

Case Classification for Juvenile Corrections: An Assessment of
the Youth Level of Service/Case Management Inventory
(YLS/CMI)

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INTRODUCTION

Public safety is an obligation of all criminal and juvenile justice agencies. This obligation is especially difficult for correctional agencies that must balance demands for public safety with resource concerns and the desire to rehabilitate offenders. Indeed, public opinion supports punishment, but also demonstrates a strong desire to rehabilitate offenders (Applegate, Cullen, and Fisher, 1997) recognizing that most offenders will return to the streets and that the time under the control of the criminal justice system can be better spent than merely controlling and managing offenders (see Feeley and Simon, 1992). The question becomes 'How are decisions regarding placement, service levels, and the identification of treatment targets being made by agencies seeking to best satisfy what are often considered conflicting goals?'

Generally called case classification, correctional agencies devote considerable resources toward the development and utilization of information capable of informing and guiding such decisions. Reductions in offender recidivism rates are a primary focus of correctional agencies. Recidivism reductions are a means by which to achieve public safety (Gendreau and Cullen, 2000) and are used as an outcome measure to assess the effectiveness of rehabilitation programs (Jones, 1996). The crux of classification involves the assessment of offender risk and needs (Bonta, 1996). Agencies must assess, classify, and treat offenders based upon those factors actually related to offending if they are to reduce the likelihood of re-offending.

Over the past several years there has been a growing interest in the development of standardized and objective offender case management classification systems. As Jones (1996) observed, the construction and validation of agency-specific risk and need

assessment instruments is a costly and time-consuming process. Few operating juvenile justice agencies have the expertise on staff or the resources required to develop their own standardized classification tools. As Jones (1996:65) notes, “Not surprisingly, agencies often decide to select an ‘off the peg’ rather than custom made instrument.” Concerns over taking a “one-size fits all” approach to offender assessment have proven to be valid as research indicates an inability of prediction tools to generalize across offender populations (Wright, Clear, and Dickenson, 1984). Indeed, such instruments may not be valid for use with that agency’s population or may not be optimally scaled for specific populations within an agency.

One instrument gaining increasing popularity for the classification of juvenile offender risk and needs is the Youth Level of Service/Case Management Inventory (YLS/CMI or Y-LSI) (Hoge and Andrews, 1996b). The instrument is currently used in a variety of juvenile correctional settings in a number of jurisdictions. This same instrument has been employed to classify youth for judicial disposition decisions, placement into community programs, institutional assignments, and release from institutional custody.

Proponents of the Y-LSI claim that the instrument is a valid risk prediction tool for youth, as well as a valid needs assessment tool that provides information relevant to intervention decision-making. However, prior experience with other universal classification systems indicates that it is unlikely for a single classification tool to have universal applicability (Smykla, 1986; Wright, et al., 1984). While there are some limited data available attesting to the validity of the Y-LSI (Jung and Ruwana, 1999; Shields and Simourd, 1991), questions remain about the universal application of the Y-LSI. The developers of the Y-LSI recognize this problem and recommend that agencies norm the

instrument on their own populations (Andrews and Bonta, 1995). Unfortunately, it appears few agencies have conducted validation tests with the instrument.

In Ohio alone, juvenile courts, probation offices, residential programs, and the Department of Youth Services have all adopted the Y-LSI for case classification. Decisions about the juvenile justice treatment of thousands of youths in all types of correctional settings are based on the same classification instrument. The research discussed in this report examined the efficacy of the Y-LSI instrument in predicting future delinquency and program failure across different juvenile offender populations.

The Youth Level of Service/Case Management Inventory

The Youth Level of Service/Case Management Inventory (Hoge and Andrews, 1996b) was derived from an earlier risk/needs assessment tool designed for use with adult offenders, the Level of Service Inventory-Revised (LSI-R) (Andrews and Bonta, 1995). The LSI-R, developed in Canada, assesses adult offenders on risk factors identified by prior research. More specifically, the LSI-R measures those risk factors identified as the strongest predictors of re-offending in a number of meta-analytic studies (Andrews and Bonta, 1994; Gendreau et al., 1996; Simourd, 1993; Simourd and Andrews, 1994). While there are limitations to the technique (Gendreau and Andrews, 1990), the findings of meta-analyses, as “studies of studies,” are difficult to dismiss. Many of the meta-analyses include hundreds of individual studies, and have calculated an average effect for those risk factors in question across the number of studies examined. Due to the large number of study results averaged in a meta-analytic inquiry, a great deal of confidence is often placed in the results.

Andrews and Bonta (1995) reported the outcomes of several validation studies of the LSI-R used with a variety of adult correctional populations. They concluded that the instrument was a valid predictor of correctional adjustment and outcome for different types of correctional programs (community supervision, residential settings, and incarceration); correctional outcomes (revocation, new arrest, new incarceration); and, correctional populations (ethnicity, sex, and age). A related and more recent evaluation of the predictive efficacy of the LSI-R found that the instrument not only accurately predicted recidivism for male offenders, but also equally or better predicted recidivism for female offenders (Lowenkamp, Holsinger, and Latessa, 2001). In an examination of the utility and explanatory power of three different offender risk/need assessments, Gendreau, Goggin, and Paparozzi, (1996) concluded that for the classification of adult offenders, “the LSI-R is the recommended instrument to date.”

This is not to say that there is unequivocal support for the LSI-R. A recent study of the validity of the LSI-R for a sample of halfway house offenders reported that the LSI-R failed to predict halfway house outcome, two-year recidivism for any crime, and two-year felony recidivism. Dowdy et al. (2001) conclude that the results should be taken as evidence of exercising caution when importing an “off the peg” instrument to a new correctional setting.

Despite some research indicating that the adult instrument was a valid predictor of recidivism for youths as young as 16 years old (Motiuk, 1986), the LSI-R was modified to focus more specifically on risk and need factors as they relate to juveniles (Jung and Ruwana, 1999). The Youth Level of Service/Case Management Inventory (Y-LSI) uses 42 items that tap essentially the same risk domains as the LSI-R. The Y-LSI is scored in the

same 0-1 Burgess method as the LSI-R, with the overall score reflecting the number of items checked. The Y-LSI taps eight subcomponents of risk and need: Prior and Current Offenses/Adjudications; Family Circumstances and Parenting; Education/Employment; Peer Relations; Substance Abuse; Leisure/Recreation; Personality and Behavior; Attitudes and Orientations (a copy of the Y-LSI is attached as Appendix A). In a validation study utilizing the Y-LSI with Ontario juvenile probationers, Jung and Ruwana (1999) concluded that, “This investigation has demonstrated that the Risk/Need Assessment Form (Y-LSI) is not only valid in predicting risk, but also robust with respect to jurisdiction, ethnicity, and sex.”

Effective Classification

Both the LSI-R and Y-LSI assessment tools were designed to adhere to “The Principles of Classification for Effective Rehabilitation” (Andrews, Bonta, and Hoge, 1990). There are four principles of classification: risk, need, responsivity, and professional discretion. The risk principle states that levels of service and supervision should be matched to the risk level of the client. This is based upon evidence showing that interventions are the most effective for the highest risk offenders, and more importantly, intensive services provided to low-risk clients can actually increase their level of failure (Andrews and Dowden, 1999). The needs principle states that in order to reduce an offender’s chance of recidivism, that offender’s dynamic (or changeable) risk factors must become the targets of intervention. Those agencies targeting criminogenic needs with programming experience far greater reductions in recidivism rates than agencies that do not (Andrews and Dowden, 1999). The responsivity principle refers to matching the style of the intervention with the learning style and ability of the correctional client.

Responsivity can take the form of matching the client to the therapist, client to intervention, and/or client to intervention setting. There is ample evidence demonstrating the importance of responsivity issues with respect to reductions in recidivism (Palmer, 1974; Andrews and Dowden, 1999), and measuring the effectiveness of programming (Kennedy, 1999; Van Voorhis, 1997). The final principle of classification is professional discretion. This principle highlights the importance of considering the principles of risk, need, and responsivity when making correctional classification decisions. There is evidence suggesting the superiority of statistically informed, actuarial classification over clinical (or intuitive) assessments of risk (Bonta et al., 1996). The use of the LSI-R and Y-LSI instruments allows agencies to objectively assess and classify their clients according to the principles of classification. The effective classification of offenders is the first step toward subjecting clients to the most appropriate supervision levels and most appropriate interventions. By meeting these principles correctional agencies can begin to reap the benefits of maximized recidivism reductions (Andrews and Dowden, 1999).

The LSI-R and Y-LSI instruments assess both static and dynamic factors in predicting an offender's chance of recidivism. Static factors are those factors that do not change. Examples of such factors include criminal history, history of substance abuse, and commission of a violent crime. While static factors are indeed predictive of reoffending (Hoffman and Beck, 1980), these factors fall short of identifying treatment targets and are no more predictive than those factors of a dynamic nature (Gendreau et al., 1996).

Dynamic factors, then, serve as functional variables in that they become the targets for intervention, and reducing these risk factors is a means by which to lower the probability of offender recidivism (Andrews and Robinson, 1984). Scores obtained from the Y-LSI

instrument not only provide an overall assessment of risk of failure, but also identify the relative importance of the eight risk domains to that overall risk. This information is expected to be used in the development of offender case plans and to guide intervention strategies so that correctional efforts are focused on reducing the likelihood of future criminal or delinquent behavior. Used in this way, the Y-LSI is not only helpful as a risk assessment instrument, but also as a guide for correctional interventions.

PRIOR RESEARCH ON CASE CLASSIFICATION

Perhaps the earliest empirical research aimed at predicting future criminality was Burgess's (1928) effort to develop a means of classifying applicants for parole in Illinois. Burgess developed an index from an examination of over 3,000 parolees that combined twenty-one items such as employment, institutional adjustment, and prior convictions scored so that higher scores meant a higher risk of parole failure. In 1950, Sheldon and Eleanor Glueck reported that they had developed an instrument that could provide early identification of youth who would become delinquent. In the 1960s, California developed and implemented a "Base Expectancy Score" for use with inmates. This score assigned offenders an expected likelihood of failure on parole or new criminality subsequent to release. In the early 1970s, Gottfredson, et al., developed the Salient Factor Score which classified federal inmates according to risk of parole failure as part of the federal parole guidelines system.

Growing out of these efforts to assist parole decision-makers with making release decisions, the technology of risk assessment was quickly adapted to other decision points in the justice process, and to case classification in correctional settings (Jones, 1996; Schneider, et al., 1996; Travis, 1990; Clear and Gallagher, 1985). Perhaps the most

significant impetus to the widespread adoption of case classification in community supervision was the National Institute of Corrections's "Model Case Management Classification" initiative (National Institute of Corrections, 1981).

This initiative provided training and technical assistance to probation and parole agencies for the development and implementation of standardized risk and needs assessment as a core component of case management and supervision. The "heart" of the process was the "Wisconsin Model" of risk and needs assessment (Baird, et al., 1979; Lerner, Arling and Baird, 1986). Hundreds, if not thousands of probation and parole agencies began to routinely assess offender risk and needs and to assign levels of supervision based on those assessments.

This integration of concern for both the risk posed by offenders and the level of need for services produced what Bonta (1996:22) has called "third generation assessment." This latest type of case classification seeks to measure both risk and criminogenic needs, and link these measures with intervention strategies. Criminogenic needs are those changeable risk factors comprising the overall risk score. As Bonta noted (1996:22), several classification systems based on offender needs have been developed, but these systems had not been adequately tested as to their validity in predicting risk, nor was their assessment of criminogenic needs questioned. Offenders have many needs. If justice agencies are to manage risk, it is the assessment and treatment of criminogenic needs that is of greatest importance (Andrews, et al., 1990). "Third generation" assessment instruments attempt not only to identify different levels of risk (similar to the Burgess Score and Base Expectancy Scale), but also to identify which dynamic risk

variables (criminogenic needs) are contributing to that risk to identify intervention targets (such as the Wisconsin Model and the LSI-R).

More specific to juveniles have been evaluations of such tools as the Problem Oriented Screening Instrument for Teenagers (POSIT). This tool is designed to serve as a preliminary screening assessment which can guide and inform intervention decisions. The POSIT highlights potential problems in 1 or more of 10 psychosocial functioning areas (including education, peer relations, recreation, social skills, mental and physical health, behavior, substance use, family relations, and vocational status). Research has indicated that the POSIT provides consistent indication of potentially troubled youths who are in need of more in-depth assessment and intervention programming (Dembo, 1996). Other research has indicated that the POSIT maintained relationships with prior referral histories, self-reported alcohol and marijuana use, and mental health treatment, highlighting the importance of using a screening tool in identifying a wide range of youthful needs for case planning (Dembo, 1994). There has been little research, however, examining the marriage of both a risk prediction and needs identification tool (Jung and Ruwana, 1999). The Y-LSI shows promise as just such an instrument that can identify not only problem areas of troubled youths, but also create typologies of youthful offenders in terms of their risk and needs that are predictive of reoffending.

Ultimately, then, the value of classification instruments is dependent upon both the accuracy with which they predict future criminality, and the degree to which correctional agencies can use the information to structure service delivery to reduce future offense behavior. The two criteria are related, of course. If the classification instrument is valid and appropriately used, initial assessments of risk will be altered by the provision of risk

related services and interventions. If the agency is unable to provide effective services matched to offenders' needs or ignores the matching of offender style and ability with the style of service delivery, then case outcomes should correspond with initial risk assessment scores. A test of the validity of these instruments must incorporate controls for agency efforts to provide services between the initial classification assessment and ultimate case disposition. Assuming adequate controls for changes in risk and needs over the period of correctional supervision, the basic test of instrument value is one of predictive validity.

VALIDITY AND UTILITY OF CLASSIFICATION

Several reviews of the methodological issues in risk prediction have been published (Simon, 1971; Tarling and Perry, 1985; Gottfredson, 1987; Gottfredson and Gottfredson, 1988; Andrews, Bonta, and Hoge, 1990; Gottfredson and Snyder, 2002). All of them support the contention that while statistical prediction methods are generally superior to clinical predictions, no single statistical method is consistently better than any other in validation studies. Jones (1996:43-44) concludes this body of research indicates that data limitations in risk prediction constrain our ability to improve accuracy, and that failure to validate instruments "is an extremely risky enterprise." To these concerns can be added a third, predictive validity is often population specific (Wright et al., 1984; Dowdy et al., 2001).

