

YASI
Youth Assessment & Screening Instrument

Section 1	Legal History
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14. Number of Motions for Review alleging Violations of Probation or other type of Supervision: Total number of petitions or requests for petitions for violations of probation or other type of supervision. If any, check all types that apply: ☐ Technical Violation ☐ New Offense ☐ Absconder

Check if family items do not apply to this client : ☐

- 1. Runaways or times kicked out of home:** Include times the youth did not voluntarily return within 24 hours. Include incidents not reported by or to law enforcement. *Enter 0 if none, up to a maximum of 5.*

Times kicked out/locked out

Number of runaways

- 2. Has there ever been a family court finding of any child neglect** (relating to a custodial parent):

☐ No ☐ Yes

- 3. Compliance with parental rules:**

- ☐ Youth usually obeys and follows rules
☐ Youth sometimes obeys or obeys some rules
☐ Youth often disobeys rules
☐ Youth consistently disobeys, and/or is hostile
☐ No pro-social rules in place
☐ Not applicable

- 4. Circumstances of family members who are living in the household:**

• Check all that apply.

Non-applicable

No problems

Alcohol/Drug problems

Mental Health Problems

JD/Criminal Record

JD/Violent Criminal Record

Mother	Father	Step-Parent	Sibling	Other
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

- 5. Historic problems of family members who lived where the youth was primarily raised:**

• Check all that apply.

Not applicable

No problems

Alcohol/drug problems

Mental health problems

JD/criminal record

JD/violent criminal record

Mother	Father	Step-Parent	Sibling	Other
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

- 6. Youth's current living arrangements:**

• Check all that apply.

☐ Mother (biological or adoptive)☐ Father (biological or adoptive)☐ Stepparent☐ Siblings☐ Other relatives☐ Other adult☐ Foster/group home☐ Independent☐ No permanent address/shelter☐ Other _____

- 7. Parental/custodial supervision:** Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.

- ☐ Good supervision
☐ Some good supervision
☐ Some inadequate supervision
☐ Frequent inadequate supervision
☐ Consistently inadequate supervision
☐ Not Applicable

- 8. Appropriate consequences for bad behavior:** Appropriate means clear communication, timely response, and response proportionate to conduct.

- ☐ Consistently appropriate consequences
☐ Usually appropriate consequences
☐ Sometimes appropriate consequences
☐ Usually not appropriate consequences
☐ Never appropriate or no consequences
☐ Not applicable

- 9. Appropriate rewards for good behavior.** Rewards include affection, praise, or other tangible means.
- ☐ Consistently appropriate rewards
 - ☐ Usually appropriate rewards
 - ☐ Sometimes appropriate rewards
 - ☐ Usually not appropriate rewards
 - ☐ Never appropriate or no rewards
 - ☐ Not Applicable
- 10. Parental attitude toward youth's maladaptive behavior:**
- ☐ Disapproves of youth's maladaptive behavior
 - ☐ Some disapproval of youth's maladaptive behavior
 - ☐ Minimizes, denies, justifies youth's maladaptive behavior
 - ☐ Accepts youth's maladaptive behavior
 - ☐ Proud of youth's maladaptive behavior
 - ☐ Not applicable
- 11. Support network for family; extended family and friends who can provide additional support:**
- ☐ Strong family support network
 - ☐ Some family support network
 - ☐ No family support network
 - ☐ Not Applicable
- 12. Family member(s) youth feels close to or has good relationship with:**
• Check all that apply.
- | | |
|--|--|
| ☐ Mother/female caretaker | ☐ Male sibling |
| ☐ Father/male caretaker | ☐ Extended family |
| ☐ Female sibling | ☐ No one |
- 13. Family provides opportunities for youth to participate in family activities and decisions affection the youth.**
- ☐ Family engages in frequent or regular activities
 - ☐ Engages in some activities
 - ☐ No engagement in activities as a family
 - ☐ Not Applicable
- 14. Family provides opportunity for youth to learn, grow and succeed:**
- ☐ Ongoing opportunities for growth provided
 - ☐ Some opportunities for growth provided
 - ☐ No opportunities for growth provided
 - ☐ Not Applicable
- 15. Parental love, caring, and support of youth:**
- ☐ Consistent love, caring, and support
 - ☐ Usually demonstrates love, caring, support
 - ☐ Inconsistent love, caring, and support
 - ☐ Indifferent, uncaring, uninterested, unwilling to help
 - ☐ Hostile toward youth, berated and belittled
 - ☐ Not Applicable
- 16. Level of conflict between parents, between youth and parents, and among siblings:**
• Check all that apply.
- ☐ No Conflict
 - ☐ Some conflict that is well managed
 - ☐ Some conflict that is distressing
 - ☐ Verbal intimidation, yelling, heated arguments
 - ☐ Threats of physical violence
 - ☐ Physical violence between parents
 - ☐ Physical violence between parents and children
 - ☐ Physical violence between siblings
 - ☐ Not Applicable

1. Food Worries

The family worried that food would run out within the last 3 months.

