

MCASP Risk & Needs Assessment

Youth Name: _____

Youth PID: _____

Assessment Type: Full Assessment Reassessment

Assessment Date: _____

Petition Identifiers: _____

MCASP Item	Risk Score	Need Score	Protective Score
Part I. Delinquency History			
1. Age at first adjudication: <i>Age at first adjudication for a misdemeanor or felony offense.</i> <input type="radio"/> Over 16 <input type="radio"/> 16 <input type="radio"/> 15 <input type="radio"/> Under 15	0=Over 16 1=16 2=15 3=Under 15		
2. Adjudications: <i>Total number of adjudications in which the most serious offense was a felony or misdemeanor.</i> <input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three <input type="radio"/> Four or more	0=None or one 1=Two 2=Three 3=Four or more		
2A. Misdemeanor adjudications: <i>Total number of adjudications in which the most serious offense was a misdemeanor.</i> <input type="radio"/> None or one <input type="radio"/> Two <input type="radio"/> Three or four <input type="radio"/> Five or more			
2B. Felony adjudications: <i>Total number of adjudications in which the most serious offense was a felony.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more			
3. Firearm adjudications: <i>Total number of adjudications for offenses that include the possession or use of a firearm.</i> <input type="radio"/> None <input type="radio"/> One or more			
4. Person-to-person misdemeanor adjudications: <i>Total number of adjudications in which the most serious offense was a person-to-person misdemeanor.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more			
5. Person-to-person felony adjudications: <i>Total number of adjudications for a person-to-person felony.</i> <input type="radio"/> None <input type="radio"/> One or two <input type="radio"/> Three or more			
6. Detention: <i>Total number of times a youth served at least one day confined in detention under a detention order.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two <input type="radio"/> Three or more	0=None 1=One 2=Two 3=Three or more		

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7. Placement: <i>Total number of times a youth served at least one day in placement under commitment to DJS (including pending placement in a detention facility).</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more	0=None 1=One 2=Two or more		
8. Escapes: <i>Total number of referrals for escape.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more	0=None 1=One 2=Two or more		
9. Failure to appear in court warrants: <i>Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-delinquent matters.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more			
10. Has youth ever been found delinquent of a violent offense? <input type="radio"/> Yes <input type="radio"/> No			
11. Current adjudicated delinquent offense? [Dropdown list of offenses]			
12. Possession with intent to distribute. <i>Total number of adjudications for possession with intent to distribute.</i> <input type="radio"/> None <input type="radio"/> One <input type="radio"/> Two or more			
13. Confirmed gang member <input type="radio"/> Yes <input type="radio"/> No			
Part II. Social History			
School			
School (History)			
1. Youth is/was a special education student or has had a formal diagnosis of a special education need (in any grade). <i>If the specific type of special education need is not known, check Other/Unspecified. Check all that apply.</i> <input type="checkbox"/> No special education need <input type="checkbox"/> Learning <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Behavioral <input type="checkbox"/> ADHD/ADD <input type="checkbox"/> Other/unspecified		0=No special education need 1=Learning 1=Intellectual disability 1=Behavioral 1=ADHD/ADD 1=Other/unspecified <i>Max = 1 pt</i>	
2A. Total number of times expelled or suspended for conduct problems (since first grade). <i>Only consider out-of-school suspensions for conduct problems.</i> <input type="radio"/> 0 times <input type="radio"/> 1 time <input type="radio"/> 2 or 3 times <input type="radio"/> 4 or more times		0=0 times 1=1 time 2=2 or 3 times 2=4 or more times	
2B. In the most recent school term. <input type="radio"/> 0 times <input type="radio"/> 1 time <input type="radio"/> 2 or 3 times <input type="radio"/> 4 or more times	0=0 times 1=1 time 2=2 or 3 times 3=4 or more times	0=0 times 1=1 time 2=2 or 3 times 3=4 or more times	1=0 times

