent(s)</i>	0	1	8.8
<i>Another relative</i>	0	1	5.3
<i>His/her child</i>	0	1	0.3
<i>A family friend</i>	N/A	N/A	N/A
<i>Romantic partner</i>	0	1	1.3
<i>A friend</i>	0	1	2.0
Annual combined income youth and family	1	2	
<i>Up to poverty line x 3</i>			73.7

Domain/Item	Min.	Max.	%
<i>Up to poverty line x 4 or higher</i>			26.3
Individual currently involved in the household has jail/imprisonment history	0	1	40.4
Problem history of parents currently involved with the household			
<i>No problem history of parents involved with the household</i>	-1	0	34.7
<i>Alcohol problem</i>	0	1	37.2
<i>Drug problem</i>	0	1	36.2
<i>Mental health problem</i>	0	1	17.5
<i>Physical health problem</i>	0	1	15.2
<i>Employment problem</i>	0	1	27.4
Problem history of sibling involved with the household			
<i>No sibling</i>	-1	0	28.6
<i>Drug problem</i>	0	1	16.2
<i>Mental health problem</i>	0	1	6.6
<i>Physical health problem</i>	0	1	2.1
<i>Employment problem</i>	0	1	4.4
Support network for family	-2	0	
<i>Strong support network</i>			18.9
<i>Some support network</i>			54.4
<i>No support network</i>			26.8
Family willingness to help support youth	0	2	
<i>Consistently willing to support</i>			53.6
<i>Inconsistently willing to support youth</i>			39.0
<i>Little or no willingness to support youth</i>			7.4
Family provides opportunities for youth to participate in family activities and decisions affecting youth	-1	2	
<i>Opportunities for involvement provided</i>			19.0
<i>Some opportunities for involvement provided</i>			58.2
<i>No opportunities for involvement provided</i>			22.8
Has run away or been kicked out	0	1	27.6
Family member(s) youth feels close to or has good relationship with			
<i>Not close to anyone</i>	0	1	8.2
<i>Close to father</i>	0	1	29.3
<i>Close to mother</i>	0	1	59.8
<i>Close to female sibling</i>	0	1	25.7
<i>Close to male sibling</i>	0	1	25.2
<i>Close to other family member</i>	0	1	29.8
Level of conflict in the household	0	3	
<i>Some conflict that is well-managed</i>			35.3
<i>Verbal intimidation, yelling, heated arguments</i>			41.6
<i>Threats of physical abuse</i>			7.6
<i>Domestic violence: physical/sexual abuse</i>			15.6
Parental supervision	0	2	
<i>Consistent supervision</i>			22.7
<i>Sporadic supervision</i>			40.9
<i>Inadequate supervision</i>			36.4
Parental authority and control	0	2	
<i>Youth usually obeys and follows rules</i>			12.6
<i>Youth sometimes obeys or obeys some rules</i>			51.2
<i>Youth consistently disobeys and/or is hostile</i>			36.2
Consistent appropriate consequences for bad behavior	0	3	
<i>Consistently appropriate punishment</i>			27.7
<i>Consistently overly severe punishment</i>			26.5
<i>Inconsistent or erratic punishment</i>			30.2
<i>Consistently insufficient punishment</i>			15.6
Consistent appropriate rewards for good behavior	0	2	
<i>Consistently appropriate rewards</i>			29.5
<i>Consistently overly indulgent/overly protective</i>			26.0
<i>Inconsistent or erratic rewards</i>			44.5
Parental characterization of youth's anti-social behavior	-1	2	
<i>Disapproves of anti-social behavior</i>			69.0
<i>Accepts anti-social behavior as okay</i>			30.5
<i>Proud of anti-social behavior</i>			0.5

Domain/Item	Min.	Max.	%
ALCOHOL AND DRUG HISTORY			
History of alcohol use			
<i>No use</i>	-1	0	17.8
<i>Disrupted education</i>	0	1	38.2
<i>Caused family conflict</i>	0	1	41.5
<i>Interfered with keeping pro-social friends</i>	0	1	38.5
<i>Caused health problems</i>	0	1	7.4
<i>Contributed to criminal behavior</i>	0	1	44.4
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of drug use			
<i>No use</i>	-1	0	16.2
<i>Disrupted education</i>	0	1	53.0
<i>Caused family conflict</i>	0	1	52.7
<i>Interfered with keeping pro-social friends</i>	0	1	48.7
<i>Caused health problems</i>	0	1	13.4
<i>Contributed to criminal behavior</i>	0	1	54.4
<i>Has had tolerance</i>	N/A	N/A	N/A
<i>Has had withdrawal</i>	N/A	N/A	N/A
History of referrals for drug/alcohol assessment			
<i>Never referred for drug/alcohol assessment or diagnosed as no problem</i>			39.7
<i>Referred but never assessed</i>			11.1
<i>Diagnosed as abuse</i>			25.2
<i>Diagnosed as dependent/addicted</i>			24.1
History of attending alcohol/drug education classes	0	3	
<i>Never attended drug/alcohol education classes</i>			45.9
<i>Voluntarily attended drug/alcohol education classes</i>			4.4
<i>Attended classes by parent, school, or other agency request</i>			11.5
<i>Attended classes at court direction</i>			38.2
History of participating in alcohol/drug treatment program	0	2	
<i>Never participated in treatment program</i>			48.5
<i>Participated once in treatment program</i>			26.1
<i>Participated several times in treatment programs</i>			25.4
Youth currently using alcohol/drugs	0	1	49.4
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			
<i>Not currently using alcohol</i>	-1	0	38.2
<i>Disrupting education</i>	0	1	16.9
<i>Causes family conflict</i>	0	1	18.6
<i>Interferes with pro-social friends</i>	0	1	17.4
<i>Causes health problems</i>	0	1	3.4
<i>Contributes to criminal behavior</i>	0	1	21.2
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Current drug use			
<i>No current drug use</i>	-1	0	27.3
<i>Disrupting education</i>	0	1	23.4
<i>Causes family conflict</i>	0	1	27.1
<i>Interferes with pro-social friends</i>	0	1	24.9
<i>Causes health problems</i>	0	1	6.7
<i>Contributes to criminal behavior</i>	0	1	27.0
<i>Has tolerance</i>	N/A	N/A	N/A
<i>Has withdrawal</i>	N/A	N/A	N/A
Amphetamines usage	0	1	12.3
Cocaine usage	0	1	4.6
Heroin usage	0	1	1.9
Marijuana usage	0	1	40.1
Other drug usage	0	1	6.2
Alcohol/drug treatment program participation	-2	1	
<i>Drug/alcohol treatment not warranted</i>			2.8
<i>Currently attending treatment program</i>			8.9

Domain/Item	Min.	Max.	%
<i>Successfully completed treatment program</i>			52.3
<i>Not currently attending needed treatment program</i>			35.9
MENTAL HEALTH HISTORY			
History of physical abuse			
<i>Not physically abused</i>	-1	0	59.5
<i>Abused by family</i>	0	1	33.8
<i>Abused in the home</i>	N/A	N/A	N/A
<i>Abused outside of the family</i>	0	1	11.5
<i>Abused in a foster home</i>	N/A	N/A	N/A
<i>Abused with a weapon</i>	N/A	N/A	N/A
History of witnessing violence			
<i>Has not witnessed violence</i>	N/A	N/A	N/A
<i>Witnessed violence in the house</i>	N/A	N/A	N/A
<i>Witnessed violence in a foster home</i>	N/A	N/A	N/A
<i>Witnessed violence in the community</i>	N/A	N/A	N/A
<i>Family member killed as a result of violence</i>	N/A	N/A	N/A
History of sexual abuse			
<i>Not sexually abused</i>	-1	0	74.1
<i>Abused by a family member</i>	0	1	11.1
<i>Abused by non-family member</i>	0	1	16.9
History of being a victim of neglect			
	0	1	59.3
History of ADD/ADHD			
<i>No history of ADD/ADHD</i>	0	2	69.7
<i>Diagnosed: Only medication prescribed, or only treatment prescribed</i>			22.2
<i>ADD/ADHD medication and treatment prescribed</i>			8.1
History of mental health problems			
<i>Anger/irritability</i>	0	1	46.5
<i>No history of anger/irritability</i>	0	3	95.5
<i>Occasional feelings of anger/irritability</i>			3.4
<i>Consistent feelings of anger/irritability</i>			0.7
<i>Aggressive reactions to feelings of anger/irritability</i>			0.5
Depression			
<i>No history</i>	0	3	95.8
<i>Occasional feelings</i>			3.6
<i>Consistent feelings</i>			0.6
<i>Impairment in daily tasks</i>			0.01
Somatic complaints			
<i>No history</i>	0	2	99.8
<i>One or two</i>			0.2
<i>Three or more</i>			0.01
History of unusual thoughts, hallucinations, or beliefs			
<i>Presence of traumatic event</i>	N/A	N/A	N/A
<i>Health insurance</i>	0	1	0.3
<i>Private insurance</i>	-2	0	20.1
<i>Public insurance (Medicaid)</i>			60.5
<i>No health insurance</i>			19.4
<i>Current mental health problem(s)</i>	0	1	40.5
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation			
<i>No recent thoughts of suicide</i>	-1	5	19.0
<i>History of suicidal ideation or self-mutilation</i>			13.4
<i>Current self-mutilation, feelings of hopelessness, or history of making suicidal plan</i>			1.2
<i>Current suicidal ideation</i>			64.4
<i>Recent suicide plan</i>			0.7
<i>Recent suicide attempt</i>			1.2
Diagnosed with ADD/ADHD			
<i>No ADD/ADHD diagnosis or no medication prescribed</i>	0	2	85.9
<i>Currently taking ADD/ADHD medication</i>			9.8
<i>ADD/ADHD medication prescribed but not taking</i>			4.4
Mental health treatment prescribed, excluding ADD/ADHD treatment			
<i>No current mental health problem or no treatment prescribed</i>	0	1	92.7

