

26 ADMISSION AND RELEASE ASSESSMENT DIALOGUES IN JJIS

PRIMARY TOPICS COVERED IN THIS CHAPTER

- Instructions for Completing the Admission Assessment Dialogue in JJIS
- Instructions for Completing the Release Assessment Dialogue in JJIS

ADMISSION ASSESSMENT DIALOGUE

OVERVIEW

The social worker completes the Admission Assessment Dialogue within 21 days of admission, or immediately following the initial JPRC. [see Chapter 4] This dialogue collects pertinent data on the youth's history prior to supervision with DJC.

The screens are formatted so the user selects the appropriate item from a list of possible values, except when entry of text is required. The selection method is "point and click," which simplifies the input process and assures that the values are entered correctly. Instructions for completing the screens, definitions and instructions for each question in the dialogue are provided.

INSTRUCTIONS AND DEFINITIONS

The Admission Assessment Dialogue Screen is accessed through the Institution/Case Admin/Dialogues/Admission Long menu options in JJIS. More detailed information about the function and user interface for JJIS is provided in the program documentation.

The block of data at the top of the screen is known as the **Offender Block**. An indented gray line surrounds this block of data. The Offender Block is used to identify the case being worked on. The method for selecting a particular case is described in the JJIS documentation, and for the sake of brevity, it is not repeated here.

The next block of data is the **Dialogue Block**. The data elements, which specifically identify a particular Admission Assessment Dialogue, are located here. An indented gray line also surrounds this block of data. These data elements and the actions possible in the screen are described below.

The **Create Date and Time fields** are set by the staff who created the Admission and Release Dialogues. The two dialogues are created when a youth is admitted to the institution.

The **Admission Date field** contains the date of the most recent admission. This is set in the system when the gate house staff member saves the data in the Admission screen.

The **Lock Dialogue button** is used by the social worker to Lock the Admission Assessment when it is completed. This signifies that the data pertaining to the particular Admission Assessment Dialogue (the specific items are described in detail below) are complete, and will not be changed. This should be completed within 35 days of the admission.

The **Scroll buttons** at the right of the Dialogue Block allow the user to scroll through the active Admission Assessment Dialogue. If the case has more than one admission for which the Admission Assessment Dialogue is required, the user can examine the answers for the Admission Assessment Dialogue pertaining to any particular admission. Only the Dialogue for the most recent admission can be edited, and then only if it has not yet been locked by the social worker.

The **Questions Block** is a scrollable list of all of the questions that must be answered for the Admission Assessment Dialogue to be complete. The questions are numbered and defined, with the applicable answer values, below. Users navigate to the Questions block in one of the following ways: press the page down or up keys, move the arrow to the block and click the left mouse button, or use the JJIS Tool Bar page down or up button. (More detailed information about the function and user interface for JJIS is provided in the program documentation.) The scroll bar on the right can be used to move the focus to a different question, including those beyond the range displayed in the block. One of the questions is then highlighted with blue text.

The **Answer Block** contains a list of answers, a check box for each answer and an Other Information field. Users will notice the presence of a symbol resembling a red arrow, some with one point and others with two, between the check box and Other Information field of some answers. The purpose of these red arrow symbols is explained under Other Information field.

The **Answer field** includes two items: the list of answer values available for the question at hand and a check box in which users indicate selection of a given value. Users will select the answer(s) of their choice by clicking the left mouse button while the arrow is placed over the selected check box or by pressing the space bar when the selected answer is highlighted with blue text. Each question includes some instruction to assist the user's selection of an appropriate answer. Some questions allow selection of only one answer, while others suggest a user check all answers that apply. The presence of a scroll bar on the right side of this block indicates that there are more answers present than those currently showing in the box. The scroll bar on the right or the up and down arrow keys can be used to move the focus to a different answer, including those beyond the range displayed in the block. Other questions, such as those concerning tested reading and math grade levels, require users to provide several answers if the first answer in the group is answered with "yes."