The predictive validity of the "Wisconsin Model" of assessing risk and needs was tested by Wright, et al. (1984) with samples of probationers in New York City and Ohio. The predictive device was developed based on a sample of parolees in Wisconsin (Baird, Hines, and Bemus, 1979). Wright, et al. (1984) found that the risk assessment instrument

was not predictive with the New York City and Ohio probation samples. Similarly, the General Accounting Office (Controller General, 1982) concluded that no prediction model existing at the time was effective with all populations. Rather, there appears to be considerable shrinkage in the predictive power of risk classification instruments across populations, often including shrinkage between the construction and validation samples. Clear and Gallagher (1985:430) observed that not only do risk assessment instruments often not transfer across populations or agencies, but also that “organizations often drop or add items on the instrument, or change weights on those derived by regression analysis without any knowledge of the effect this has on its validity.”

This comment illustrates one of the major problems encountered in correctional case classification. The validity of any classification instrument is questionable when the instrument is not properly implemented. Tests of the predictive validity of risk and needs assessment instruments are generally based on an assumption of proper implementation, yet such instruments are often modified, applied by untrained personnel, or otherwise used in ways that were unforeseen in the construction process.

Assuming a classification instrument that is implemented by qualified personnel in the manner in which it was designed, the baseline evaluation criterion for determining the value of the instrument is its predictive validity. Simply put, if the instrument significantly improves prediction of case outcome over what is expected by the base rate, the instrument is a valid predictor. Determining predictive validity is relatively straightforward and involves a calculation of the proportionate reduction in error achieved by using the instrument over what could be expected from the base rate alone.

Predictive validity alone, however, is an incomplete measure of the utility of case classification. Sorting offenders into different groups is of little value unless the agency also manages the groups differently. Risk classification is typically designed to allow officials to vary release, or timing of release from an institution, or to vary the intensity of supervision and monitoring based on risk of re-offending. Need classification is designed to enable officials to focus services and interventions for offenders in those areas where improvement is most likely to result in lower chances of re-offending. If the classification does not result in differential case processing, the classification activity is of little value to the agency.

A classification instrument that does not yield valid results does not improve the operations of correctional agencies. So too, a valid classification which cannot, or does not influence correctional practice does not improve correctional operations. An evaluation of case classification must attend to both how well the assessment process identifies offenders posing different levels of risk and needs, and how that information is used to change agency practice.

Finally, if the assessment instrument is valid, and if case management is linked to case classification, the question remains; do agency responses to the classification information influence case outcomes? In the ideal condition, a classification instrument such as the Y-LSI will identify the level of risk of re-offending posed by a youth, and the areas (e.g. substance abuse, attitudes, family relations) in which the provision of treatment services are most likely to reduce future offense behavior. If the classification is valid, and the agency provides services as indicated by the classification information, do youth re-offend at significantly lower rates than expected?

The research presented here evaluates the validity and utility of the Youthful Level of Service Inventory for classification of adjudicated delinquents placed into three correctional settings: institutionalization, residential programming, or probation supervision. The evaluation assessed the degree to which the Y-LSI accurately predicts rates of re-offending, influences case management, and leads to improved case outcomes.

THE RESEARCH SETTINGS

Three distinct juvenile justice correctional agencies using the Y-LSI for case classification in Ohio were the settings for the research. These include the Ohio Department of Youth Services (which operates juvenile institutions and aftercare), the Clermont County Juvenile Probation Department, and the Butler County Juvenile Rehabilitation Center (a residential program that provides treatment services to adjudicated delinquents). These agencies agreed to participate in the research and agency administrators welcomed the opportunity to validate the Y-LSI for use with their populations. The three settings are:

Ohio Department of Youth Services (ODYS): provides institutional programming for approximately 2000 youth adjudicated as delinquent in the State of Ohio each year. ODYS operates a Release Authority that is authorized to grant release to youth under its custody. The Department, and its Release Authority have adopted the Y-LSI as a central component of case classification. All youth received by ODYS are administered the Y-LSI. Placement, programming, and release decisions are said to be based, in large part, on Y-LSI scores. Youth are to be assessed within six weeks of reception and periodically reassessed depending upon length of stay.

Butler County Juvenile Rehabilitation Center: The Butler County Juvenile Probation Department operates a Juvenile Rehabilitation Center. This center is a 36 bed residential program for both males and females. An additional 10 beds located in a nearby halfway house are also utilized, bringing program capacity to a total of 46 youth. The program is almost always at capacity. The average length of stay for youth is about seven months.

Clermont County Juvenile Probation Department: The Clermont County Juvenile Probation Department receives approximately 1,500 youths ordered to probation by the Clermont County Juvenile Court each year. The Department uses the Y-LSI to classify approximately two-thirds of these youths who have been adjudicated as delinquents. Information from the Y-LSI assessment is used to assign cases to different levels of supervision intensity and to determine the provision of treatment services.

In combination, these three agencies represent a continuum of correctional treatment for delinquent youth, from traditional probation supervision through secure, long term, institutional placement. Staff from each of these agencies were trained in the administration and application of the Y-LSI, and each agency has officially adopted the instrument as a component of its case classification process. As a measure of quality control, reliability checks were conducted at the sites where Y-LSI trained researchers conducted separate Y-LSI interviews and compared their assessments with those completed by agency staff. In these checks, a very small random sample of youths were selected from each site and interviewed by researchers. These assessments were then compared to the assessments completed by each agency. In these comparisons, no significant differences were revealed in terms of the overall Y-LSI risk score or in terms of the individual subcomponent scores.

It is important to note that the characteristics of youth found in these correctional settings vary across sites. Not surprisingly, a probation population differs from a residential or institutional population. In most cases youth committed to institutional or residential placements exhibit more serious delinquency or have greater treatment needs than those placed under probation supervision. Thus, the three research sites are likely to represent different levels of youth risk.

RESEARCH QUESTIONS

The primary purpose of this study was to determine the utility of the Y-LSI risk/needs assessment. To achieve this purpose, we examined the way in which the participating agencies were utilizing the Y-LSI, the accuracy of the Y-LSI in predicting case outcome, and the ability of the Y-LSI to measure meaningful change in offender risk.

The research was designed to answer three separate, but related questions:

1. Is the Y-LSI a valid predictor of case outcome for juvenile delinquents under correctional supervision?
2. How do juvenile correctional agencies use the Y-LSI for the allocation of correctional supervision and resources?
3. Are changes in the areas of risk measured by the Y-LSI through correctional treatment associated with reductions in re-offending rates by youth?

METHODS

Samples

Data were collected on youth assigned to each of the three correctional settings listed above. Youth received in the different correctional settings between July 1, 1998 and June 30, 1999 constituted the sampling frame for this study. Information was gathered on 1,679 youths as follows:

	Sample Size	Sampling Ratio
Ohio Department of Youth Services	960 youth	50%
Clermont County Juvenile Probation	626 youth	50%
Butler County Rehabilitation Center	93 youth	100%

Initial Data Collection

Youth files were made available to staff and were reviewed to complete the data collection instruments (attached as Appendix B). These files contained a wide variety of demographic and background information about each youth, including Y-LSI assessments of the youth (which were completed by trained agency staff at each site). The Y-LSI gathered information relevant to the youth’s offending behavior, assessing the eight domains described earlier. Demographic characteristics, as well as information relating to treatment and service referrals, completion of programming, and supervision outcome were also collected from case files and recorded on the data collection tool.

Surveys

Additional information concerning the application of the Y-LSI was collected through the use of a survey. In the second year of the project packets of surveys, along with return envelopes, were mailed to each research site. One individual from each site (usually an administrator) was responsible for staff completion of these surveys. Responses were kept anonymous to assure confidentiality. Upon completion, the surveys were mailed back to the researchers where the responses were coded and entered into a database.

This survey (attached as Appendix C) was completed by agency administrators and staff and inquired about their reactions to the use of the Y-LSI as a classification instrument. The survey asked respondents to rate the utility of the instrument and report their perceptions of ease of use and strengths and weaknesses of the process. The survey also asked the respondents to describe how the classification information was used in the management of cases.

Follow-up Data Collection

One year after the initial Y-LSI assessments, reassessment data were collected on youths. Reassessments were to be completed on youth at the time of program completion or one year after the initial assessment. Approximately two years after the initial data collection, supervision outcome data were gathered including checks for program completion, violations, new arrests, seriousness of new arrest, adjudications, and/or institutional commitments. These data were collected from each agency in a different fashion. ODYS and Clermont County Probation both provided outcome data while researchers visited the Butler Residential Treatment Facility and examined youth files to obtain relevant outcome data.

Analyses were conducted for the entire sample and included calculating descriptive statistics on each group, developing a profile of offender risk and needs, and validating the instrument using a number of outcome variables that would sufficiently answer the research questions posed.

The race of the offender was collected as a nominal variable with six categories (Black, White, Asian, American Indian, Bi-Racial, Other, and Unknown). Based on the distribution of cases in this categorization, race was collapsed into two categories: white

and non-white (combined, the other categories accounted for only 3.1% of the sample). White offenders were coded as zero while non-white offenders were coded as 1. The sex of the offender was coded as 0 for males and 1 for females.

Y-LSI risk/need scores were calculated to provide an overall score, and a score for each component of the Y-LSI. From the total scores, categories of offenders were developed using the guidelines put forth by the authors of the instrument. The values for the categories of offenders are:

Risk Level	Y-LSI Score
Low	0-8
Moderate	9-22
High	23-34
Very High	35-42

Outcome variables were coded collapsing different categories to produce dichotomous outcome measures. Termination status (or outcome) was coded with 0 representing a successful release from correctional supervision and 1 representing an unsuccessful release. Technical violations were coded with 0 representing no technical violations and 1 representing the presence of any technical violation. Likewise, institutional violations were coded with 0 representing no institutional violations and 1 indicating of the presence of any institutional violation. Rearrest was also coded as a dichotomous measure for the entire sample, with 0 representing no rearrest and 1 representing any rearrest for the juvenile. Rearrest seriousness was coded as an ordinal variable, with 0 representing no rearrest, 1 representing a status offense, 2 representing a technical violation, 3 representing a misdemeanor, and 4 indicative of a felony. Finally,

reincarceration was coded as a dichotomous variable for the entire sample, with 0 representing no reincarceration and 1 representing any reincarceration.

RESULTS

In order to provide information relevant to answering the research questions posed, along with information relevant and useful to each site constituting the overall sample, results are reported for the entire sample and then reported specific to each participating agency. Site is an important consideration in understanding the application and validity of the Y-LSI. Each site represents a different correctional setting and these settings also represent a different level of supervision. It is to be expected that youth who are assigned to probation supervision (Clermont County) are likely to have been adjudicated delinquent for less serious offense behavior and to represent a lower risk of recidivism than youth who are sent to the Ohio Department of Youth Services. Indeed, ODYS receives youth deemed unsuitable for probation supervision and those who have been unsuccessful on probation. The residential site, Butler County, serves youth who would otherwise be committed to ODYS facilities.

Description of the Study Sample

Descriptive statistics and frequencies for the entire sample are contained in Table 1. The table reveals the average age of youth at the time of the initial Y-LSI assessment was 15.4 years. Males constituted 78.7 percent of the sample and roughly 70 percent of the sample were white. The overall sample included approximately 57 percent from an institutional setting (ODYS), 37.3 percent from a probation setting (Clermont County Probation), and 5.5 percent of the sample from a residential treatment setting (Butler County Juvenile Rehabilitation Center).

Also indicated in Table 1 are descriptive statistics for all of the outcome measures utilized in the analysis. Note that not all of the cases had the same depth of information regarding subsequent criminal justice involvement. Some of the outcome measures were site specific (such as institutional violations, which are not applicable to a probation setting). Therefore, the total number of offenders listed for each outcome variable differs. The data show that of those released from correctional settings, 83.9 percent were released successfully. Termination data were unavailable for roughly 53 percent of the sample who had not yet been released from their respective correctional setting (be it incarceration or probation). Table 1 also presents data regarding institutional infractions showing that 12.6 percent of incarcerated offenders had an institutional infraction . Fifty-seven percent of the youthful offenders who had been under community supervision had no technical violations. An examination of the frequencies for rearrest revealed that 61.3 percent of the youths in the sample were not rearrested. Data for rearrest were missing for 21.8 percent of the sample, primarily because some youths had not been released from the ODYS institution at the time of follow-up. The final outcome variable summarized is reincarceration, showing that 84.1 percent of youths were not incarcerated. Data regarding this variable were unavailable for 15.1 percent of youths in the study.

Table 2 presents descriptive information about the Butler County Juvenile Rehabilitation Center group. There were a total of 93 youths examined from this site. The average age of this population was 15.3 years. Males constituted 82.8 percent of the sample and 86.0 percent of the youth were white. Over sixty percent of the sample was released successfully from the program. Unsuccessful release from this site was a transfer to ODYS as a result of an infraction while in the program. Eighty-two percent of youths

received an institutional infraction. Over sixty one percent of the Butler youths were rearrested and 15.6 percent were reincarcerated after release.

Table 3 presents similar data for the probation group from the Clermont site. There were a total of 626 youths included from this site. The average age of youth was 15.5 years, with 72.7 percent of the youths male and 96.5 percent of this group classified as white. The table reveals that 89.8 percent of the youth released from supervision were terminated from supervision successfully, (some of the youths included in the study were still on probation at the time of the follow-up and therefore data were unavailable as to termination status). Fewer than seven percent of all youth had been unsuccessfully terminated from supervision during the study period. Probation youth are at risk for technical violations which 36.7 percent of the sample experienced. Eighty-six percent of the youths on probation were not rearrested while nearly ninety percent of the youths were not reincarcerated (outcome data after release from Clermont County Juvenile Probation was unavailable, therefore reincarceration information came from termination status).

