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ADMINISTRATOR'S MEMO TO COUNTIES

MEMO # 08-06

DATE: May 21, 2008
TO: County Departments of Human/Social Services Directors
FROM: Charles A. Tubbs, Administrator *Charles A. Tubbs*
SUBJECT: Wisconsin Delinquency Risk and Needs Assessment Tools

The juvenile justice field continues to emphasize the importance of accurate assessment, including the use of validated delinquency risk assessment tools. The Division would like to remind county staff of the Wisconsin Delinquency Risk & Needs Assessment System that has been in place over the past several years. It was re-validated about 10 years ago by the National Council on Crime & Delinquency (NCCD). A copy of the Risk & Needs Assessment Packet is enclosed which includes the following components: the Wisconsin Delinquency Risk Assessment, the Wisconsin Delinquency Assessment Definitions, the Wisconsin Risk Assessment for Youth in Community-Based Programs on County Supervision or State Aftercare, a Progress Summary, the Wisconsin Delinquency Youth Assessment, an Individual Case Plan, the Wisconsin Delinquency Family Assessment, and the Wisconsin Delinquency Service/Placement Guide. Many counties are using these particular tools and have been for several years. If your county has not yet adopted a validated tool for assessing risk of continued delinquency, you may want to look into using this particular system.

On a request basis, the Division continues to provide technical assistance and training for counties on delinquency risk assessment in accordance with s. 938.549. This may be helpful particularly if you have new delinquency staff. The contact person in DJC is Jocelyn Petersen, she can be contacted at: (608) 240-5934 or via email at jocelyn.petersen@wisconsin.gov. In upcoming DJC newsletters, specific information regarding the delinquency assessment components will be shared in an effort to keep staff informed.

Attachments: Wisconsin Delinquency Assessment Packet

cc: Rick Raemisch, Secretary, Department of Corrections
Amy Smith, Deputy Secretary, DOC
Ismael Ozanne, Executive Assistant, DOC
Silvia Jackson, Assistant Administrator, DOC/DJC
Reggie Bicha, Administrator, DCFS/DHFS
Jill Chase, Bureau of Regulation and Licensing, DCFS/DHFS
Diane Waller, Director, Area Administration, DES/DHFS
DES Human Service Area Coordinators for Children and Families

DES Area Administrators
County Youth Aids contacts
Greg Van Rybroek, MJTC
DJC Management staff
Court-attached juvenile court intake offices

Revised Wisconsin Delinquency Risk Assessment

NAME OF YOUTH _____ DATE OF BIRTH _____ DATE OF REPORT _____
 SEX _____ ETHNIC GROUP _____ COUNTY _____
 OFFENSE _____

Complete the assessment using the best available information. Total the points to determine initial level of risk. SCORE

1. **Age at First Referral to Juvenile Court Intake** "Referral" defined per statute (see definitions).
 Age referenced to 15th anniversary of birth date. Juvenile is "Under 15" if first referral occurred prior to 15th birthday.
 Under 15 2
 15 or Over 0
2. **Prior Referrals to Juvenile Court Intake** "Referrals" defined per statute (see definitions).
 None..... -1
 One or Two 0
 Three or More 2
3. **Prior Assaults** (includes but is not limited to use of a weapon).
 "Assaults" are defined as any assaultive behavior, whether physical or sexual, and any weapon or weapon possession arrest/offense as evidenced by any reliable source including prior referrals, policy/professional reports, or other confirmed reports. "Prior" excludes current intake offense.
 Yes 2
 No..... 0
4. **Prior Out of Home Placements**
 Determine the total number of previous court-ordered out of home placements. Do not count a change in foster family, without an intervening return home, as a separate placement.
 None or One 0
 Two or More 1
5. **Prior Runaways (from home or placement).**
 History of previous runaways from home or any placement. Runaways are defined as absconding from home or any placement and not voluntarily returning within twenty-four (24) hours.
 None or One 0
 Two or More 2
6. **School Behavior Problems** (includes habitual truancy) (see definitions).
 None..... -1
 Minor Problems 0
 Serious Problems or Habitual Truancy Noted 2
7. **History of Physical or Sexual Abuse, or of Neglect, as a Victim**
 Physical or sexual abuse or neglect victimization suspected by professionals whether or not substantiated. Professionals are those listed under s.48.987, Wis. Stats.
 Yes 1
 No..... 0
8. **History of Alcohol or Other Drug Abuse**
 Abuse is defined as use resulting in some prolonged disruption of functioning.
 Yes 1
 No..... 0
9. **History of Serious Emotional Problems** (see definitions).
 Yes 1
 No..... 0
10. **Peer Relationships** (see definitions) -1
 Good Support and Influence -1
 Negative Influence; Some Companions Involved in Delinquent Behavior; or Lack of Peer Relationships.. 1
 Strong Negative Influence, Most Peers Involved in Delinquent Behavior such as Gang Involvement 2

