



Police  
& Justice

# YOUTH LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY – AUSTRALIAN ADAPTATION (YLS/CMI-AA) GUIDE

## (Parts 1- 4)

*Australian Adaptation of Youth Level of Service/ Case Management Inventory by R.D. Hoge, PhD and D.A. Andrews, PhD. Copyright 1995, Multi-Health Systems Inc. In the USA: P.O. Box 950, North Tonawanda, NY 14120-0950, 1-800-456-3003. In Canada, 3770 Victoria Park Avenue, Toronto, Ontario M2H 3M6, Canada, 1-416-492-2627. Adapted by Anthony P. Thompson, PhD on behalf of NSW Dept of Juvenile Justice in 2002. All rights reserved. Reproduced by Permission*

*Parts 3 and 4 of the YLS/CMI 2.0 and User's Manual (R.D. Hoge & D.A. Andrews) were incorporated into the JJNSW version of the YLS/CMI-AA by Juvenile Justice Operations Unit in 2014. Part 2 was also updated in 2014 to include a 4-tiered scoring system (low, medium, medium high and high) with updated cut-off scores – as outlined in this guide. Part 1 remains unchanged from the original YLS/CMI-AA adapted by Anthony P. Thompson.*

## Introduction:

The YLS/CMI-AA Guide is designed to improve the validity and reliability of a client assessment. Definitions, scope and meanings of the individual items and tasks set out in Parts 1-4 of the YLS/CMI-AA are included in this guide. Although there are seven parts to the full YLS/CMI-AA, this guide only focuses on the first four parts (1 - 4):

- Part 1 – Risk/Need Questionnaire
- Part 2 – Summary of Identified Risks/Needs
- Part 3 – Responsivity checklist
- Part 4 – Professional override of level of service to be delivered.

Program Placement (Part 5), Case Planning (Part 6), and Case Plan Review (Part 7) are not included in this Guide.

This Guide is set out in the same style as the YLS/CMI-AA to help the user quickly cross reference the question or part they need help with.

If you are still unsure about a question after reading the YLS/CMI-AA Guide, raise it with your supervisor, and if necessary your supervisor can contact the Juvenile Justice Operations Unit for further assistance.

## Background Information:

For the past 30 years, it has been widely accepted that it is best practice to use structured assessments to identify the risk and needs of clients within a juvenile or adult correctional setting, (Thompson, McGrath & Goodman-Delahunty 2013, p.5). A substantial body of research and literature has been developed that supports the practice, (see Thompson (2001), and Thompson and Putniņš (2003) for a summary).

The Youth Level of Service – Case Management Inventory (YLS-CMI) is a risk/needs assessment and case management tool. Developed in Canada, the YLS/CMI incorporates a checklist of items that represent static and dynamic factors. It produces a detailed evaluation of risk and need that can inform the level and types of interventions to ensure that case planning activities are focused in the appropriate areas of need. The objective of the YLS-CMI is to improve the quality of the decision making process within juvenile justice systems by using standardised instruments that can be applied to all clients.

The YLS/CMI was developed around two assumptions:

1. “A young person’s criminal activity is caused by a complex network of variables (individual characteristics and circumstances)
2. Interventions with high risk youth can be effective in reducing recidivism provided the interventions are targeted to the young person’s criminogenic needs and are delivered effectively”.

*(R.D Hoge & D.A. Andrews - YLS/CMI2.0 User’s Manual 2011)*

The YLS/CMI is also based on a number of principles when trying to understand and address the criminal behaviour of young people.

**Risk Principle** - Services should be matched to the risk level of the client. A high level of service must be reserved for higher risk clients. Lower risk clients do as well or better with minimal service.

*Need Principle* – The type of service should be matched to the factors directly associated with the client's offending (criminogenic needs) and the focus of any intervention should be on dynamic risk factors (factors that can be changed, such as attitudes, peers and poor parent-child relations)

*Responsivity Principle* – The style and method of the service should be matched to the learning style, ability and individual characteristics of the client. This maximises the offender's ability to learn from a rehabilitative intervention

## **YLS/CMI - Australian Adaptation (YLS/CMI-AA)**

The YLS/CMI was adapted by Professor Tony Thompson in order to improve the validity and reliability of the tool within an Australian context.

This adapted version used by Juvenile Justice is called the Youth Level of Service / Case Management Inventory – Australian Adaptation (YLS/CMI-AA). For literature and research related to the adaptation of the YLS/CMI-AA see Thompson and Pope (2005). For predictive validity of the YLS/CMI-AA with special attention to static and dynamic risk factors see McGrath and Thompson (2012) and Thompson and McGrath (2012).

The YLS/CMI-AA has been used by Juvenile Justice NSW since 2001. A number of research projects have since been completed that have supported the validity of this tool in the NSW context (see Thompson & McGrath 2005 and Thompson, McGrath & Goodman-Delahunty 2013).

## **YLS/CMI-AA Parts 1- 4**

When completing Parts 1-4 it is important to consider not just what the client has told you during an assessment, but how that information has been told, (ie how the client expressed themselves, their behaviour/attitude, body language and other sources of information).

Also note that most items in Parts 1-4 are intended to cover the client's recent behaviour and circumstances (the last 12 months from the date of the last assessment) unless specified otherwise.

YLS/CMI-AA Parts 1-4 can be conducted for clients who are in custody or who are supervised in the community. If the client is in custody, their JJO must complete or update the YLS/CMI-AA Parts 1-4. If the client has been in custody less than a year, their circumstances and behaviour prior to custody should be included in the assessment. If they have been in custody more than a year, only review the behaviour and circumstances that have occurred during custody – unless stated otherwise.

### ***Part 1 - Assessment of Risks and Needs***

The items in Part 1 focus mainly on dynamic risk factors known to be associated with the risk of re-offending.