- ☐ Never
☐ Sometimes
☐ Often

2. No Food

The family ran out of food within the last 3 months.

- ☐ Never
☐ Sometimes
☐ Often

3. Other Needs

• *Check all that apply.*

- ☐ Housing problems led the family or youth to stay outside; in a car; in a tent; in an overnight shelter; or temporarily in someone else's home (couch-surfing) in the last three months
- ☐ Youth or family is currently worried about losing housing
- ☐ Family or youth was unable to get utilities (water, heat, electricity) in the last 3 months
- ☐ Lack of transportation kept youth or family from school/work, school/work activities, medical appointments or from doing things needed for daily living in the last 3 months
- ☐ None of the above

4. Material Goods: Within the past 3 months, youth lacked access to:

• *Check all that apply.*

- ☐ No Lack of Material Goods
- ☐ Clean clothing
- ☐ Weather-appropriate shoes or clothing that fits properly
- ☐ School supplies
- ☐ Household goods like dishes, working appliances, furniture
- ☐ Hygiene items (e.g., menstruation or other hygiene items)

5. Immediate Needs: Identify which of these needs are urgent:

• *Check all that apply.*

- ☐ No Immediate Needs
- ☐ Food
- ☐ Housing
- ☐ Transportation
- ☐ Material Goods

Check if family items do not apply to this client : ☐

Complete this section based on information from the interview, school records, contacts with the school.

Highest grade completed

1. Youth's current school enrollment status, regardless of attendance: If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box, otherwise check enrolled if in home school.

- ☐ Graduated, GED
☐ Enrolled full-time
☐ Enrolled part-time
☐ Dropped out
☐ Suspended
☐ Expelled
☐ Not Applicable

2. Youth's attendance in the last 3 months of school: Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority.

- ☐ Attends regularly (at least 90% of time)
☐ Some partial-day unexcused absences
☐ Some full-day unexcused absences
☐ Five or more full-day unexcused absences per quarter
☐ Not Applicable

3. Youth's conduct in the last 3 months of school.

- ☐ Positive behavioral adjustment
☐ No problems reported
☐ Infractions reported
☐ Intervention by school administration (calls to parents, principal or superintendent involvement, hearing)
☐ Police reports filed by school
☐ Not Applicable

4. Youth's academic performance in the last 3 months of school:

- ☐ B+ or above
☐ C or better
☐ C- or lower
☐ Failing some classes
☐ Failing most classes
☐ Not Applicable

5. Youth's current school conduct:

- ☐ Consistent, stable
☐ Improving
☐ Worsening
☐ Not Applicable

6. Youth's current academic performance:

- ☐ Consistent, stable
☐ Improving
☐ Worsening
☐ Not Applicable

7. IF youth is a special education student or has been found to have a learning, behavioral, or other disability; or has a formal IEP:
• Check all that apply

- ☐ No Special Education Status
☐ Learning
☐ Behavioral
☐ Intellectual Disability
☐ Organic Brain Damage (ADHD / ADD)
☐ Other: _____

8. Youth believes receiving an education is beneficial to him or her:

- ☐ Believes
☐ Somewhat believes
☐ Does not believe
☐ Not Applicable

9. Youth believes school provides a supportive and encouraging environment for him or her:

- ☐ Believes
☐ Somewhat believes
☐ Does not believe
☐ Not Applicable

10. Total number of out of school suspensions in last 2 years:
Enter the number up to 10, if none enter 0.

Number of out-of-school suspensions

Total number of in-school suspensions in the last 2 years:
Enter the number up to 10, if none enter 0.

Number of in-school suspensions

Total number of expulsions since the first grade: Enter the number up to 10; if none enter 0

Number of expulsions

11. Age at first expulsion: Enter 0 if never expelled.

Age at first expulsion

12. Youth's involvement in school activities during most recent school year: School leadership; social service clubs; music, dance; drama, art; athletics; other extracurricular activities.