Domain/Item	Min.	Max.	%
<i>Attending mental health treatment</i>			7.3
Mental health medication prescribed, excluding ADD/ADHD medication	0	1	
<i>No current mental health problem or no medication prescribed</i>			59.5
<i>Currently taking mental health medication</i>			40.5
Mental health problems interfere with working with the youth	0	1	16.5
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0	3	
<i>Nervous, afraid, worried, uncertain</i>			25.3
<i>Excited or stimulated</i>			35.7
<i>Unconcerned or indifferent</i>			31.5
<i>Confident/bragging</i>			7.5
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0	1	15.9
<i>Revenge, power</i>	N/A	N/A	N/A
<i>Impulse</i>	0	1	19.1
<i>Sexual desire</i>	0	1	13.4
<i>Money, material gain, drugs</i>	0	1	23.4
<i>Excitement, amusement</i>	0	1	11.2
<i>Status, acceptance, attention</i>	0	1	14.9
Optimism	-2	2	
<i>High aspirations: Sense of purpose, commitment to better life</i>			7.7
<i>Normal aspirations: Some sense of purpose</i>			54.2
<i>Low aspirations: Little sense of purpose or plans for better life</i>			35.6
<i>Believes nothing matters: He or she will be dead before long</i>			2.6
Impulsive, acts before thinking	-1	2	
<i>Uses self-control: Usually thinks before acting</i>			7.7
<i>Uses some self-control: Sometimes thinks before acting</i>			35.9
<i>Impulsive: Often acts before thinking</i>			34.6
<i>Highly impulsive: Usually acts before thinking</i>			21.9
Belief in control over anti-social behavior	-1	1	
<i>Believes can stop anti-social behavior</i>			31.3
<i>Somewhat believes can stop anti-social behavior</i>			59.9
<i>Believes cannot stop anti-social behavior</i>			8.8
Empathy, remorse, sympathy, or feelings for victim(s)	-1	1	
<i>Has empathy for victim(s)</i>			15.2
<i>Has some empathy for victim(s)</i>			47.9
<i>Does not have empathy for victim(s)</i>			36.9
Respect for property of others	0	2	
<i>Respects property of others</i>			21.6
<i>Respects personal property but not publicly accessible property</i>			56.6
<i>No respect for property</i>			21.8
Respect for authority figures	0	3	
<i>Respects most authority figures</i>			44.5
<i>Resents most authority figures</i>			46.7
<i>Defies or is hostile toward most authority figures</i>			8.8
Attitude toward pro-social rules/conventions in society: Believes pro-social rules apply	1	2	74.9
Accepts responsibility for anti-social behavior	0	3	
<i>Accepts responsibility for behavior</i>			31.7
<i>Minimizes, denies, justifies, excuses, or blames others for behavior</i>			53.2
<i>Accepts own anti-social behavior as okay</i>			11.4
<i>Proud of own anti-social behavior</i>			3.7
Belief in successfully meeting conditions of court supervision	-1	1	
<i>Believes will be successful under supervision</i>			52.4
<i>Unsure of success under supervision</i>			42.9
<i>Does not believe will be successful under supervision</i>			4.8
AGGRESSION			
Tolerance for frustration	0	2	
<i>Rarely gets upset/temper tantrums</i>			18.3
<i>Sometimes gets upset/temper tantrums</i>			52.1
<i>Often gets upset/temper tantrums</i>			29.6
Hostile interpretation of actions and intentions of others	0	2	

Domain/Item	Min.	Max.	%
<i>Primarily positive view of intentions of others</i>			40.4
<i>Primarily negative view of intentions of others</i>			48.8
<i>Primarily hostile view of intentions of others</i>			10.8
Belief in yelling/verbal aggression to resolve disagreement/conflict	0	2	
<i>Believes verbal aggression is rarely appropriate</i>			24.3
<i>Believes verbal aggression is sometimes appropriate</i>			55.7
<i>Believes verbal aggression is often appropriate</i>			20.0
Belief in fighting/physical aggression to resolve disagreement/conflict	0	3	
<i>Believes physical aggression is never appropriate</i>			12.8
<i>Believes physical aggression is rarely appropriate</i>			28.9
<i>Believes physical aggression is sometimes appropriate</i>			45.5
<i>Believes physical aggression is often appropriate</i>			12.8
Reports/evidence of violence not in criminal history			
<i>No reports</i>	-1	0	58.0
<i>Violent destruction of property</i>	0	1	18.0
<i>Violent outbursts, displays of temper, uncontrolled anger</i>	0	1	29.8
<i>Deliberately inflicted physical pain</i>	0	1	21.1
<i>Used/threatened with a weapon</i>	0	1	16.4
<i>Fire starting reports</i>	0	1	10.2
<i>Animal cruelty reports</i>	0	1	4.5
Reports/evidence of sexual aggression not in criminal history			
<i>No reports</i>	-1	0	82.3
<i>Aggressive sex</i>	0	1	3.5
<i>Sex for power</i>	0	1	3.0
<i>Young sex partners</i>	0	1	6.7
<i>Sex with a child</i>	0	1	6.3
<i>Voyeurism</i>	0	1	2.3
<i>Exposure</i>	0	1	3.8
SKILLS			
Consequential thinking	-1	2	
<i>Good consequential thinking and acting</i>			4.1
<i>Identifies consequences of actions</i>			16.5
<i>Understands about consequences to actions</i>			66.0
<i>Does not understand about consequences of actions</i>			13.5
Goal setting	-1	2	
<i>Sets realistic goals</i>			10.5
<i>Sets somewhat realistic goals</i>			48.4
<i>Sets unrealistic goals</i>			16.7
<i>Does not set any goals</i>			24.4
Problem-solving	-2	1	
<i>Applies appropriate solutions to problem behaviors</i>			3.3
<i>Thinks of solutions for problem behaviors</i>			17.4
<i>Identifies problem behaviors</i>			51.5
<i>Cannot identify problem behaviors</i>			27.8
Situational perception	-2	1	
<i>Selects the best time and place for best skill</i>			7.9
<i>Chooses best skill but not best time and place</i>			17.9
<i>Does not choose the best pro-social skill</i>			51.0
<i>Cannot analyze the situation for use of a pro-social skill</i>			23.3
Dealing with others	-2	1	
<i>Often uses advanced social skills in dealing with others</i>			4.2
<i>Sometimes uses advanced social skills in dealing with others</i>			22.0
<i>Has basic social skills, lacks advanced skills in dealing with others</i>			55.0
<i>Lacks basic social skills in dealing with others</i>			18.8
Dealing with difficult situations	-1	2	
<i>Often uses skills in dealing with difficult situations</i>			4.3
<i>Sometimes uses skills in dealing with difficult situations</i>			45.0
<i>Rarely uses skills in dealing with difficult situations</i>			24.3
<i>Lacks skills in dealing with difficult situations</i>			26.4
Dealing with feelings/emotions	-1	2	
<i>Often uses skills in dealing with feelings/emotions</i>			4.1

Domain/Item	Min.	Max.	%
<i>Sometimes uses skills in dealing with feelings/emotions</i>			42.1
<i>Rarely uses skills in dealing with feelings/emotions</i>			25.8
<i>Lacks skills in dealing with feelings/emotions</i>			28.0
Monitoring of internal triggers that can lead to trouble	0	1	
<i>Identifies internal triggers</i>			43.5
<i>Cannot identify internal triggers</i>			56.6
Monitoring of external triggers that can lead to trouble	-1	1	
<i>Actively monitors/controls external triggers</i>			4.9
<i>Identifies external triggers</i>			52.1
<i>Cannot identify external triggers</i>			43.1
Control of impulsive behaviors that get youth into trouble	-2	1	
<i>Never a problem with impulsive behavior</i>			4.2
<i>Uses techniques to control impulsive behavior</i>			3.8
<i>Knows techniques to control impulsive behavior</i>			37.1
<i>Lacks techniques to control impulsive behavior</i>			55.0
Control of aggression	-2	2	
<i>Never a problem with aggression</i>			18.3
<i>Often uses alternatives to aggression</i>			10.7
<i>Sometimes uses alternatives to aggression</i>			41.4
<i>Lacks alternatives to aggression</i>			15.5
<i>Rarely uses alternatives to aggression</i>			14.1