The items are organised in eight criminogenic domains:

1. Prior and Current Offences
2. Family and Living Circumstances
3. Education / Employment
4. Peer Relations
5. Substance Abuse
6. Leisure/Recreation
7. Personality/Behaviour
8. Attitudes /Beliefs

The decision to select individual items/descriptors within the domains must be based on the corroborated information that is available about your client.

Mitigating circumstances should not stop a question being ticked. If there are reasons or circumstances that can justify, rationalise and explain a client's behaviour/patterns/choices etc - you should record these in the space provided under each of the eight domains.

### Strengths of the Client

A client may experience some difficulties in one of the eight domains (for example schooling) but enjoy school or feel settled at school. Any such 'strengths' need to be recorded in the comment section of the relevant domain.

The YLS/CMI-AA includes three specific items related to the major strengths of a client. Although these strengths are not used directly in calculating the risk/need scores, they are important to consider when drafting the client's case plan, as any intervention should build upon existing areas of strength.

Note: The absence of risk does not necessarily mean it is an area of strength for a client.

### Limited information available

If you have insufficient information to determine what item(s) should be selected in Part 1, you must attempt to obtain that information. If unsuccessful, do not select the item(s) but make a note of the lack of available information in the comment section of the relevant domain in Part 1. Any gaps in information may skew the overall level of risk/need that is calculated in Part 2. You must consider this when you reach Part 4 of YLS/CMI-AA when deciding if a professional over-ride is needed.

If further information becomes available at a later date, then you must re-do the YLS/CMI-AA to include the information. This includes if new information becomes available while a client is in custody.

The Assessment Guide is the primary source of current information about your client. If you have used alternative sources to answer question/s, you must note that in the comment section of the relevant YLS/CMI-AA domain.

## **Part 2 – Summary of Risks and Needs**

This section provides a summary of the items marked in Part 1.

CIMS will automatically tally the points for items marked across the eight domains and rank each domain area as a Low, Medium or High area of risk/need. Domains that are marked as Medium or High will populate in to the young person's intervention plan.

CIMS will also calculate the overall risk/need score for the client and rank their overall level as:

- Low (0 - 7)
- Medium (8 - 17)
- Medium High (18 - 30) and
- High (31+).

This overall level or risk/need will determine the level of service to be delivered to the client, unless professional override is applied in Part 4.

The above score ranges for each of these categories have been set specifically for Juvenile Justice NSW in 2014. The likelihood of re-offending, number of clients that fall in to each category and the level of service to be provided were all considered when setting these cut off scores.

Note that individual domain scores are only ranked on a 3 tier system – Low, Medium and High, whereas the overall risk/need level is ranked on a 4 tier system – Low, Medium, Medium High and High.

### ***Part 3 – Assessment of Other Needs/Special Considerations***

The items listed in Part 3 will not directly affect the client's risk/need score collected and calculated in Part 1 and 2 of YLS/CMI-AA. The items in Part 3 relate to variables that can impact the way the client responds to interventions. The information identified in this section must be considered in the client's case plan and court report (if applicable).

### ***Part 4 – Final Risk/Need Level and Professional Override***

The level of service delivered to a young person is to match their assessed level of risk and need, unless a decision to provide a different level of service is made through professional override.

To determine if professional override is required, the JJO/C is to review the client's overall risk/need score along with:

- Information identified in Part 3 of YLS/CMI-AA,
- The nature of the client's offence
- Any other relevant information about the client's needs

If the JJO/C believes a level of service should be delivered that does not match the level of risk/need identified in Part 1 and Part 2, the alternative level of service should be selected and reasoning clearly outlined.

Management approval is required for any professional override decision. The Assistant Manager can approve a higher level of service to be provided. The Area Manager must give approval for a lower level of service to be provided.

Other assessment tools may be used to assist in identifying areas of risk and need for clients charged with specific offences. For example, the Juvenile Sex Offending Protocol II (J SOAP-II) should be used by a trained Counsellor or Psychologist for young people charged with sexual offences. Any additional assessments should also be considered when determining the final level of service provided to a client.

## Part 1 – YLS/CMI-AA

Mark only items that are true for the client, by ticking the relevant box.  
Always refer to CIMS to check or verify any details known about the client.

### 1. PRIOR AND CURRENT OFFENCES

Refer to CIMS Court History to check or verify the client's prior and current offences. Do not include cautions, fines, or youth justice conferences.

If client has been in custody for more than a year, include any offences that have occurred in custody as well as those that occurred prior to custody.

#### 1.1 Age at first court order:

Do NOT include cautions, fines, or youth justice conferences. If client has no court order, select the age of the client at the time of the assessment.

- 14 years or less (2)  
 15 to 16 years (1)  
 17 years or older (0)

Note: This is the only question where the client can score higher than 1.

#### 1.2 Outcome of first court order: Control order or supervised order

Tick if the outcome of the first court order was a control order or supervised order. Do NOT include cautions, fines, or youth justice conferences.

Do NOT tick if the young person has not yet received any court orders.

#### 1.3 Type of offence involved in first court order: Common assault, break and enter, or motor vehicle theft.

Tick if the first court order is any of the following offences.

- **Common Assault or Common Assault (DV)** – Only include these specific common assault offences. Do not tick for any other more serious offences related to an assault such as assault occasioning actual bodily harm.
- **Break and Enter** – Only include general Break and Enter offences. Do not tick if offence is a more serious type of Break and Enter offence such as aggravated break and enter or special aggravated break and enter
- **Stealing Motor Vehicle** – Only include offences that involve the actual theft of a motor vehicle. Do not include offences such as 'carried in conveyance without consent of owner'

#### 1.4 More than one court order in last 12 months

Tick if there has been more than one court order imposed in the last year from the date of the last assessment.

Include supervised and unsupervised orders.