- ☐ Involved in two or more activities
☐ Involved in one activity
☐ Interested but not involved in any activities
☐ No interest in school activities
☐ Not Applicable

13. Teachers/staff/coaches youth likes or feels comfortable talking with:

Enter the number of adults; if none enter 0.

Names:

Number of teachers/staff/coaches

1. Associates the youth spends his/her time with:

• Check all that apply.

- ☐ Friends who have a positive pro-social influence
- ☐ No friends or companions, no consistent friends
- ☐ Friends who have a negative delinquent influence
- ☐ Associates or has been seen with gang members
- ☐ Family gang members
- ☐ Youth is a gang member
- ☐ None of the above

2. Attachment to positively influencing peer(s):

• Check all that apply.

- ☐ Youth maintains contact with peers who are responsible and goal-focused
- ☐ Youth admires or emulates older adolescents in school and/or work
- ☐ Youth has a best friend who is supportive and a positive influence
- ☐ None of the above

3. Admiration/emulation of high risk anti-social peers:

• Check all that apply.

- ☐ Youth does not admire, emulate anti-social peers
- ☐ Youth minimally admires, emulates delinquent peers
- ☐ Youth admires, emulates anti-social peers
- ☐ Youth is a delinquent leader

4. Number of months youth has been associating with negatively influencing/delinquent friends/gang: Enter 0 if no anti-social friends/gangs.

Months has associated with anti-social friends

Months has associated with gang

5. Amount of free time youth spends with negatively influencing/anti-social peers:

- ☐ No anti-social peers
- ☐ Spends one or two hours of free time per week
- ☐ Spends three to seven hours of free time per week
- ☐ Spends eight to 14 hours of free time per week
- ☐ Spends all or nearly all of free time

6. Strength of negatively influencing/ anti-social peer influence:

• Check all that apply.

- ☐ No anti-social peers
- ☐ Does not go along with anti-social peers
- ☐ Sometimes goes along with anti-social peers
- ☐ Usually goes along with anti-social peers
- ☐ Leads anti-social peers

7. Number of existing positive adult relationships in the community: Adults who provide support and model pro-social behavior, such as a religious leader, club member, community person, mentor, previous employer or any other non-family adult(s). Enter number of adults up to 5, if none enter 0. Exclude school-based relationships.

Number of existing adult relationship(s) in the community

8. Pro-social community ties: Youth is involved in community organizations that provide explicit opportunities for learning pro-social behavior and attitudes (e.g., church, community service clubs, volunteer activities).

- ☐ Highly Involved
- ☐ Involved
- ☐ Not Involved

Section 6

Alcohol and Drugs



“Disrupts function” involves problems in any one of these four life areas: education, family conflict, peer relationships, or health (Disrupted functioning usually indicates that treatment is warranted – refer for further assessment by a qualified professional).

Alcohol/Drugs contributes to behavior means that use typically precipitates the commission of crime or other reasons youth’s delinquent/criminal activity is related to alcohol and/or drug use).

1. Alcohol and Drug Use

- ☐ Yes Alcohol/Drug Use
☐ No Alcohol/Drug Use

	Ever Used	Times used last 3 months	Disrupts function	Contributes to behavior	Age at 1 st use	Attempts to cut back
Alcohol	☐		☐	☐		☐
Marijuana	☐		☐	☐		☐
Cocaine/crack	☐		☐	☐		☐
Ecstasy or other club drugs	☐		☐	☐		☐
Heroin	☐		☐	☐		☐
Hallucinogens (LSD, Acid)	☐		☐	☐		☐
Inhalants /huffing	☐		☐	☐		☐
Amphetamines (Speed)	☐		☐	☐		☐
Prescription drug misuse	☐		☐	☐		☐
Other: _____	☐		☐	☐		☐

2. Youth is receptive to participation in alcohol/drug treatment:

☐ N/A No problem

☐ Receptive

☐ Not Receptive

3. Previous alcohol/drug treatment:

☐ N/A No problem

☐ Yes

☐ No



Any indications of the following 7 items indicate the need for further assessment by a qualified health professional. Indicators in item 1 should be confirmed by a health care professional.