MCASP Item	Risk Score	Need Score	Protective Score
3. Age at first expulsion or suspension. <input type="radio"/> Not applicable <input type="radio"/> 5-13 years <input type="radio"/> 14-18 years	0=None 1=14-18 years 2=5-13 years	1=14-18 years 2=5-13 years	1=Not applicable
School (Current) <ul style="list-style-type: none"> • First determine enrollment for last three months; skip remaining school domain items if youth has graduated, attained GED. • Focus on the last three months the youth attended school, just prior to the assessment. During summer, look at April-June. • If information about the last three school months is not available, alternatively you may use information from the most recently completed grading period (e.g. a quarter, block or mid-term report). • Youth in home school or institutional school should be considered 'enrolled.' Some items for home schooled will not be applicable. • For youth temporarily in a secure institutional setting, focus on previous school experiences/behavior in the three months prior to being placed in the institution. 			
4. Youth has been enrolled in school during the last 3 months or most recent school term, regardless of attendance. <input type="radio"/> Yes, has attended within last 3 months <input type="radio"/> No, graduated/attained GED <input type="radio"/> No, dropped-out/expelled for 3+ months <input type="radio"/> No, home schooled for 3+ months <input type="radio"/> No, not enrolled in the past three months		2=No, dropped-out/expelled for 3+ months	2=Yes, has attended within last 3 months 2= No, graduated/attained GED 2=No, home schooled for 3+ months
5. Youth's <u>current</u> school enrollment status, regardless of attendance. <i>If the youth is in home school as a result of being expelled or dropping out, check Expelled or Dropped out; otherwise check Enrolled full-time or Enrolled part-time.</i> <input type="radio"/> Not applicable <input type="radio"/> Graduated/GED <input type="radio"/> Enrolled full-time <input type="radio"/> Enrolled part-time <input type="radio"/> Dropped out <input type="radio"/> Expelled		3=Dropped out 3=Expelled	1=Enrolled part-time 2=Graduated/ GED 2=Enrolled full-time
5A. Type of school in which youth is <u>currently</u> enrolled. <i>Select the school in which the youth spends most of his/her day.</i> <input type="radio"/> Not applicable <input type="radio"/> Public academic <input type="radio"/> Private academic <input type="radio"/> Vocational-Technical <input type="radio"/> Alternative <input type="radio"/> GED program <input type="radio"/> College <input type="radio"/> Residential/Detention <input type="radio"/> Other _____			
6. Youth believes there is value in getting an education. <input type="radio"/> Not applicable <input type="radio"/> Believes in value of education <input type="radio"/> Somewhat believes in value of education <input type="radio"/> Does NOT believe in value of education		1=Somewhat believes in value of education 2=Does NOT believe in value of education	1=Believes in value of education
7. Youth believes school environment is encouraging. <input type="radio"/> Not applicable <input type="radio"/> Definitely feels encouraged <input type="radio"/> Somewhat feels encouraged <input type="radio"/> Does NOT feel encouraged		1=Somewhat feels encouraged 2=Does NOT feel encouraged	1=Definitely feels encouraged
8. Number of school staff (e.g., teachers, coaches, counselors, and support staff) the youth likes/feels comfortable with. <input type="radio"/> Not applicable <input type="radio"/> None <input type="radio"/> 1 staff <input type="radio"/> 2 or more staff			1=1 staff 2=2 or more staff

MCASP Item	Risk Score	Need Score	Protective Score
<p>9. Youth's involvement in school activities, most recent school term. <i>E.g., Ongoing participation in school leadership activities, school clubs, arts-related activities, athletics, other extracurricular school activities.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Not applicable <input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved in any activities <input type="radio"/> Not interested in school activities 		<p>1=Interested but not involved in any activities 2=Not interested in school activities</p>	<p>1=Involved in 1 activity 2=Involved in 2 or more activities</p>
<p>10. Youth's school conduct, most recent school term. <i>Conduct problems include things like fighting or threatening students/teachers; overly disruptive behavior; drug/alcohol use; delinquent acts (e.g., theft, vandalism); lying, cheating. Check all that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Recognition of good school behavior <input type="checkbox"/> No school conduct problems <input type="checkbox"/> Disciplinary referral(s) <input type="checkbox"/> In-school suspension(s) <input type="checkbox"/> Out-of-school suspension(s) 		<p>1=Disciplinary referral(s) 2=In-school suspension(s) 3=Out-of-school suspension(s) <i>Max = Use highest score (e.g. if 1 + 2, then score = 2)</i></p>	<p>1=No school conduct problems 2=Recognition of good school behavior</p>
<p>11. Youth feels safe in school, most recent school term.</p> <ul style="list-style-type: none"> <input type="radio"/> Not applicable <input type="radio"/> Usually/yes <input type="radio"/> Sometimes <input type="radio"/> Rarely/no 			
<p>12. Youth's attendance in the most recent school term. <i>Partial-day absence means missing less than half the school day. Full-day absence means missing all or most of school day.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Not applicable <input type="radio"/> Good attendance; few excused absences <input type="radio"/> No unexcused absences <input type="radio"/> Some partial-day unexcused absences <input type="radio"/> Some full-day unexcused absences <input type="radio"/> Chronic full-day unexcused absences or youth is currently dropped out 		<p>1=Some partial-day unexcused absences 2=Some full-day unexcused absences 3=Chronic full-day unexcused absences or youth is currently dropped out</p>	<p>1=No unexcused absences 2=Good attendance; few excused absences</p>
<p>13. Youth's academic performance in the most recent school term.</p> <ul style="list-style-type: none"> <input type="radio"/> Not applicable <input type="radio"/> Above 3.5 (mostly As) <input type="radio"/> Above 3.0 (mostly As and Bs) <input type="radio"/> 2.0 to 3.0 (mostly Bs and Cs, no Es/Fs) <input type="radio"/> 1.0 to 2.0 (mostly Cs and Ds, some Es/Fs) <input type="radio"/> Below 1.0 (some Ds, mostly Es/Fs) 	<p>0=Not applicable 0=Above 3.5 (mostly As) 0=Above 3.0 (mostly As and Bs) 0=2.0 to 3.0 (mostly Bs and Cs, no Es/Fs) 1=1.0 to 2.0 (mostly Cs and Ds, some Es/Fs) 2=Below 1.0 (some Ds, mostly Es/Fs)</p>	<p>1=1.0 to 2.0 (mostly Cs and Ds, some Es/Fs) 2=Below 1.0 (some Ds, mostly Es/Fs)</p>	<p>1=2.0 to 3.0 (mostly Bs and Cs, no Es/Fs) 2=Above 3.0 (mostly As and Bs) 3=Above 3.5 (mostly As)</p>
Use of Free Time			
<p>1. Current interest and involvement in structured recreational activities. <i>Youth regularly participates in structured, supervised pro-social community-based activity, such as church, community, or cultural group, or an organized music, art, sports, or volunteer activity.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved <input type="radio"/> Not interested in any structured activities 			<p>1=Interested but not involved 2=Involved in 1 activity 3=Involved in 2 or more activities</p>