Do NOT include Apprehended Violence Orders (AVOs)

#### 1.5 Three or more prior offences

Tick if prior to the current offence, there were three or more proven offences recorded.

If several offences occurred at the same time, record them but only count the offences as one set.

#### 1.6 Two or more failures to comply

Tick if the client has failed to comply on two or more occasions. Include breaching supervised community orders, failing to comply with bail conditions, failing to attend court or escaping from JJ custody. Include any occasions where a breach or revocation report has been sent to court by Juvenile Justice, regardless of the court actions taken on the report.

<p><b>1.7 Prior Control Order</b>  <i>Tick if the young person has previously served a control order.</i></p> <p><i>Do NOT Include any period of remand, even if long term.</i></p>	<input type="checkbox"/>
<p><b>1.8 Three or more current offences</b>  <i>Tick if there are three or more offences related to the current court order or background report.</i></p> <p><i>Do not include any pending offences where a plea has not yet been found or the charges have been dropped</i></p>	<input type="checkbox"/>
<p><b>Subtotal of 'Prior and Current Offences' (total out of 9)</b></p>	

<b>2. FAMILY AND LIVING CIRCUMSTANCES</b>	
<i>If client has been in custody for more than a year – for items 2.1-2.4 consider the relations prior to custody and items 2.5&amp; 2.6 consider the interactions with family whilst in custody.</i>	
<p><b>2.1 Inadequate monitoring</b>  <i>Tick if any of the following apply:</i></p> <ul style="list-style-type: none"> <li>• <i>parents/guardians frequently leave the client unattended OR</i></li> <li>• <i>Parents/guardians are not aware of the activities of the client or inadequately supervise the client? OR</i></li> <li>• <i>The client is living independently without adult (age 18 +) supervision. - supervision does not have to be provided by the parents.</i></li> </ul>	<input type="checkbox"/>
<p><b>2.2 Difficulty controlling behaviour</b>  <i>Tick if:</i></p> <ul style="list-style-type: none"> <li>• <i>Parents/guardians have problems controlling the client's behaviour</i></li> </ul>	<input type="checkbox"/>
<p><b>2.3 Inappropriate discipline –</b>  <i>Tick if any of the following apply:</i></p> <ul style="list-style-type: none"> <li>• <i>parents:</i> <ul style="list-style-type: none"> <li>○ <i>use excessive physical punishment (i.e. violence, hitting etc) frequent yelling and threats and overly harsh discipline. OR</i></li> <li>○ <i>provide no direction on behaviour/discipline and consequences. OR</i></li> <li>○ <i>overly permissive and little effort to provide rules and consequences.</i></li> </ul> </li> </ul>	<input type="checkbox"/>
<p><b>2.4 Poor relations father (step-father) -client</b>  <i>Tick if there is there a particularly poor relationship (e.g., hostile, alienated, uncaring, uninvolved) between the client and father or step-father. Client does not have to be living with father/step-father to rate this item.</i></p> <p><i>If the client has a father and step-father, rate this item based on the relationship with the father/father figure with whom the client has the most contact with in the past year.</i></p> <p><i>Tick if any of the following apply – the client</i></p> <ul style="list-style-type: none"> <li>• <i>rarely sees or contacts him OR</i></li> <li>• <i>mostly argues with him when they are together OR</i></li> <li>• <i>describes relationship from dislike to hatred OR</i></li> <li>• <i>does not care what he thinks, feels or expects OR</i></li> <li>• <i>never had a father/step father figure in life OR</i></li> <li>• <i>the client's father/step father is deceased and the poor relationship continues to be an issue OR</i></li> <li>• <i>significant conflict, dissatisfaction and indifference exists between the client and father</i></li> </ul>	<input type="checkbox"/>

<p><b>2.5 Poor relations mother(step-mother)-client</b>  <i>Tick if there is a particularly poor relationship (e.g., hostile, alienated, uncaring, uninvolved) between the client and mother or step-mother, Client does not have to be living with mother/step-mother to rate this item.</i>  <i>If the client has a mother and step mother, rate this item based on the relationship with the mother/mother figure with whom the client has the most contact with in the past year.</i>  <i>Tick if any of the following apply - the client</i></p> <ul style="list-style-type: none"> <li>• rarely sees or contacts her OR</li> <li>• mostly argues with her when they are together OR</li> <li>• describes relationship from dislike to hatred OR</li> <li>• does not care what she thinks, feels, expects OR</li> <li>• never had a mother/mother figure in life OR</li> <li>• significant conflict, dissatisfaction and indifference exists between the client and mother/mother figure OR</li> <li>• the client's mother/step mother is deceased and the poor relationship continues to be an issue OR</li> <li>• significant conflict, dissatisfaction and indifference exists between the client and mother</li> </ul>	<input type="checkbox"/>	
<p><b>2.6 Antisocial values in family.</b>  <i>Tick if another family member has antisocial attitudes or has recently been involved in crime. This includes any relatives the client has been exposed to or has been influenced by.</i></p>	<input type="checkbox"/>	
<p><b>2.7 Homelessness</b>  <i>Tick if any of the following apply - the client</i></p> <ul style="list-style-type: none"> <li>• is living 'on the street'</li> <li>• is couch surfing</li> <li>• is living in a refuge</li> <li>• has no permanent address and/or</li> <li>• moving over the last 12months with family or friends has been disruptive</li> </ul>	<input type="checkbox"/>	
<p><b>Subtotal of 'Family and Living Circumstances' (total out of 7)</b></p>		<input type="checkbox"/>

### 3. EDUCATION/EMPLOYMENT

*Items should be rated based on last 12 months of school or employment.*  
*If client has been in custody for more than a year, rate these items based on the education or employment that the client has been engaged with whilst they have been in custody.*