1. Mental Health Problems:

- ☐ No Mental Health Problems
☐ Mental Health Problems

	Diagnosed	Current Treatment	Past Treatment	Current Medication	Past Medication
Psychoses	☐	☐	☐	☐	☐
Bi-Polar	☐	☐	☐	☐	☐
Other Mood/Affective/Disorders	☐	☐	☐	☐	☐
Schizophrenia	☐	☐	☐	☐	☐
Thought/Personality Disorders	☐	☐	☐	☐	☐
Other: _____	☐	☐	☐	☐	☐
(Exclude substance abuse and special education since those are considered elsewhere. Exclude oppositional defiant and conduct disorders).	☐	☐	☐	☐	☐

2. Homicidal Ideation: Attempts or has thoughts to seriously harm others.

☐ No indications ☐ Indications

3. Suicidal Ideation: Attempts or has thoughts to harm self.

☐ No indications ☐ Suicidal thoughts ☐ Suicide attempt

4. Sexual aggression: Indications of aggressive sex, sex for power, sex with younger children, voyeurism, exposure, etc.

☐ No indications ☐ Indications



For abuse, include any history that is suspected, whether or not substantiated but exclude reports of abuse proven false.

5. History of physical or sexual abuse: Parents include biological parents, stepparents, adopted parents, and legal guardians.

• Check all that apply.

Abused By:	Parent	Sibling	Other Family	Outside Family
None	☐	☐	☐	☐
Physical Abuse	☐	☐	☐	☐
Sexual Abuse	☐	☐	☐	☐

6. Victimization: Indications that the youth has been victimized by a peer or older person.

• Check all that apply.

- ☐ No indications
☐ Sexual vulnerability/exploitation
☐ Victim of bullying
☐ Victim of physical assault
☐ Victim of property theft/vandalization

1. Current Illnesses, Injuries, or Conditions:

○ No ○ Yes

If yes, indicate type: _____

If yes, complete the following:

- ☐ Takes medication or uses health-related equipment
- ☐ Possesses necessary medications
- ☐ Taking medications as prescribed
- ☐ Trouble acquiring medication in the last 3 months
- ☐ No medication required

Misses medication doses:

- ☐ Never
- ☐ Sometimes misses doses (once or twice a month)
- ☐ Often misses doses (three or more times a month)

2. Currently possesses health insurance:

○ No ○ Yes

If yes, indicate type:

- ☐ Medicaid
- ☐ NC HealthChoice
- ☐ TriCare
- ☐ Private
- ☐ Other
- ☐ No health insurance

If yes, indicate name of specific Insurer/Plan: _____

I.D. Number: _____

3. Regular physical health exams

- ☐ Receives physical health exams annually
- ☐ Does not receive physical health exams annually
- ☐ Never received physical health exam

Month/Year of last physical health exam: _____

Location/Name where medical care is received: _____

4. School health

- ☐ Does not receive health services at school from school nurse/other staff
- ☐ Receives health services at school from school nurse/other staff

Indicate type of school service: _____

5. Allergies (e.g. Medication, Insects, Food, Asthma, etc.):

○ No ○ Yes

• If yes, check all that apply.

- ☐ Takes medication or uses health-related equipment for allergies
- ☐ Possesses necessary allergy medications
- ☐ Taking allergy medications as prescribed
- ☐ Does not currently possess necessary allergy medications or equipment for allergies
- ☐ Prescription for use of an epi pen
- ☐ Prescription for epi pen but does not currently own an epi pen
- ☐ Trouble acquiring allergy medication in the last 3 months
- ☐ No allergy medication required

6. Physical Trauma

• Check all that apply.

- ☐ Experienced blow to the head
- ☐ Head received impact from another object
- ☐ Severe shaking without impact
- ☐ Experienced period of memory loss or consciousness from physical trauma
- ☐ Sought medical attention for physical trauma
- ☐ None of the above

7. Regular dental visits (once annually)

- ☐ No
- ☐ Yes
- ☐ Never

Month/Year of last dental visit: _____

8. Vision

• Check all that apply.

- ☐ No vision problems
- ☐ Reports problems seeing
- ☐ Prescribed glasses/contacts
- ☐ Currently owns glasses/contacts
- ☐ Prescribed but does not own glasses/contacts
- ☐ Never received eye exam

Month/Year of last eye exam: _____

9. Reproductive Health

- ☐ Can identify a trusted resource for questions about sexual health
- ☐ Cannot identify a trusted resource for questions about sexual health

10. Youth Parent Status

- ☐ Youth is not a parent
- ☐ Youth is a parent but does not have custody of child
- ☐ Youth is a parent and has custody of a child
- ☐ Youth is an expectant parent
- ☐ Youth is a parent or an expectant parent but has adequate childcare support
- ☐ Youth is a parent or an expectant parent but has inadequate childcare support

If youth is a parent/expectant parent indicate number of children: _____

11. Family Health

- ☐ No one in family is receiving or needing health services
- ☐ Family member(s) receiving or needing health services

If family members are receiving or needing health services, check relation to youth

• Check all that apply.