The sample of youth from the ODYS site are described in Table 4. The average age of youths from ODYS was 15.3 and 82.2 percent of the ODYS sample were male. In terms of race, the sample was roughly split with 50.7 percent of youths coded as white and 49.3 percent of youths coded as nonwhite. Termination data for the ODYS sample revealed that 83.4 percent of those who had been released were released successfully from incarceration. Unsuccessful release for the ODYS population means that the offender committed a new crime or violation while in the institution and received a new incarceration sentence as a result of this behavior. The data collected from youth files

revealed that only 5.8 percent of youths received an institutional infraction. Outcome data for the ODYS sample show that 39.6 percent of juveniles were not rearrested. Rearrest data were unavailable for 34.2 percent of the ODYS youths, primarily because many youths had not yet been released from the ODYS institution at the time of follow-up. Finally 18.3 percent of ODYS youths had been reincarcerated after release, but these are over half of all youths released from ODYS facilities.

Table 5 summarizes Y-LSI scores for the entire sample and reveals that the mean risk/needs score was a 19.84. This suggests that the average youthful offender was moderate risk according to the general risk/need guidelines put forth by the creators of the Y-LSI. The descriptive statistics regarding the Y-LSI risk level categories also indicate that the majority of youthful offenders were moderate risk offenders (51.3%). The next largest subgroup of offenders falls into the high categorization of risk and needs and constitutes 37.4 percent of the sample. The smallest percentages can be seen in the low (9.1%) and very high (2.2%) categories of risk and need. The distribution of these scores is represented graphically in Figure 1. Table 5 also indicates that, on average, the youthful offenders in this sample were moderate risk in the prior and current offenses component. Youths were low need in leisure and recreation, moderate need in the education and employment, peer relations, personality and behavior, and attitudes/orientation components. Youthful offenders were high need in the family circumstances and parenting, and substance abuse components.

Item analyses of scores for the entire sample revealed that the majority of youth had prior probation and detention. Most youths were from homes where parents had difficulty controlling their behavior and a majority of the youths experienced low

achievement in school and were truant from school. Most youths in the sample had some delinquent friends and acquaintances and a majority were occasional drug users. The youths in the sample were assessed as engaging in limited organized activities and failing to make adequate use of their time. The majority of the youths in the sample experienced poor frustration tolerance and were verbally aggressive.

Figure 2 presents the distribution of Y-LSI scores by sex. Table 6 reveals that the average score for females was 20.9 while the average Y-LSI score for males was 19.5. This means that the average male and female offender were both in the moderate risk/need category, although females scored significantly higher than did males. Table 6 shows an item-by-item analysis of Y-LSI scoring for males and females. An examination of these data reveals that there were significant scoring differences across sex in the prior and current offenses/adjudications component for item a: three or more prior adjudications and for item c: prior probation. Likewise, males and females received significantly different overall scores for this component, and in ratings of inappropriate discipline, poor relations with father, and poor relations with mother. Males and females also received significantly different overall scores in the family circumstances and parenting components and education/employment component of the Y-LSI. There were significant scoring differences across sex for disruptive classroom behavior, disruptive behavior in school property, problems with teachers, and truancy. An examination of the peer relations component reveals that males and females differ significantly with regards to the presence of delinquent friends, presence of delinquent acquaintances, and with regards to no or few positive friends. The assessment of substance abuse produced significant differences for chronic drug use and substance abuse interferes with life. The leisure/recreation

component showed significant differences in scoring across sex for the items of limited organized activities, could make better use of time, and no personal interests. The personality and behavior component revealed significantly different ratings in physically aggressive, tantrums, short attention span, poor frustration tolerance, and the overall score for this component. Last, the attitudes/orientation component, also showed significant differences in overall scores and ratings of antisocial/pro-criminal attitudes, not seeking help, and defies authority. In summary, females received lower scores for prior offense record and higher scores in the areas of family circumstances and parenting, personality and behavior, and attitudes/orientation, with higher overall Y-LSI scores than males.

Males had significantly greater criminal histories, having more prior adjudications and having been on probation more than females. Females had more problems in the area of family circumstances, experiencing more inappropriate discipline than males and experiencing poor relations with both their mothers and fathers. Females also scored significantly higher in the personality component than did males, exhibiting more physically aggressive personalities than males, more tantrums than males, and a significantly greater proportion of females evidencing a short attention span. More females were rated as not seeking help and being defiant of authority. Males and females scored similarly in the areas of education, peers, substance abuse, and use of leisure time.

Table 7 provides an item-by-item examination of Y-LSI scores by race. The distribution of Y-LSI scores is represented graphically in Figure 3. Table 7 shows that whites and non-whites differ significantly on every item in the prior and current offenses/adjudications component, as well as on the overall score for that component. In the family circumstances and parenting component, significant differences for race are

observed for inadequate supervision, difficulty in controlling behavior, inappropriate discipline, and poor relations mother-child. The education/ employment component shows that there are significant differences for the items of disruptive classroom behavior, low achievement, truancy, and unemployed/not seeking employment. There were significant differences across race in this component for the mean score as well. Whites and non-whites differed significantly in terms of delinquent acquaintances, no or few positive acquaintances, no or few positive friends, and the mean score. Whites and non-whites in the sample differed on items tapping occasional drug use, chronic drug use, substance abuse interferes with life, and the mean score for that component. For leisure/recreation, whites and non-whites differed only in terms of no personal interests. Whites and non-whites differed in the personality subcomponent for the items tapping inflated self-esteem, physically aggressive, tantrums, short attention span, inadequate guilt feelings, and verbally aggressive/impudent. They also differed on the mean score. Finally, whites and non-whites differed in the attitudes/orientation subcomponent for not seeking help and callous/little concern for others and on the mean score. The overall average scores of non-whites and whites were also significantly different with non-whites scoring significantly higher than whites (though both groups scored in the moderate category on average).

To sum, the evidence shows that non-white youth scored higher in the areas of criminal history, education, peers, and substance abuse. White juveniles scored higher on personality and attitudes, and no differences were found in the family and leisure components. More specifically, non-white youth received higher scores for all of the items in the criminal history component, evidenced more disruptive classroom behavior, low achievement, and truancy. Non-white juveniles had more delinquent acquaintances, and

fewer positive friends and acquaintances. There was also evidence that non-white youths used drugs more and had greater interferences in their lives from drugs and/or alcohol. White juveniles showed more verbal aggression and more tantrums, were less likely to be assessed as seeking help and more likely to be rated as evidencing more callousness than non-white juveniles.

The final descriptive analysis summarizes Y-LSI scores for each site included in the study. Table 8 presents the frequency of responses across the three sites. The frequencies of Y-LSI scores for each site are represented graphically in Figure 4. In Table 8, along with the frequencies of Y-LSI responses across each site, significant differences in scoring between the sites are flagged. Given that each site represents a different correctional population (probation, residential treatment, institutional) with a theoretically different level of risk (or at the very least, different levels of offense seriousness), it might be expected that there would be scoring differences observed across the three different sites in the sample. Table 8 reveals significant scoring differences across the three sites for all of the items on the Y-LSI assessment except for poor relations/mother-child, problems with teachers, the leisure/recreation component composite score, short attention span, and verbally aggressive.

While the one-way ANOVA conducted determines the presence of significant differences in scoring between the sites, it fails to specify those differences. A post hoc test of multiple comparisons was conducted employing the Scheffe test to determine which groups were significantly different from each other. Analyses of mean differences reveals that the Butler and ODYS sites are not significantly different from each other in terms of their offenders' prior and current offenses, adjudications, family circumstances

and parenting, education/employment, personality and behavior, and attitudes/orientation composite scores. However, the Butler and ODYS youth differ significantly from Clermont youth. This finding indicates that the two institutional settings (Butler and ODYS) have, on average, significantly higher risk/need youths in their populations. An examination of the peer relations and substance abuse component composite scores reveals significant differences across all three sites. The leisure/recreation component composite score reveals no significant differences across sites. Overall Y-LSI scores were significantly different across the sites, with the institutional youths (Butler and ODYS) receiving significantly higher Y-LSI scores than the probation (Clermont) youths.

In sum, youths in institutional/residential settings had significantly higher overall Y-LSI scores than did youths on probation, as well as higher component scores for prior and current offenses, adjudications, family circumstances and parenting, education/employment, personality and behavior, and attitudes/orientation. This finding is not surprising in that youth placed in institutional/residential settings should be those who exhibit higher risk and need.

Is The Y-LSI a Valid Predictor of Case Outcome?

One of the purposes of this study was to examine the validity of the proposition that the Y-LSI is a valid predictor of case outcome across correctional populations. Again, to provide information useful to each agency that participated in the study, results are reported for the entire sample and then for each site independently. Furthermore, given that the sample of offenders used for these analyses contained both male and female, and white and non-white offenders, analyses were conducted for the total sample, for males

and females, and across categories of race against all of the outcome measures included in the study. The research question to be answered is:

1) Is the Y-LSI a Valid Predictor of Case Outcome for Juvenile Delinquents Under Correctional Supervision?

The first step in answering this question was to test for bivariate correlations between the Y-LSI and all outcome variables. These correlations are presented in Table 9 which indicates that the Y-LSI is a valid predictor of case outcome for the entire sample of youthful offenders across a number of different outcome measures. Specifically, those youths scoring higher on the Y-LSI were more likely to experience an unsuccessful release from correctional supervision, an institutional violation, a technical violation, rearrest, rearrest for more serious crimes, and reincarceration after release.

To test the universal applicability of the Y-LSI, Table 10 provides an examination of correlations between the Y-LSI and outcome controlling for sex and race. The data show that the Y-LSI score is positively and significantly related to a number of different correctional outcomes across the different populations examined in this study. Y-LSI score was significantly related to institutional violations, technical violations, rearrest, rearrest seriousness, and reincarceration across sex and race except for institutional violations for females and reincarceration for non-whites.

Table 11 examines the predictive validity of the Y-LSI separately for each agency included in the validation study. The data indicate that the Y-LSI is a significant predictor of correctional outcome across different correctional settings. In the Butler site, the Y-LSI was significantly related to rearrest, rearrest seriousness, and reincarceration. In the Clermont probation site, the Y-LSI was significantly related to program completion,

technical violations, and reincarceration. The ODYS site data show that the Y-LSI was related to rearrest and reincarceration. It was weakly related to institutional violations.

Cross-Tabulation and Chi Square Test for Y-LSI Categorization and Outcome

To assess the relationship between the risk/need categorizations put forth by the creators of the Y-LSI (low, moderate, high, and very high) and case outcome, we used a Chi Square test of significance. Table 12 presents the results of that analysis. The table shows that, for the total sample, Y-LSI score was significantly related with program completion, institutional violations, technical violations, rearrest, and reincarceration. This means that, in general, offenders classified in higher risk/need categories experienced significantly greater rates of negative case outcomes.

Table 13 presents an analysis of the relationship between Y-LSI categorization and rearrest for the total sample, each of the research sites, sex, and race. This analysis shows that Y-LSI score is significantly related to rearrest across the entire sample, and for males, females, and white youth. It is significantly related with rearrest for the Butler group at the $p < .05$ level. The score is not significantly related to rearrest for the probation (Clermont), institutional (ODYS), and non-white groups. Table 14 presents a similar analysis using reincarceration as the outcome measure. This table shows that the Y-LSI score is a significant correlate of reincarceration for the entire sample, the probation group, males, and whites. Total score is significantly related to reincarceration for females at the $p < .05$ level. The total score is not significantly related to reincarceration for the Butler or ODYS groups, nor is it significantly related to reincarceration for non-white youth.

These results call into question the idea that the Y-LSI is a valid universal predictor of case outcome across a number of correctional settings and for differing populations (i.e. males and females, non-whites and whites). These findings should not be interpreted as failure to support the predictive ability of the Y-LSI, as predictive ability of the Y-LSI linear score for these groups and for each of these sites was demonstrated in Tables 9, 10, and 11. Rather, the classifications defined by the creators of the instrument do not appear to be universally applicable.

These findings illustrate the importance of norming a risk/needs assessment tool to each agency's specific population. Norming merely refers to developing a unique set of risk/need categorizations that more effectively represent an agency's juvenile offender population. Recognizing that agencies may differ in terms of the risk/need levels of juveniles (probation vs. institutional settings) or in terms of the population they serve (race, urban vs. rural environment, sex, etc.) the standard risk/need categorizations of the Y-LSI instrument failed to demonstrate a significant relationship with outcomes for all groups examined. Given that the general predictive power of the instrument was supported (see Tables 9, 10, and 11), the Y/LSI categorization might be normed to each population that evidenced insignificant results above.

To provide a preliminary test of the impact of norming categorizations with specific populations, we used rearrest as the criterion and developed distinct category scores for specific groups. We present the results of this norming exercise in Table 15. An analysis of Table 15 shows that once normed to non-white juvenile offenders, the three Y-LSI categorizations of low, moderate, and high exhibited a significant relationship with rearrest (as opposed to the four categorizations originally put forth by the creators of the

instrument). More specifically, 35.4 percent of low risk/need non-white juveniles were rearrested, while 62.6 percent of moderate risk/need youth and 77.6 percent of high risk/need youth were rearrested.

It should be noted that non-whites constituted a very small proportion of the sample for the Butler (12.1%) and Clermont sites (3.2%). The failure of the initial categorizations to correlate with rearrest should be confined to these specific sites and not generalized as evidence for the failure of the Y-LSI original categorizations to correlate with rearrest for non-white offenders in a different juvenile justice population.

Data presented in Table 16 show that once normed to the population of the Butler Site, Y-LSI categorization is significantly correlated with rearrest. However, given the small population of juvenile offenders from this site (N = 93) the Y-LSI would best benefit this site utilizing two distinguishing categories of risk/need: low and high (as opposed to the four originally put forth by the creators of the Y-LSI instrument).