APPENDIX III. MODEL COEFFICIENTS

Table AP. 13. Selected Items and Coefficients for H1 and H2 Models

Domain/Item	H1 Bivariate	H1 Multivariate Unweighted	H2 Multivariate Weighted
CRIMINAL HISTORY			
Age at first offense	X	X	0.01
Misdemeanor referrals	X	X	0.02
Felony referrals	X	X	0.02
Weapon referrals	X	X	0.02
Confined to detention	X	X	0.03
Other confinement	X	X	0.03
Escapes	X	X	0.02
Failure-to-appear in court warrants	X	X	0.02
SCHOOL HISTORY			
Youth is a special education student	X		0.01
History of expulsions and suspensions since first grade	X	X	0.01
Age at first expulsion or suspension	X	X	0.01
Youth enrolled in community school past 6 months	X		0.01
CURRENT SCHOOL STATUS			
Believes there is value in getting an education	X	X	0.01
Believes school provides an encouraging environment	X	X	0.01
Teachers, staff, or coaches youth likes/feels comfortable talking with	X	X	0.01
Involvement in school activities during most recent term	X	X	0.01
Conduct	X	X	0.01
Number of expulsions and suspensions during most recent term	X	X	0.01
Attendance	X	X	0.01
Academic performance	X	X	0.01
Assessment of likelihood youth will stay in school and graduate	X	X	0.01
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities			0.01
Current interest & involvement in pro-social unstructured recreational activities			0.01
EMPLOYMENT HISTORY			
History of successful employment	X		0.02
History of problems while employed			0.01
History of positive employment relationships	X		0.01
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	X		0.01
Current interest in employment	X		
Current positive personal relationship(s) with employer(s) or adult coworker(s)	X		0.01
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment			0.01
No history of friends	X	X	0.02
History of pro-social friends	X		0.01
History of anti-social friends	X	X	0.04
History of gang-involvement	X	X	0.04
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment			0.01
Does not currently have friends	X	X	0.02
Spends time with pro-social friends	X		0.01
Spends time with anti-social friends	X	X	0.04
Current gang-involvement	X	X	0.04
Currently in a romantic, intimate, or sexual relationship	X		0.01
Currently admires anti-social peers	X		0.01
Current resistance to anti-social peer influence	X		0.01

Domain/Item	H1 Bivariate	H1 Multivariate Unweighted	H2 Multivariate Weighted
FAMILY HISTORY			
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	X		0.01
History of running away or getting kicked out of home	X		0.01
No family history jail/imprisonment	X	X	0.01
Has been living under any adult supervision	X		
CURRENT LIVING ARRANGEMENTS			
Currently living with/in			0.01
Annual combined income youth and family	X		0.01
No individual currently involved in the household has jail/imprisonment history	X	X	0.01
No problem history of parents currently involved with the household	X	X	0.06
No problem history of sibling involved with the household	X	X	0.06
Family willingness to help support youth	X		
Family provides opportunities for youth to participate in family activities and decisions affecting youth	X		
Has run away or been kicked out	X		0.01
Family member(s) youth feels close to or has good relationship with	X		0.01
Level of conflict in the household	X		0.01
Parental supervision	X		
Parental authority and control	X		0.01
Consistent appropriate consequences for bad behavior	X		
Parental characterization of youth's anti-social behavior	X		
ALCOHOL AND DRUG HISTORY			
History of alcohol use			0.01
<i>Has used</i>	X		0.01
History of drug use			0.01
<i>Has used</i>	X		0.01
<i>No problems with drug use</i>		X	
History of referrals for drug/alcohol assessment	X		0.01
History of attending alcohol/drug education classes	X		0.01
History of participating in alcohol/drug treatment program	X	X	0.01
Youth currently using alcohol/drugs	X	X	0.02
CURRENT ALCOHOL AND DRUGS			
Current alcohol use			0.01
<i>Currently using</i>	X		0.01
Current drug use			0.01
<i>Currently using</i>	X	X	0.01
Marijuana usage	X		
Alcohol/drug treatment program participation	X		0.01
MENTAL HEALTH HISTORY			
History of physical abuse	X	X	0.02
History of witnessing violence	X		0.01
History of sexual abuse	X		0.01
History of being a victim of neglect	X		
History of ADD/ADHD	X	X	0.01
History of mental health problems	X		
Presence of traumatic event	X		0.01
Health insurance			0.01
Current mental health problem(s)	X		
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	X		0.01
Diagnosed with ADD/ADHD	X		0.01
Mental health treatment prescribed, excluding ADD/ADHD treatment	X	X	0.01
Mental health medication prescribed, excluding ADD/ADHD medication	X		0.01
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	X		0.01
Primary purpose for committing crime(s) in last 6 months			

Domain/Item	H1 Bivariate	H1 Multivariate Unweighted	H2 Multivariate Weighted
<i>Anger</i>	X		0.02
<i>Revenge, power</i>	X		0.06
<i>Impulse</i>	X	X	0.04
<i>Money, material gain, drugs</i>			0.01
<i>Status, acceptance, attention</i>	X		0.02
Optimism	X	X	0.01
Impulsive, acts before thinking	X	X	0.01
Belief in control over anti-social behavior	X	X	0.01
Empathy, remorse, sympathy, or feelings for victim(s)	X	X	0.01
Respect for property of others	X	X	0.01
Respect for authority figures	X	X	0.01
Attitude toward pro-social rules/conventions in society	X	X	0.01
Accepts responsibility for anti-social behavior	X	X	0.01
Belief in successfully meeting conditions of court supervision	X	X	0.01
AGGRESSION			
Tolerance for frustration	X	X	0.01
Hostile interpretation of actions and intentions of others	X	X	0.01
Belief in yelling/verbal aggression to resolve disagreement/conflict	X	X	0.01
Belief in fighting/physical aggression to resolve disagreement/conflict	X	X	0.01
No reports/evidence of violence not in criminal history	X	X	0.02
SKILLS			
Consequential thinking	X		0.01
Goal setting	X	X	0.01
Problem-solving	X		0.01
Situational perception	X		0.01
Dealing with others	X		0.01
Dealing with difficult situations	X		0.01
Dealing with feelings/emotions	X	X	0.01
Monitoring of internal triggers that can lead to trouble	X		0.01
Monitoring of external triggers that can lead to trouble	X		0.01
Control of impulsive behaviors that get youth into trouble	X		0.01
Control of aggression	X	X	0.01

Note: X indicates that a variable was selected; however, due to the models in H1 being unweighted, there is no weight to report, as the raw value was used.

Table AP.13. Selected Items and Coefficients for H3 and H4 Models

Domain/Item	H3 Female	H3 Male	H4 Race-Neutral
DEMOGRAPHICS			
Age at time of assessment			
CRIMINAL HISTORY			
Age at first offense	0.02	0.01	
Misdemeanor referrals	0.02	0.02	0.03
Felony referrals	0.02	0.02	0.03
Weapon referrals		0.02	
Confined to detention	0.02	0.03	0.03
Other confinement	0.02	0.03	0.03
Escapes	0.01	0.02	0.02
Failure-to-appear in court warrants	0.01	0.02	0.02
SCHOOL HISTORY			
History of expulsions and suspensions since first grade	0.01	0.01	
Age at first expulsion or suspension	0.01	0.01	
Youth enrolled in community school past 6 months	0.01	0.01	0.01
CURRENT SCHOOL STATUS			
Believes there is value in getting an education	0.01	0.01	
Believes school provides an encouraging environment	0.01	0.01	