- ☐ Mother/Parent Guardian
- ☐ Father/Parent Guardian
- ☐ Youth Client
- ☐ Sibling
- ☐ Other

If other, specify: _____

- 1. Violence:** Indications of any of the following:
 • *Check all that apply.*

- | | |
|---|---|
| ☐ No reports of violence/anger | ☐ Assaultive behavior |
| ☐ Displaying a weapon | ☐ Assault causing serious injury (requiring medical attention) |
| ☐ Use of a weapon (i.e. illegally) | ☐ Deliberate fire starting |
| ☐ Bullying/threatening people | ☐ Animal cruelty |
| ☐ Violent destruction of property | |

- 2. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:**

- ☐ Can easily tolerate criticism or hostility directed by others
- ☐ Shows constraint in dealing with conflict from others
- ☐ Recognizes that most people do not have malicious intentions
- ☐ Frequently attributes hostile intentions to non-confrontational behavior
- ☐ Attributes almost all neutral actions of people as hostile and antagonistic

- 3. Tolerance for frustration:**

- ☐ Never gets upset over small things or has tantrums
- ☐ Rarely gets upset over small things or has tantrums
- ☐ Sometimes gets upset over small things
- ☐ Frequently gets upset over small things or has tantrums
- ☐ Highly volatile with reputation for fits of anger and rage

- 4. Belief in use of physical aggression to resolve a disagreement or conflict:**
 (e.g., fighting and physical intimidation)

- ☐ Believes violence is rarely appropriate or necessary
- ☐ Believes violence is sometimes appropriate or necessary
- ☐ Believes violence is often appropriate or necessary

- 5. Belief in use of verbal aggression to resolve a disagreement or conflict:**
 (e.g., yelling and verbal intimidation)

- ☐ Believes verbal aggression is rarely appropriate or necessary
- ☐ Believes verbal aggression is sometimes appropriate or necessary
- ☐ Believes verbal aggression is often appropriate or necessary

- 1. Accepts responsibility for anti-social/criminal behavior:**
 - ☐ Voluntarily accepts full responsibility for anti-social/criminal behavior
 - ☐ Recognizes that he or she must accept responsibility
 - ☐ Indicates some awareness of the need to accept responsibility
 - ☐ Minimizes, denies, justifies, excuses, or blames others
 - ☐ Openly accepts or is proud of behavior
- 2. Understands the impact of his or her behavior on others:**
 - ☐ Fully understands the nature of harm caused to others
 - ☐ Indicates awareness that harm has been caused
 - ☐ Does not understand or fully appreciate effects on others
 - ☐ Minimizes or denies harm caused
 - ☐ Total lack of empathy for harm caused to others (e.g., callous)
- 3. Willingness to make amends:**
 - ☐ Eagerly indicates plans for making amends
 - ☐ Indicates a desire to make amends
 - ☐ Willing to cooperate with making amends
 - ☐ Non-committal toward making amends
 - ☐ Unwilling to make amends
- 4. Optimism:**
 - ☐ Is very confident that the future will be bright
 - ☐ Looks forward to the future with anticipation
 - ☐ Believes some things matter and he or she has a future
 - ☐ Believes little matters because he or she has no future
 - ☐ Believes nothing matters; fatalistic
- 5. Attitude when engaged in anti-social/criminal act(s):**
 - ☐ Nervous, afraid, or worried
 - ☐ Uncertain, or indecisive
 - ☐ Unconcerned or indifferent
 - ☐ Hyper, excited, stimulated
 - ☐ Confident or brags
- 6. Law-abiding attitudes:**
 - ☐ Clearly positive commitment toward law-abiding behavior
 - ☐ Expresses a desire to live in a law-abiding manner
 - ☐ Expresses neutral attitude toward law-abiding behavior
 - ☐ Feels law-abiding behavior does not apply to him or her
 - ☐ Openly admits unwillingness to demonstrate law-abiding behavior
- 7. Respect for authority figures:**
 - ☐ Indicates respect for the role of authorities
 - ☐ Appreciates the role of authorities
 - ☐ Expresses neutral attitude toward authorities
 - ☐ Expresses resentment toward authorities
 - ☐ Views all authorities with contempt
- 8. Readiness for change:** Is the youth willing to address issues that contribute to problem behavior?
 - ☐ Actively committed to working on change
 - ☐ Shows co-operation in taking steps toward positive behavioral change
 - ☐ Believes there may be a need to change
 - ☐ Exhibits only passive or no support for change
 - ☐ Hostile or unwilling to make positive behavioral change