Table 17 provides an analysis of Y-LSI categorization developed specifically for ODYS and rearrest. The results indicate that the three Y-LSI categorizations maintain a significant relationship with rearrest for juvenile offenders from ODYS (as opposed to the four categorizations originally out forth by the creators of the tool). More specifically, juveniles classified as low risk/need were rearrested at a rate of 31 percent, those classified as moderate were rearrested at a rate of 59.9 percent, and high risk/need juveniles had a rearrest rate of 66.1 percent.

These tables (Tables 15, 16, and 17) highlight the importance of norming an assessment instrument to an agency's specific population. Above, the Y-LSI significantly correlated with outcome for the entire sample ($r = .295$) indicating its predictive validity.

However, when the utility and universality of its risk/need categorizations were examined, the analyses demonstrated the limits of the Y-LSI “off the peg” categorizations for some offenders from some sites. When these categorizations were “normed” to each specific agency or population, the categories did exhibit a significant relationship with outcome. However, the specific number and scores for the normed categories changed for each site. The evidence suggests that correctional agencies should be wary of adopting universal risk/need categorizations without norming them to their specific populations.

Multivariate Logistic Regression

The analyses described above indicated that the Y-LSI is generally a valid instrument for both males and females, and for white and non-white offenders. Alternative analyses with additional control variables were conducted in an effort to confirm the validity of the Y-LSI for youthful offenders across sex, race, and site. To investigate the validity of the instrument in light of these other variables, four separate logistic regression models were estimated, the results of which (parameter estimates, standard errors, Wald statistics, degrees of freedom, significance values, and exponent(B) are reported in Tables 18, 19, 20, and 21.

Table 18 is a logistic regression model for the total sample. In this model, all of the variables included are significantly related to rearrest except for race. Y-LSI risk score, sex, age, and site all contribute to the prediction of rearrest. In examining the values for the exponent(B), note that the site variable is the strongest predictor of rearrest, followed by the Y-LSI risk score. This analysis provides further evidence that the Y-LSI significantly predicts rearrest, even when controlling for age, race, sex, and site. Changes in probability of rearrest for the entire sample are represented graphically in Figure 5,

which presents the change in the probability of rearrest for youths. Males had a greater probability of being rearrested than females and the probability of being rearrested decreased with age.

Table 19 provides a logistic regression analysis of Y-LSI score, age, race, and sex with rearrest for the Butler residential group. This analysis shows only the Y-LSI score significantly predicts recidivism when controlling for age, race, and sex. Note also that the confidence intervals for these variables overlap with that of the Y-LSI providing additional evidence that these variables fail to significantly contribute to the prediction of rearrest. Figure 6 is a graphic representation of the change in probability of rearrest for youths in the Butler site. The only variable reported in this figure is risk score since it was the only significant predictor of rearrest in the logistic model. The figure shows that youths scoring one standard deviation below the average risk score had a 26 percent lower probability of being rearrested, while youths scoring one standard deviation above the average risk score had a 20 percent greater chance of being rearrested.

Table 20 presents a logistic regression analysis of Y-LSI score, age, race, and sex with rearrest for the Clermont probation group. This analysis reveals that Y-LSI and age are both significantly related to rearrest, with Y-LSI risk score being the stronger predictor for the Clermont probation site. The changes in the probability of rearrest for the significant predictors in the logistic model are represented graphically in Figure 7. The figure shows that there was a 3 percent decrease in the probability of rearrest for youths one standard deviation below the average risk score and a 3 percent increase in the probability of rearrest for youths one standard deviation above the average risk score. The figure also shows that there is a 6 percent reduction in the probability of rearrest for

youths one standard deviation below the average age and a 6 percent increase in the probability of rearrest for youths one standard deviation above the average age.

Table 21 presents a logistic regression analysis of Y-LSI score, age, race, and sex with rearrest for the ODYS group. For this population, the Y-LSI risk score and all of the other predictor variables included in the logistic analysis are significantly related to rearrest. The findings suggest that the results of Table 18 are most likely being driven by the ODYS site. Given that the ODYS site comprises 57 percent of the total sample, the logistic regression for the total sample is heavily influenced by the ODYS site's values. Taken together, Tables 18, 19, 20, and 21 all reveal that controlling for other variables, the Y-LSI remains a significant predictor of rearrest for youthful offenders across all of the sites included in this study. These results are depicted graphically in Figure 8 which shows that non-white youths had an 8 percent greater chance of being rearrested and that males had a 20 percent greater chance of being rearrested. The figure also depicts the change in probability of rearrest for age and risk score.

Y-LSI Alpha Reliabilities

In addition to examining the predictive validity of the Y-LSI for juvenile case outcome, we also examined the properties of the Y-LSI instrument itself. Table 22 provides an examination of alpha reliabilities for the components of the Y-LSI. The analyses showed that in the Prior and Current Offenses/Adjudications component of the Y-LSI, the removal of the three or more current adjudications item (1a) would increase the alpha of that component from .708 to .791. The remainder of the items all appear to contribute to the component's reliability. In the Family Circumstances and Parenting component of the Y-LSI, it appears that the removal of any items would reduce the overall

reliability. The Education/Employment component alpha reliability analysis revealed that all of the items contribute except for the unemployed/not seeking employment item (3g). The analysis revealed that the removal of that item would increase the alpha from .664 to .704. The Peer Relations and Substance Abuse component analyses revealed that all of the items contribute to overall reliability. The Leisure and Recreation reliability analysis revealed that the removal of the no personal interests item (6c) would increase the alpha from .459 to .517. Given that reliability increases with the number of items, the reliability analysis for this subcomponent should be interpreted with caution because it is comprised of only three items. Finally, The Personality and Behavior and Attitudes/Orientation component reliability analyses revealed that all of the items contribute to the overall reliability of these components.

Subcomponent Relationships

The multivariate regression analysis presented in Table 23 examines the relationship between the component scores of the Y-LSI and the overall risk score. In the regression of components simultaneously on the Y-LSI risk score, the leisure and recreation component fails to significantly correlate with the overall Y-LSI risk score. The remaining components all significantly contribute to the instrument's overall score. This analysis questions the utility of the Leisure and Recreation component in determining a youth's risk score. Moreover, recall that in the reliability analyses this component had the lowest overall reliability of all components. Also, in the bivariate relationships reported in Table 23, Leisure and Recreation did not show a significant relationship with rearrest.

Examining the bivariate relationships between Y-LSI component scores and rearrest, Table 24 shows that Leisure and Recreation and Attitudes/Orientation are

unrelated to rearrest. The remaining six components are all significantly related to rearrest.

Table 25 provides a regression analysis of Y-LSI component scores on the rearrest variable. This allows for a determination of which of the component scores are significantly related to rearrest when they are all considered simultaneously. The results indicated that Prior and Current Offenses, Adjudications (component 1), Substance Abuse (component 2), and Attitudes/Orientations were significantly related to rearrest. This analysis indicates that the components that significantly predicted the outcome of rearrest were components 1, 5, and 8 of the Y-LSI, while the other components failed to significantly predict rearrest.

Table 26 presents a logistic regression of the individual Y-LSI items on rearrest. The results indicate that when considered simultaneously, only eight of the forty-two items on the instrument are significantly related to rearrest. None of the items from the Leisure and Recreation or Peer Relations components significantly predicted rearrest. The individual items that did significantly predict rearrest were two or more failures to comply (1b), prior probation (1c), difficulty in controlling behavior (2b), disruptive classroom behavior (3a), problems with teachers (3e), chronic substance use (5b), inadequate guilt feelings(7f), and not seeking help (8b).

Is the Y-LSI used for the Allocation of Resources?

A second purpose of this study was to determine the extent to which Y-LSI scores are used for case management. Assuming appropriate implementation, program resources should be focused on youth having greater criminogenic service needs and programming

should also reflect areas of highest need for each youth. The specific research question to be answered is:

2) How do juvenile correctional agencies use the Y-LSI for the allocation of correctional supervision and services?

In order to answer this question, surveys that measured how Y-LSI scores were used to guide decision-making for youth case management were administered to agency staff. The first analyses reported in this section summarize relevant responses of correctional practitioners in regards to the utilization of the Y-LSI for case planning and supervision. Next, the research question posed above is addressed specifically.

The descriptive statistics reported in Table 27 are based upon 195 practitioner surveys administered to all of the agencies that participated in the validation study. The criterion for being included in the survey was that the practitioner utilizes the Y-LSI in some fashion. This means that practitioners either completed the Y-LSI or were expected to use the Y-LSI in some form in their decision-making. The anonymous surveys were mailed to each site and an individual from each agency agreed to be responsible for ensuring that all surveys were completed. The individuals responsible for ensuring the completion of surveys by staff administering the Y-LSI provided assurance that surveys were completed by all appropriate staff.

The surveys revealed that roughly 51% of the survey respondents were male, the average employee has been with their respective agency for ten years and in their current positions within that agency for roughly six years. One percent of the practitioners surveyed had only a high school education while roughly four percent had at least some college and over 60 percent had a bachelor's degree. Almost a third of respondents held a

graduate degree, including over six percent who held doctorates. Table 27 reveals that 89.2 percent of those surveyed do not directly administer the Y-LSI and 78.5 percent have never administered the instrument. Of the surveyed practitioners, 58.5 percent reported that they had been trained on the Y-LSI. Those practitioners who reported administering the Y-LSI assessment indicated that, on average, they spend 65 minutes conducting the assessment.

Table 28 reports the average ratings that practitioners gave on questions that asked how easy the Y-LSI is to use, its necessity for treatment planning, necessity for identifying treatment needs, and necessity for decision justification. When provided a rating scale of 1-10, with 10 being the most favorable response, surveyed practitioners gave an average rating of 4.87 to indicate how easy the Y-LSI was to use. When asked how necessary the Y-LSI was for youthful placements, respondents reported an average rating of 5.23, and an average rating of 5.52 to indicate how necessary the Y-LSI is in identifying treatment needs. The average response regarding how necessary is the Y-LSI for justifying decisions was 4.92. These data, overall, indicate that practitioners do not find the Y-LSI easy to use, do not find the Y-LSI very necessary for placements, for identifying treatment needs, nor decision justification.

Descriptive statistics relevant to the utilization of the Y-LSI are reported in Table 29. These statistics indicate that roughly 86 percent of survey respondents reported using the overall risk score of the Y-LSI to inform decisions about supervision intensity. Keeping in mind the overall intention of the Y-LSI in terms of informing not only supervision decisions, but also case planning and management decisions, the data reveal that only 56.7 percent of respondents reported using the needs scores of the Y-LSI to

identify treatment goals, although 79.5 percent of respondents reported using the Y-LSI in the development of case plans. The data reveal that only 19.6 percent of survey respondents reported that their agency reassesses youths to determine if case management needs have changed. Of those who do reassess, roughly 71 percent reported that they reassess throughout treatment to gauge treatment effectiveness.

Based upon the results reported here, the answer to the research question seems clear. It appears that, overall, agencies use the Y-LSI as a basic risk assessment tool. While roughly 86 percent of the respondents surveyed reported using the risk score of the Y-LSI to inform supervision intensity, some 43 percent of the practitioners reported not using the needs scores to identify treatment goals. Likewise, nearly 80 percent of respondents reported that youths were not reassessed throughout service as a part of case management.

Cross-Tabulation and Chi Square Test of Service Provision and Y-LSI

Cross-tabulations were constructed to investigate whether Y-LSI component need scores were related to the provision of treatment. Theoretically, as youths score higher in need for each component, they should be more likely to receive treatment in that specific need area. Results are reported for the entire sample and then for each specific site participating in the study.

The analysis for the entire sample is reported in Table 30 and paints a particularly interesting picture regarding the delivery of service to youths. For all of the analyses conducted relevant to the entire sample, only peer treatment provision was significantly related with Y-LSI categorization. Youths scoring higher need in the area of peer relations

were more likely to have their needs relating to antisocial peers addressed (the classification for this type of treatment was the issuance of “no contact” orders).

The analyses conducted for the Butler Residential treatment site is reported in Table 31. An examination of this table reveals that the Y-LSI component scores were not related with any of the treatment modalities utilized. This means that there is no evidence of the Butler site using the Y-LSI according to its intentions and assigning youths to treatment based upon the assessment of their Y-LSI component scores.

An analysis of Table 32 reveals a similar finding for the probation group. Treatment provision for family intervention, educational training, and antisocial peer intervention, in the Clermont site were not related to Y-LSI component scores. For the Clermont site, only the provision of drug treatment was significantly related with the Y-LSI component score with youths scoring higher in terms of their drug treatment need being more likely to receive drug treatment.

ODYS does not use the Y-LSI to inform decisions regarding service provision, therefore no tables are reported regarding these relationships. Returning to the question posed above, there is evidence that the agencies in this study are using the overall risk score of the Y-LSI to guide the intensity of supervision. There is no evidence, however, that agencies participating in this study use the Y-LSI to guide the delivery of treatment interventions. More specifically, 43 percent of the practitioners surveyed reported that they did not use the need scores of the Y-LSI to identify treatment targets. Moreover, 80 percent of the practitioners surveyed reported that their agency does not reassess youths throughout their supervision. Likewise, the cross-tabulations revealed that Y-LSI component scores are unrelated to the provision of treatment. These findings provide

evidence that the agencies do not use the Y-LSI component need scores to inform and guide service delivery.

Are Changes in Y-LSI Score Associated With Reductions in Recidivism?

The final purpose of this study was to determine the extent to which changes in Y-LSI scores through correctional treatment were associated with reductions in reoffending rates. The specific research question to be answered is:

3) Are changes in the areas of risk measured by the Y-LSI through correctional treatment associated with reductions in reoffending rates by youth?

Before proceeding with the analyses, it should be noted that none of the agencies included in the study reassess on a regular basis. Therefore, answering this question is difficult at best. Below we present frequencies of reassessments for the entire sample and each specific site.

Table 33 shows that very few follow-up assessments were completed by the agencies involved in this study. Follow-up assessments from the Butler (n = 3) and Clermont (n=35) sites were completed by agency staff and researchers collected all of the follow-up assessments available in offender files. Follow-up assessments from the ODYS group were completed by researchers in an attempt to obtain a sample of reassessment scores to analyze and compare to initial assessments. Reassessment scores were obtained from youths on aftercare in the Cincinnati region who were called in to meet with their parole officers. The youths available for reassessment were limited in number and reassessments were difficult to obtain. Confidence that these reassessed youths do not somehow systematically differ from other youths who were not reassessed cannot be

achieved, and therefore results from these analyses should be interpreted with extreme caution. Due to the small number of reassessments overall, analyses could not be conducted separately for each site.