Domain/Item	H3 Female	H3 Male	H4 Race-Neutral
Teachers, staff, or coaches youth likes/feels comfortable talking with	0.01	0.01	
Involvement in school activities during most recent term	0.01	0.01	
Conduct	0.01	0.01	0.01
Number of expulsions and suspensions during most recent term	0.01	0.01	
Attendance	0.01	0.01	
Academic performance	0.01	0.01	
Assessment of likelihood youth will stay in school and graduate	0.01	0.01	0.01
CURRENT USE OF FREE TIME			
Current interest and involvement in supervised, structured pro-social recreational activities	0.01	0.01	
Current interest & involvement in pro-social unstructured recreational activities	0.01	0.01	
EMPLOYMENT HISTORY			
History of successful employment	0.03	0.01	0.02
History of problems while employed	0.01	0.02	
History of positive employment relationships	0.01	0.01	0.02
CURRENT EMPLOYMENT			
Understanding of what is required to maintain a job	0.01	0.01	
Current positive personal relationship(s) with employer(s) or adult coworker(s)	0.01	0.01	
HISTORY OF RELATIONSHIPS			
History of positive adult non-family relationships no connected to school or employment	0.01	0.01	
No history of friends	0.01	0.02	0.01
History of pro-social friends	0.01	0.01	
History of anti-social friends	0.03	0.04	0.04
History of gang-involvement	0.03	0.04	
CURRENT RELATIONSHIPS			
Current positive adult non-family relationships not connected to school or employment	0.01	0.01	
Does not currently have friends	0.01	0.02	0.01
Spends time with pro-social friends	0.01	0.01	
Spends time with anti-social friends	0.03	0.04	0.04
Current gang-involvement	0.03	0.04	
Currently in a romantic, intimate, or sexual relationship	0.01	0.01	
Currently admires anti-social peers	0.01	0.01	
Current resistance to anti-social peer influence	0.01	0.01	
FAMILY HISTORY			
History of running away or getting kicked out of home	0.01	0.01	
History of petitions filed	0.01	0.01	0.01
No family history jail/imprisonment	0.01	0.01	0.01
CURRENT LIVING ARRANGEMENTS			
Currently living with/in	0.01	0.01	
Annual combined income youth and family	0.01		
No individual currently involved in the household has jail/imprisonment history	0.01	0.01	0.01
Individual currently involve in the household has jail/imprisonment history	0.01		
No problem history of parents currently involved with the household	0.04	0.06	0.04
No problem history of sibling involved with the household	0.04	0.06	0.04
Has run away or been kicked out	0.01	0.01	
Family member(s) youth feels close to or has good relationship with	0.01	0.01	
Level of conflict in the household	0.01	0.01	
Parental authority and control	0.01	0.01	
Consistent appropriate consequences for bad behavior	0.01	0.01	0.01
ALCOHOL AND DRUG HISTORY			
History of alcohol use	0.01	0.02	
History of drug use	0.01	0.03	
<i>No problems with drug use</i>			0.02
History of referrals for drug/alcohol assessment	0.01	0.01	

Domain/Item	H3 Female	H3 Male	H4 Race-Neutral
History of attending alcohol/drug education classes		0.01	
History of participating in alcohol/drug treatment program	0.03	0.01	0.02
Youth currently using alcohol/drugs	0.02	0.02	0.01
CURRENT ALCOHOL AND DRUGS			
Current alcohol use		0.02	
Current drug use	0.01	0.01	
No current drug use			0.01
Alcohol/drug treatment program participation		0.01	
MENTAL HEALTH HISTORY			
History of suicidal ideation	0.01		
History of physical abuse	0.03	0.02	
No history of physical abuse			0.02
History of witnessing violence	0.01	0.01	
History of sexual abuse	0.01		
History of being a victim of neglect	0.01		
History of ADD/ADHD		0.01	0.01
Presence of traumatic event	0.01		
Current mental health problem(s)	0.01		
CURRENT MENTAL HEALTH			
Suicidal behavior or ideation	0.01	0.01	0.03
Diagnosed with ADD/ADHD	0.01	0.01	
Mental health treatment prescribed, excluding ADD/ADHD treatment	0.01	0.01	0.03
Mental health medication prescribed, excluding ADD/ADHD medication	0.01	0.01	
Mental health problems interfere with working with the youth	0.01	0.01	
ATTITUDES/BEHAVIORS			
Primary emotion when committing last crime(s) in last 6 months	0.01	0.01	0.01
Primary purpose for committing crime(s) in last 6 months			
<i>Anger</i>	0.03	0.03	0.04
<i>Revenge, power</i>	0.09	0.05	0.06
<i>Impulse</i>	0.02	0.04	0.05
<i>Money, material gain, drugs</i>	0.01	0.01	0.03
<i>Excitement, amusement</i>			0.04
<i>Status, acceptance, attention</i>	0.02	0.01	0.04
Optimism	0.01	0.01	
Impulsive, acts before thinking	0.01	0.01	0.01
Belief in control over anti-social behavior	0.01	0.01	
Empathy, remorse, sympathy, or feelings for victim(s)	0.01	0.01	
Respect for property of others	0.01	0.01	
Respect for authority figures	0.01	0.01	0.01
Attitude toward pro-social rules/conventions in society	0.01	0.01	0.01
Accepts responsibility for anti-social behavior	0.01	0.01	0.01
Belief in successfully meeting conditions of court supervision	0.01	0.01	
AGGRESSION			
Tolerance for frustration	0.01	0.01	
Hostile interpretation of actions and intentions of others	0.01	0.01	
Belief in yelling/verbal aggression to resolve disagreement/conflict	0.01	0.01	
Belief in fighting/physical aggression to resolve disagreement/conflict	0.01	0.01	
Reports/evidence of violence not in criminal history	0.02	0.02	0.02
SKILLS			
Goal setting	0.01	0.01	
Dealing with feelings/emotions	0.01	0.01	
Control of aggression	0.01	0.01	0.01

Table AP. 15. Selected Items and Coefficients for H5 and H6 Models

Domain/Item	H5 Violent	H5 Property	H5 Drug	H5 Sex	H5 Felony	H5 Charge	H6 6mos	H6 24mos	H6 36mos
DEMOGRAPHICS									
Age at time of assessment				0.01					
CRIMINAL HISTORY									
Age at first offense	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.02	0.02
Misdemeanor referrals	0.01	0.001	0.02	0.01	0.01	0.01	0.01	0.01	0.01
Felony referrals	0.01	0.001	0.02	0.01	0.01	0.01	0.01	0.01	0.01
Weapon referrals	0.01		0.01		0.02	0.01	0.01	0.01	0.01
Against-person misdemeanor referrals	0.02								
Against-person felony referrals	0.02								
Sexual misconduct misdemeanor referrals				0.01					
Felony sex offense referrals				0.01					
Confined to detention	0.01	0.01	0.01	0.01	0.001	0.03	0.02	0.01	0.01
Other confinement	0.01	0.01	0.01	0.01	0.001	0.03	0.02	0.01	0.01
Escapes	0.01	0.01	0.01		0.03	0.03	0.02	0.06	0.07
Failure-to-appear in court warrants	0.01	0.01	0.01		0.03	0.03	0.02	0.06	0.07
SCHOOL HISTORY									
Youth is a special education student	0.01				0.01	0.01			
History of expulsions and suspensions since first grade	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01
Age at first expulsion or suspension	0.01	0.01			0.01	0.01	0.01	0.01	0.01
Youth enrolled in community school past 6 months	0.01	0.01	0.01	0.01		0.01	0.01	0.01	0.01
CURRENT SCHOOL STATUS									
Enrollment status			0.01	0.01	0.01			0.01	0.01
Believes there is value in getting an education	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Believes school provides an encouraging environment	0.01		0.01		0.01	0.01	0.01		0.01
Teachers, staff, or coaches youth likes/feels comfortable talking with	0.01		0.01		0.01	0.01	0.01		0.01
Involvement in school activities during most recent term		0.01				0.01	0.01	0.01	0.01
Conduct	0.01	0.01			0.01	0.01	0.01	0.01	0.01
Number of expulsions and suspensions during most recent term	0.01				0.01	0.01	0.01	0.01	0.01
Attendance		0.01				0.01	0.01	0.01	0.01
Academic performance	0.01	0.01		0.01		0.01	0.01	0.01	0.01
Assessment of likelihood youth will stay in school and graduate	0.01	0.01	0.01			0.01	0.01	0.01	0.01
CURRENT USE OF FREE TIME									
Current interest and involvement in supervised, structured pro-social recreational activities			0.01		0.01	0.01			
Current interest & involvement in pro-social unstructured recreational activities			0.01		0.01	0.01			
EMPLOYMENT HISTORY									
History of successful employment	0.02	0.01	0.02	0.01	0.01	0.03	0.03	0.02	0.01
History of problems while employed		0.03				0.03			
History of positive employment relationships	0.01	0.01		0.01	0.01	0.02	0.01	0.01	0.01
CURRENT EMPLOYMENT									