TOTAL RISK SCORE

Total Score	Classification
-3 to 1	LOW RISK
2 to 4	MODERATE RISK
5 to 8	HIGH RISK
9 or above	VERY HIGH RISK

WISCONSIN RISK REASSESSMENT FOR YOUTH IN COMMUNITY-BASED PROGRAMS, ON COUNTY SUPERVISION, OR STATE AFTERCARE

SCORE

Youth Name: _____ DOB: _____ Date of Reassessment _____
 Program _____

For items 1 through 6, use information obtained since last risk assessment. In scoring items 5 and 6, refer to risk assessment definitions.

- 1. **Age at First Referral to Juvenile Court Intake.**
 - 13 or Under2
 - 14 1
 - or Over 0
- 2. **Prior Referrals to Juvenile Court Intake**
 - None.....0
 - One or Two 1
 - Three or More 2
- 3. **Prior Assaults** (includes but is not limited to use of a weapon).
 - Yes 1
 - No..... 0
- 4. **Prior Out of Home Placements**
 - None or One 0
 - Two or More..... 1
- 5. **History of Physical or Sexual Abuse as a Victim**
 - Yes 1
 - No..... 0
- 6. **History of Neglect as a Victim**
 - Yes 1
 - No..... 0

Score the following items based on behavior since last assessment.

- 7. **Runaways from Home or Community-Based Placement**
 - None..... 0
 - One 1
 - Two or More..... 3
- 8. **School Behavior Problems**
 - None or Only Minor.....0
 - Moderate Problems..... 1
 - Serious Problems..... 3
- 9. **Use of Alcohol or Other Drugs**
 - No..... 0
 - Yes 3
- 10. **Peer Relationships** (see definitions)
 - Good Support and Influence 0
 - Negative Influence; Some Companions Involved in Delinquent Behavior.....2
 - Strong Negative Influence, Most Peers Involved in Delinquent Behavior such as Gang Involvement 3

TOTAL RISK SCORE _____

Total Score	Classification
0-5	LOW RISK
6-9	MEDIUM RISK
10-13	HIGH RISK
14 and above	VERY HIGH RISK

PROGRESS SUMMARY

NAME OF YOUTH		NUMBER	
CURRENT PROGRAM PLACEMENT	EXPIRATION DATE	REPORTING PERIOD FROM:	TO:
<input type="checkbox"/> Youth Currently on Psychotropic Medication		<input type="checkbox"/>	<input type="checkbox"/>

REVIEW OF TREATMENT GOALS AND OBJECTIVES, INTERVENTIONS OR TASKS

GOAL 1:

Progress:

GOAL 2:

Progress:

GOAL 3:

Progress:

GOAL 4:

Progress:

GOAL 5:

Progress:

ANALYSIS AND RECOMMENDATION

(Include any changes in available resources, modifications or additions to the plan, and recommendations for extension or discharge):

SIGNATURE and TITLE

DATE

DISTRIBUTION:

WISCONSIN DELINQUENCY YOUTH ASSESSMENT

NAME OF YOUTH		NUMBER	COUNTY
DATE OF BIRTH	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	ETHNIC GROUP	
FAMILY MEMBERS (Check all that apply)			
<input type="checkbox"/> Mother		<input type="checkbox"/> Father	<input type="checkbox"/> Stepparent <input type="checkbox"/> Grandparent
<input type="checkbox"/> Other Relative		<input type="checkbox"/> Guardian	<input type="checkbox"/> Other (please specify):
SOCIAL WORKER NAME		DATE	

Complete this assessment using the best available information obtained by staff through observation, self-report information from the youth, family member(s), and third parties (e.g., school personnel, employers, relatives outside the home), reports from official agencies, and the results of formal evaluations. Select only one statement for the family under each category. Add the positive and negative scores separately for the 12 items for the family. Record two scores for the family at the bottom of the form. The positive score measures strengths. The negative score assesses need.

Youth

A. EDUCATIONAL INVOLVEMENT

- 5 = Actively engaged in education program and attached to school as evidenced by regular attendance and high academic achievement (GPA of 2.5/C+ or greater) and reads above grade level.
- 3 = Functions at age appropriate level, earns passing grades, reads at grade level and does not skip classes or exhibit behavior problems. Graduated or has GED.
- 3 = Problems with attendance (e.g., skips school or classes at least once a week), work effort or behaviors and/or functions 1 year below expected grade level.
- 5 = Chronic problems with attendance (e.g., skips school or classes more than once a week), work efforts or behaviors and/or functions 2 or more years below expected grade level, or has been expelled.

B. FAMILY/COMMUNITY ENVIRONMENT

- 5 = Receives encouragement from family, family unit protects its members in the home and community from physical harm, members regularly make positive statements about each other and contribute their time and resources to support the positive endeavors (school, work, church activities) or other family members.
- 3 = Feels safe at home, in school and in the community.
- 3 = Serious problems including unstable/mobile lifestyle or failure to provide meals or medical care to meet health/safety needs of youth. Community/school has numerous reports of criminal activity and violence.
- 5 = Is homeless or in temporary shelter.

C. EMOTIONAL STABILITY

- 5 = Consistently displays ability to deal with disappointment, anger, and grief in a positive manner and expresses an optimistic view of personal future.
- 3 = Displays some appropriate emotional responses, no apparent dysfunction and appears well adjusted.
- 3 = Displays periodic or sporadic emotional responses, which limit adequate functioning such as aggressive acting out, withdrawal, mild symptom(s) of depression, anxiety or neurosis.
- 5 = Frequent or extreme emotional responses, which severely limit adequate functioning including incidents of suicidal gestures, need for mental health treatment or hospitalization, self-abusive behaviors or fire setting behaviors.

D. CONFLICT RESOLUTION

- 5 = Consistently identifies conflict and successfully employs skills needed to resolve conflict.
- 3 = Identifies conflict and attempts to use resolution skills to resolve conflict without outside intervention(s). Efforts are not always successful.
- 3 = Reacts to conflict and needs outside intervention(s) to resolve disputes.
- 5 = Reacts to conflict in a disruptive or aggressive manner and may require law enforcement involvement.

E. SUBSTANCE USE

- 4 = States and shows through behavior that it is important not to use alcohol or other drugs and does not use them.
- 2 = No evidence of substance abuse.
- 0 = Experimentation with substances, but no indication of sustained use.
- 2 = Evidence of substance use/abuse. Participates in education, treatment and/or monitoring program.
- 4 = Serious substance abuse problems with serious disruption of functioning such as loss of job, removal/dropping out of school, problems with the law and/or physical harm to self or others. Refuses to participate in treatment.

F. ATTITUDES/VALUES

- 4 = Consistently takes responsibility for own feelings, attitudes, and behaviors; demonstrates willingness to help others; displays honesty and integrity; caring; sense of purpose and is future oriented.
- 2 = Recognizes and sometimes demonstrates the importance of taking personal responsibility for feelings, attitudes and behaviors in order to function in the community.
- 2 = Blames others, unable to recognize and demonstrate personal responsibility, chooses negative role models and is not future oriented.
- 4 = Consistently expresses negative societal values, exhibits destructive/aggressive behaviors, accepts criminal thinking, seeks revenge openly and regularly associates with others involved in negative/criminal behaviors.