MCASP Item	Risk Score	Need Score	Protective Score
<p>2. Current interest and involvement in pro-social unstructured recreational activities. <i>Youth regularly engages in unstructured activities that positively occupy his or her time, such as reading, hobbies, unsupervised sports, etc.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Involved in 2 or more activities <input type="radio"/> Involved in 1 activity <input type="radio"/> Interested but not involved <input type="radio"/> Not interested in any unstructured activities 		1=Not interested in any unstructured activities	1=Interested but not involved 2=Involved in 1 activity 3=Involved in 2 or more activities
Employment			
<ul style="list-style-type: none"> • Only consider structured, paid employment that involves legal business activity and that the youth has voluntarily undertaken. • Do not include informal, occasional work for friends or neighbors, such as babysitting or mowing lawns or paid chores at home. 			
1. History of employment.			1=Has been employed
<p>2. Youth's history of success on the job. <i>Check all that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Not applicable (limited/no employment experience) <input type="checkbox"/> Has been successfully employed <input type="checkbox"/> Fired or quit because of poor performance <input type="checkbox"/> Fired or quit because could not get along with employer/coworkers 		1=Fired or quit for poor performance 2=Fired or quit because could not get along with employer/coworkers	1=Has been successfully employed
		1=Employed, but having problems at current job	0=Not employed 1=Employed, no problems at current job
<p>4. Current interest in employment.</p> <ul style="list-style-type: none"> <input type="radio"/> Currently employed <input type="radio"/> Not employed but highly interested in employment <input type="radio"/> Not employed but somewhat interested <input type="radio"/> Not employed and not interested in employment <input type="radio"/> Too young for employment consideration (under 14 years old) 			1=Not employed, but somewhat interested 2=Not employed, but highly interested 3=Currently employed
Relationships in the Community			
<ul style="list-style-type: none"> • Consider the general pattern of peer friendships over the past several years and current patterns of interacting with peers over the last three months. • For current relationships with adults, include adults in the community (excluding school staff and family members) who currently play a positive role in youth's life (within the last three months). • For youth temporarily in a secure institutional setting, focus on behavior just prior to being placed in the institution. 			
than family).			1=1 positive relationship 2=2 positive relationships 3=3 or more positive relationships

MCASP Item	Risk Score	Need Score	Protective Score
<p>2. History of friends/companions—last few years. <i>Negative friends: Friends who engage in delinquent behavior, belong to gangs, etc. Check all that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Never had consistent friends or companions <input type="checkbox"/> Had positive friends <input type="checkbox"/> Had negative friends <input type="checkbox"/> Has been a gang member/associate 		<p>1=Never had consistent friends or companions 1=Had positive friends, Had negative friends (both must be selected) 2=Had negative friends (only selection) 3=Has been a gang member/associate <i>Max = 3 points</i></p>	1=Had positive friends (no other selections)
<p>3. Current friends/companions youth actually <i>Negative friends: Friends who engage in delinquent</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> No consistent friends or companions <input type="checkbox"/> Positive friends <input type="checkbox"/> Negative friends <input type="checkbox"/> Gang member/associate <input type="checkbox"/> Not applicable, youth in secure facility 	<p>1=No consistent friends 1=Both positive and negative friends</p>	<p>1=No consistent friends or companions 1=Both positive and negative friends 2=Only negative friends (no other selections) 3= Gang member/ associate <i>Max = 3 points</i></p>	1=Only positive friends (no other selections)
<p>4. Currently admires/emulates negative peers</p> <ul style="list-style-type: none"> <input type="radio"/> Does not admire, emulate negative peers <input type="radio"/> Somewhat admires, emulates negative peers <input type="radio"/> Admires, emulates negative peers 		<p>1=Somewhat admires, emulates negative peers 2=Admires, emulates negative peers</p>	1=Does not admire, emulate negative peers
<p>5. Current resistance to negative peer influence.</p> <ul style="list-style-type: none"> <input type="radio"/> Does not associate with negative peers <input type="radio"/> Usually resists negative peers <input type="radio"/> Rarely resists negative peers <input type="radio"/> Leads negative peers 		<p>1=Rarely resists negative peers 2=Leads negative peers</p>	<p>1=Usually resists negative peers 2=Does not associate with negative peers</p>
Family			
<p>Family (History)</p> <ul style="list-style-type: none"> • Family history encompasses events across the youth's entire lifetime until the present. • In considering history of family members, focus on the primary household in which the youth spent the most time while growing up. • Parents include adult caretakers who were living full-time in the youth's primary household, such as a step-parent, guardian, foster parent or other caretaker assuming a parental role. 			
<p>1. Number of out-of-home and shelter care placements lasting more than 30 days (youth's lifetime). <i>Include both court-ordered placements AND voluntary placements that resulted from CPS investigation of the home. Exclude DJS detentions and commitments.</i></p> <ul style="list-style-type: none"> <input type="radio"/> No placements ever <input type="radio"/> 1 placement <input type="radio"/> 2 placements <input type="radio"/> 3 or more placements 		<p>0=No placements ever 1=1 placement 2=2 placements 3=3 or more placements</p>	1=No placements ever