Domain/Item	H5 Violent	H5 Property	H5 Drug	H5 Sex	H5 Felony	H5 Charge	H6 6mos	H6 24mos	H6 36mos
Understanding of what is required to maintain a job	0.01	0.01			0.01	0.01	0.01	0.01	0.01
Current positive personal relationship(s) with employer(s) or adult coworker(s)		0.01			0.01		0.01	0.01	0.01
HISTORY OF RELATIONSHIPS									
History of positive adult non-family relationships no connected to school or employment	0.01	0.01	0.01		0.01	0.01	0.01	0.01	0.01
No history of friends	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02
History of pro-social friends	0.01				0.01	0.01	0.01	0.01	0.01
History of anti-social friends	0.01	0.01	0.01		0.01	0.04	0.02	0.04	0.04
History of gang-involvement	0.03	0.02	0.01	0.01	0.03	0.02	0.02	0.04	0.04
CURRENT RELATIONSHIPS									
Current positive adult non-family relationships not connected to school or employment	0.01	0.01	0.01		0.01	0.01	0.01	0.01	0.01
Does not currently have friends	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02
Spends time with pro-social friends	0.01				0.01	0.01	0.01	0.01	0.01
Spends time with anti-social friends	0.01	0.01	0.01		0.01	0.04	0.02	0.04	0.04
Current gang-involvement	0.03	0.02	0.01	0.01	0.03	0.02	0.02	0.04	0.04
Currently in a romantic, intimate, or sexual relationship	0.01				0.01		0.01		
Currently admires anti-social peers		0.01			0.01	0.01		0.01	0.01
Current resistance to anti-social peer influence		0.01			0.01	0.01		0.01	0.01
FAMILY HISTORY									
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0.01			0.01	0.01				0.01
History of running away or getting kicked out of home		0.01			0.01	0.01	0.01		
No history of petitions filed	0.01		0.01	0.01	0.01		0.01	0.01	0.01
No family history jail/imprisonment	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.03	0.01
CURRENT LIVING ARRANGEMENTS									
Currently living with/in	0.01	0.01	0.01		0.01	0.01		0.01	0.01
Annual combined income youth and family	0.01	0.01	0.01	0.01	0.01		0.01		
No individual currently involved in the household has jail/imprisonment history	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.03	0.01
Problem history of parents currently involved with the household	0.02	0.03	0.01	0.01	0.02	0.09	0.04	0.01	0.04
Problem history of sibling involved with the household	0.02	0.03	0.01	0.01	0.02	0.09	0.04	0.01	0.04
Family provides opportunities for youth to participate in family activities and decisions affecting youth			0.01						
Has run away or been kicked out		0.01			0.01	0.01	0.01		
Family member(s) youth feels close to or has good relationship with	0.01	0.01	0.01	0.01	0.01	0.05	0.03	0.02	0.01
Level of conflict in the household	0.01	0.01				0.01	0.01		
Parental authority and control		0.01				0.01	0.01		
Consistent appropriate consequences for bad behavior						0.01		0.01	0.01
ALCOHOL AND DRUG HISTORY									
History of alcohol use	0.01				0.01	0.01		0.01	

Domain/Item	H5 Violent	H5 Property	H5 Drug	H5 Sex	H5 Felony	H5 Charge	H6 6mos	H6 24mos	H6 36mos
<i>No problems with alcohol use</i>		0.01					0.01		
<i>Problems resulting from alcohol use</i>				0.01					
History of drug use			0.01		0.01	0.01		0.01	0.02
<i>No problems with drugs</i>	0.01		0.03		0.02		0.05	0.04	0.02
History of referrals for drug/alcohol assessment			0.01		0.01	0.01	0.01	0.01	0.01
History of attending alcohol/drug education classes			0.01				0.01		
History of participating in alcohol/drug treatment program	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.02	0.02
Youth currently using alcohol/drugs		0.02				0.02		0.01	0.01
CURRENT ALCOHOL AND DRUGS									
Current alcohol use	0.01				0.01	0.01		0.01	
Current drug use			0.01		0.01	0.01	0.02	0.01	0.02
Marijuana usage		0.01	0.01			0.01			
Hard drug usage		0.01	0.01						
Alcohol/drug treatment program participation	0.01		0.01	0.01	0.01	0.02	0.01		
MENTAL HEALTH HISTORY									
History of suicidal ideation			0.03						
History of physical abuse	0.01	0.03		0.01	0.01		0.01		
No history of physical abuse									
History of witnessing violence	0.01		0.01			0.01		0.01	0.01
History of sexual abuse	0.01		0.08	0.01	0.01				0.01
History of being a victim of neglect		0.01							
History of ADD/ADHD	0.01	0.01	0.01	0.01	0.01		0.01	0.01	0.01
Presence of traumatic event			0.01	0.01					
Health insurance	0.01	0.01	0.01			0.01	0.01		
Current mental health problem(s)				0.01			0.01		
CURRENT MENTAL HEALTH									
Suicidal behavior or ideation	0.01			0.01	0.01	0.02	0.01	0.01	0.02
Diagnosed with ADD/ADHD	0.01	0.01	0.01		0.01		0.01	0.02	0.01
Mental health treatment prescribed, excluding ADD/ADHD treatment	0.01	0.01	0.01				0.01		
Mental health medication prescribed, excluding ADD/ADHD medication	0.01	0.01	0.01				0.01		
Mental health problems interfere with working with the youth	0.01	0.01	0.01				0.01		
ATTITUDES/BEHAVIORS									
Primary emotion when committing last crime(s) in last 6 months		0.01		0.01		0.01			
Primary purpose for committing crime(s) in last 6 months									
<i>Anger</i>	0.02	0.03		0.01	0.01	0.04	0.03	0.05	0.04
<i>Revenge, power</i>	0.06	0.07		0.01	0.01	0.08	0.04	0.03	0.03
<i>Impulse</i>	0.02	0.03	0.02	0.01	0.01	0.05	0.04	0.06	0.06
<i>Sexual desire</i>				0.01					
<i>Money, material gain, drugs</i>	0.04	0.03	0.02		0.01	0.03	0.01	0.04	0.05
<i>Excitement, amusement</i>	0.02	0.04	0.01	0.01	0.01	0.04	0.03	0.04	0.04
<i>Status, acceptance, attention</i>	0.01	0.03	0.01	0.01		0.03	0.03	0.04	0.03
Optimism		0.01			0.01			0.01	

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Domain/Item	H5 Violent	H5 Property	H5 Drug	H5 Sex	H5 Felony	H5 Charge	H6 6mos	H6 24mos	H6 36mos
Impulsive, acts before thinking		0.01		0.01	0.01		0.01	0.01	0.01
Belief in control over anti-social behavior		0.01			0.01			0.01	
Empathy, remorse, sympathy, or feelings for victim(s)		0.01			0.01			0.01	
Respect for property of others		0.01			0.01			0.01	
Respect for authority figures		0.01			0.01	0.01	0.01	0.01	
Attitude toward pro-social rules/conventions in society		0.01			0.01			0.01	
Accepts responsibility for anti-social behavior	0.01	0.01			0.01			0.01	
Belief in successfully meeting conditions of court supervision	0.01	0.01			0.01			0.01	
AGGRESSION									
Tolerance for frustration	0.01	0.01			0.01				
Hostile interpretation of actions and intentions of others	0.01				0.01				
Belief in yelling/verbal aggression to resolve disagreement/conflict	0.01				0.01				
Belief in fighting/physical aggression to resolve disagreement/conflict	0.01				0.01				
No reports/evidence of violence not in criminal history	0.01	0.03		0.01	0.03	0.10	0.04	0.08	0.09
Reports/evidence of sexual aggression not in criminal history				0.01					
SKILLS									
Consequential thinking		0.01	0.01			0.10		0.10	0.10
Goal setting		0.01	0.01	0.01	0.10	0.10	0.10	0.10	0.10
Problem-solving		0.01	0.01			0.10		0.10	0.10
Situational perception		0.01	0.01			0.10		0.10	0.10
Dealing with others		0.01	0.01			0.10		0.10	0.10
Dealing with difficult situations		0.01	0.01			0.10		0.10	0.10
Dealing with feelings/emotions		0.01	0.01		0.10	0.10		0.10	0.10
Monitoring of internal triggers that can lead to trouble		0.01	0.01			0.10		0.10	0.10
Monitoring of external triggers that can lead to trouble		0.01	0.01			0.10		0.10	0.10
Control of impulsive behaviors that get youth into trouble		0.01	0.01			0.10		0.10	0.10
Control of aggression	0.01	0.01	0.01		0.10	0.10		0.10	0.10

Table AP. 16. Selected Items and Coefficients for H7 Models

Domain/Item	E1	E2	M	M1	M2	SE	S1	S2	W1	W2
DEMOGRAPHICS										
Age at time of assessment							0.02			0.01
CRIMINAL HISTORY										
Age at first offense	0.01	0.05	0.03	0.05	0.07	0.01	0.02	0.01	0.01	0.01
Misdemeanor referrals	0.04	0.02	0.01	0.01	0.04	0.01	0.01	0.03	0.01	0.01
Felony referrals	0.04	0.02	0.01	0.01	0.04	0.01	0.01	0.03	0.01	0.01
Weapon referrals	0.01		0.01	0.04		0.02	0.01	0.02	0.01	0.01
Against-person misdemeanor referrals					0.01			0.01		0.01
Against-person felony referrals					0.01			0.01		0.01
Confined to detention	0.04				0.01	0.09	0.02	0.02	0.04	0.01
Other confinement	0.04				0.01	0.09	0.02	0.02	0.04	0.01
Escapes	0.01		0.01		0.01	0.01	0.02		0.01	0.01
Failure-to-appear in court warrants	0.01		0.01		0.01	0.01	0.02		0.01	0.01
SCHOOL HISTORY										
Youth is a special education student			0.02		0.01	0.02		0.02	0.01	
History of expulsions and suspensions since first grade	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	
Age at first expulsion or suspension		0.01	0.02	0.01	0.02		0.01		0.01	
Youth enrolled in community school past 6 months	0.01	0.03	0.02	0.04	0.02	0.01	0.01	0.01	0.01	0.01
CURRENT SCHOOL STATUS										
Enrollment status						0.02	0.01	0.01		
Believes there is value in getting an education		0.01					0.01	0.01	0.01	
Believes school provides an encouraging environment							0.01	0.01	0.01	
Teachers, staff, or coaches youth likes/feels comfortable talking with				0.01			0.01	0.01	0.01	
Involvement in school activities during most recent term	0.01					0.01		0.01	0.01	
Conduct	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	
Number of expulsions and suspensions during most recent term	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	
Attendance	0.01	0.01				0.01			0.01	
Academic performance	0.01	0.01	0.01	0.02	0.01	0.01			0.01	
Assessment of likelihood youth will stay in school and graduate	0.01					0.01	0.01		0.01	
HISTORIC USE OF FREE TIME										
History of pro-social structured recreational activities within past 5yrs				0.01	0.01					0.01
CURRENT USE OF FREE TIME										
Current interest and involvement in supervised, structured pro-social recreational activities	0.01	0.01		0.01		0.01		0.01	0.01	0.01
Current interest & involvement in pro-social unstructured recreational activities	0.01	0.01		0.01		0.01		0.01	0.01	0.01
EMPLOYMENT HISTORY										
History of employment	0.01						0.02			
History of successful employment	0.02	0.02	0.04	0.01	0.07	0.01	0.01	0.02	0.03	0.01
History of problems while employed	0.01		0.01	0.08	0.01		0.01	0.01	0.01	0.01
History of positive employment relationships		0.01	0.01	0.01	0.05			0.01	0.01	