<p><b>3.1 Disruptive school or workplace behaviour?</b></p> <p><i>Tick if the client is/was disruptive, defiant at school or work (e.g., "plays up" or is considered a management problem for teachers/supervisors).</i></p>	<input type="checkbox"/>
<p><b>3.2 Violent school/workplace behaviour</b></p> <p><i>Tick if the client is/was aggressive or violent towards other students/co-workers or teachers/supervisors (e.g., threatening, damaging property or hurting others, fighting, throwing things around)</i></p>	<input type="checkbox"/>
<p><b>3.3 Low academic/workplace achievement</b></p> <p><i>Tick if there are signs of poor academic/workplace performance (e.g., client is/was failing a subject, struggles to cope with school work/tasks set, has recent failures or other indications of achievement problems)</i></p> <p><i>Do NOT tick if the client performs at expected levels but is getting low grades or receives low grades</i></p>	<input type="checkbox"/>

<i>because they have not been attending school/work.</i>	
<b>3.4 Social problems with peers/co-workers</b> <i>Tick if the client has trouble fitting in with other students (e.g. they are disliked or avoided by peers, isolated or a "loner", or they experienced conflict with peers/co-workers at school/work)</i>	<input type="checkbox"/>
<b>3.5 Social problems with teachers/supervisors</b> <i>Tick if there are poor relations between the client and their teacher/supervisor (e.g. hates teachers, hostile towards them or has a very negative attitude toward teachers)</i>	<input type="checkbox"/>
<b>3.6 Truancy</b> <i>Tick if the client "wags" OR miss classes/work without legitimate excuses.</i>	<input type="checkbox"/>
<b>3.7 Unemployment</b> <i>Tick if the client is not working or not preparing for work and should be (i.e. they have finished with school but are not looking for work).</i> <b>Note:</b> <i>Preparing for work includes actively seeking work, employment training or work schemes.</i>	<input type="checkbox"/>
<b>Subtotal of 'Education/Employment' (total out of 7)</b>	<input type="checkbox"/>

#### 4. PEER RELATIONS

*If client has been in custody for more than a year rate these items based on their interactions with other detainees.*

<b>Friends (close friends)</b> - the relationship should either be ongoing or active. <i>Close friends are individuals the client spends leisure time, whose opinions are valued and who provide help when he/she is in difficulty</i>	
<b>4.1 Some friends are delinquent – if this item is marked, item 4.3 must also be ticked.</b> <i>Tick if the client has close friends (two or more) who are in trouble with the law or involved in crime.</i>	<input type="checkbox"/>
<b>4.2 No or few positive friends</b>  <i>Tick if the client has no positive role models as friends (or less than two pro-social friends). Pro-social friends are those who are not into crime, alcohol, or drugs and their behaviours show concern and respect for others). (To be considered a positive role model – the person must not have been involved in criminal activity for one year or longer.)</i>  <i>Do NOT tick if the client spends significant time with positive role models, respects their opinion &amp; does not engage with anti-social behaviour when with them.</i>	<input type="checkbox"/>
<b>Acquaintances ('casual friends')</b> - individuals the client is exposed to but are not considered close friends.	
<b>4.3 Some delinquent acquaintances – Tick if the client has casual acquaintances (two or more) who are in trouble with the law or involved in crime.</b>	<input type="checkbox"/>
<b>4.4 No or few positive acquaintances</b> <i>Tick if the client has no or very few (less than two) casual friends that are positive role models (e.g., doing well; not into crime, alcohol, or drugs and their behaviours show concern and respect for others).</i>	<input type="checkbox"/>
<b>Subtotal of 'Peer Relations' (total out of 4)</b>	<input type="checkbox"/>

## 5. SUBSTANCE ABUSE

*If client has been in custody for more than a year, base it on their use whilst in custody, consider any incidents, urinalysis tests and other sources.*

*An illicit drug is a drug that is produced, trafficked and/or consumed illegally.*

<p><b>5.1 Occasional drug use</b>  <i>Tick if the client is an occasional user of illicit drugs.</i></p> <p><i>Do NOT tick if the client has not used illicit drugs for the past year.</i>  <i>Do NOT tick if the client occasionally consumes alcohol or tobacco illegally (ie is less than 18).</i></p>	<input type="checkbox"/>
<p><b>5.2 Regular drug use – if this item is marked, item 5.1 must also be ticked.</b>  <i>Tick if the client is a regular user of illicit drugs (on average twice or more per week).</i></p> <p><i>Do NOT tick if the client regularly consumes alcohol or tobacco illegally (ie is less than 18).</i></p>	<input type="checkbox"/>
<p><b>5.3 Occasional alcohol use</b>  <i>Tick if the client is an occasional user of alcohol. Include occasional binge drinking.</i></p> <p><i>Do NOT tick if the client has not drunk alcohol for the past year</i></p>	<input type="checkbox"/>
<p><b>5.4 Regular alcohol use – if this item is marked, item 5.3 must also be ticked.</b>  <i>Tick if the client is a regular user of alcohol (on average twice or more per week)</i></p>	<input type="checkbox"/>
<p><b>5.5 Substance use interferes with life</b>  <i>Tick if the client has poor functioning or problems associated with drug/alcohol use (e.g., physical or health problems, problems with family or friends, problems at school or work, conflicts and fighting)</i></p>	<input type="checkbox"/>
<p><b>5.6 Substance use linked to offence(s)</b>  <i>Tick if the client's use of drugs or alcohol contributes to their offending, eg theft/stealing to support cost of substance abuse, assaults whilst under the influence.</i></p> <p><i>Do NOT tick for clients with drug trafficking offences, unless the trafficking was carried out to support a drug habit. .</i></p>	<input type="checkbox"/>

**Subtotal of 'Substance Use' (total out of 6)**

## 6. LEISURE/RECREATION

*If client has been in custody for more than a year, base it on the recreational activities that have been made available to them.*