MCASP Item	Risk Score	Need Score	Protective Score
(including AWOL) or gotten kicked out of home:		0=No incidents 1=1 incident 2=2 or 3 incidents 3=4 or more incidents	1=No incidents
2B. Any incidents in last 3 months. <input type="radio"/> No <input type="radio"/> Yes	0=No	1=If 2B=Yes and 2C=No 2=If 2B=Yes and 2C=Yes	1=No If yes, see 2C
2C. Any current incidents. <input type="radio"/> No <input type="radio"/> Yes	1=If 2B=Yes and 2C=No 2=If 2C=Yes		1=No <i>Max protective score for 2B & 2C=1</i>
Family (Current Household) <ul style="list-style-type: none"> First determine if youth has been under adult supervision during last three months. If no, indicate on first item, then skip remainder of the family domain. Focus on the primary household in which the youth has spent the most time in the last three months. Parents include adult caretakers living full-time in the primary household, such as step-parent, guardian, foster parent or other caretaker assuming a parental role. For youth temporarily in a secure institutional setting, focus on their family situation during the three months just prior to their removal from the home. 			
3. Youth has been living in the physical custody and care of a parent or legal guardian during last 3 months. <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Not applicable		1=No <i>Scoring may be affected on combined items 2B and 2C above by answer to this item. If #3=No, then 2B and 2C DO NOT apply and score should be "0" on 2B/2C regardless of response selected.</i>	1=Yes
5. Persons with whom youth is currently living. <i>Check all that apply.</i> <input type="checkbox"/> Biological mother <input type="checkbox"/> Biological father <input type="checkbox"/> Non-biological mother <input type="checkbox"/> Non-biological father <input type="checkbox"/> Older sibling(s) <input type="checkbox"/> Younger sibling(s) <input type="checkbox"/> Grandparent(s) <input type="checkbox"/> Other relative(s) <input type="checkbox"/> Long-term parental partner <input type="checkbox"/> Short-term parental partner <input type="checkbox"/> Youth's girlfriend/boyfriend/partner <input type="checkbox"/> Youth's child <input type="checkbox"/> Youth's friend(s) <input type="checkbox"/> Out-of-home placement <input type="checkbox"/> Multiple families in a single home <input type="checkbox"/> Strangers or acquaintances for the purpose of somewhere to live (i.e., not necessarily friends or family) <input type="checkbox"/> Living alone			2=Biological mother 2=Biological father 1=Non-biological mother 1=Non-biological father <i>SUM; max=4 points</i>

MCASP Item	Risk Score	Need Score	Protective Score
6. Youth's current parenting status. <ul style="list-style-type: none"> <input type="radio"/> Does not have a child <input type="radio"/> Has a child and working to maintain positive relationship <input type="radio"/> Has a child and not working to maintain positive relationship 			
7. Annual combined income of youth and family. <i>(Not asked at interview.)</i> <ul style="list-style-type: none"> <input type="radio"/> Not applicable <input type="radio"/> Not disclosed <input type="radio"/> Under \$15,000 <input type="radio"/> \$15,000 to \$34,999 <input type="radio"/> \$35,000 to \$49,999 <input type="radio"/> \$50,000 to \$99,999 <input type="radio"/> \$100,000 to \$249,999 <input type="radio"/> \$250,000 and over 		1=\$15,000 to \$34,999 2=Under \$15,000	1=\$35,000 to \$49,999 2=\$50,000 to \$99,999 2=\$100,000 to \$249,999 2=\$250,000 and over
8. Current household members who have a history of criminal conviction/prison. <i>Mother and father refer to parent, legal guardian or youth's primary female and male caretakers residing in household. Check all that apply or check None.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Not applicable <input type="checkbox"/> None <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling <input type="checkbox"/> Other household member 		1=Mother/female caretaker 1=Father/male caretaker 1=Older sibling 1=Younger sibling 1=Other household member <i>SUM; max=3 points</i>	1=None
9. Siblings who currently live with youth and have a history of juvenile adjudication/commitment. <i>Check all that apply or check None.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Not applicable (including no siblings) <input type="checkbox"/> None <input type="checkbox"/> Older sibling <input type="checkbox"/> Younger sibling 			
10. Problem history of parents/caretakers who currently live with youth. <i>Check all that apply or check No Problems. Check if either of the parents/caretakers in the current household have had a problem in the past or currently have a problem.</i> <ul style="list-style-type: none"> <input type="checkbox"/> No problems <input type="checkbox"/> Alcohol problem <input type="checkbox"/> Drug problem <input type="checkbox"/> Physical health problem <input type="checkbox"/> Mental health problem <input type="checkbox"/> Employment problem 		1=Alcohol problem 1=Drug problem 1=Physical health problem 1=Mental health problem 1=Employment problem <i>SUM; max=3 points</i>	
11. Current support network for youth's family. <i>Extended family and/or friends who can provide additional support (emotional, financial, or other forms of assistance) to the family.</i> <ul style="list-style-type: none"> <input type="radio"/> No consistent support network <input type="radio"/> Some consistent support network <input type="radio"/> Strong consistent support network 			1=Some consistent support network 2=Strong consistent support network
12. Family's willingness to support youth. <ul style="list-style-type: none"> <input type="radio"/> Consistently willing to support youth <input type="radio"/> Inconsistently willing to support youth <input type="radio"/> Little or no willingness to support youth <input type="radio"/> Hostile, berating, and/or belittling of youth 		1=Inconsistently willing to support youth 2=Little to no willingness to support youth 3=Hostile, berating, and/or belittling of youth	1=Consistently willing to support youth