Selection of certain answer values requires Users to provide additional information in the **Other Information field**. These answer values have a symbol resembling a red arrow between the check box and the Other Information field. The presence of a red arrow with one point indicates the absence of a List of Values for the Other Information entry; while the entry may require a particular format (number, date, etc.) the answers are not limited to a small list of predetermined options. The presence of a red arrow with two points indicates the Other Information entry must be one of the values in the List of Values available for that answer.

The List of Values can be accessed by pressing the [F6] function key, double-clicking the left mouse button while the arrow is in the Other Information field or selecting the List of Values button of the tool bar in the application. Users can only navigate to the Other Information field when the answer value selected requires additional information. The answers and presence of red arrows in this block will change when the user changes the focus to another question in the Questions block. Users can look to the bottom left corner of the computer screen for messages about answer selection and Other Information field requirements.

QUESTIONS

The specific questions for the Admission Assessment Dialogue are listed below with a definition and instructions for each, as well as the valid answer values.

1. Prior Juvenile Correctional Institution Commitment

- a. Definition: Previous institution experience in Division of Juvenile Corrections institutions or other state operated institutions. Do not include privatized juvenile facilities or juvenile detention.
- b. Instructions: Enter “yes” or “no”. If yes, specify number of commitments.

2. Prior Juvenile Adjudication

- a. Definition: Any court adjudication that did or could have resulted in commitment to a juvenile correctional institution.
- b. Instructions: Select the appropriate number of prior adjudications.
 - None—only current offense
 - Two
 - Insufficient data
 - One
 - Three or more

3. Prior Supervision

- a. Definition: Indicator as to what kinds of official supervision the youth received prior to this admission. The supervision must have been formal, specifically related to the treatment of delinquency, and must have been ordered by a juvenile court.
- b. Instructions: Select all appropriate prior supervision. If “Other” is chosen, type in the relevant information.
 - None
 - County Agency
 - Detention or Juvenile Facility
 - Insufficient data
 - WI Dept. of Health & Family Services
 - Private Human Services Agency
 - Other

4. Living Situation Prior to Admission

- a. Definition: Indicator as to type of home environment in which the youth was living immediately prior to this admission.
- b. Instructions: Select the appropriate home environment. If “Other” is chosen, type in the relevant information.
 - Both parents (step)
 - Relative
 - Group home
 - Independent Living Arrangement
 - Other
 - One parent (step)
 - Foster home
 - RCC
 - Detention Center

5. Reason for Current Placement

- a. Definition: Indicator as to why the youth was placed at the institution for most recent admission.
- b. Instructions: Choose the suitable placement.
 - Original Commitment (first commitment for case)
 - Return to Institution—rules violation only
 - Return to Institution—new commitment

6. Use of a Weapon

- a. Definition: Indicator as to whether a weapon (gun, knife, club, etc.) was utilized or present during the offense(s), which resulted in commitment to the institution.
- b. Instructions: Enter “yes” or “no”.

7. Violence

- a. Definition: Indicator as to whether any form of physical violence (assault, battery, etc.) occurred during the offense(s), which resulted in commitment to the institution.
- b. Instructions: Enter “yes” or “no”.

8. Prior Use of a Weapon

- a. Definition: Indicator as to whether a weapon (gun, knife, club, etc.) was utilized or present during any previous offense for which the youth was adjudicated.
- b. Instructions: Enter “yes” or “no”.

9. Prior Violence

- a. Definition: Indicator as to whether any form of physical violence (assault, battery, etc.) occurred during any previous offense for which the youth was adjudicated.
- b. Instructions: Enter “yes” or “no”.

10. Age at First Referral

- a. Definition: Indicator as to the age of the youth when first referred to juvenile court as a result of an offense. The charge may not have been formally adjudicated. Do not consider CHIPS petitions or allegations of abuse or neglect.
- b. Instructions: Enter the age.

11. Out-of-Home Placements

- a. Definition: Indicators as to types of placements provided to the youth in the past. These placements may have resulted from delinquent behavior or for other reasons (e.g., parental abuse, mental health treatment, etc.).
- b. Instructions: Select all placements that apply. In addition, specify the total number of each type of placement next to the category.