<p><b>6.1 No organised participation</b>  <i>Tick if</i></p> <ul style="list-style-type: none"> <li>• <i>client does not participate (or very limited) in sports clubs, or other types of organised groups and activities that have some positive social or community input/support.</i></li> </ul>	<input type="checkbox"/>
<p><b>6.2 Could make better use of time</b>  <i>Tick if any of the following apply - the client:</i></p> <ul style="list-style-type: none"> <li>• <i>spends too much time in passive or unconstructive activities (e.g., TV, electronic games, hanging around, partying) OR</i></li> <li>• <i>is bored during most of his/her free time OR</i></li> <li>• <i>has inconsistent activities client does not find very rewarding</i></li> </ul> <p><i>makes some use of their time but it is generally very passive</i></p>	<input type="checkbox"/>
<p><b>6.3 No positive interests</b>  <i>Tick if the client has almost no personal interests of a positive nature. (ie sports, reading, hobbies etc)</i></p>	<input type="checkbox"/>

<b>Subtotal of 'Leisure/Recreation' (total out of 3)</b>	

## 7. PERSONALITY/BEHAVIOUR

<p><b>7.1 Inflated self-esteem</b>  <i>Tick if the client is arrogant and feels superior to others, OR brags a lot and has feelings of self worth that seem to exceed his/her accomplishments.</i></p>	<input type="checkbox"/>
<p><b>7.2 Inadequate remorse</b>  <i>Tick if the client</i></p> <ul style="list-style-type: none"> <li>• <i>feels little guilt or remorse for wrong doing or harm to others OR</i></li> <li>• <i>does not accept responsibility for their actions OR</i></li> <li>• <i>blames others or offers excuses.</i></li> </ul>	<input type="checkbox"/>
<p><b>7.3 Poor frustration tolerance – Easily annoyed, giving up or loosing patience easily</b>  <i>Tick if the client</i></p> <ul style="list-style-type: none"> <li>• <i>easily annoyed, OR</i></li> <li>• <i>gives up easily, OR</i></li> <li>• <i>deals poorly with frustration, OR</i></li> <li>• <i>loses patience easily, OR</i></li> <li>• <i>takes out their frustrations on objects</i></li> </ul>	<input type="checkbox"/>
<p><b>7.4 Impulsivity</b>  <i>Tick if the client is hyperactive or impulsive (e.g. acting without regard to consequences)</i></p>	<input type="checkbox"/>
<p><b>7.5 Tantrums –</b>  <i>Tick if the client displays bad temper, volatility, or loses control of behaviour when frustrated or angry. Tantrums are directed towards objects.</i></p>	<input type="checkbox"/>
<p><b>7.6 Verbally aggressive</b>  <i>Tick if the client is often verbally abusive with others (e.g., uses language in a hostile/threatening manner)</i></p>	<input type="checkbox"/>
<p><b>7.7 Physically aggressive</b>  <i>Tick if the client is</i></p> <ul style="list-style-type: none"> <li>• <i>physically aggressive towards others or animals (e.g. starts fights or engages in violent actions) OR</i></li> <li>• <i>believes physical aggression is an appropriate way of dealing with others</i></li> </ul>	<input type="checkbox"/>
<b>Subtotal of 'Personality/Behaviour' (total out of 7)</b>	

## 8. ATTITUDES/BELIEFS

<p><b>8.1 Antisocial/pro-criminal attitudes</b>  <i>Tick if any of the following apply - the client</i></p> <ul style="list-style-type: none"> <li>• <i>believes in the usefulness of criminal activities OR</i></li> </ul>	<input type="checkbox"/>
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<ul style="list-style-type: none"> <li>rationalises or justifies offending (i.e. 'It wasn't my fault', 'No-one got hurt', 'Cops are just out to get me')OR</li> <li>has mixed attitudes to criminal behaviour (i.e. willing to bend the rules when convenient) OR</li> <li>has a tolerance to deviance and supportive of criminal behaviours such as drug use, domestic violence etc.</li> </ul>	
<b>8.2 Defies authority</b> <i>Tick if the client is oppositional towards authority figures, e.g., refuses to follow direction and rules from parents, teachers and authority figures and is hostile towards the criminal justice system</i>	<input type="checkbox"/>
<b>8.3 Insensitive to others</b> <i>Tick if the client shows little concern for the feelings or welfare of others - not just the victim/s of the crimes committed.</i>	<input type="checkbox"/>
<b>8.4 Not seeking help</b> <i>Tick if the client is</i> <ul style="list-style-type: none"> <li>not seeking help OR</li> <li>reluctant to seek needed assistance OR</li> <li>does not recognise the need for help.</li> </ul>	<input type="checkbox"/>
<b>8.5 Actively rejecting help</b> <i>Tick if the client is actively resisting the interventions of helping persons or agencies.</i>	<input type="checkbox"/>
<b>Subtotal of 'Attitudes/Beliefs' (total out of 5)</b>	<input type="checkbox"/>

**Overall score - combined total of all 8 domains:      Date:**

<b>ASSESSMENT OF MAJOR STRENGTHS</b> <i>No points are given for ticking a box in this section. Use the information identified to guide the case plan for a client.</i>	
<b>Individual - Social and personal skills</b> <i>Tick if the client has an outgoing/likeable orientation <b>and</b> shows competence (e.g., communication skills such as language and reading, social problem solving skills, academic or athletic or job success).</i>	<input type="checkbox"/>
<b>Family - Strong, positive parent-child relationship</b> <i>Tick if the client has a strong positive relationship with at least one parent.</i>  <i>Note: A strong positive relationship involves parental warmth and efforts to guide and assist. Another family member such as aunt/uncle, grandfather, older sibling could provide a strong positive relationship.</i>	<input type="checkbox"/>
<b>Community - Support outside the family</b> <i>Tick if client has a supportive relationship outside the family (e.g., teacher, neighbour, elder, coach, friend, client leader, minister). The relationship needs to be of a reasonable length and provide emotional support, guidance and role modelling.</i>	<input type="checkbox"/>