MCASP Item	Risk Score	Need Score	Protective Score
<p>13. Family member(s) youth currently feels close to or has good relationship with. <i>Check all that apply. Family member does NOT have to live in youth's household.</i></p> <p><input type="checkbox"/> Not close to any family member <input type="checkbox"/> Close to mother/female caretaker <input type="checkbox"/> Close to father/male caretaker <input type="checkbox"/> Close to male sibling <input type="checkbox"/> Close to female sibling <input type="checkbox"/> Close to another family member</p>		1=Not close to any family member	1=Close to mother/female caretaker 1=Close to father/male caretaker 1=Close to male sibling 1=Close to female sibling 1=Close to another family member <i>SUM; max=3 points</i>
<p>between youth and parents, among siblings, last 3</p>		1=Verbal intimidation, yelling 2=Threats of physical violence 3=Physical fights, domestic violence	1=Limited conflict that is well managed
<p>15. Current parental supervision, last 3 months. <i>Good supervision: Parents know whom youth is with, when youth will return, where youth is going, and what youth is doing.</i></p> <p><input type="radio"/> Not applicable, youth living independently <input type="radio"/> Consistently good supervision <input type="radio"/> Inconsistent supervision <input type="radio"/> Consistently poor/inadequate supervision</p>		1=Inconsistent supervision 2=Consistently poor/inadequate supervision	1=Consistently good supervision
<p>16. Youth's current compliance with parent's rules</p>	0=Not applicable 0=Youth usually obeys rules 1=Youth sometimes obeys rules 2=Youth consistently disobeys, is hostile to authority	1=Youth sometimes obeys rules 2=Youth consistently disobeys, is hostile to authority	1=Youth usually obeys rules
<p>17. Current parental approach to discipline. <i>Appropriate discipline involves clear communication, timely response, and response proportionate to youth's conduct.</i></p> <p><input type="radio"/> Not applicable, youth living independently <input type="radio"/> Discipline is typically appropriate <input type="radio"/> Discipline is typically too severe <input type="radio"/> Discipline is typically insufficient <input type="radio"/> Discipline is inconsistent or erratic</p>		1=Discipline is typically too severe 1=Discipline is typically insufficient 2=Discipline is typically inconsistent or erratic	1=Discipline is typically appropriate
		1=Rewards are typically overindulgent 1=Rewards are typically insufficient 2=Rewards are inconsistent or erratic	1=Rewards are typically appropriate

Alcohol & Drugs

- First determine whether the youth has ever used alcohol or drugs, when the use started and whether it continues to the present. The youth's history of alcohol and drug use, excluding the last three months, is considered separately from recent alcohol or drug use (last three months).
- Then determine whether substance use has disrupted normal functioning or contributed to delinquent behavior. Examples of disrupted functioning include problems with:
 - *School* (e.g., problems with school attendance, conduct or grades)
 - *Family* (e.g., stealing at home to support use, withdrawing from the family, arguing over use)
 - *Peers* (e.g., loss of pro-social friends, inability to form pro-social relationships)
 - *Health* (e.g., trips to emergency room, additional medical problems related to substance use)

Alcohol & Drugs (History)

MCASP Item	Risk Score	Need Score	Protective Score
1A. History of alcohol use prior to the last 3 months. (Past alcohol use.) <input type="radio"/> No <input type="radio"/> Yes			2=No
1B. Age at first use. <input type="radio"/> Not applicable <input type="radio"/> 11 years or younger <input type="radio"/> 12-14 years <input type="radio"/> 15-17 years <input type="radio"/> 18 years or older			
1C. Past alcohol use disrupted functioning. <input type="radio"/> No disruption/not applicable <input type="radio"/> Alcohol use caused problems in youth's life (e.g., school, family, peers, health)		1=Alcohol use caused problems in youth's life	
2. History of drug use prior to the last 3 months. (Past drug use.) <input type="radio"/> No <input type="radio"/> Yes		1=Yes	2=No
2B. Age at first use. <input type="radio"/> Not applicable <input type="radio"/> 11 years or younger <input type="radio"/> 12-14 years <input type="radio"/> 15-17 years <input type="radio"/> 18 years or older			
2C. Past drug use disrupted functioning. <input type="radio"/> No disruption/not applicable <input type="radio"/> Drug use caused problems in youth's life (e.g., school, family, peers, health)		2=Drug use caused problems in youth's life	
3. History of alcohol/drug assessment/diagnosis. <input type="radio"/> Never referred for assessment <input type="radio"/> Referred but never engaged/assessed/diagnosed <input type="radio"/> /Referred but not yet assessed/ pending assessment <input type="radio"/> Diagnosed as "no problem" <input type="radio"/> Diagnosed as "abuse" (i.e., Mild Disorder) <input type="radio"/> Diagnosed as "dependent/ addicted" (i.e., Moderate/ Severe Disorder)		0=Never referred for assessment 0=Referred but not yet assessed/ pending assessment 1=Referred but never engaged/assessed/ diagnosed 2=Diagnosed as abuse 3=Diagnosed as "Dependent/ addicted"	
4. History of attending alcohol/drug education classes. <input type="radio"/> Never attended <input type="radio"/> Did not attend as recommended <input type="radio"/> Voluntarily attended <input type="radio"/> Attended classes at direction of parent, school, or another agency <input type="radio"/> Attended classes at court direction			1=Attended classes at court directed 2= Attended classes at direction of Parent, school or other agency 3=Voluntarily attended
5. History of participating in alcohol/drug treatment program. <input type="radio"/> Never participated <input type="radio"/> Referred but never participated <input type="radio"/> Participated but did not complete treatment program <input type="radio"/> Participated and completed treatment program			1=Participated but did not complete treatment program 1= Participated and completed treatment program
Alcohol & Drugs (Current)			
6. Any drug or alcohol use within last 3 months. <input type="radio"/> No <input type="radio"/> Yes		1=Yes	3=No
7A. Current alcohol use (within last 3 months). Any current alcohol use. <input type="radio"/> No <input type="radio"/> Yes		1=Yes	