- Correctional Institution
- Group home
- Inpatient hospital (psychiatric or AODA)
- Shelter care
- No previous placements
- RCC
- Foster home
- Relative (non-parent)
- Detention facility

12. School Status

- a. Definition: The educational level achieved by the youth at the time of current admission to a JCI.
- b. Instructions: Select the most appropriate level of education. Specify the number of high school credits obtained if “Number of high school credits obtained” is chosen. If the GED or HSED options are chosen, specify the number of tests successfully completed.
- Not graduate of 8th grade
 - Number of high school credits obtained
 - GED course work; # of tests completed
 - Graduate of 8th grade
 - High school graduate
 - HSED course work; # of tests completed

13. Disabilities

- a. Definition: Disability categories formally identified by an IEP team under Wisconsin Law, Chapter 115, prior to the youth entering the institution.
- b. Instructions: Select all previously identified disability categories. If “Other” is chosen, type in the relevant information.
- Speech/Language
 - Emotional
 - Other
 - Cognitive
 - Learning
 - No documented disability

14. Tested Reading Grade Level

- a. Definition: The youth’s reading comprehension in the form of academic grade level in year and month increments, as measured by the reading test instrument administered during Reception. If the youth’s reading grade level was tested, this question requires entry of the remaining items.
- b. Instructions: Enter yes or no to indicate whether the youth’s reading grade level was tested during reception. If yes, enter the most recent test score (grade level year and month), the date of the test and the name of the instrument that was used.
- Was Tested?
 - Grade Level - Month
 - Name of test
 - Grade Level - Year
 - Date

15. Math Level

- a. Definition: The youth's math comprehension in the form of academic grade level in year and month, as measured by the math test instrument administered during Reception. If the youth's math grade level was tested, this question requires entry of the remaining items.
- b. Instructions: Enter yes or no to indicate whether the youth's math grade level was tested during reception. If yes, enter the most recent test score (grade level year and month), the date of the test and the name of the instrument that was used.
 - Was Tested?
 - Grade Level - Month
 - Name of test
 - Grade Level - Year
 - Date

16. Sex Offender Issues

- a. Definition: Indicator of sex offender issues. "Chapter 980 committing sex offense" includes the mandatory Chapter 980 committing offenses and those secondary offenses, which have been determined to be sexually motivated. "Non-Chapter 980 committing sex offense" includes all other committing sex offenses (e.g., 3rd Degree Sexual Assault, Prostitution, etc.). "Prior adjudication for sex offenses" includes any prior adjudicated sex offense. "Prior non-adjudication for sex offenses" includes those alleged sexual offenses for which the youth was never officially adjudicated.
- b. Instructions: Choose all appropriate categories.
 - Chapter 980 committing sex offense
 - Prior adjudication for sex offense
 - No history of sex offenses
 - Non-Chapter 980 committing sex offense
 - Prior non-adjudication for sex offenses

17. AODA Issues

- a. Definition: Indicator of the presence/frequency of the youth's substance abuse. "History of daily drug abuse" refers to the most serious and chronic abuse pattern. "Pattern of regular drug abuse" refers to individuals who use drugs regularly (e.g., weekend binges), but not on a daily or almost daily basis. "Experimental drug use" refers to individuals who use only occasionally (this group may or may not require treatment).
- b. Instructions: Select the appropriate category.
 - History of daily alcohol or drug abuse
 - Experimental alcohol or drug use
 - Pattern of regular alcohol or drug abuse
 - No indication of alcohol or drug use

18. Abuse Issues

- a. Definition: Indicator of abuse and/or neglect, which has been confirmed by county investigation. Allegations by the youth are not sufficient to determine that victimization has occurred for this item.