## PART 2 – Summary of identified Risks/Needs

	1. Prior and current offending	2. Family and Living Circumstances	3. Education / Employment	4. Peer Relations	5. Substance Abuse	6. Leisure / Recreation	7. Personality / Behaviour	8. Attitudes and Beliefs	Overall total
<b>Scores</b>									
									High ☐ (31+)
	High ☐ (5, 6, 7, 8, 9)	High ☐ (4, 5, 6, 7)	High ☐ (4,5,6,7)	High ☐ (3, 4)	High ☐ (3, 4, 5, 6)	High ☐ (3)	High ☐ (3, 4, 5, 6, 7)	High ☐ (3, 4, 5)	Medium High ☐ (18-30)
	Medium ☐ (3, 4)	Medium ☐ (2, 3)	Medium ☐ (2,3)	Medium ☐ (2)	Medium ☐ (1,2)	Medium ☐ (1,2)	Medium ☐ (1,2)	Medium ☐ (1,2)	Medium ☐ (8-17)
	Low ☐ (0, 1, 2)	Low ☐ (0, 1)	Low ☐ (0,1)	Low ☐ (0,1)	Low ☐ (0)	Low ☐ (0)	Low ☐ (0)	Low ☐ (0)	Low ☐ (0-7)

CIMS will tally and rank the score for each domain. Domains that score Medium or High will populate the intervention plan as an area requiring intervention.

CIMS will tally and rank the overall score based on Part 1 of the YLS/CMI-AA checklist. The level of service to be delivered to the client must match this assessed level of risk/need unless professional override is applied in Part 4.

## PART 3 – Responsivity checklist

### 1. Family/Parents – (parents can include legal guardians)

**Mark items that are relevant for the client, by ticking the box.**

Item	Description	
Chronic History of Offences	Members of the client's immediate family (parents, guardians or siblings) are engaged or have previously engaged in criminal acts. Include any convictions (adults), court orders (siblings) or formal charges (both),	<input type="checkbox"/>
Emotional Distress / Psychiatric	One or both of the client's parents have a current psychiatric disability or a recent history (past year) of mental health problems.	<input type="checkbox"/>
Drug / Alcohol Abuse	One or both of the client's parents have current substance abuse problems or a recent history (past year) of such problems. Examples include, but are not limited to, alcohol/drug use to intoxication or the majority of social activities that centre around alcohol/drug use.	<input type="checkbox"/>
Marital Conflict	The client's parents are currently experiencing marital conflict or have recently (past year) experienced marital conflict. Examples include, but are not limited to, frequent arguments (eg regarding money, child rearing or custody, ex-partners, etc), infidelity, contemplating/accepting separation/divorce, or physical, psychological and/or sexual abuse.	<input type="checkbox"/>
Financial / Accommodation Problems	The client's family is currently facing a financial and/or housing problem. Examples of financial problems include, but are not limited to, unmanageable debts (eg mortgage, student loan) and/or inadequate or inconsistent financial income or employment. Accommodation problems include the client's family expressed dissatisfaction with their living situation and/or accommodation conditions that may promote association with criminal others.	<input type="checkbox"/>
Uncooperative Parent(s)	The client's parents (one or both) are unwilling to cooperate in efforts to address the client's problems. Do not include parents who are <i>unable</i> to cooperate (eg financially or otherwise).	<input type="checkbox"/>
Cultural/Ethnic Issues	The client's family is facing difficulties or conflicts in relating to cultural, ethnic or religious adjustment. Examples include, but are not limited to immigration issues, language barriers, or being the victims of racially motivated abuse.	<input type="checkbox"/>
Abusive Mother/Mother Figure	The client's mother/mother figure has engaged in physical, emotional or sexual abuse of a family member.	<input type="checkbox"/>
Abusive Father/Father Figure	The client's father/father figure has engaged in physical, emotional or sexual abuse of a family member.	<input type="checkbox"/>
Significant Family Trauma (Specify):	Check this item if there has been a death or illness, a family break-up, or a similar type of crisis in the client's family. Do not include any events already noted in the previous items of this section.	<input type="checkbox"/>

### 2. Client – Focus on the client's individual experience (rather than as part of their family)

Item	Description	
Adverse Living Conditions	The client is living on the street or is otherwise inappropriately housed	<input type="checkbox"/>
Anxious	The client appears anxious in group settings and/or when alone. Include any official diagnosis for an anxiety disorder. Case management plans may include programs with little confrontation and individual counselling, as opposed to group treatment.	<input type="checkbox"/>