MCASP Item	Risk Score	Need Score	Protective Score
7B. Alcohol use disrupts <u>current</u> functioning. <ul style="list-style-type: none"> <input type="radio"/> No disruption/not applicable <input type="radio"/> Alcohol use causing problems in youth's life (e.g., school, family, peers, health)? 		2=Alcohol causing problems in youth's life	
7C. Frequency of alcohol use in the last 30 days. <ul style="list-style-type: none"> <input type="radio"/> No use <input type="radio"/> Once or twice <input type="radio"/> Weekly <input type="radio"/> Daily 			
7D. Use of alcohol. <ul style="list-style-type: none"> <input type="radio"/> Usually alone <input type="radio"/> Usually with others <input type="radio"/> Not applicable 			
8A. Current drug use (within last 3 months). Any <u>current</u> drug use. <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes 		2=Yes	
8B. Drug use disrupts <u>current</u> functioning. <ul style="list-style-type: none"> <input type="radio"/> No disruption/not applicable <input type="radio"/> Drug use causing problems in youth's life (e.g., school, family, peers, health) 	0=No disruption/ not applicable 2=Drug use causing problems in youth's life	2=Drug use causing problems in youth's life	
8C. Frequency of drug use in the last 30 days. <ul style="list-style-type: none"> <input type="radio"/> No use <input type="radio"/> Once or twice <input type="radio"/> Weekly <input type="radio"/> Daily 			
8D. Use of drugs. <ul style="list-style-type: none"> <input type="radio"/> Usually alone <input type="radio"/> Usually with others <input type="radio"/> Not applicable 			
9. Type of drugs currently used (not prescribed by a physician or psychiatrist). <i>Check all that apply.</i> <ul style="list-style-type: none"> <input type="checkbox"/> No current drug use <input type="checkbox"/> Amphetamines (uppers/speed) <input type="checkbox"/> Barbiturates (Tuinal/Seconal/ downers) <input type="checkbox"/> Cocaine (coke) <input type="checkbox"/> Cocaine (crack cocaine/rock) <input type="checkbox"/> Hallucinogens (LSD/acid/mushrooms/GHB) <input type="checkbox"/> Heroin <input type="checkbox"/> Inhalants (glue/gasoline/Nitrous Oxide) <input type="checkbox"/> Marijuana/hashish <input type="checkbox"/> MDMA (Ecstasy/Molly) <input type="checkbox"/> Methamphetamine (Desoxyn) <input type="checkbox"/> Other opiates (Dilaudid/Demerol/Percodan/ Codeine/Oxycontin/Promethazine w/ codeine) <input type="checkbox"/> Over-the-counter drugs (Triple Cs, cough syrup) <input type="checkbox"/> Phencyclidine (PCP/angel dust) <input type="checkbox"/> Steroids <input type="checkbox"/> Synthetic drugs (spice, K2, bath salts) <input type="checkbox"/> Tranquilizers/sedatives (Valium/ Librium/Dalmane/Ketamine/Xanax) <input type="checkbox"/> Other drugs (List in comment) 			
10. Current participation in alcohol/drug treatment, last 3 months. <ul style="list-style-type: none"> <input type="radio"/> Not applicable (treatment not warranted) <input type="radio"/> Not attending needed treatment <input type="radio"/> Attending needed treatment <input type="radio"/> Completed treatment 		1=Not attending needed treatment	1=Attending needed treatment 2=Completed treatment

MCASP Item	Risk Score	Need Score	Protective Score
Mental Health			
Mental Health (History)			
<ul style="list-style-type: none"> • Include any history of suspected abuse or neglect, whether or not substantiated, but exclude reports proven to be false. • If allegations of either abuse or neglect are revealed to you, follow your agency's requirements for reporting allegations to the proper authorities. • Confirm by a professional in the social service/healthcare field that the youth was diagnosed, prescribed medicine or treated for ADD/ADHD or a mental health problem. 			
1. Victim of neglect during lifetime. Neglect includes negligent behavior that endangers the child's health, welfare and safety, such as failure to provide adequate food, shelter, clothing, healthcare, nurturing or supervision. <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes 		3=Yes	1=No
2. Exposure to violence during lifetime. Check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> Has not witnessed violence <input type="checkbox"/> Witnessed violence in the home <input type="checkbox"/> Witnessed violence in the community <input type="checkbox"/> Family member or close friend killed as a result of violence 			
3. Victim of violence/physical abuse during lifetime. Check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> No, not a victim of violence/physical abuse <input type="checkbox"/> Yes, victim of violence/abused by family member <input type="checkbox"/> Yes, victim of violence/abused by someone outside of the family 		1=Yes, victim of violence/abused by family member 1=Yes, victim of violence/abused by someone outside the family <i>Max score cannot exceed 1.</i>	1=No, not a victim of violence/ physical abuse
4. Victim of sexual abuse during lifetime. Check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> No, not a victim of sexual abuse <input type="checkbox"/> Yes, abused by family member <input type="checkbox"/> Yes, abused by someone outside of the family 		1=Yes, abused by family member 1=Yes, abused by someone outside of the family <i>Max score cannot exceed 1.</i>	1=No, not a victim of sexual abuse
5. Traumatic experiences during lifetime. Ever experienced events such as rape, abuse or observed violence, dreams or flashbacks. Check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> No presence of traumatic event <input type="checkbox"/> Experienced a traumatic event <input type="checkbox"/> History of flashbacks to traumatic event 			
6. History of lead exposure/poisoning. <ul style="list-style-type: none"> <input type="radio"/> No known lead exposure <input type="radio"/> Possible lead exposure or symptoms of lead poisoning <input type="radio"/> Confirmed lead exposure/poisoning (e.g., had a high blood lead level) 			
7. History of ADD/ADHD. <ul style="list-style-type: none"> <input type="radio"/> No history of ADD/ADHD <input type="radio"/> Diagnosed with ADD/ADHD, no treatment/medication prescribed <input type="radio"/> Only ADD/ADHD medication prescribed <input type="radio"/> Only ADD/ADHD treatment prescribed <input type="radio"/> Both ADD/ADHD medication and treatment prescribed 		1=Diagnosed with ADD/ADHD, no treatment/ medication prescribed 1=Only ADD/ADHD medication prescribed 1=Only ADD/ADHD treatment prescribed 2=Meds and treatment prescribed	1=No history of ADD/ADHD