Table 34 presents an examination of whether Y-LSI scores are related to the delivery of programming and program completion. Theoretically, those youths participating in and completing treatment should have lower Y-LSI scores than youths who were not assigned to, or did not complete programming. The predictive validity of Y-LSI reassessment scores is addressed in Table 35.

As evidenced in Table 34, there was no significant relationship between treatment delivery and change in Y-LSI score as was also the case for the relationship between treatment completion and change in Y-LSI score. Note, however, that the correlation between the treatment variables and reassessment score were in the theoretically expected direction, with a negative correlation indicating that the delivery and completion of treatment were associated with reductions in Y-LSI scores. This suggests that while participation in and completion of treatment by youths in our sample had no significant relationship to changes in risk/need scores, treatment might prove to be an important correlate of reduced Y-LSI scores in a larger sample. Again, this analysis should be interpreted with extreme caution given the limited number of reassessments and the possible bias that exists in the reassessments obtained.

Table 35 presents results from an examination of the predictive validity of Y-LSI reassessment scores across the different correctional outcomes measured in this study. As can be seen from the table, Y-LSI reassessment scores are significantly related to the type of program completion a youth received, the presence of a technical violation, and

whether or not a youth was rearrested. Although these analyses are based on a small number of reassessments, there is evidence of the predictive utility of Y-LSI reassessment scores for correctional outcome.

DISCUSSION

This study was designed to determine the validity of the Youthful Level of Service/Case Management Inventory, which is a dynamic risk/needs assessment tool for juvenile offenders. The importance of such an assessment is twofold: first, it can provide correctional agencies with an indication of the youth's overall risk of re-offending, or threat posed to the community. Second, and arguably more importantly, such a tool provides an in-depth explanation as to what factors are driving a youth's risk level. This can be especially important in terms of guiding a case plan for juveniles in that once agencies are supervising and working with juveniles, the tool provides information relevant to which types of programming the youth may need to reduce their overall risk posed to the community and reduce the likelihood that they will re-offend.

The study sought to answer three research questions, the first of which was concerned with the validity of the Y-LSI in predicting recidivism for juvenile offenders. The results revealed that the Y-LSI significantly predicted which youths were at a higher risk of recidivating using a number of different recidivism measures, including program completion, institutional violations, technical violations, re-arrest, re-arrest seriousness, and reincarceration. The Y-LSI was significantly related to all of the recidivism measures employed in the study, maintaining the strongest relationship with technical violations and re-arrest. Given that re-arrest has been argued to be the least biased of all of the recidivism measures available (Maltz, 1984), the Y-LSI appears to be valid classification tool for the

assessment of juvenile risk/need. More specifically, when the sample was decomposed and analyzed for individual sites and across demographic categorizations, the Y-LSI still maintained significant relationships with the majority of outcome measures, especially re-arrest. This provides confidence not only in the Y-LSI's overall predictive accuracy, but also in the Y-LSI as a general classification tool valid for males and females, white and nonwhite juvenile offenders.

In terms of the Y-LSI's risk/need categorizations ability to identify distinct groups of juvenile offenders in terms of their re-offending likelihood, the tool was able to identify distinct groups for the entire sample of juvenile offenders studied. However, these groupings were less than optimal when examined separately for each site. This demonstrates the importance of norming the Y-LSI to each agency's specific correctional population. For instance, the Y-LSI would more accurately classify juvenile offenders in the residential treatment facility utilizing risk/need categories that consisted of low and high (rather than low, moderate, high, and very high as proposed by the creators of the tool). Similarly, the Y-LSI would more accurately classify juveniles in the institutional site by utilizing categorizations of low, moderate, and high.

The second research question of the study concerned how agencies used the Y-LSI for the allocation of supervision and service delivery. The results were not encouraging. By and large, agencies in this study used the Y-LSI as a mere risk assessment tool to guide the level of supervision provided for juvenile offenders. While 85 percent of practitioners reported using the Y-LSI to identify risk levels of juveniles, almost half reported not using the need scores of the instrument to drive the youth's case plan, and only 20 percent of respondents reported that their correctional agency reassessed youths

throughout service delivery. These results are interesting given that almost 60 percent of the practitioners surveyed reported being trained on the Y-LSI and its utility and the average time spent on assessment with the Y-LSI was reported to be over an hour in length. Thus, while practitioners were trained on the Y-LSI and informed about the utility of using such a comprehensive assessment and devote over an hour of their time to complete the assessment, they fail to use the majority of information it contains.

The last research question of the study sought to investigate the nature of reassessment scores in relation to service delivery and the ability of these reassessment scores to predict correctional outcome. This question was largely unanswerable given that the agencies participating in the validation study failed to reassess juveniles throughout service delivery. A limited number of reassessment scores were obtained from the sites. Analyses indicated that changes in Y-LSI scores were not significantly related to treatment delivery or completion (although the relationships observed were in the expected direction indicating that treatment provision and completion did lower Y-LSI scores). Further, Y-LSI reassessment scores were significantly related to program completion, technical violations, and re-arrest.

RECOMMENDATIONS

In general, it appears that the agencies included in this study are not fully using and benefiting from the comprehensive information included in the Y-LSI. The comprehensive risk/needs assessment tool (Y-LSI) is being applied as a risk assessment tool. There is little evidence that the juvenile correctional agencies examined in this study make use of any of the other information gathered and assessed as part of completing the Y-LSI. The use of the Y-LSI is intended to provide a standardized, quantifiable measure

of a youth's overall risk, and more importantly a standardized, objective, empirically informed measure of the youth's need areas which are driving that risk. The Y-LSI is intended to provide agencies with the information necessary to provide differential treatment of youthful offenders, and thus more effectively allocate their resources and more effectively treat juveniles on their caseloads. This study finds evidence that agencies are not using the information from the Y-LSI to drive youthful case management or allocate agency resources.

Agencies participating in this study now have evidence of the efficacy of the Y-LSI in predicting recidivism. However, proper and more comprehensive use of the Y-LSI should allow agency staff to identify the major criminogenic needs of each youth. For example, it is possible for a youth to score low-risk overall, but be high risk in a specific need area like school performance. Left unaddressed, this poor performance could develop into negative peer associations and possibly antisocial attitudes. Use of the Y-LSI merely as a tool to identify a youth's level of risk is incomplete. The Y-LSI identifies overall risk as well as specific criminogenic needs of youthful offenders. The tool offers much more information than a youth's risk, information that should be valuable to a correctional agency in case planning.

In addition to identifying youthful offender risk and need areas, the Y-LSI is a tool that can contribute to the development of additional or new programming. More specifically, the Y-LSI provides a quantifiable measure of the needs exhibited by youths in the custody of an agency. This measure can be used to identify agency programming needs.

Based upon the findings in this study, it is recommended that agencies begin to use the Y-LSI to drive the delivery of service to youths. This involves looking beyond the overall risk score and considering the individual subcomponent scores on the Y-LSI when developing youthful offender case plans and treatment decisions. It appears that agencies will do well to reap the benefits of their lengthy time investment (65 minutes on average) in completing the Y-LSI by allowing the tool to inform decisions pertaining to supervision as well as decisions relevant to case management and treatment intervention.

Correctional agencies should carefully consider use of the Y-LSI. This research indicates that agencies planning to use the instrument only for initial risk assessment should consider a shorter and more economical assessment tool. The Y-LSI component elements most strongly related to case outcomes were in the prior record and substance abuse areas. A simpler, “Wisconsin” model risk assessment would probably meet initial risk classification needs more economically. Assuming the Y-LSI is adopted, our research indicates that the agency should devote some effort to validating and norming the instrument on its specific population.

SUMMARY OF FINDINGS

The results of this analysis indicate the following:

- Overall, the Y-LSI maintained a moderate relationship with recidivism. The Y-LSI was a valid predictor of risk across the three sites included in this study, maintaining the strongest relationship with recidivism measures of rearrest and technical violations.
- The linear score of the Y-LSI predicted recidivism across sex and race.
- The general risk/need categorizations put forth by the creators of the Y-LSI did not hold for all sites/populations in the study. Classification scores should be normed for each agency’s population.

- As reported by agency staff, the Y-LSI is being used primarily as an initial risk assessment tool, without regard for identification of youthful offender treatment targets and case planning.
- The Y-LSI is not being used to reassess the risk/needs of youths throughout service delivery, and therefore is not being used to update or modify youthful offender case plans.
- Y-LSI reassessment scores were predictive of recidivism for youthful offenders. Although the data were limited, it appears the provision of treatment and completion of correctional treatment would be related to changes in Y-LSI scores.

Table 1: Descriptive Statistics for the Sample (N = 1679)

Variable	N	Mean
Age	1679	15.4
	N	%
Sex		
Male	1321	78.7
Female	358	21.3
Race		
White	1167	69.7
Non-White	507	30.3
Site		
ODYS	960	57.2
Clermont Probation	626	37.3
Butler Residential	93	5.5
Termination		
Successful	663	83.9
Unsuccessful	127	16.1
Institutional Infraction		
No	919	87.4
Yes	132	12.6
Technical Violation		
No	413	57.4
Yes	306	42.6
Rearrest		
No	805	61.3
Yes	508	38.7
Reincarcerated		
No	1198	84.1
Yes	227	15.9

Table 2: Descriptive Statistics for Butler Site (N = 93)

Variable	N	Mean
Age	90	15.3
	N	%
Sex		
Male	77	82.8
Female	16	17.2
Race		
White	80	86.0
Non-White	13	14.0
Termination		
Successful	56	60.2
Unsuccessful	37	39.8
Institutional Infraction		
No	15	16.5
Yes	76	83.5
Technical Violation		
No	17	18.3
Yes	76	81.7
Rearrest		
No	25	38.5
Yes	40	61.5
Reincarcerated		
No	54	84.4
Yes	10	15.6

Table 3: Descriptive Statistics for Clermont Site (N = 626)

Variable	N	Mean
Age	623	15.5
	N	%
Sex		
Male	455	72.7
Female	171	27.3
Race		
White	602	96.5
Non-White	22	3.5
Termination		
Successful	360	89.8
Unsuccessful	41	10.2
Institutional Infraction		
No	N/A	N/A
Yes	N/A	N/A
Technical Violation		
No	396	63.3
Yes	230	36.7
Rearrest		
No	530	86.0
Yes	86	14.0
Reincarcerated		
No	360	89.8
Yes	41	10.2

Table 4: Descriptive Statistics for ODYS Site (N = 960)

Variable	N	Mean
Age	957	15.3
	N	%
Sex		
Male	789	82.2
Female	171	17.8
Race		
White	485	50.7
Non-White	472	49.3
Termination		
Successful	247	83.4
Unsuccessful	49	16.6
Institutional Infraction		
No	904	94.2
Yes	56	5.8
Technical Violation		
No	N/A	N/A
Yes	N/A	N/A
Rearrest		
No	250	39.6
Yes	382	60.4
Reincarcerated		
No	784	81.7
Yes	176	18.3

Figure 1:

Distribution of Y-LSI Scores in Percentages

(N = 1479)

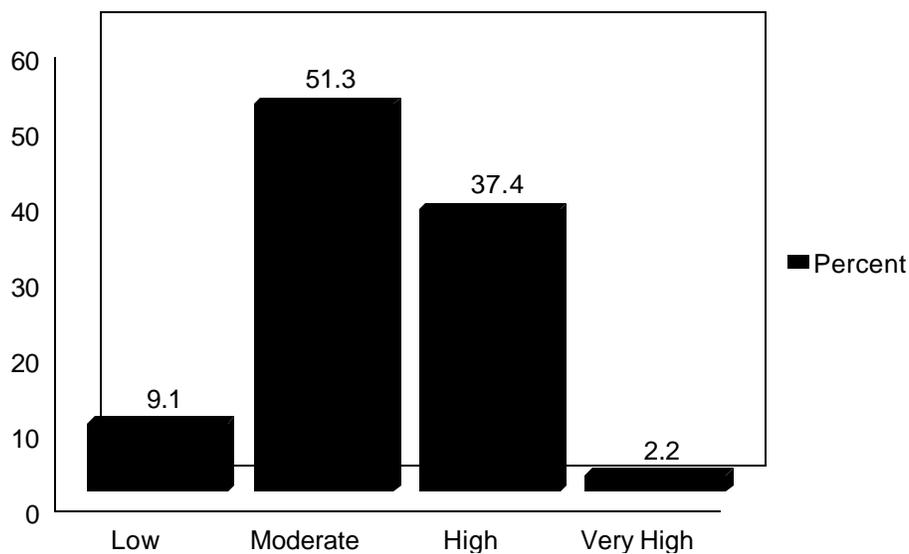


TABLE 5: Frequency of Responses for 42 Y-LSI Items (N = 1512)

<u>1. Prior and Current Offenses, Adjudications</u>	<u>YES</u>	<u>NO</u>
a. Three or More Prior Adjudications	46.0%	54.0%
b. Two or More Failures to Comply	41.6%	58.4%
c. Prior Probation	66.0%	34.0%
d. Prior Detention	59.0%	41.0%
e. Three or More Current Adjudications	11.5%	88.5%
Prior and Current Offenses, Adjudications Mean Score	2.24	
Prior and Current Offenses, Adjudications Alpha Reliability	.70	
<u>2. Family Circumstances and Parenting</u>	<u>YES</u>	<u>NO</u>
a. Inadequate Supervision	52.7%	47.3%
b. Difficulty in Controlling Behavior	73.2%	26.8%
c. Inappropriate Discipline	23.2%	76.8%
d. Inconsistent Parenting	53.5%	46.5%
e. Poor Relations/Father-Child	47.1%	52.9%
f. Poor Relations/Mother-Child	31.7%	68.3%
Family Circumstances and Parenting Mean Score	2.81	
Family Circumstances and Parenting Alpha Reliability	.70	
<u>3. Education/Employment</u>	<u>YES</u>	<u>NO</u>
a. Disruptive Classroom Behavior	49.7%	50.3%
b. Disruptive Behavior on School Property	52.5%	47.5%
c. Low Achievement	64.1%	35.9%
d. Problems With Peers	34.9%	65.1%
e. Problems With Teachers	36.0%	64.0%
f. Truancy	58.4%	41.6%
g. Unemployed/Not Seeking Employment	9.7 %	90.3%
Education/Employment Mean Score	3.05	
Education/Employment Alpha Reliability	.69	
<u>4. Peer Relations</u>	<u>YES</u>	<u>NO</u>
a. Some Delinquent Acquaintances	84.6%	15.4%
b. Some Delinquent Friends	78.5%	21.5%
c. No or Few Positive Acquaintances	39.9%	60.1%
d. No or Few Positive Friends	40.8%	59.2%
Peer Relations Mean Score	2.44	
Peer Relations Alpha Reliability	.71	