Domain/Item	E1	E2	M	M1	M2	SE	S1	S2	W1	W2
CURRENT EMPLOYMENT										
Understanding of what is required to maintain a job		0.01	0.01	0.01				0.01	0.01	
Current interest in employment					0.01	0.01	0.01			0.01
Current employment status		0.02						0.01		
Current positive personal relationship(s) with employer(s) or adult coworker(s)		0.01	0.01	0.01				0.01	0.01	
HISTORY OF RELATIONSHIPS										
History of positive adult non-family relationships no connected to school or employment			0.01		0.01	0.01		0.01	0.01	0.01
No history of friends		0.01			0.01		0.01	0.01	0.01	
History of pro-social friends				0.01	0.03	0.01	0.01			0.01
History of anti-social friends	0.02	0.01	0.01	0.02	0.01	0.01	0.01	0.02	0.01	0.01
History of gang-involvement	0.01	0.03	0.02		0.01	0.03	0.01	0.01	0.03	0.01
CURRENT RELATIONSHIPS										
Current positive adult non-family relationships not connected to school or employment			0.01		0.01	0.01		0.01	0.01	0.01
Current pro-social community ties				0.01		0.01				
Does not currently have friends		0.01			0.01		0.01	0.01	0.01	
Spends time with pro-social friends				0.01	0.03	0.01	0.01			0.01
Spends time with anti-social friends	0.02	0.01	0.01	0.02	0.01	0.01	0.01	0.02	0.01	0.01
Current gang-involvement	0.01	0.03	0.02		0.01	0.03	0.01	0.01	0.03	0.01
Currently in a romantic, intimate, or sexual relationship							0.01			
Currently admires anti-social peers	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.02	0.01
Current resistance to anti-social peer influence	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.02	0.01
FAMILY HISTORY										
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0.01				0.03		0.01			0.01
History of running away or getting kicked out of home	0.01	0.01	0.01	0.01			0.01	0.01	0.01	0.01
No history of petitions filed								0.01	0.03	0.01
No family history jail/imprisonment	0.01	0.01	0.01	0.04	0.01	0.01	0.01	0.01	0.01	0.01
Has been living under any adult supervision	0.04						0.03			
CURRENT LIVING ARRANGEMENTS										
Currently living with/in	0.01	0.01	0.01			0.01	0.01		0.01	0.01
Annual combined income youth and family			0.01	0.01	0.03		0.01	0.01		0.01
No individual currently involved in the household has jail/imprisonment history	0.01	0.01	0.01	0.04	0.01	0.01	0.01	0.01	0.01	0.01
Problem history of parents currently involved with the household	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Problem history of sibling involved with the household	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Support network for family										0.01
Has run away or been kicked out	0.07	0.01	0.01	0.01		0.01		0.01	0.01	0.01
Family member(s) youth feels close to or has good relationship with		0.01			0.03		0.01			0.01
Level of conflict in the household		0.01	0.01	0.01					0.01	0.01
Parental supervision	0.01									

Domain/Item	E1	E2	M	M1	M2	SE	S1	S2	W1	W2
Parental authority and control		0.01	0.01	0.01		0.02		0.01	0.01	0.01
Consistent appropriate consequences for bad behavior	0.01									
Consistent appropriate rewards for good behavior	0.01							0.01		
Parental characterization of youth's anti-social behavior						0.01				0.01
ALCOHOL AND DRUG HISTORY										
History of alcohol use	0.02	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01
History of drug use	0.01					0.01		0.01		0.01
<i>No drug use</i>		0.01			0.08					
History of referrals for drug/alcohol assessment	0.01		0.01	0.01		0.01	0.01	0.01	0.01	0.01
History of attending alcohol/drug education classes	0.01		0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01
History of participating in alcohol/drug treatment program	0.01	0.02	0.01	0.01	0.05	0.01	0.01	0.01	0.01	0.01
Youth currently using alcohol/drugs		0.01		0.01	0.01	0.02			0.01	
CURRENT ALCOHOL AND DRUGS										
Current alcohol use	0.02	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01
Current drug use	0.01	0.01		0.01		0.01		0.01		0.01
Marijuana usage		0.04	0.01			0.06				0.01
Hard drug usage			0.01		0.01				0.03	0.01
Alcohol/drug treatment program participation	0.01	0.02	0.01	0.01	0.05	0.01	0.01	0.01	0.01	0.01
MENTAL HEALTH HISTORY										
History of suicidal ideation										0.01
History of physical abuse			0.01	0.01	0.01	0.01	0.01		0.01	
History of witnessing violence		0.01		0.01			0.01	0.01		
History of sexual abuse				0.01				0.10	0.01	
History of being a victim of neglect					0.02					0.01
History of ADD/ADHD		0.01				0.01	0.01	0.01	0.01	
History of mental health problems				0.01						0.01
Presence of traumatic event		0.02	0.01	0.01	0.01					0.08
Health insurance	0.01		0.01	0.01		0.01	0.01	0.01	0.01	0.01
Current mental health problem(s)				0.01						0.01
CURRENT MENTAL HEALTH										
Suicidal behavior or ideation	0.03	0.04					0.03	0.01	0.02	0.01
Diagnosed with ADD/ADHD	0.01		0.01	0.01	0.01	0.01		0.01	0.01	0.01
Mental health treatment prescribed, excluding ADD/ADHD treatment			0.01	0.01		0.01			0.01	0.01
Mental health medication prescribed, excluding ADD/ADHD medication			0.01	0.01		0.01			0.01	0.01
Mental health problems interfere with working with the youth			0.01	0.01		0.01			0.01	0.01
ATTITUDES/BEHAVIORS										
Primary emotion when committing last crime(s) in last 6 months	0.01			0.01	0.01					
Primary purpose for committing crime(s) in last 6 months										
<i>Anger</i>	0.01	0.03	0.03	0.11	0.13	0.01	0.03	0.01	0.02	0.01
<i>Impulse</i>	0.02	0.06	0.05	0.13	0.11	0.01	0.02	0.01	0.04	0.01
<i>Money, material gain, drugs</i>	0.06	0.04	0.03	0.10	0.11	0.01	0.02	0.01	0.02	0.01
<i>Excitement, amusement</i>	0.02	0.03	0.03	0.11	0.11	0.03	0.01	0.01	0.03	0.01
<i>Status, acceptance, attention</i>	0.01	0.06	0.04	0.10	0.11	0.01	0.01	0.01	0.02	0.01

Domain/Item	E1	E2	M	M1	M2	SE	S1	S2	W1	W2
Optimism	0.01		0.01			0.01			0.01	
Impulsive, acts before thinking	0.01		0.01			0.01			0.01	
Belief in control over anti-social behavior	0.01		0.01			0.01			0.01	
Empathy, remorse, sympathy, or feelings for victim(s)	0.01		0.01	0.01	0.02	0.01			0.01	
Respect for property of others	0.01		0.01			0.01			0.01	
Respect for authority figures	0.01		0.01			0.01			0.01	
Attitude toward pro-social rules/conventions in society	0.01		0.01			0.01	0.02		0.01	
Accepts responsibility for anti-social behavior	0.01		0.01			0.01		0.01	0.01	
Belief in successfully meeting conditions of court supervision	0.01		0.01			0.01	0.01	0.01	0.01	0.01
AGGRESSION									0.01	
Tolerance for frustration	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Hostile interpretation of actions and intentions of others	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Belief in yelling/verbal aggression to resolve disagreement/conflict	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Belief in fighting/physical aggression to resolve disagreement/conflict	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Reports/evidence of violence not in criminal history				0.01		0.01	0.01			
No reports/evidence of violence not in criminal history	0.01	0.01	0.01		0.01			0.01	0.01	0.01
Reports/evidence of sexual aggression not in criminal history										
SKILLS										
Consequential thinking			0.01	0.01	0.01	0.01	0.01	0.01	0.01	
Goal setting	0.03		0.01	0.01	0.01		0.01	0.01	0.01	
Problem-solving			0.01	0.01	0.01		0.01	0.01	0.01	
Situational perception			0.01	0.01	0.01		0.01	0.01	0.01	0.01
Dealing with others	0.01	0.01	0.01	0.01	0.01		0.01	0.01	0.01	
Dealing with difficult situations			0.01	0.01	0.01		0.01	0.01	0.01	
Dealing with feelings/emotions			0.01	0.01	0.01		0.01	0.01	0.01	
Monitoring of internal triggers that can lead to trouble			0.01	0.01	0.01		0.01	0.01	0.01	0.01
Monitoring of external triggers that can lead to trouble	0.01		0.01	0.01	0.01		0.01	0.01	0.01	
Control of impulsive behaviors that get youth into trouble	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Control of aggression	0.01	0.01	0.01	0.01	0.01		0.01	0.01	0.01	0.01

Note: E1 = “Eastern 1”, E2 = “Eastern 2”, M = “Midwestern”, M1 = “Mountain 1”, M2 = “Mountain 2”, SE = Southeastern, S1 = “Southern 1”, S2 = “Southern 2”, W1 = “Western 1”, and W2 = “Western 2”.