MCASP Item	Risk Score	Need Score	Protective Score
<p>8. Youth diagnosed with or treated for a mental health problem (ever in lifetime). <i>Such as schizophrenia, bi-polar, anxiety, depression, personality, and other diagnosed disorders. Exclude substance abuse, conduct disorder, oppositional defiant disorder, ADD/ADHD, and special education needs. Confirm by a professional.</i></p> <ul style="list-style-type: none"> <input type="radio"/> No history of mental health problem(s) <input type="radio"/> Diagnosed with mental health problem(s); no treatment/meds prescribed. <input type="radio"/> Only mental health medication prescribed <input type="radio"/> Only mental health treatment prescribed <input type="radio"/> Both mental health medication and treatment prescribed 		<p>1=Diagnosed with mental health problem(s); no treatment/ meds prescribed</p> <p>1=Only mental health medication prescribed</p> <p>1=Only mental health treatment prescribed</p> <p>2=Both mental health medication and treatment prescribed</p>	1=No history of mental health problem(s)
<p>Mental Health (Current)</p> <ul style="list-style-type: none"> • Skip items 8-11 if youth has manifested no mental health problems within the last 3 months. • Youth's current diagnosis, prescription or treatment needs to be confirmed by professional in social service or healthcare field. 			
<p>9. Current mental health status, last 3 months.</p> <ul style="list-style-type: none"> <input type="radio"/> No current mental health problem(s) <input type="radio"/> Current mental health problem(s) 		1=Current mental health problem(s)	4=No current mental health problem(s)
<p>10. ADD/ADHD medication currently prescribed. <i>Confirm by a professional.</i></p> <ul style="list-style-type: none"> <input type="radio"/> No current diagnosis of ADD/ADHD <input type="radio"/> Diagnosed, but no medication prescribed <input type="radio"/> Taking prescribed medication <input type="radio"/> Not taking prescribed medication 		1=Not taking prescribed medication	1=Taking prescribed medication
<p>11. Mental health treatment currently prescribed, excluding ADD/ADHD treatment. <i>Confirm by a professional.</i></p> <ul style="list-style-type: none"> <input type="radio"/> No current mental health problem <input type="radio"/> No mental health treatment currently prescribed <input type="radio"/> Attending prescribed treatment <input type="radio"/> Not attending prescribed treatment 		1=Not attending prescribed treatment	1=Attending prescribed treatment
<p>12. Mental health medication currently prescribed, excluding ADD/ADHD medication. <i>Confirm by a professional.</i></p> <ul style="list-style-type: none"> <input type="radio"/> No current mental health problem <input type="radio"/> No mental health medication currently prescribed <input type="radio"/> Taking prescribed medication <input type="radio"/> Not taking prescribed medication 	1=Not taking prescribed medication	1=Not taking prescribed medication	1=Taking prescribed medication
<p>13. Current health insurance.</p> <ul style="list-style-type: none"> <input type="radio"/> No health insurance <input type="radio"/> Public insurance (Medicaid) <input type="radio"/> Private insurance 		1=No health insurance	1=Public insurance (Medicaid) 1=Private insurance
<p style="text-align: center;">Attitudes & Behavior</p> <ul style="list-style-type: none"> • Focus on the youth's current attitudes and general patterns of behavior in the last three months. 			
<p>Attitudes</p>			
<p>1. Youth's primary emotion when committing delinquent act(s).</p> <ul style="list-style-type: none"> <input type="radio"/> Nervous, afraid, worried, ambivalent or uncertain <input type="radio"/> Hyper, excited, or stimulated <input type="radio"/> Unconcerned or indifferent <input type="radio"/> Confident, brags about <input type="radio"/> Not applicable (no delinquent acts) 		<p>1=Hyper, excited, or stimulated</p> <p>1=Unconcerned or indifferent</p>	1=Nervous, afraid, worried, ambivalent or uncertain
<p>2. Youth's primary purpose(s) for committing delinquent act(s). <i>Check all that apply.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Anger/revenge <input type="checkbox"/> Impulse <input type="checkbox"/> Sexual desire <input type="checkbox"/> Money or material gain, including drugs <input type="checkbox"/> Excitement, amusement, or fun <input type="checkbox"/> Peer status, acceptance, or attention <input type="checkbox"/> Gang influence 			