TABLE 5 (contd.): Frequency of Responses for 42 Y-LSI Items (N = 1512)

<hr/>		
	YES	NO
<hr/>		
5. Substance Abuse		
a. Occasional Drug Use	69.9%	30.1%
b. Chronic Drug Use	52.0%	48.0%
c. Chronic Alcohol Use	36.7%	63.3%
d. Substance Abuse Interferes With Life	49.7%	50.3%
e. Substance use Linked to Offense(s)	36.0%	64.0%
Substance Abuse Mean Score	2.45	
Substance Abuse Alpha Reliability	.70	
<hr/>		
6. Leisure/Recreation	YES	NO
a. Limited Organized Activities	80.8%	19.2%
b. Could Make Better Use of Time	80.5%	19.5%
c. No Personal Interests	20.2%	79.8%
Leisure/Recreation Mean Score	.11	
Leisure/Recreation Alpha Reliability	.74	
<hr/>		
7. Personality and Behavior	YES	NO
a. Inflated Self-Esteem	19.3%	80.7%
b. Physically Aggressive	53.4%	46.6%
c. Tantrums	45.9%	54.1%
d. Short Attention Span	33.6%	66.4%
e. Poor Frustration Tolerance	61.4%	38.6%
f. Inadequate Guilt Feelings	52.9%	47.1%
g. Verbally Aggressive/Impudent	59.3%	40.7%
Personality and Behavior Mean Score	3.26	
Personality and Behavior Alpha Reliability	.68	
<hr/>		
8. Attitudes/Orientation	YES	NO
a. Antisocial/Pro-Criminal Attitudes	48.1%	51.9%
b. Not Seeking Help	38.3%	61.7%
c. Actively Rejecting Help	14.8%	85.2%
d. Defies Authority	53.7%	46.3%
e. Callous/Little Concern for Others	22.1%	77.9%
Attitudes/Orientation Mean Score	1.77	
Attitudes/Orientation Alpha Reliability	.71	
<hr/>		
Total Y-LSI Score		
Average Score	19.84	
Alpha Reliability	.73	

Figure 2:

Distribution of Y-LSI Scores by Sex

(N = 1479)

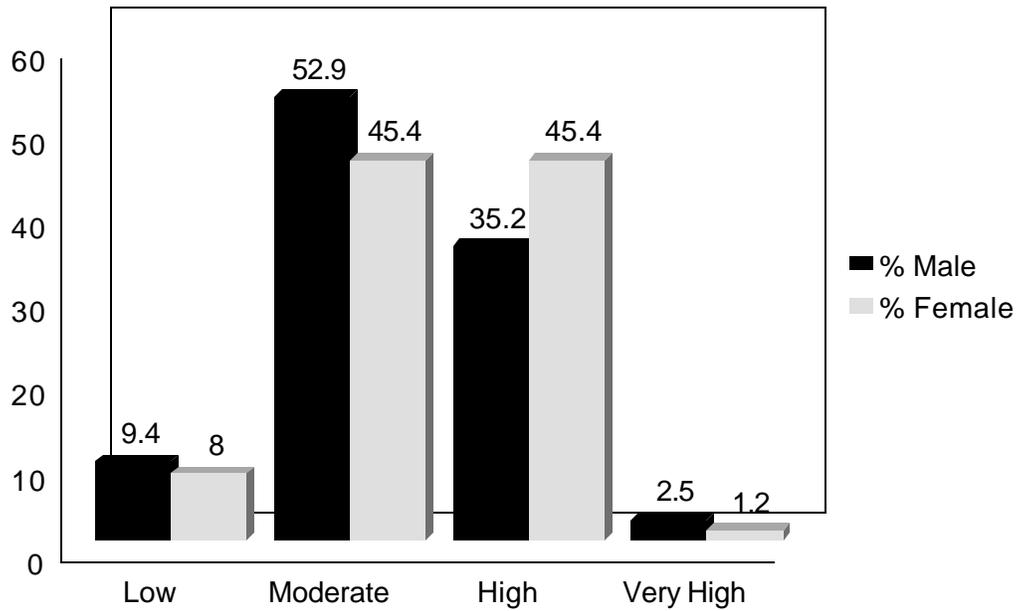


Figure 3:

Distribution of Y-LSI Scores By Race

N = 1493

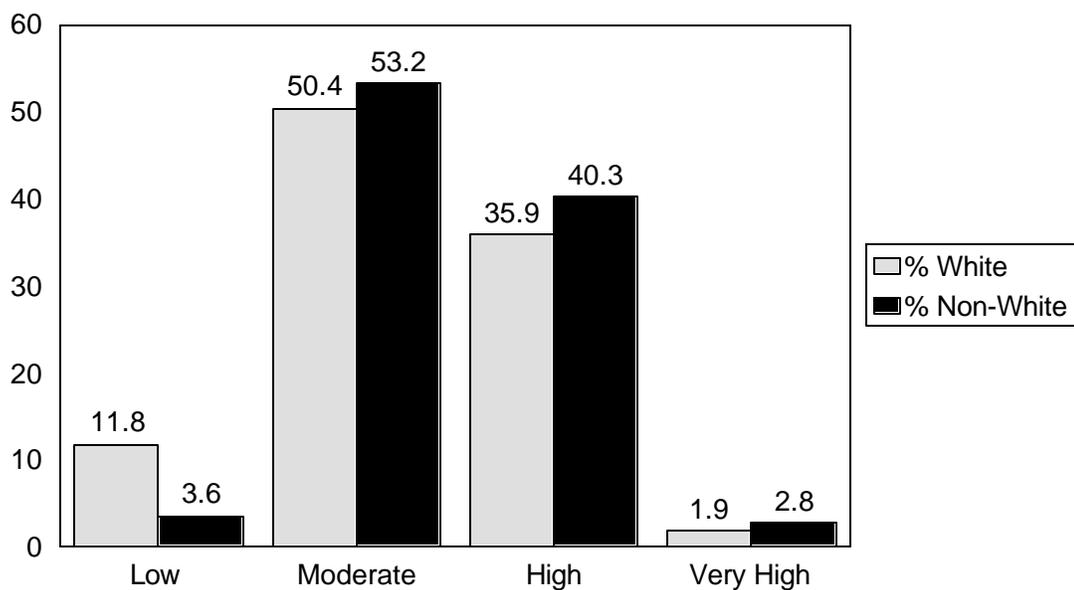


TABLE 6: Frequency of Responses for 42 Y-LSI Items by Sex

	Males (N = 1180)		Females (N = 324)	
	Y	N	Y	N
1. Prior and Current Offenses, Adjudications				
a. Three or More Prior Adjudications*	51.0 %	49.0%	27.6 %	72.4%
b. Two or More Failures to Comply	41.3 %	58.7%	42.9 %	57.1%
c. Prior Probation*	67.4 %	32.6%	61.0 %	39.0%
d. Prior Detention	59.4 %	40.6%	57.7 %	42.3%
e. Three or More Current Adjudications	11.0 %	89.0%	13.2 %	86.8%
Mean Score*	2.3		2.0	
Alpha Reliability	.70		.70	
2. Family Circumstances and Parenting				
a. Inadequate Supervision	51.5 %	48.5%	57.1 %	42.9%
b. Difficulty in Controlling Behavior	72.5 %	27.5%	75.8 %	24.2%
c. Inappropriate Discipline*	20.4 %	79.6%	33.4%	66.6%
d. Inconsistent Parenting	52.4 %	47.6%	57.7 %	42.3%
e. Poor Relations/Father-Child*	44.9 %	55.1%	54.9 %	45.1%
f. Poor Relations/Mother-Child*	27.0 %	73.0%	49.1 %	50.9%
Mean Score*	2.7		3.3	
Alpha Reliability	.69		.70	
3. Education/Employment				
a. Disruptive Classroom Behavior*	51.9%	48.1%	41.5 %	58.5%
b. Disruptive Behavior on School Property*	54.9 %	45.1%	43.6 %	56.4%
c. Low Achievement	62.9 %	37.1%	68.4 %	31.6%
d. Problems With Peers	35.2 %	64.8%	33.7 %	66.3%
e. Problems With Teachers*	38.2 %	61.8%	27.6 %	72.4%
f. Truancy*	56.2 %	43.8%	66.6 %	33.4%
g. Unemployed/Not Seeking Employment	9.3 %	90.7%	11.3 %	88.7%
Mean Score	3.1		2.9	
Alpha Reliability	.67		.71	
4. Peer Relations				
a. Some Delinquent Acquaintances*	82.4%	17.6%	92.6 %	7.4%
b. Some Delinquent Friends*	77.3%	22.7%	83.1%	16.9%
c. No or Few Positive Acquaintances	41.1%	58.9%	35.6 %	64.4%
d. No or Few Positive Friends*	42.7%	57.3%	33.7 %	66.3%
Mean Score	2.4		2.5	
Alpha Reliability	.71		.72	

TABLE 6 (contd.): Frequency of Responses for 42 Y-LSI Items by Sex

5. Substance Abuse				
	Y	N	Y	N
a. Occasional Drug Use	69.2%	30.8%	72.4 %	27.6%
b. Chronic Drug Use*	53.8%	46.2%	45.4 %	54.6%
c. Chronic Alcohol Use	37.6%	62.4%	33.7 %	66.3%
d. Substance Abuse Interferes With Life*	48.2%	51.8%	55.2 %	44.8%
e. Substance use Linked to Offense(s)	35.9%	64.1%	36.5 %	63.5%
Mean Score	2.5		2.4	
Alpha Reliability	.70		.70	
6. Leisure/Recreation				
	Y	N	Y	N
a. Limited Organized Activities*	78.8%	21.2%	88.0 %	12.0%
b. Could Make Better Use of Time*	78.3%	21.7%	88.3 %	11.7%
c. No Personal Interests*	17.9%	82.1%	28.8 %	71.2%
Mean Score	.12		.06	
Alpha Reliability	.68		.70	
7. Personality and Behavior				
	Y	N	Y	N
a. Inflated Self-Esteem	19.0%	81.0%	20.2 %	79.8%
b. Physically Aggressive*	51.6%	48.4%	60.1 %	39.9%
c. Tantrums*	39.6%	60.4%	69.0 %	30.1%
d. Short Attention Span*	29.1%	70.9%	50.2 %	49.8%
e. Poor Frustration Tolerance*	56.7%	43.3%	78.5 %	21.5%
f. Inadequate Guilt Feelings	54.2%	45.8%	48.5 %	51.5%
g. Verbally Aggressive/Impudent	61.0%	39.0%	53.1 %	46.9%
Mean Score*	3.1		3.8	
Alpha Reliability	.71		.72	
8. Attitudes/Orientation				
	Y	N	Y	N
a. Antisocial/Pro-Criminal Attitudes*	51.7%	48.3%	34.7 %	65.3%
b. Not Seeking Help*	36.4%	63.6%	45.1 %	54.9%
c. Actively Rejecting Help	15.6%	84.4%	12.0 %	88.0%
d. Defies Authority*	47.8%	52.2%	75.5 %	24.5%
e. Callous/Little Concern for Others	21.4%	78.6%	24.5 %	75.5%
Mean Score*	1.7		1.9	
Alpha Reliability	.72		.76	
Total Y-LSI Score				
Mean Score*	19.56		20.86	
Alpha Reliability	.73		.74	

*Indicates Significant difference across sex, $p \leq .05$

TABLE 7: Frequency of Responses for 42 Y-LSI Items by Race

	White (N = 1004)		Non-White (N = 489)	
	Y	N	Y	N
1. Prior and Current Offenses, Adjudications				
a. Three or More Prior Adjudications*	39.7 %	60.3%	59.0 %	41.0%
b. Two or More Failures to Comply*	36.4 %	63.6%	51.1 %	48.9%
c. Prior Probation*	58.3 %	41.7%	81.2 %	18.8%
d. Prior Detention*	54.2 %	45.8%	68.6 %	31.4%
e. Three or More Current Adjudications*	12.7 %	87.3%	8.3 %	91.7%
Mean Score*	2.0		2.7	
Alpha Reliability	.69		.68	
2. Family Circumstances and Parenting				
a. Inadequate Supervision*	49.3 %	50.7%	59.2 %	40.8%
b. Difficulty in Controlling Behavior*	69.1 %	30.9%	81.2 %	18.8%
c. Inappropriate Discipline*	24.3 %	75.7%	19.5 %	80.5%
d. Inconsistent Parenting	52.4 %	47.6%	55.8 %	44.2%
e. Poor Relations/Father-Child	48.4 %	51.6%	43.9 %	56.1%
f. Poor Relations/Mother-Child*	34.2 %	65.8%	26.5 %	73.5%
Mean Score	2.8		2.9	
Alpha Reliability	.69		.67	
3. Education/Employment				
a. Disruptive Classroom Behavior*	47.9 %	52.1%	54.3 %	45.7%
b. Disruptive Behavior on School Property	51.8 %	48.2%	54.0 %	46.0%
c. Low Achievement*	60.5 %	39.5%	71.1 %	28.9%
d. Problems With Peers	33.3 %	66.7%	38.3 %	61.7%
e. Problems With Teachers	35.6 %	64.4%	36.1 %	63.9%
f. Truancy*	51.6 %	48.4%	72.4 %	27.6%
g. Unemployed/Not Seeking Employment*	11.8 %	88.2%	5.8 %	94.2%
Mean Score*	2.9		3.3	
Alpha Reliability	.68		.67	
4. Peer Relations				
a. Some Delinquent Acquaintances*	82.9 %	17.1%	87.4 %	12.6%
b. Some Delinquent Friends	78.1 %	21.9%	79.6 %	20.4%
c. No or Few Positive Acquaintances*	35.6 %	64.4%	49.1 %	50.9%
d. No or Few Positive Friends*	39.2 %	60.8%	45.3 %	54.7%
Mean Score*	2.4		2.6	
Alpha Reliability	.70		.69	
5. Substance Abuse				
a. Occasional Drug Use*	66.2 %	33.8%	77.4 %	22.6%
b. Chronic Drug Use*	45.7 %	54.3%	65.2 %	34.8%
c. Chronic Alcohol Use	30.9 %	55.8%	36.8 %	63.2%
d. Substance Abuse Interferes With Life*	45.6 %	54.4%	57.8 %	42.2%
e. Substance use Linked to Offense(s)	34.5 %	65.5%	38.1 %	61.9%