G. PARENTING/CAREGIVING

- 4 = Not a teen parent or pregnant; has completed a course on parenting and child rearing and demonstrates the value of delaying parenthood.
- 2 = Not a teen parent or pregnant; doesn't demonstrate value of delaying parenting.
- 0 = Is a teen parent who is positively engaged in nurturing the child or pregnant and receiving pre-natal care.
- 2 = Is a teen parent or pregnant; lacks child rearing skills and needs assistance to provide adequate care for the child.
- 4 = Is a teen parent or pregnant; lacks basic knowledge about parenting and child rearing, is not positively engaged with child, is involved in maltreatment of child or there has been a recommendation of removal of the child from caregiver's home.

H. SOCIAL COMPETENCIES

- 4 = Demonstrates empathy, sensitivity, friendship skills, positive relationships with peers and adults, ability to deal effectively with authority figures and models responsible behavior. Successfully solves problems with peers and adults.
- 2 = Some ability to relate and interact with others. Exhibits efforts to develop relationship skills such as selection of appropriate friends, constructive use of free time and works to define boundaries.
- 2 = Demonstrates or exhibits weak sense of self, ill at ease with others, avoids interactions and relationships, dependent relationships and a follower.
- 4 = Destructive relationships, co-dependent, self-abusive, harms others, gang involvement, exploits others, manipulative, self-mutilation, cruel to others, and expresses sense of hopelessness.

I. SUCCESSFUL LIVING SKILLS

- 3 = Consistently demonstrates most or all of the following skills needed for independent living: money management, housekeeping, decision-making, planning, problem solving and time management.
- 1 = Manages daily routine without intervention and demonstrates some age appropriate life skills.
- 1 = Does not consistently demonstrate age appropriate life skills; needs some intervention to manage daily routine.
- 3 = Does not demonstrate age appropriate life skills; requires extensive training and assistance to manage daily routine.

J. EMPLOYMENT

- 3 = Currently employed or developing a realistic career plan with a concrete time frame for implementation, understands the need to be productive, exhibits behaviors associated with being motivated to work (e.g., has a resume, has submitted applications), has a history of positive employment, or is regularly attending and obtaining good grades in vocational/regular education program.
- 0 = Employable, has work skills, but is not currently employed or is a full-time student.
- 1 = Unemployed, exhibits inconsistent or unrealistic attempts to obtain work and expresses limited interest in seeking work or developing a realistic career plan.
- 3 = Unemployed, involved in illegal activity or unrealistic plans for employment, no motivation to work, no marketable job skills, and no interest or concrete plan to develop them.

K. SEXUALITY

- 2 = Has participated in human growth and development curriculum and youth is consistently responsible about sexuality.
- 0 = No indicators of inappropriate expressions of sexuality.
- 3 = Inappropriate expressions of sexuality.
- 5 = Uses sexual behaviors to attain power over others and harms or instills fear in a victim.

L. HEALTH

- 2 = Physically healthy; practices preventive health care and regularly maintains and participates in a health care plan for physical/dental/vision needs.
- 1 = May have a health problem, but seeks and follows treatment plan including regularly taking prescribed medications or not actively engaged in health promoting behavior, but apparently healthy.
- 1 = Special health condition exists, which is not adequately addressed or is partially compliant with taking prescribed medications.
- 2 = Health, dental, hearing or vision problem exists, which is not adequately addressed and severely limits participation in routine activities of daily living or is non-compliant with taking prescribed medications.

IDENTIFIED NEEDS WHICH WERE NOT COVERED BY THIS ASSESSMENT TOOL:

ASSIGN THE YOUTH A STRENGTH AND NEEDS ASSESSMENT SCORE: *

Youth's Strength Score	Youth's Strength Level	Youth's Need Score	Youth's Need Level
_____	1 TO 15 BASIC	_____	-1 TO -16 LOW
	16 TO 31 MODERATE		-17 TO -33 MODERATE
	32 & ABOVE HIGH		-34 & ABOVE HIGH

* Total the youth's strength and need score and enter it on the appropriate live. Also check the corresponding strength and need level.