Communication Problems	The client has trouble communicating with others. Problems include, but are not limited to, speech disorders, disorders of written expression or hearing impairment. Communication problems may interfere with daily activities and/or peer socialisation. Problems may be a source of personal frustration, embarrassment or other negative feelings. Communication problems influence choice of programs in case management (e.g. incorporating sign language into programs). Do not include language problems (see Cultural/Ethnic Issues).	<input type="checkbox"/>
Cruelty to Animals	The client has been found or suspected to have a history of cruelty to animals. Examples include, but are not limited to, neglect, physical torture or killing of household pets or wild animals, and/or involvement in animal fighting competitions (eg dog fighting). Animal cruelty by young people is often a predictor of future violence against people, and often co-occurs in households with domestic violence and child abuse issues. Witnessing animal cruelty perpetrated by family member should also be considered. Case management plans may include specific programs designed to cease animal cruelty and/or psychological counselling.	<input type="checkbox"/>
Cultural / Ethnic Issues	The client is facing difficulties or conflict relating to cultural, ethnic, or religious adjustment. Examples include, but are not limited to, immigration issues, language barriers, or being the victim of racially motivated abuse. Case management plans may include programs(e.g. language classes designed to resolve cultural/ethnic issues).	<input type="checkbox"/>
Depressed	The client has received an official diagnosis of any depressive disorder or shows signs of depression (e.g., intense sadness, decreased interest or pleasure in daily activities, unusual changes in appetite, weight, or sleeping patterns, fatigue, etc). Feelings of depression may be so serious that participation in rewarding pro-social activities is limited. Case management plans may include psychological counselling, medication or other psychiatric involvement.	<input type="checkbox"/>
Diagnosis of Conduct Disorder / Oppositional Defiant Disorder	The client has received an official diagnosis of Conduct Disorder (CD) and/or Oppositional Defiant Disorder (ODD). Diagnosis of any other disruptive behaviour disorder may also be considered. Case management plans should include psychological counselling and programs designed to reduce aggression.	<input type="checkbox"/>
Diagnosis of Psychosis	The client has been diagnosed as psychotic (eg schizophrenia). Although not criminogenic, a diagnosis has implications for case management including psychiatric involvement, medication or administrative segregation.	<input type="checkbox"/>
Engages in Denial	The client seems unable/unwilling to admit guilt or unable/unwilling to admit to problems. Minimisation of problems of circumstances requires preparatory / motivational programs.	<input type="checkbox"/>
Foetal Alcohol Spectrum Disorder (FASD)	The client has been diagnosed with Foetal Alcohol Syndrome (FAS) or Foetal Alcohol Effects (FAE). Presence of FAS/FAE may interfere with pro-social interactions and independent functioning. Emotional and cognitive deficits may require specialised programs and long-term management.	<input type="checkbox"/>
Financial / Accommodation Problems	The client is currently facing a financial and/or housing problem. Examples of financial problems include, but are not limited to, unmanageable debts and/or inadequate or inconsistent income or employment. Accommodation problems include personal dissatisfaction with living situation and/or accommodation conditions that may promote association with criminal others. Case management plans should consider programs that provide safe and affordable housing and/or employment programs.	<input type="checkbox"/>
Gang Involvement	The client is a member of, or is otherwise closely affiliated with, a gang/criminal organisation. Types of gangs include, but are not limited to, street gangs, motorcycle gangs, or organised crime groups. Gang involvement may be identified by certain gang signs, tattoos, attire (e.g. gang colours), graffiti, or known gang meeting locations.	<input type="checkbox"/>
Gender Issues	Awareness of and sensitivity to gender issues including female health, child abuse, and cross-gender victimisation. Do not include pregnancy or motherhood concerns (see Pregnancy/Parenting Issues). Gender-sensitive treatment programs are recommended.	<input type="checkbox"/>
Health Problems	The client is currently suffering from a medical problem that interferes with daily living. Do not include physical disabilities (see Physical Disability) or other mental health problems. Health problems may have implications for case management plans (e.g. access to medical resources).	<input type="checkbox"/>
History of Assault on Authority Figures	The client has a history of violent assaults on teachers, parents, police, juvenile justice staff and/or other authority figures.	<input type="checkbox"/>
History of Bullying	The client has a history of bullying others. Examples of bullying include, but are not	<input type="checkbox"/>

	limited to, verbal harassment, physical assaults, intimidation, exclusion, and cyber-bullying (eg harassment or ridiculing others through the internet, such as e-mail or social networking sites). Bullies typically target the same victim or groups of victims; in general, they target those who they perceive as arrival or in some way inferior to them (e.g. physically smaller, less socially popular). Case management plans should include programs designed to reduce bullying and aggression.	
History of Escape	The client has a history of escape(s) or attempted escape(s) from custody facilities. Do not include running away from home (see History of Running Away).	<input type="checkbox"/>
History of Fire Setting	The client has a history of arson or arson attempts. (including bush fires).	
History of Running Away	The client has a history of running away from home or other supervised residence. Do not include escapes from institutional settings (see History of Escape).	<input type="checkbox"/>
History of Sexual/Physical Assault	The client has a history of carrying out or directing sexual or physical assaults against others. Do not include violent assaults on authority figures (see History of Assault on Authority Figures).	<input type="checkbox"/>
History of Weapons Use	The client has a history of using a weapon of any type. Weapons use may be in the context of injuring or intimidating another person, or as part of a crime (eg armed robbery), or other situations.	<input type="checkbox"/>
Inappropriate Sexual Activity	The client engages in illegal or otherwise inappropriate sexual activities (eg prostitution or exhibitionism).	<input type="checkbox"/>
Learning Disability	The client has been officially diagnosed with a learning disability, which impairs his/her ability to function academically, e.g. dyslexia.. Examples include, but are not limited to, disorders of written expression, reading, or mathematics. Disability may have implications for case management plans (eg placement in educational programs).	<input type="checkbox"/>
Low Intelligence / Developmental Delay	The client exhibits or has been diagnosed with obvious and disabling intellectual deficits. Examples include, but are not limited to, Intellectual Disability (IQ under 70) or Autism Spectrum Disorder. Borderline intellectual functioning (IQ between 70 and 79) may also require programs to be adapted to meet individual needs. Below average verbal intelligence may preclude high-level verbal programs. Case management plans should consider psychological treatment or involvement with specific community-based support groups, such as those for the intellectually challenged. If no diagnosis has been made, refer to a F&MHP Psychologist for further assessment.	<input type="checkbox"/>
Low Self-Esteem	The client has little feeling of self-worth or has a poor self-concept. Tick this item if personal distress levels are so high that participation in rewarding pro-social activities is limited.	<input type="checkbox"/>
Manipulative	The client has a tendency to manipulate adults or other young people for personal gain. For example, the client may coerce or convince others into performing certain criminal acts for them, or may simply admit to the enjoyment of 'using' or 'cheating' others.	<input type="checkbox"/>
Parenting Issues	The client has any children. Case management plans should include programs designed to assist young parents (eg medical, financial, child welfare).	<input type="checkbox"/>
Peers Outside Age Range	The client spends a lot of time with significantly younger/older persons, and these relationships contribute to risk and/or weaken ties to pro-social others.	<input type="checkbox"/>
Physical Disability	The client suffers from a disabling physical condition. Examples include any condition that affects the child's mobility or physical functioning (eg the client experiences hearing problems or requires a wheelchair or other assistance). Disability may have implications for case management and/or accommodation in institutional or other supervised settings.	<input type="checkbox"/>
Poor Problem-Solving Skills	The client has difficulty in resolving personal/social problems or does not cope well in interpersonal situations. For case management plans, consider individual counselling and programs with little confrontation, rather than group treatment.	<input type="checkbox"/>
Poor Social Skills	The client appears to function poorly in social situations or lacks normal social skills. Do not include issues with self-management skills (see Self-Management Skills). Case management plans should consider programs designed to improve social skills.	
Pregnancy	The client is pregnant or their girlfriend/partner is pregnant. Case management plans should include programs designed to assist teen pregnancies (eg medical, financial, child welfare).	<input type="checkbox"/>
Protection Issues	FACS or other protection agencies are involved with the client (including any inter-state protection agencies).	<input type="checkbox"/>
Racist/Sexist Attitudes	The client expresses negative attitudes about opposite sex or ethnic or religious groups. Racist/sexist expressions need not be at a level that directly promotes criminal activity; however at a minimum, they weaken ties to pro-social others. Case	<input type="checkbox"/>