- b. Instructions: Select each type of confirmed abuse and/or neglect or “No confirmed abuse or neglect”.
- Victim of physical abuse
 - Victim of neglect
 - Victim of sexual abuse
 - No confirmed abuse or neglect

19. Adjudicated Offense History

- a. Definition: Indicator of adjudicated history of assaultive and/or property offenses. “Any adjudication for assaultive offenses” includes only direct assaultive behavior against person (e.g., fighting, battery, assault, etc.). “Adjudicated only for property offenses” includes only property offenses (e.g., vandalism, car theft, arson, etc.). “Adjudicated for both assaultive and property offenses” includes both types of offenses.
- b. Instructions: Choose the most appropriate category.
- Any adjudication for assaultive offenses
 - Adjudicated only for property offenses
 - Adjudicated for both assaultive and property offenses

20. Mental Health Issues

- a. Definition: Indicator of the presence of significant mental health problems. “History of mental health problem” refers to previous evaluation or social history summaries describing major emotional problems or difficulties. “Outpatient Treatment”, “Inpatient Treatment”, and “Psychotropic medication” refer to specific treatments which may have been provided for the youth. “Self-harm behavior” refers to any deliberate attempt at self-harm including suicide gestures (self-defeating and/or thrill-seeking behavior should not be included).
- b. Instructions: Choose all appropriate categories.
- History of mental health problems
 - Inpatient treatment
 - Self-harm behavior
 - Outpatient treatment
 - Psychotropic medication
 - No known history of mental health problems

21. Significant Problem Areas

- a. Definition: Indicator of issues, which negatively impact the youth’s life. “Cognitive impairment” refers to the most recent measured IQ below 70. “Gang involvement” involves documented or suspected gang membership. “AWOL history from placement” requires that the youth escaped from at least one out-of-home placement. “History of being victimized” includes all individuals with a documented history of abuse and those claiming to have been victimized by parents, teachers, friends, etc. “Medical problems” refers to significant and ongoing medical issues requiring some type of specialized care (e.g., asthma). “Limited English” includes those youth having difficulty speaking and/or understanding English. “Parent or expectant parent” includes all youth claiming to be parents or expectant parents.
- b. Instructions: Choose all appropriate categories.
- Cognitive impairment
 - AWOL history from placement
 - Medical problems
 - Parent or expectant parent
 - Gang involvement
 - History of being victimized
 - Limited English
 - No significant problem in the identified areas

22. Family Issues

- a. Definition: Indicator of issues in the family, which significantly impact the youth. “Mental illness” includes diagnosed mental illness involving a parent, stepparent, or sibling. “Criminal behavior”

includes a parent, stepparent, or sibling who has received a jail or prison sentence. “AODA problems” includes a parent, stepparent, or sibling who has a diagnosed substance abuse problem. “Family has received Federal or State Assistance” refers to economic assistance (W-2, SSI, Food Stamps, etc.) given to the youth’s family during the past 2 years. “Significant family conflict” describes major disagreements resulting in family dysfunction. “Absent parent(s)” requires that a parent or stepparent has not been present in the home for at least 6 months during the past 2-year period.

b. Instructions: Choose all appropriate categories.

- Mental illness
- AODA problems
- Significant family conflict
- No significant family issues
- Criminal behavior
- Family has received Federal or State Assistance
- Absent parent(s)

23. Anticipated Placement

a. Definition: Identify type of placement believed to offer the best chance for success when the youth is ready to leave the Division of Juvenile Corrections.

b. Instructions: Choose the most appropriate placement. If “Other” is chosen, type in the relevant information.

- Parent(s)
- Foster home
- RCC
- Other
- Relative
- Group home
- Independent living

RELEASE ASSESSMENT DIALOGUE

OVERVIEW

The Release Assessment Dialogue in JJIS collects data on youth during the youth’s placement at a JCI. The youth’s social worker enters data for the Release Assessment Dialogue during the youth’s placement at the JCI regarding participation in and completion of programs, groups, etc. [see Chapter 6] Program information is also entered into the JJIS Casebook.

It is completed upon a youth’s release to aftercare, administrative transfer to type 2 status, administrative discharge or expiration of commitment order. It is related to the Admission Assessment Dialogue. [see Chapter 4]

The Release Dialogue is designed to be self-coding. The data entered in the screen is formatted so that the user selects the appropriate item from a list of possible, values, except in the few instances where the possible choices cannot be structured and the typing of an entry is required. The selection method is “point and click” which simplifies the input process and assures the values are entered correctly.

DEFINITIONS AND INSTRUCTIONS

The Release Assessment Dialogue screen is accessed through the Case Management > Dialogues > Release Long menu options in JJIS.