TABLE 7 (contd.): Frequency of Responses for 42 Y-LSI Items by Race

Mean Score*	2.3		2.8	
Alpha Reliability	.69		.67	
<hr/>				
6. Leisure/Recreation	Y	N	Y	N
a. Limited Organized Activities	80.0 %	20.0%	82.1 %	17.9%
b. Could Make Better Use of Time	79.0 %	21.0%	83.0 %	17.0%
c. No Personal Interests*	22.6 %	77.4%	14.8 %	85.2%
Mean Score	.11		.10	
Alpha Reliability	.73		.71	
<hr/>				
7. Personality and Behavior	Y	N	Y	N
a. Inflated Self-Esteem*	17.9 %	82.1%	22.9 %	77.1%
b. Physically Aggressive*	50.3 %	49.7%	59.9 %	40.1%
c. Tantrums*	49.7 %	52.1%	41.3 %	58.7%
d. Short Attention Span*	34.9 %	65.1%	29.4 %	70.6%
e. Poor Frustration Tolerance	62.6 %	37.4%	58.5 %	41.5%
f. Inadequate Guilt Feelings*	51.1 %	48.9%	56.7 %	43.3%
g. Verbally Aggressive/Impudent*	61.4 %	38.6%	55.4 %	44.6%
Mean Score*	3.3		3.2	
Alpha Reliability	.68		.64	
<hr/>				
8. Attitudes/Orientation	Y	N	Y	N
a. Antisocial/Pro-Criminal Attitudes	46.4 %	53.6%	50.2 %	49.8%
b. Not Seeking Help*	43.0 %	57.0%	28.3 %	71.7%
c. Actively Rejecting Help	15.5 %	84.5%	13.5 %	86.5%
d. Defies Authority	53.0 %	47.0%	53.6 %	46.4%
e. Callous/Little Concern for Others*	23.7 %	76.3%	18.8 %	81.2%
Mean Score*	1.8		1.6	
Alpha Reliability	.70		.67	
<hr/>				
Total Y-LSI Score				
Mean Score*	19.25		20.90	
Alpha Reliability	.75		.66	

*Indicates Significant difference across sex, $p \leq .05$

Table 8: Frequency of Responses for 42 Y-LSI Items by Site

Y-LSI Item #	Site					
	Butler		Clermont		ODYS	
1. Prior and Current Offenses/Adjudications	Yes	No	Yes	No	Yes	No
a. Three or More Prior Adjudications*	60.5%	39.5%	17.5%	82.5%	58.8%	41.2%
b. Two or More Failures to Comply*	54.7%	45.3%	10.7%	89.3%	55.9%	44.1%
c. Prior Probation*	83.7%	16.3%	25.7%	74.3%	84.6%	15.4%
d. Prior Detention*	75.6%	24.4%	33.9%	66.1%	70.1%	29.9%
e. Three or More Current Adjudications*	25.6%	74.4%	11.6%	88.4%	10.2%	89.8%
Mean Score*	3.00		.99		2.80	
Alpha	.66		.70		.69	
2. Family Circumstances and Parenting	Yes	No	Yes	No	Yes	No
a. Inadequate Supervision*	41.9%	58.1%	35.4%	64.6%	62.3%	37.7%
b. Difficulty in Controlling Behavior*	77.9%	22.1%	49.1%	50.9%	84.8%	15.2%
c. Inappropriate Discipline*	43.0%	57.0%	19.8%	80.2%	23.1%	76.9%
d. Inconsistent Parenting*	53.5%	46.5%	44.6%	55.4%	58.0%	42.0%
e. Poor Relations Father-Child*	48.8%	51.2%	52.2%	47.8%	44.3%	55.7%
f. Poor Relations Mother-Child	27.9%	72.1%	32.0%	68.0%	31.9%	68.1%
Mean Score*	2.93		2.33		3.04	
Alpha	.66		.67		.67	
3. Education/Employment	Yes	No	Yes	No	Yes	No
a. Disruptive Classroom Behavior*	53.5%	46.5%	41.5%	58.5%	53.4%	46.6%
b. Disruptive Behavior on School Property*	55.8%	44.2%	43.8%	56.2%	56.5%	43.5%
c. Low Achievement*	72.1%	27.9%	46.7%	53.3%	72.1%	27.9%
d. Problems With Peers*	33.7%	66.3%	30.5%	69.5%	37.2%	62.8%
e. Problems With Teachers	31.4%	68.6%	33.3%	66.7%	37.7%	62.3%
f. Truancy*	49.4%	50.6%	38.9%	61.1%	68.9%	31.1%
g. Unemployed/Not Seeking Employment*	41.2%	58.8%	15.8%	84.2%	3.9%	96.1%
Mean Score*	3.37		2.51		3.30	
Alpha	.68		.67		.66	

Table 8 (contd.): Frequency of Responses for 42 Y-LSI Items by Site

	Butler		Clermont		ODYS	
4. Peer Relations	Yes	No	Yes	No	Yes	No
a. Some Delinquent Acquaintances*	89.5%	10.5%	78.5%	21.5%	87.2%	12.8%
b. Some Delinquent Friends*	91.9%	8.1%	71.2%	28.8%	81.0%	19.0%
c. No or Few Positive Acquaintances*	69.8%	30.2%	24.6%	75.4%	44.9%	55.1%
d. No or Few Positive Friends*	64.0%	36.0%	33.7%	66.3%	42.2%	57.8%
Mean Score*	3.15		2.08		2.55	
Alpha	.66		.70		.69	
5. Substance Abuse	Yes	No	Yes	No	Yes	No
a. Occasional Drug Use*	68.6%	31.4%	50.2%	49.8%	79.8%	20.2%
b. Chronic Drug Use*	53.5%	46.5%	20.8%	79.2%	67.4%	32.6%
c. Chronic Alcohol Use*	31.4%	68.6%	16.8%	83.2%	47.2%	52.8%
d. Substance Abuse Interferes With Life*	54.7%	45.3%	22.7%	77.3%	62.7%	37.3%
e. Substance Use Linked to Offense(s)*	45.3%	54.7%	18.1%	81.9%	44.1%	55.9%
Mean Score*	2.54		1.29		3.01	
Alpha	.67		.70		.68	
6. Leisure/Recreation	Yes	No	Yes	No	Yes	No
a. Limited Organized Activities*	93.0%	7.0%	74.7%	25.3%	82.7%	17.3%
b. Could Make Better Use of Time*	89.5%	10.5%	69.1%	30.9%	85.4%	14.6%
c. No Personal Interests*	66.3%	33.7%	26.1%	73.9%	13.1%	86.9%
Mean Score	.09		.12		.10	
Alpha	.71		.73		.72	
7. Personality and Behavior	Yes	No	Yes	No	Yes	No
a. Inflated Self-Esteem*	59.3%	40.7%	15.4%	84.6%	17.6%	82.4%
b. Physically Aggressive*	55.8%	44.2%	39.6%	60.4%	60.1%	39.9%
c. Tantrums*	62.8%	37.2%	38.7%	61.3%	48.0%	52.0%
d. Short Attention Span	25.6%	74.4%	34.2%	65.8%	34.1%	65.9%
e. Poor Frustration Tolerance*	55.8%	44.2%	57.5%	42.5%	63.9%	36.1%
f. Inadequate Guilt Feelings*	87.2%	12.8%	44.6%	55.4%	54.0%	46.0%
g. Verbally Aggressive/Impudent	68.6%	31.4%	58.3%	41.7%	58.9%	41.1%

Mean Score*	4.15	2.88	3.37
Alpha	.66	.67	.65

8. Attitudes/Orientation	Butler		Clermont		ODYS	
	Yes	No	Yes	No	Yes	No
a. Antisocial/Pro-Criminal Attitudes*	89.5%	10.5%	41.1%	58.9%	47.8%	52.2%
b. Not Seeking Help*	87.2%	12.8%	55.4%	44.6%	25.3%	74.7%
c. Actively Rejecting Help*	29.1%	70.9%	16.8%	83.2%	12.5%	87.5%
d. Defies Authority*	88.4%	11.6%	45.2%	54.8%	54.8%	45.2%
e. Callous/Little Concern for Others*	58.1%	41.9%	25.7%	74.3%	17.0%	83.0%
Mean Score*	3.52		1.85		1.58	
Alpha	.66		.68		.68	
Y-LSI Total Mean Score*	25.12		15.62		21.45	
Alpha	.73		.76		.65	

*Indicates Significant difference between sites, $p \leq .05$

Figure 4:

Distribution of Y-LSI Scores by Site

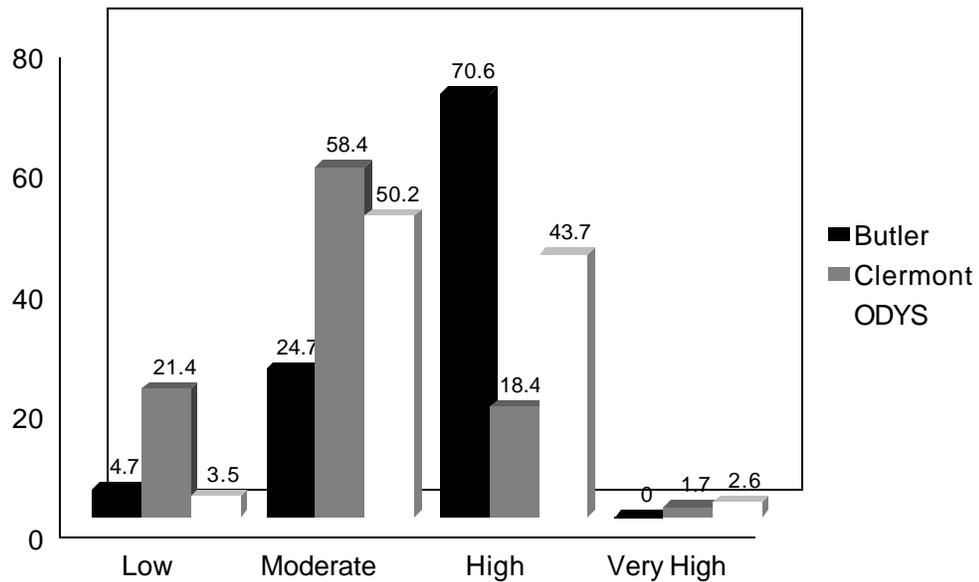


TABLE 9: Correlations Between the Y-LSI and Outcome

Program Completion	Outcome Measure				
	Institutional Violation	Technical Violation	Rearrest	Rearrest Seriousness	Reincarceration
	.165**	.340**	.295**	.223**	.164**

**indicates Significance at the $p \leq .01$.

TABLE 10: Correlations Between the Y-LSI and Outcome Across Sex and Race

	Outcome Measure					
	Program Completion	Institutional Violation	Technical Violation	Rearrest	Rearrest Seriousness	Reincarceration
Male	.251**	.198**	.377**	.306**	.243**	.158**
Female	.113	.019	.236**	.318**	.173**	.214**
Whites	.253**	.144**	.336**	.299**	.205**	.202**
Non-Whites	.092	.187**	.429*	.205**	.532**	.085

*indicates Significance at the $p \leq .05$.

**indicates Significance at the $p \leq .01$.

TABLE 11: Correlations Between Y-LSI and Outcome Across Correctional Site

	Outcome Measure					
	Program Completion	Institutional Violation	Technical Violation	Rearrest	Rearrest Seriousness	Reincarceration
Butler	.127	.174	-.042	.344**	.286**	.331**
Clermont	.276**	N/A	.259**	.086	.086	.276**
ODYS	.010	.071*	N/A	.144**	XX	.095**

*indicates Significance at the $p \leq .05$ level.