Table AP. 17. Selected Items and Coefficients for H8 Models

Domain/Item	E1 F	E1 M	E2 F	E2 M	M F	M M	M1 F	M1 M	M2 F	M2 M	SE F	SE M	S1 F	S1 M	S2 F	S2 M	W1 F	W1 M	W2 F	W2 M
DEMOGRAPHICS																				
Age at time of assessment																				0.01
CRIMINAL HISTORY																				
Age at first offense	0.03	0.01	0.05	0.05	0.05	0.04	0.05	0.04	0.05	0.03	0.01	0.01	0.01	0.01	0.01	0.01	0.04	0.02	0.01	0.01
Misdemeanor referrals	0.08	0.04	0.01	0.02	0.01	0.01	0.01	0.01	0.04	0.01	0.01	0.01	0.05	0.02	0.03	0.03		0.01	0.01	0.01
Felony referrals	0.08	0.04	0.01	0.02	0.01	0.01	0.01	0.01	0.04	0.01	0.01	0.01	0.05	0.02	0.03	0.03		0.01	0.01	0.01
Weapon referrals	0.11				0.01		0.02	0.05		0.01		0.01	0.01	0.01		0.01		0.01	0.03	0.01
Against-person misdemeanor referrals		0.01							0.02	0.01					0.01	0.01		0.01	0.01	0.01
Against-person felony referrals		0.01							0.02	0.01					0.01	0.01		0.01	0.01	0.01
Confined to detention	0.11	0.04						0.01	0.02	0.06	0.08		0.02	0.02	0.02	0.02	0.02	0.03	0.01	0.01
Other confinement	0.11	0.04						0.01	0.04	0.02	0.06	0.08		0.02	0.02	0.02	0.02	0.03	0.01	0.01
Escapes		0.02				0.01		0.01	0.02	0.03	0.01	0.02	0.01	0.01	0.01	0.01		0.01	0.01	0.01
Failure-to-appear in court warrants		0.02				0.01		0.01	0.02	0.03	0.01	0.02	0.01	0.02	0.01	0.01		0.01	0.01	0.01
SCHOOL HISTORY																				
Youth is a special education student					0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01			0.01	0.01	0.01	0.01		
History of expulsions and suspensions since first grade	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01			0.01	0.01	0.01	0.01		
Age at first expulsion or suspension		0.01	0.01	0.01	0.03	0.02	0.01	0.02	0.02	0.01	0.01	0.01			0.01	0.01	0.01	0.01		
Youth enrolled in community school past 6 months	0.03	0.01	0.02	0.03	0.02	0.02	0.04	0.04	0.01	0.03	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
CURRENT SCHOOL STATUS																				
Enrollment status	0.02										0.01	0.02	0.01	0.01						0.01
Believes there is value in getting an education	0.02		0.01	0.01									0.01	0.01						
Believes school provides an encouraging environment	0.02												0.01	0.01			0.01		0.01	
Teachers, staff, or coaches youth likes/feels comfortable talking with	0.01						0.01						0.01	0.01	0.01	0.01				
Involvement in school activities during most recent term			0.01				0.02		0.01		0.01				0.01	0.01	0.01	0.01		
Conduct	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01			0.01	0.01	0.01	0.01		
Number of expulsions and suspensions during most recent term	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01		
Attendance			0.01	0.01					0.01		0.01		0.01	0.01			0.01	0.01	0.01	0.01
Academic performance			0.01	0.01			0.01	0.02	0.02	0.01		0.01	0.01				0.01	0.01		
Assessment of likelihood youth will stay in school and graduate			0.01						0.01	0.01	0.01		0.01	0.01			0.01	0.01		
HISTORIC USE OF FREE TIME																				
History of pro-social structured recreational activities within past 5yrs									0.02											
CURRENT USE OF FREE TIME																				
Current interest and involvement in supervised, structured pro-social recreational activities	0.02	0.01	0.01	0.01			0.01	0.01			0.01	0.01				0.01				0.01
Current interest & involvement in pro-social unstructured recreational activities	0.02	0.01	0.01	0.01			0.01	0.01			0.01	0.01				0.01				0.01
EMPLOYMENT HISTORY																				
History of employment								0.05					0.02	0.01						0.01
History of successful employment	0.07	0.01	0.03	0.02	0.03	0.01	0.05	0.01	0.05	0.07	0.01	0.01	0.01	0.01	0.02	0.02	0.01	0.01	0.01	0.01
History of problems while employed	0.01	0.01			0.01	0.03	0.03		0.01	0.01			0.02		0.01	0.01	0.01	0.01	0.01	0.01
History of positive employment relationships	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01		0.01			0.01	0.01	0.01	0.01		
CURRENT EMPLOYMENT																				
Understanding of what is required to maintain a job	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01				0.01			0.01	0.01	0.01	0.01		
Current interest in employment			0.01						0.01			0.01							0.01	0.01
Current employment status				0.02												0.01				
Current positive personal relationship(s) with employer(s) or adult coworker(s)	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01				0.01			0.01	0.01	0.01	0.01		
HISTORY OF RELATIONSHIPS																				
History of positive adult non-family relationships no connected to school or employment					0.01	0.01			0.01		0.01				0.01	0.01	0.01	0.01	0.01	0.01
No history of friends	0.01		0.05						0.02	0.01			0.06		0.01	0.01	0.01	0.01		
History of pro-social friends				0.01	0.03	0.01	0.01			0.01										
History of anti-social friends		0.02	0.02	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.01