1. Consequential thinking skills:

- ☐ Acts to obtain good and avoid bad consequences
- ☐ Can identify specific consequences of his or her actions
- ☐ Understands there are good and bad consequences of actions
- ☐ Sometimes confused about consequences of actions
- ☐ Does not understand there are consequences of actions

2. Social perspective-taking skills:

- ☐ Can accept other points of view without necessarily agreeing
- ☐ Tries to understand other points of view
- ☐ Can reason there are two sides to a situation
- ☐ Difficulty understanding there are other points of view
- ☐ Unwilling to recognize there can be other points of view

3. Problem-solving skills:

- ☐ Can apply appropriate solutions to problems
- ☐ Can generate different solutions to problems
- ☐ Can identify or describe problem behaviors or situations
- ☐ Can sometimes identify problem behaviors or situations
- ☐ Cannot identify when problem behaviors or situations occur

4. Impulse-control skills to avoid getting in trouble:

Self-control techniques include reframing, replacing anti-social/criminal thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.

- ☐ Uses self-control techniques to avoid trouble
- ☐ Knows some self-control techniques to respond to triggers
- ☐ Can identify triggers (e.g., persons, events, situations, thoughts, emotions, physical cues)
- ☐ Usually fails to identify triggers
- ☐ Cannot identify triggers that cause problem behaviors

5. Loss of control over delinquent/criminal behavior:

- ☐ Recognizes problem behavior is controllable and accepts full responsibility
- ☐ Strives for some control over own behavior
- ☐ Recognizes that some problem behavior is controllable
- ☐ Believes that most problem behavior cannot be controlled
- ☐ Believes problem behavior is completely out of his or her control

6. Interpersonal skills:

- ☐ Demonstrates social appeal through positive interpersonal skills
- ☐ Can appropriately express needs and feelings in an assertive, non-confrontational way
- ☐ Recognizes the need to nurture positive interpersonal relations with others
- ☐ Has some difficulty in expressing needs and feelings effectively
- ☐ Cannot express needs to others without an element of inter-personal conflict

7. Goal-setting skills:

- ☐ Carefully sets out realistic goals and plans and takes active steps to achieve them
- ☐ Demonstrates skills in developing realistic goals and plans
- ☐ Recognizes the need to plan, but may set unrealistic goals
- ☐ Lacks skills and motivation for developing realistic goals and plans
- ☐ Exhibits no interest or desire to set goals and make plans for the future

Section 12

Employment and Free Time

1. History of employment:

(Exclude odd jobs or babysitting unless a regular paid job)

• Check all that apply.

☐ Currently employed

☐ Never employed

☐ Prior successful employment

☐ Was fired or quit because of poor performance

☐ Was fired or quit because he or she could not get along with employer or coworkers

► Complete following section only if the youth has ever been employed. Enter 0 for items 2-4 if the items are non-applicable.

2. Total number of times youth has been employed:

Number of times

3. Number of weeks of longest period of employment:

Number of weeks

4. Positive personal relationship(s) with current employer(s) or adult coworker(s):

Number of adults

5. Structured recreational activities: Youth participates in structured and supervised pro-social community activities such as religious group/church, community group, cultural group, club, athletics, or other community activity (Exclude activities already counted in the School section).

☐ Involved in two or more activities

☐ Involved in one activity

☐ Interested but not involved

☐ Not interested in any activities

6. Unstructured recreational activities: Youth engages in positively influencing activities – may include reading, artwork, music, computers, hobbies, etc.

☐ Involved in two or more activities

☐ Involved in one activity

☐ Interested but not involved

☐ Not interested in any activities

7. Challenging/exciting hobbies/activities: Youth identifies a hobby or activity that is or could be especially challenging, intense, or exciting.

☐ Identifies hobby(s) or activity(s) that are currently challenging/exciting

☐ Can identify hobby(s) or activity (s) that would be challenging/exciting

☐ Cannot identify hobby(s) or activity(s) that would be challenging/exciting

8. Decline in interest in positive leisure pursuits:

Decline in interest during the past year due to involvement in negatively influencing activities (e.g., substance abuse, gang involvement, delinquent peer groups, illegal activity):

☐ No change, or never experienced positive leisure pursuits

☐ Decline in interest in positive leisure pursuits

☐ Recent increase in interest in positive leisure pursuits