INDIVIDUAL CASE PLAN

NAME OF YOUTH	DATE OF BIRTH	NUMBER	EXPIRATION DATE
DATE ICP DEVELOPED	CURRENT PROGRAM/PLACEMENT	SOCIAL WORKER	AGENT
LAST REVIEW DATE	SCHEDULED REVIEW PERIOD	COMMUNITY TRANSITION/PLACEMENT PLAN	
REFERRALS AND DATE SUBMITTED			

STRENGTHS

OTHER PERTINENT INFORMATION

GOAL	OBJECTIVES, INTERVENTIONS OR TASKS TO ACHIEVE STATED GOAL	ASSIGNED PERSON(S)	START DATE	COMPLETION DATE
1.				
2.				
3.				
4.				
5.				

COMMENTS

GOAL	OBJECTIVES, INTERVENTIONS OR TASKS TO ACHIEVE STATED GOAL	ASSIGNED PERSON(S)	START DATE	COMPLETION DATE
1.				
2.				
3.				
4.				
5.				

COMMENTS

GOAL	OBJECTIVES, INTERVENTIONS OR TASKS TO ACHIEVE STATED GOAL	ASSIGNED PERSON(S)	START DATE	COMPLETION DATE
1.				
2.				
3.				
4.				
5.				

COMMENTS

GOAL

OBJECTIVES, INTERVENTIONS OR TASKS TO ACHIEVE STATED GOAL	ASSIGNED PERSON(S)	START DATE	COMPLETION DATE
1.			
2.			
3.			
4.			
5.			

COMMENTS

GOAL

OBJECTIVES, INTERVENTIONS OR TASKS TO ACHIEVE STATED GOAL	ASSIGNED PERSON(S)	START DATE	COMPLETION DATE
1.			
2.			
3.			
4.			
5.			

COMMENTS

GOAL: Meet ongoing general, expectations of institution/community that include, but are not limited to: following program rules, being respectful, participating in all elements of programming, getting along with peers and staff, taking responsibility for one's actions, maintaining appropriate classroom standards and having appropriate attitudes. Not all expectations can be covered and the youth is expected to use common sense and good judgment, as well as ask for clarification.

Meeting Not Meeting

Comments

STAFF'S SIGNATURE and TITLE _____ DATE _____

YOUTH'S SIGNATURE _____ DATE _____

Youth's signature does not necessarily indicate agreement, but attests that the youth has had an opportunity to read.

DISTRIBUTION:

WISCONSIN DELINQUENCY FAMILY ASSESSMENT

NAME OF YOUTH	-NUMBER	COUNTY
DATE OF BIRTH	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	ETHNIC GROUP
FAMILY MEMBERS (Check all that apply)		
<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Stepparent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other Relative <input type="checkbox"/> Guardian <input type="checkbox"/> Other (please specify): _____		
SOCIAL WORKER NAME	DATE	

Complete this assessment using the best available information obtained by staff through observation; self-report information from the youth, family member(s), and third parties (e.g., school personnel, employers and relatives outside the home); reports from official agencies and the results of formal evaluations. Select only one statement for the family under each category. Add the positive and negative scores separately for the 12 items for the family. Record two scores for the family at the bottom of the form. The positive score measures strengths. The negative score assesses need.

Family

A. EDUCATIONAL INVOLVEMENT

- 5 = Regularly attends school activities and teacher conferences, monitors and assists youth with homework assignments and exhibits behaviors (reads, discusses current events, etc.) to motivate the youth's learning process.
- 3 = Supervises youth's attendance and performance at school, attends scheduled conferences, communicates with school officials but is not involved in other areas of the educational process.
- 3 = Does not supervise youth's attendance or performance at school.
- 5 = Regularly interferes with the youth's attendance or performance at school.