Domain/Item	E1 F	E1 M	E2 F	E2 M	M F	M M	M1 F	M1 M	M2 F	M2 M	SE F	SE M	S1 F	S1 M	S2 F	S2 M	W1 F	W1 M	W2 F	W2 M	
History of gang-involvement	0.01	0.06	0.06	0.03	0.02	0.01				0.01	0.04	0.02		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
CURRENT RELATIONSHIPS																					
Current positive adult non-family relationships not connected to school or employment					0.01	0.01				0.01		0.01			0.01	0.01	0.01	0.01	0.01	0.01	0.01
Current pro-social community ties							0.01				0.03						0.01				
Does not currently have friends	0.01		0.05						0.02	0.01			0.06		0.01	0.01	0.01	0.01			
Spends time with pro-social friends		0.02			0.01			0.01	0.05	0.05		0.01	0.01		0.01	0.01	0.01	0.01		0.01	0.01
Spends time with anti-social friends		0.02	0.02	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01
Current gang-involvement	0.01	0.06	0.06	0.03	0.02	0.01				0.01	0.04	0.02		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Currently in a romantic, intimate, or sexual relationship					0.01		0.01			0.01				0.01							0.01
Currently admires anti-social peers	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Current resistance to anti-social peer influence	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
FAMILY HISTORY																					
History of court-ordered or voluntary out-of-home and shelter care placements exceeding 30 days	0.05	0.01							0.04				0.01	0.01	0.01					0.01	0.01
History of running away or getting kicked out of home				0.01			0.01	0.01		0.01	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
No history of petitions filed												0.01			0.02	0.01	0.03	0.03			0.01
No family history jail/imprisonment	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Has been living under any adult supervision				0.02			0.01					0.01	0.02	0.01							
CURRENT LIVING ARRANGEMENTS																					
Currently living with/in		0.01	0.02	0.01		0.01						0.01	0.01	0.01			0.01			0.01	0.01
Annual combined income youth and family				0.01	0.01	0.01	0.01	0.01		0.01			0.01	0.01	0.01	0.01				0.01	0.01
No individual currently involved in the household has jail/imprisonment history	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Problem history of parents currently involved with the household	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.04	0.01	0.01	0.01
Problem history of sibling involved with the household	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.04	0.01	0.01	0.01
Support network for family									0.01			0.01			0.01					0.01	0.01
Family provides opportunities for youth to participate in family activities and decisions affecting youth									0.01			0.01									
Has run away or been kicked out	0.06	0.05		0.01	0.01		0.01	0.01		0.01	0.01		0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01
Family member(s) youth feels close to or has good relationship with	0.05			0.01					0.03		0.01	0.01		0.01	0.01					0.01	0.01
Level of conflict in the household				0.01			0.01	0.01	0.01	0.01							0.01	0.01		0.01	0.01
Parental supervision	0.01	0.01									0.01	0.01		0.01	0.01						
Parental authority and control			0.03	0.01			0.01	0.01		0.01	0.01	0.03			0.01	0.01	0.01	0.01	0.01	0.01	0.01
Consistent appropriate consequences for bad behavior	0.02																				
Consistent appropriate rewards for good behavior	0.04										0.01				0.01						
Parental characterization of youth's anti-social behavior	0.01						0.01					0.01								0.01	0.01
ALCOHOL AND DRUG HISTORY																					
History of alcohol use		0.01						0.02				0.01			0.01	0.01				0.01	0.01
<i>Has used alcohol</i>		0.04			0.01	0.01	0.01		0.04	0.03			0.01	0.01					0.02	0.01	0.01
<i>Problem history with alcohol use</i>				0.01																	
<i>No problem history with alcohol use</i>							0.04				0.01		0.01								
History of drug use		0.01						0.02				0.01			0.01	0.01				0.01	0.01
<i>Problem history with drug use</i>							0.01														
<i>No problem history with drug use</i>				0.02							0.06		0.03								
History of referrals for drug/alcohol assessment		0.01				0.01					0.01	0.01		0.01		0.01				0.01	0.01
History of attending alcohol/drug education classes		0.01	0.01			0.01	0.02	0.01	0.03		0.01	0.01		0.01		0.01	0.01	0.01	0.01	0.01	0.01
History of participating in alcohol/drug treatment program		0.01	0.01	0.03	0.02	0.01	0.03	0.06	0.09	0.02	0.01	0.01		0.01		0.01	0.02	0.01	0.01	0.01	0.01
Youth currently using alcohol/drugs				0.01			0.03		0.05		0.05						0.03				
CURRENT ALCOHOL AND DRUGS																					
Current alcohol use		0.01		0.03			0.03	0.02			0.02	0.01			0.01	0.01				0.01	0.01
<i>Uses alcohol</i>		0.04			0.01	0.01	0.01		0.04	0.03			0.01	0.01				0.02		0.01	0.01
Current drug use		0.01		0.03			0.03	0.02			0.02	0.01			0.01	0.01	0.02			0.01	0.01
<i>Does not use drugs</i>								0.02				0.01		0.04			0.01				
Marijuana usage	0.04		0.04	0.02	0.01		0.01			0.01		0.07	0.01							0.01	0.01

Domain/Item	E1 F	E1 M	E2 F	E2 M	M F	M M	M1 F	M1 M	M2 F	M2 M	SE F	SE M	S1 F	S1 M	S2 F	S2 M	W1 F	W1 M	W2 F	W2 M
Hard drug usage	0.04					0.02				0.01	0.01						0.01	0.01	0.001	0.01
Alcohol/drug treatment program participation		0.01		0.03	0.02	0.01	0.03	0.06	0.09	0.02	0.01	0.01		0.01		0.01	0.02	0.01	0.01	0.01
MENTAL HEALTH HISTORY																				
History of suicidal ideation	0.02		0.06				0.01			0.01						0.01			0.02	0.01
History of physical abuse					0.01	0.02	0.01			0.01			0.05				0.01	0.01		0.01
History of witnessing violence			0.08	0.01											0.01	0.01				
History of sexual abuse	0.02										0.01				0.04		0.01	0.01		
History of being a victim of neglect		0.01							0.03	0.01						0.01			0.01	0.01
History of ADD/ADHD			0.01	0.01							0.01	0.01	0.01			0.01				
History of mental health problems			0.01					0.01			0.01				0.01					0.01
Presence of traumatic event				0.02		0.04	0.04		0.02						0.01					0.07
Health insurance	0.01	0.01	0.01		0.01	0.01	0.01		0.02		0.02	0.02	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01
Current mental health problem(s)							0.04											0.01		0.01
CURRENT MENTAL HEALTH																				
Suicidal behavior or ideation	0.08		0.04	0.03									0.02	0.01	0.02	0.01	0.01	0.01		
Diagnosed with ADD/ADHD	0.01				0.01	0.01			0.03	0.01		0.01			0.01	0.01		0.01	0.01	
Mental health treatment prescribed, excluding ADD/ADHD treatment									0.01								0.01			0.01
Mental health medication prescribed, excluding ADD/ADHD medication											0.03		0.01							0.01
Mental health problems interfere with working with the youth											0.01	0.01					0.01		0.01	0.01
ATTITUDES/BEHAVIORS																				
Primary emotion when committing last crime(s) in last 6 months		0.02						0.01	0.01	0.01			0.01						0.01	
Primary purpose for committing crime(s) in last 6 months																				
<i>Anger</i>	0.01	0.05	0.06		0.03	0.01	0.05	0.10	0.03	0.15	0.01	0.01		0.01		0.01			0.06	0.01
<i>Revenge/power</i>													0.09	0.01						
<i>Impulse</i>	0.01	0.10	0.05	0.06	0.05	0.07	0.04	0.08	0.04	0.16	0.02	0.03	0.01	0.02	0.01	0.02	0.10	0.06	0.01	0.01
<i>Money, material gain, drugs</i>	0.07	0.11	0.03	0.03	0.03	0.03	0.05	0.13	0.04	0.16	0.03	0.02		0.01		0.02	0.02	0.06		0.01
<i>Excitement, amusement</i>	0.10	0.05		0.02	0.03		0.03	0.13	0.06	0.15	0.05	0.03		0.01		0.01	0.02	0.07	0.02	0.01
<i>Status, acceptance, attention</i>		0.01	0.10	0.04	0.04	0.02	0.03	0.12	0.08	0.16		0.02	0.01	0.01	0.01	0.01	0.01	0.06	0.01	0.01
Optimism										0.02	0.01	0.01								
Impulsive, acts before thinking	0.03									0.01	0.01	0.01	0.01	0.01						
Belief in control over anti-social behavior											0.01	0.01		0.01						
Empathy, remorse, sympathy, or feelings for victim(s)		0.01						0.01			0.01	0.01					0.01			
Respect for property of others		0.03									0.01	0.01								
Respect for authority figures		0.01			0.01						0.01	0.01							0.01	
Attitude toward pro-social rules/conventions in society		0.03				0.01					0.01	0.01		0.01	0.01					
Accepts responsibility for anti-social behavior		0.01				0.01					0.01	0.01			0.01	0.01				
Belief in successfully meeting conditions of court supervision											0.01	0.01			0.01	0.01				0.01
AGGRESSION																				
Tolerance for frustration					0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Hostile interpretation of actions and intentions of others					0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Belief in yelling/verbal aggression to resolve disagreement/conflict					0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Belief in fighting/physical aggression to resolve disagreement/conflict					0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Reports/evidence of violence not in criminal history		0.01	0.01	0.01	0.01	0.03	0.01	0.01		0.01	0.02	0.01		0.01			0.01		0.01	0.01
No reports/evidence of sexual aggression not in criminal history		0.09				0.02										0.02				0.01
SKILLS																				
Consequential thinking							0.01	0.02	0.01	0.01	0.01		0.01	0.01	0.01	0.01	0.01	0.01		
Goal setting		0.01							0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Problem-solving									0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Situational perception									0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Dealing with others	0.01	0.02	0.02	0.03					0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Dealing with difficult situations									0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Dealing with feelings/emotions									0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Monitoring of internal triggers that can lead to trouble		0.01							0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		0.01

Domain/Item	E1 F	E1 M	E2 F	E2 M	M F	M M	M1 F	M1 M	M2 F	M2 M	SE F	SE M	S1 F	S1 M	S2 F	S2 M	W1 F	W1 M	W2 F	W2 M
Monitoring of external triggers that can lead to trouble									0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		
Control of impulsive behaviors that get youth into trouble	0.01	0.01			0.01	0.01		0.01	0.01	0.01		0.01	0.01	0.01	0.01	0.01	0.01	0.01		
Control of aggression	0.03	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01			0.01	0.01	0.01	0.01	0.01	0.01		

Note: E1 F = “Eastern 1 Female”, E1 M = “Eastern 1 Male”, E2 F = “Eastern 2 Female”, E2 M = “Eastern 2 Male”, M F = “Midwestern Female”, M M = “Midwestern Male”, M1 F = “Mountain 1 Female”, M1 M = “Mountain 1 Male”, M2 F = “Mountain 2 Female”, M2 M = “Mountain 2 Male”, SE F = “Southeastern Female”, SE M = “Southeastern Male”, S1 F = “Southern 1 Female”, S1 M = “Southern 1 Male”, S2 F = “Southern 2 Female”, S2 M = “Southern 2 Male”, W1 F = “Western 1 Female”, W1 M = “Western 1 Male”, W2 F = “Western 2 Female”, and W2 M = “Western 2 Male”.