The Admission Assessment Dialogue and the Release Assessment Dialogue have the same function, but they fulfill that function at different times in a youth’s supervision. More detailed information about the function and user interface for JJIS is provided in the program documentation.

The block of data at the top of the screen is known as the **Offender Block**. An indented gray line surrounds this block of data. The Offender Block is used to identify the case of interest at any given time. The method for selecting a particular case is described in the JJIS documentation and, for the sake of brevity, is not repeated here.

The next block of data is the **Dialogues Block**. The data elements that identify a particular Release Assessment Dialogue are located here. An indented gray line also surrounds this block of data. These data elements and the actions possible in the screen are described below.

The **Create Date and Time fields** are set by the staff who created the Admission and Release Dialogues. The two dialogues are created when a youth is admitted to the institution.

The **Admission Date field** contains the date of the most recent admission. This is set in the system when the gate house staff member saves the data in the Admission screen.

The **Lock Dialogue** button is used by the Social Worker to Lock the Release Assessment once it is completed. This signifies that the data pertaining to the particular Release Assessment Dialogue are complete and will not be changed. This should be completed at the time of release or immediately thereafter.

The Scroll bar at the right of the Dialogues Block allows the user to scroll through the active Release Assessment Dialogues. If the case has more than one admission for which the Release Assessment Dialogue is required, the user can examine the answers for the Release Assessment Dialogue pertaining to any particular admission. Only the Release Assessment Dialogue for the most recent admission can be edited, and then only if it has not yet been locked by the Social Worker.

The **Questions block** is a scrollable list of all of the questions that must be answered for the Release Assessment Dialogue to be complete. The specific questions are numbered and their respective answer values are described below. The user navigates to the Questions block using the page down or up keys, by moving the cursor and clicking or by using the JJIS Tool Bar page down or page up button (more detailed information about the function and user interface for JJIS is provided in the program documentation). The scroll bars on the right can be used to move the focus to a different question that is beyond those displayed in the block. One of the questions is then highlighted with blue text.

The **Answers block** contains a list of answer values and a check box and Other Information field for each value. Users will notice the presence of a symbol resembling a red arrow, some with one point and others with two, between the check box and Other Information field of some answers. The purpose of these red arrow symbols is explained under Other Information field below.

The **Answer field** includes two items: the list of answer values available for the question at hand and a check box in which users indicate selection of one or more given values. Users will select the appropriate value(s) by clicking the left mouse button while the arrow is placed over the selected check box or by pressing the space bar when the selected answer is highlighted with blue text.

Each question includes some instruction to assist the user's selection of the appropriate answer(s). Some questions allow selection of only one answer, while others suggest a user check all answers that apply. The presence of a scroll bar on the right side of this block indicates that more answers are present than those for which space is available.

The scroll bars on the right, or the up and down arrow keys, can be used to move the focus to answer beyond those displayed in the block. Other questions, such as those concerning tested reading and

math grade levels, require users to provide several answers if the first answer value in the group is answered with “yes.”

Selection of certain answer values requires users to provide additional information in the **Other Information field**. These answer values have a symbol resembling a red arrow between the check box and the Other Information field. The presence of a red arrow with one point indicates the absence of a List of Values for the Other Information entry; while the entry may require a particular format (number, date, etc.) the answers are not limited to a small list of predetermined options. The presence of a red arrow with two points indicates the Other Information entry must be one of the values in the List of Values available for that answer.

The List of Values can be accessed by pressing the [F6] function key, double-clicking the left mouse button while the arrow is in that Other Information field or selecting the List of Values button of the tool bar in the application. The answers and presence of red arrows in this block will change when the user changes the focus to another question in the Questions block. Users can only navigate to the Other Information field when the answer value selected requires additional information. Users can look to the bottom left corner of the computer screen for messages about answer selection, Other Information field requirements and record entry.

The questions for the Release Assessment Dialogue are listed below with their respective definitions, instructions and answer values.