B. FAMILY/COMMUNITY ENVIRONMENT

- 5 = Gives encouragement to its members, family unit protects its members in the home and community from physical harm, members regularly make positive statements about each other and contribute their time and resources to support the positive endeavors (school, work, church activities) of other family members.
- 3 = Feels safe at home and in the community.
- 3 = Serious problems including unstable/mobile lifestyle or failure to provide meals or medical care to meet health/safety needs of youth. Community has numerous reports of criminal activity and violence.
- 5 = Is homeless or in temporary shelter. Family supports delinquency or sabotages treatment programs.

C. EMOTIONAL STABILITY

- 5 = Consistently displays ability to deal with disappointment, anger, grief in a positive manner expresses an optimistic view of personal future.
- 3 = Displays some appropriate emotional responses, no apparent dysfunction and appears well adjusted.
- 3 = Displays periodic or sporadic emotional responses, which limits adequate functioning such as aggressive acting out, withdrawal, mild symptom(s) of depression, anxiety or neurosis.
- 5 = Frequent or extreme emotional responses, which severely limit adequate functioning including incidents of suicidal gestures, need for mental health treatment or hospitalization, self-abusive behaviors or fire setting behaviors.

D. CONFLICT RESOLUTION

- 5 = Consistently identifies conflict at home or work and successfully employs skills needed to resolve conflict.
- 3 = Identifies conflict and attempts to use conflict resolution skills to resolve.
- 3 = Reacts to conflict and needs outside intervention(s) to resolve disputes.
- 5 = Reacts to conflict in a disruptive or aggressive manner and may require law enforcement involvement.

E. SUBSTANCE USE

- 4 = Models responsible attitudes and behaviors, educates children about the negative consequences of substance abuse, monitors the youth's involvement with substances and actively participates in treatment if needed.
- 2 = No evidence of substance abuse or models treatment participation and offers constructive support.
- 2 = Some substance abuse problems resulting in disruptive behavior discord in family or limited problems in functioning.
- 4 = Serious substance abuse problems with serious disruption of functioning such as loss of job, problems with law and/or physical harm to self or others.

F. ATTITUDES/VALUES

- 4 = Consistently takes responsibility for own feelings, attitudes and behaviors; demonstrates willingness to help others; displays honesty, integrity, caring, sense of purpose and is future oriented.
- 2 = Recognizes and sometimes demonstrates the importance of taking personal responsibility for feelings, attitudes and behaviors in order to function in the community.
- 2 = Blames others, unable to recognize and demonstrate personal responsibility, chooses negative role models and is not future oriented.
- 4 = Consistently expresses negative societal values, exhibits destructive/aggressive behaviors, accepts criminal thinking, seeks revenge openly and regularly associates with others involved in negative/criminal behaviors. History of criminal activity in the family.

G. PARENTING/CAREGIVING

- 4 = Consistently demonstrates a strong positive relationship, which includes social activities together, and parenting patterns which are age appropriate for the child(ren) in areas of discipline, expectations, communication, protection and nurturing.
- 2 = Exhibits parenting practices which are age appropriate for the child(ren) in areas of discipline, expectations, communication, protection and nurturing. Child(ren) comply with parental requests and practices.
- 2 = Does not demonstrate adequate knowledge or skills to effectively control or nurture child(ren) (e.g., inconsistent parenting, passive parenting or parent/child role reversal). Child(ren) do not regularly receive consequences for misbehavior and sometimes receives lax supervision.
- 4 = Displays emotionally or physically destructive/abusive-parenting patterns. Child(ren) display emotionally or physically destructive behaviors to caregiver(s) or other siblings. There has been an abuse/neglect referral or children have been removed from the caregiver's home.