	management plans should consider programs that promote sensitivity to cultural and /or male/female issues.	
Self-Management Skills	The client has difficulties with self-management that impact on daily life. Examples include, but are not limited to scheduling, completion of school work and task management. Deficits in self-management must be unrelated to any other disability, deficit, or clinical diagnosis. Case management plans may require high amounts of direct and personal supervision.	<input type="checkbox"/>
Shy/Withdrawn	The client has no significant relationships with others or does not appear motivated to form relationships. Shyness may interfere with participation in rewarding pro-social activities. For case management plans, consider individual counselling rather than group treatment.	<input type="checkbox"/>
Suicide Ideation / Attempts or Self Injury	The client has a history of suicide attempts, suicidal thoughts, or deliberate self-injury (eg cutting, burning), suggesting that the input of a mental health professional is needed. Case management may include psychiatric involvement and/or placing the client in administrative segregation (e.g. suicide watch).	<input type="checkbox"/>
Third Party Threat	The client is at risk because of the influence of a third party or is threatened by a third party. For example, the activities of an associate – friend or foe – may have negative implications for case management through threat of violence. A third party, particularly an older person, may be perceived as having disproportionate control over the client..	<input type="checkbox"/>
Underachievement	The client is performing below his/her capacity in school. In this instance, poor performance is primarily due to a poor attitude towards school or lack of motivation, but not due to intellectual, learning, or other disability.	<input type="checkbox"/>
Victim of Bullying	The client has been a victim of bullying. Victims of bullying often experience serious psychological and emotional distress. Effects range from isolation and lowered self-esteem to more extreme outcomes including aggression, depression, or suicide. Case management plans may include psychological counselling.	<input type="checkbox"/>
Victim of Neglect	The client is currently experiencing or has previously experienced neglect by their primary care givers/family. Case management plans may include victim-oriented services.	<input type="checkbox"/>
Victim of Physical / Sexual Abuse	The client is currently experiencing or has previously experienced physical or sexual abuse. Case management plans may include victim oriented services.	<input type="checkbox"/>
Witness of Domestic Violence	The client has witnessed violence among family members, but was not directly the victim of abuse. Domestic violence witnessed by the client may be a source of emotional distress. Domestic violence may also necessitate involvement of child welfare agencies.	<input type="checkbox"/>
Other Mental Health Issues (specify):	The client has any other past/current mental health issues that have not already been specified. Examples include, but are not limited to, any other clinical diagnoses, psychiatric hospitalisation, or medication for a psychiatric condition.	<input type="checkbox"/>
Other (specify):	Specify any other special considerations or responsivity factors not already included in the YLS/CMI-AA that may influence the client's case management plan:	

## PART 4 – Professional override of level of service to be delivered

<b>Client's overall assessed level of risk/need:</b>	Overall Score: _____ <input type="checkbox"/> Low (0- 7) <input type="checkbox"/> Medium (8- 17) <input type="checkbox"/> Medium High (18 - 30) <input type="checkbox"/> High (31+)		
<b>Is professional override required to determine the level of service to be delivered?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO <i>(If yes, select level of service required and provide reasoning for this in the comments box below)</i>		
	<input type="checkbox"/> Low (0-7)	Comments:	
	<input type="checkbox"/> Medium (8-17)		
	<input type="checkbox"/> Medium High (18-30)		
	<input type="checkbox"/> High (31+)		
<b>JJO/C</b>		<b>Date</b>	

**Note:** The section below is to be completed by the manager when professional override is requested by the JJO/C. The Assistant Manager must approve any decision for a higher level of service to be provided. The Area Manager must approve any decision for a lower level of service.

<b>Final level of service to be provided:</b>	<input type="checkbox"/> Low <i>(file down)</i> <input type="checkbox"/> Medium <i>(2 contacts per month)</i> <input type="checkbox"/> Medium High <i>(4 contacts per month)</i> <input type="checkbox"/> High <i>(6 contacts per month)</i>		
Comments:			
<b>Approving Manager</b>		<b>Date</b>	