MCASP Item	Risk Score	Need Score	Protective Score
3. Youth's optimism about future. <i>Youth talks about future in positive way, has plans or aspirations, has pro-social goals (for education, employment, family, or other life domains.)</i> <ul style="list-style-type: none"> <input type="radio"/> Strong aspirations (clear sense of purpose, plans for better life) <input type="radio"/> Normal aspirations (some sense of purpose, plans for better life) <input type="radio"/> Low aspirations (little sense of purpose or plans for better life) <input type="radio"/> Believes nothing matters (no sense of purpose, future is bleak) 		1=Low aspirations (little sense of purpose, plans for better life) 2=Believes nothing matters (no sense of purpose, future is bleak)	1=Normal aspirations (some sense of purpose, plans for better life) 2=Strong aspirations (clear sense of purpose, plans for better life)
4. Impulsive; acts before thinking. <ul style="list-style-type: none"> <input type="radio"/> Good self-control (usually thinks before acting) <input type="radio"/> Some self-control (sometimes thinks before acting) <input type="radio"/> Impulsive (often acts before thinking) <input type="radio"/> Highly impulsive (usually acts before thinking) 		1=Impulsive (often acts before thinking) 2=Highly impulsive (usually acts before thinking)	1=Some self-control (sometimes thinks before acting) 2=Good self-control (usually thinks before acting)
5. Youth's belief in control over his/her own anti-social behavior. <ul style="list-style-type: none"> <input type="radio"/> Clearly believes can control behavior <input type="radio"/> Somewhat believes can control behavior <input type="radio"/> Believes cannot control behavior 		1=Somewhat believes can control behavior 2=Believes cannot control behavior	2=Clearly believes can control behavior
6. Youth's empathy, remorse, or sympathy for the victim(s). <ul style="list-style-type: none"> <input type="radio"/> Not applicable (victimless crime) <input type="radio"/> Feels substantial empathy for his/her victim(s) <input type="radio"/> Feels some empathy for his/her victim(s) <input type="radio"/> Feels no empathy for his/her victim(s) 		2=Feels no empathy for his/her victim(s)	1=Feels some empathy for his/her victim(s) 2=Feels substantial empathy for his/her victim(s)
7. Youth's respect for adults. <i>Consider youth's general attitude towards parents, teachers, coaches, employer, etc.</i> <ul style="list-style-type: none"> <input type="radio"/> Respects most adults <input type="radio"/> Respects some adults <input type="radio"/> Resents most adults <input type="radio"/> Openly defies or is hostile toward most adults 		1=Respects some adults 2=Resents most adults 3=Openly defies or is hostile toward most adults	2=Respects most adults
8. Youth's attitude toward laws/social norms. <ul style="list-style-type: none"> <input type="radio"/> Believes laws/social norms apply to him/her <input type="radio"/> Believes laws/social norms sometimes apply to him/her <input type="radio"/> Does not believe laws/social norms apply to him/her <input type="radio"/> Resents or is hostile toward society's rules 		1=Believes laws/social norms sometimes apply to him/her 2=Does not believe laws/social norms apply to him/her 3=Resents or is hostile toward society's rules	2=Believes laws/social norms apply to him/her
9. Youth's view of his/her anti-social behavior. <ul style="list-style-type: none"> <input type="radio"/> Accepts responsibility for anti-social behavior <input type="radio"/> Minimizes, denies, excuses, or blames others <input type="radio"/> Accepts anti-social behavior as okay <input type="radio"/> Proud of anti-social behavior 		1=Minimizes, denies, excuses or blames others 2=Accepts anti-social behavior as okay 3=Proud of anti-social behavior	2=Accepts responsibility for anti-social behavior
10. Youth's belief in successfully meeting conditions of court supervision. <ul style="list-style-type: none"> <input type="radio"/> Believes will be successful <input type="radio"/> Unsure if will be successful <input type="radio"/> Does not believe will be successful 		1=Unsure if will be successful 2=Does not believe will be successful	1=Believes will be successful

Behavior

MCASP Item	Risk Score	Need Score	Protective Score
11. Interpretation of actions and intentions of others in common, non-confrontational settings. <ul style="list-style-type: none"> ○ Primarily positive interpretation (others mean well). ○ Primarily negative interpretation (others don't care, lie) ○ Primarily hostile interpretation (others have malicious intentions) 		1=Primarily negative interpretation (others don't care, lie) 2=Primarily hostile interpretation (others have malicious intentions)	2=Primarily positive interpretation (others mean well)
12. Tolerance for frustration. <ul style="list-style-type: none"> ○ Rarely gets upset over small things or has angry outbursts ○ Sometimes gets upset over small things or has angry outbursts ○ Often gets upset over small things or has angry outbursts 		1=Sometimes gets upset over small things or has angry outbursts 2=Often gets upset over small things or has angry outbursts	2=Rarely gets upset over small things or has angry outbursts
13. Belief in yelling and verbal aggression to resolve a disagreement or conflict. <ul style="list-style-type: none"> ○ Believes verbal aggression is <u>rarely</u> appropriate ○ Believes verbal aggression is <u>sometimes</u> appropriate ○ Believes verbal aggression is <u>often</u> appropriate 		1=Believes verbal aggression is sometimes appropriate 2=Believes verbal aggression is often appropriate	2=Believes verbal aggression is rarely appropriate
14. Belief in fighting and physical aggression to resolve a disagreement or conflict. <ul style="list-style-type: none"> ○ Believes physical aggression is <u>never</u> appropriate ○ Believes physical aggression is <u>rarely</u> appropriate ○ Believes physical aggression is <u>sometimes</u> appropriate ○ Believes physical aggression is <u>often</u> appropriate 		2=Believes physical aggression is sometimes appropriate 3=Believes physical aggression is often appropriate	1=Believes physical aggression is rarely appropriate 2=Believes physical aggression is never appropriate