H. SOCIAL COMPETENCE

- 4 = Demonstrates empathy, sensitivity, friendship skills, positive relationships with other adults, ability to deal effectively with authority figures and models responsible behavior. Successfully solves problems with child(ren) and other adults.
- 2 = Some ability to relate and interact with others. Exhibits efforts to develop relationship skills such as selection of supportive friends, constructive use of free time and involvement in social network.
- 2 = Demonstrates or exhibits weak sense of self, ill at ease with others, avoids interactions and relationships, dependent relationships and a follower.
- 4 = Destructive relationships, co-dependent, self-abusive, harms others, exploits others, manipulative, self-mutilation, cruel to others and expresses sense of hopelessness.

I. SUCCESSFUL LIVING SKILLS

- 3 = Consistently demonstrates most or all of the following skills needed for independent living: money management, housekeeping, decision-making, planning, problem solving and time management.
- 1 = Manages daily routine without intervention(s) and demonstrates some life skills.
- 1 = Does not consistently demonstrate life skills and needs some intervention to manage daily routine.
- 3 = Does not demonstrate life skills and requires extensive training and assistance to manage daily routine.

J. EMPLOYMENT

- 3 = Currently employed or pursuing a realistic career plan with a concrete time frame for implementation, understands the need to be productive, exhibits behaviors associated with being motivated to work (e.g., has a resume, has submitted applications, etc.), has a history of positive employment or is frequently attending a vocational program.
- 0 = Employable, has work skills, but is not currently employed or is enrolled in a job-training program.
- 1 = Unemployed, exhibits inconsistent or unrealistic attempts to obtain work and expresses limited interest in seeking work or developing a realistic career plan.
- 3 = Unemployed, employed in illegal activity or unrealistic plans for employment, no motivation to work, no marketable job skills and no interest or concrete plan to develop them.

K. HEALTH

- 2 = Physically healthy; practices preventive health care; regularly maintains and participates in a health care plan for physical/dental/vision needs.
- 1 = May have a health problem, but seeks and follows treatment plan including regularly taking psychotropic medications or not actively engaged in health promoting behavior, but apparently healthy.
- 1 = Special health condition exists which is not adequately addressed or is partially compliant with taking prescribed psychotropic medications.
- 2 = Health, dental, hearing or vision problem exists which is not adequately addressed and severely limits participation in routine activities of daily living or is non-compliant with taking prescribed psychotropic medications.

IDENTIFIED NEEDS WHICH WERE NOT COVERED BY THIS ASSESSMENT TOOL:

ASSIGN THE STRENGTH AND NEEDS ASSESSMENT SCORE: *

Family's Strength Score	Family's Strength Level	Family's Need Score	Family's Need Level
	1 TO 15 BASIC		-1 TO -16 LOW
	16 TO 31 MODERATE		-17 TO -33 MODERATE
	32 & ABOVE HIGH		-34 & ABOVE HIGH

* Total the family strength and need score and enter it on the appropriate line. Also check the corresponding strength and need level.

WISCONSIN DELINQUENCY SERVICE/PLACEMENT GUIDE

CURRENT OFFENSES	RISK			
	LOW	MEDIUM	HIGH	VERY HIGH
CATEGORY I	LEVEL 1	LEVEL 1	LEVEL 1 or 2	LEVEL 2
CATEGORY II	LEVEL 1	LEVEL 1 or 2	LEVEL 2	LEVEL 2 or 3
CATEGORY III	LEVEL 2	LEVEL 2 or 3	LEVEL 2, 3, or 4	LEVEL 3 or 4
CATEGORY IV	LEVEL 2, 3, or 4	LEVEL 3 or 4	LEVEL 4	LEVEL 4

SERVICE/PLACEMENT LEVEL DEFINITIONS:

- LEVEL 1=Counsel & Release, Informal Supervision, Consent Decree
- LEVEL 2=Court Ordred Supervision, Community Based Services, Community Based Foster Care
- LEVEL 3=Treatment Foster Care, Group Homes, RTC
- LEVEL 4=JCI

OFFENSE CATEGORY DEFINITIONS:

- Category I=Class B & C Misdemeanors
- Category II=Class A Misdemeanors
- Category III=Class C, D, & E Felonies
- Category IV=Class A & B Felonies