1. Technical College Credits Earned at JCI

- a. Definition: number of technical college credits the youth earned during current JCI placement.
- b. Instructions: select the appropriate value. If “credits earned” is selected enter the number of credits in the “other information” field.
 - Credits earned
 - No credits earned

2. College Credits

- a. Definition: number of college credits the youth earned during current JCI placement.
- b. Instructions: select the appropriate value. If “credits earned” is selected enter the number of credits in the “other information” field.
 - Credits earned
 - No credits earned

3. School Status

- a. Definition: educational level achieved by the youth at the time of release/transfer/discharge from a JCI.
- b. Instructions: Check the most appropriate code. If “HSED course work” is checked, specify the number of tests successfully completed.
 - Pre high school
 - high school graduate
 - HSED graduate
 - High school course work
 - HSED course work; # test completed
 - technical college graduate

4. Re-tested Reading Level

- a. Definition: Youth’s reading comprehension in the form of academic grade level in year and month increments, as measured by the reading test instrument administered. If the youth’s reading level was tested after A&E, this question requires entry of the remaining items.
- b. Instructions: Enter yes or no to indicate whether the youth’s reading grade level was tested after A&E. If yes, enter the most recent test score, the date of the test and name of instrument used.
 - Tested?
 - Grade level-month
 - Name of test
 - Grad level-year
 - Date

5. Re-Tested Math Level

- a. Definition: Youth’s math comprehension in the form of academic grad level in year and month as measured by the math test instrument administered. If the youth’ math grade level was tested after A&E, this question requires entry of the remaining items.
- b. Instruction: Enter yes or not to indicate whither the youth’s math grade was tested after A&E. If yes, enter the most recent test score, date of test and name of instrument used.
 - Tested?
 - Grade level-month
 - Name of test
 - Grad level-year
 - Date

6. Institution Services

- a. Definition: indicator of all JCI services in which the youth participated during the current admission.
- b. Instructions: select all appropriate services, regardless of the perceived level of completion or participation for the youth. If the “other focus group” is chosen, enter the name of the group in the “other information” field.
 - Grief group
 - Parenting group
 - Survivor group
 - Absent parent group
 - Social skills group
 - AA/NA/Alateen group
 - Ropes course
 - Self esteem
 - Peer mentoring
 - Other focus group: _____
 - Anger management
 - Indian Tribes of Wisconsin
 - Hispanic group
 - Cultural awareness
 - African American heritage group
 - Break security group
 - Spiritual/pastoral counseling
 - Family counseling
 - Relationships/Co-dependent addictions groups

7. Clinical Service Contact

- a. Definition: indicator as to whether the youth had no formal contact or one of several forms of formal contact with Clinical Services during the current admission.
- b. Instructions: select all appropriate values
 - No formal contact
 - Individual therapy
 - Family therapy
 - Evaluation
 - Group therapy

8. Psychotropic Medication

- a. Definition: indicator as to whether a consulting psychiatrist prescribed psychotropic medication for a youth during the current admission.
- b. Instructions: select the appropriate value.
 - Yes
 - No

9. Chapter 980 Evaluation

- a. Definition: indicator as to whether the Sexually Violent Persons Review Committee requested a psychological evaluation to determine if the youth should be referred to the Attorney General's Office under ch. 980.
- b. Instructions: select the appropriate value.
 - Yes
 - No

10. Chapter 980 Referral

- a. Definition: indicator as to whether the youth was referred to the Attorney General's Office for commitment under ch. 980.

b. Instructions: select the appropriate value.

- Yes
- No

11. Placement at time of release/transfer/discharge

a. Definition: indicator as to the type of environment to which the youth went immediately following youth's departure from the JCI from the most recent admission.

b. Instructions: select the appropriate value. If the "other" value is selected, type the name of the placement in the "other information" field.

- Parent
- Foster home
- Independent living
- Other: _____
- Relative
- RCC

12. Type 2 Programming

c. Definition: indicator as to whether type 2 programming was provided immediately following youth's departure from the JCI from the most recent admission.

d. Instructions: select the appropriate value. If the "other" value is selected, type the name of the placement in the "other information" field.

- Not a type 2 case
- Type 2 RCC
- Corrective Sanctions
- Other: _____