**indicates Significance at the $p \leq .01$ level.

Table 12: Y-LSI Recidivism Rates by Category and Type of Outcome

<u>Outcome</u>	<u>Y-LSI Category</u>			
	<u>Low</u>	<u>Moderate</u>	<u>High</u>	<u>Very High</u>
Program Completion ^a	8.2%	11.2%	25.8%	45.5%
Institutional Violation ^b	5.4%	7.0%	18.1%	4.0%
Technical Violation ^c	24.3%	40.9%	68.3%	50.0%
Rearrest ^d	10.5%	38.3%	54.4%	47.6%
Reincarceration ^e	7.3%	13.4%	20.5%	29.0%

a. $\chi^2(3) = 33.02, p \leq .01$ b. $\chi^2(3) = 31.54, p \leq .01$ c. $\chi^2(3) = 51.65, p \leq .01$ d. $\chi^2(3) = 74.63, p \leq .001$ e. $\chi^2(3) = 20.93, p \leq .01$ **Table 13: Rearrest Rates by Y-LSI Category for Sample, Site, Sex, and Race**

<u>Population</u>	<u>Y-LSI Category</u>			
	<u>Low</u>	<u>Moderate</u>	<u>High</u>	<u>Very High</u>
	<u>(0-8)</u>	<u>(9-22)</u>	<u>(23-34)</u>	<u>(35-42)</u>
Entire Sample ^a	10.5%	38.3%	54.4%	47.6%
Butler ^b	N/A	55.6 %	69.2%	N/A
Clermont ^c	7.1%	13.5 %	12.2%	25.0%
ODYS ^d	38.5 %	57.4%	65.1%	61.5%
Males ^e	10.1%	43.8%	58.4%	50.0%
Females ^f	12.0%	16.8%	44.1%	33.3%
Whites ^g	7.7%	29.3%	47.5%	33.3%
Non-Whites ^h	40.0%	58.1%	67.9%	83.3%

a. $\chi^2(3) = 74.63, p \leq .001$ b. $\chi^2(2) = 6.05, p = .05$ c. $\chi^2(3) = 4.00, p \leq .261$ d. $\chi^2(3) = 6.30, p \leq .098$ e. $\chi^2(3) = 64.5, p \leq .001$ f. $\chi^2(3) = 25.33, p \leq .001$ g. $\chi^2(3) = 57.23, p \leq .001$ h. $\chi^2(3) = 6.41, p \leq .093$

Table 14: Reincarceration Rates by Y-LSI Category for Entire Sample, Site, Sex, and Race

Population	Y-LSI Category			
	Low (0-14)	Moderate (15-24)	High (25-34)	Very High (35-42)
Entire Sample ^a	7.3%	13.4%	20.5%	29.0%
Butler ^b	XX	5.3%	23.7%	XX
Clermont ^c	6.8%	4.9%	20.0%	66.7%
ODYS ^d	9.1%	17.0%	20.2%	20.0%
Males ^e	8.0%	14.8%	21.2%	29.6%
Females ^f	4.5%	7.3%	18.6%	25.0%
Whites ^g	5.5%	10.0%	19.7%	29.4%
Non-Whites ^h	16.7%	19.1%	21.8%	28.6%

a. $\chi^2(2) = 20.93, p \leq .001$ d. $\chi^2(2) = 3.53, p \leq .317$ g. $\chi^2(2) = 23.30, p \leq .001$
b. $\chi^2(2) = 3.73, p = .155$ e. $\chi^2(2) = 14.61, p \leq .01$ h. $\chi^2(2) = 1.26, p \leq .739$
c. $\chi^2(2) = 35.91, p \leq .001$ f. $\chi^2(2) = 9.34, p \leq .05$

Table 15: Rearrest Rates by Y-LSI Category Developed for Non-White Offenders

Population	Y-LSI Category		
	Low (0-14)	Moderate (15-24)	High (25-42)
Non-White Offenders	35.4%	62.6%	77.6%

a. $\chi^2(2) = 22.32, p \leq .001$

Table 16: Rearrest Rates by Y-LSI Category Developed for Butler Site

Population	Y-LSI Category	
	Low (0-18)	High (19-42)
Butler Site	27.3%	68.0%

a. $\chi^2(1) = 6.27, p \leq .012$

Table 17: Rearrest Rates by Y-LSI Category Developed for ODYS Site

Population	Y-LSI Category		
	Low (0-11)	Moderate (12-24)	High (25-42)
ODYS Site	31.0%	59.9%	66.1%

a. $\chi^2(2) = 13.16, p \leq .001$

Table 18: Logistic Regression Model Predicting Rearrest for the Total Sample

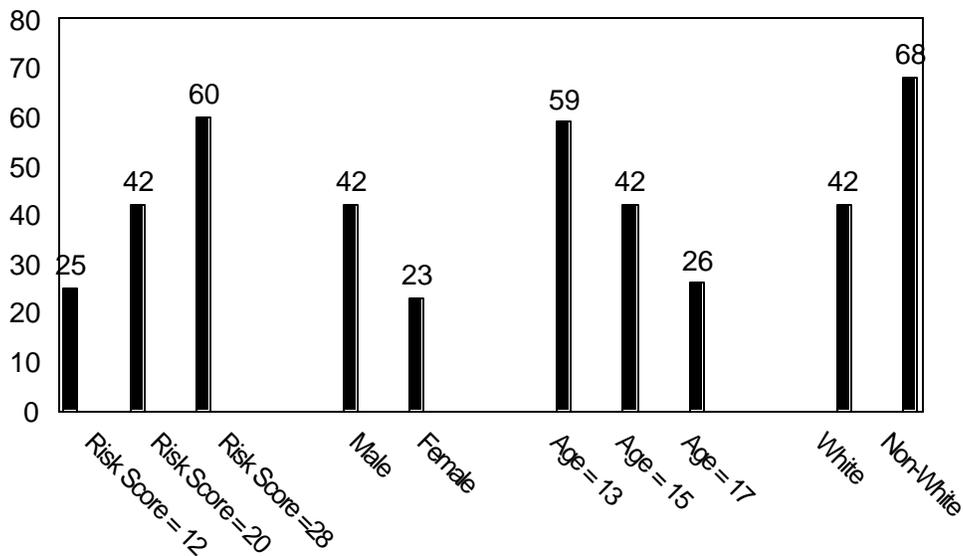
Variable	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Risk Score	.083	.011	63.425	1	.000	1.087	1.064	1.110
Sex	-.883	.178	4.508	1	.000	.414	.292	.587
Age	-.333	.048	47.399	1	.000	.717	.652	.788
Race	-.088	.075	1.382	1	.239	.916	.790	1.061
Site	.642	.068	89.248	1	.000	1.901	1.664	2.172
Constant	1.736	.919	3.571	1	.059			

NOTE: -2 log likelihood = 1248.301; $\chi^2 = (5) 302.475; p \leq .001; \text{Pseudo } R^2 = .232$

Figure 5:

Impact of Significant Predictors on Probability of Rearrest

Entire Sample N = 1504



Only the probabilities for the significant factors from the logistic regression are depicted on the figure.

Table 19: Logistic Regression Model Predicting Rearrest for the Butler Site

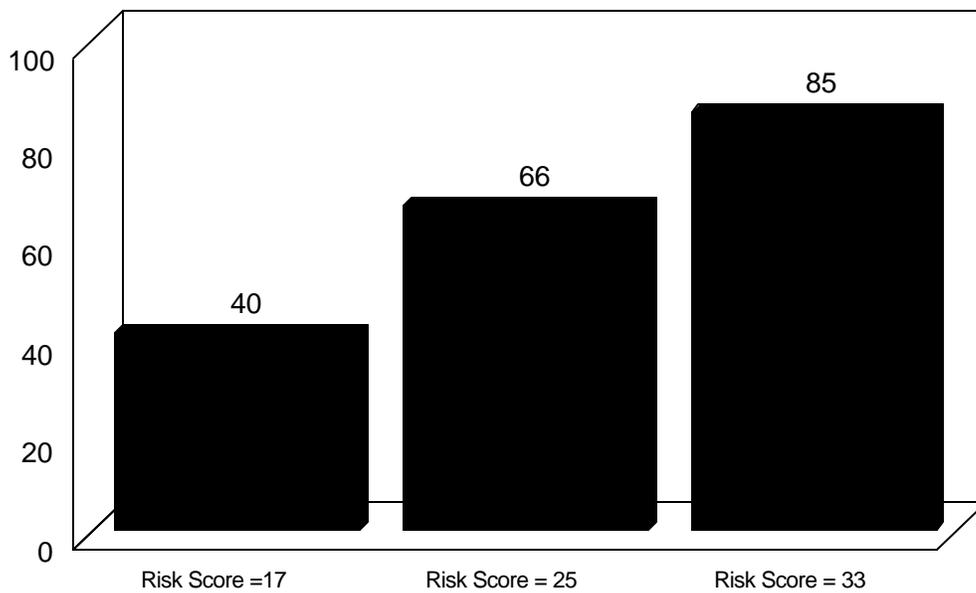
Variable	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Risk Score	.134	.050	7.091	1	.008	1.143	1.036	1.261
Sex	-.891	.767	1.349	1	.246	.410	.091	1.846
Age	-.221	.277	.636	1	.425	.802	.466	1.379
Race	.348	.928	.141	1	.708	1.416	.230	8.729
Constant	.866	4.199	.043	1	.837	2.378		

NOTE: -2 log likelihood = 66.608; $\chi^2 = (4) 10.343$; $p \leq .035$; Pseudo $R^2 = .161$

Figure 6:

Impact of Significant Predictors on Probability of Rearrest

Butler County N = 85



Only the probabilities for the significant factors from the logistic regression are depicted on the figure.

Table 20: Logistic Regression Model Predicting Rearrest for the Clermont Site

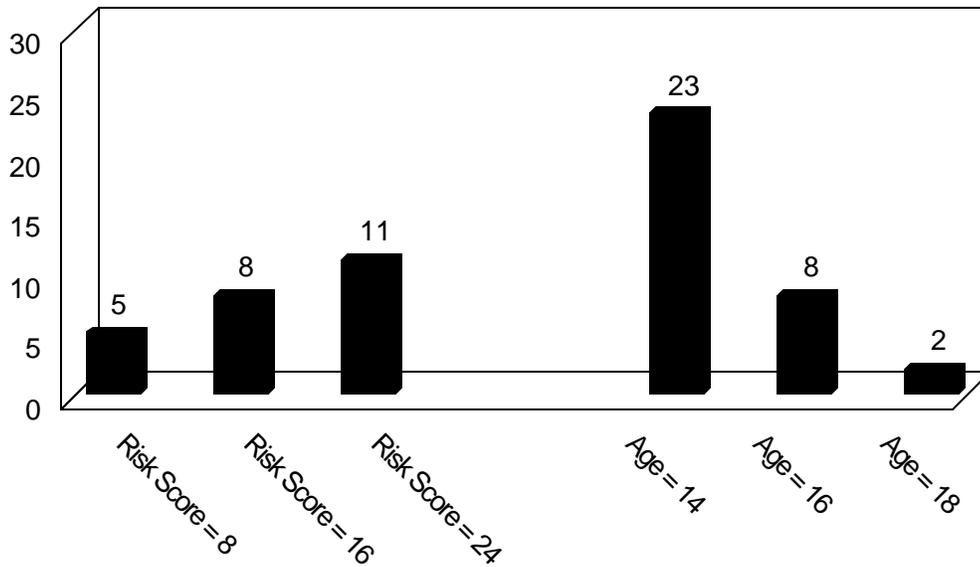
Variable	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Risk Score	.052	.020	6.373	1	.012	1.053	1.012	1.096
Sex	-.430	.360	1.431	1	.232	.650	.321	1.316
Age	-.644	.089	51.953	1	.000	.525	.441	.626
Race	-6.746	13.131	.264	1	.607	.001	.000	.000
Constant	6.994	1.274	30.157	1	.000	1089.850		

NOTE: -2 log likelihood = 267.150; $\chi^2 = (4) 76.997$; $p \leq .001$; Pseudo $R^2 = .155$

Figure 7:

Impact of Significant Predictors on Probability of Rearrest

Clermont N = 469



Only the probabilities for the significant factors from the logistic regression are depicted on the figure.

Table 21: Logistic Regression Model Predicting Rearrest for the ODYS Site

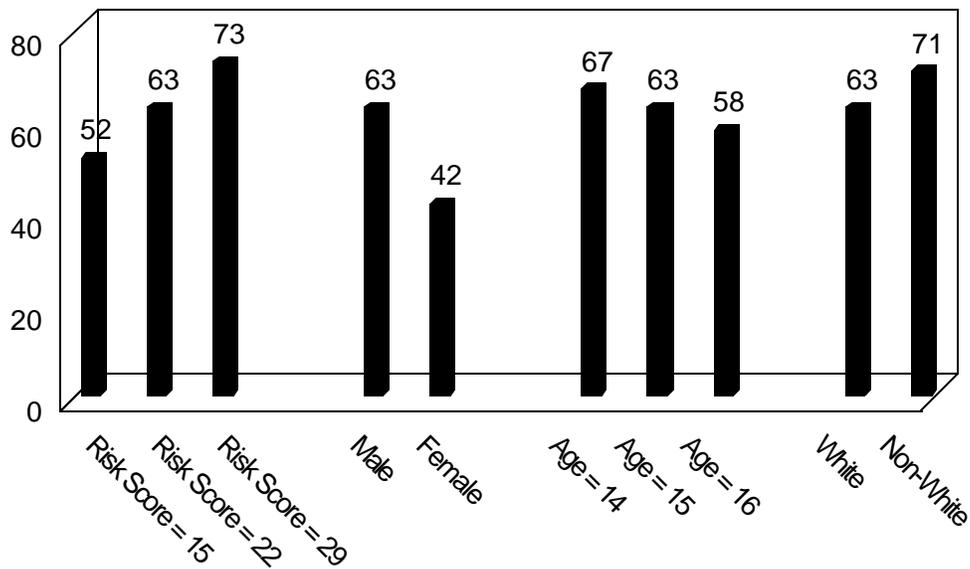
Variable	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
Risk Score	.066	.015	19.208	1	.000	1.068	1.037	1.100
Sex	-.848	.229	13.760	1	.001	.428	.273	.670
Age	-.198	.074	7.149	1	.007	.821	.710	.949
Race	.363	.171	4.495	1	.034	1.438	1.028	2.011
Constant	2.048	1.197	2.929	1	.087	7.756		

NOTE: -2 log likelihood = 797.771; $\chi^2 = (4) 39.142$; $p \leq .001$; Pseudo $R^2 = .061$

Figure 8:

Impact of Significant Predictors on Probability of Rearrest

ODYS N = 950



Only the probabilities for the significant factors from the logistic regression are depicted on the figure.

Table 22: Reliability Analysis of Y-LSI Subcomponents

Subcomponent 1: Prior and Current Offenses/Adjudications

Subcomponent Alpha = .708	Three or more prior adjudications	Two or more failures to comply	Prior probation	Prior detention	Three or more current adjudications
Alpha if item deleted	.618	.612	.584	.615	.791

Subcomponent 2: Family Circumstances and Parenting

Subcomponent Alpha = .584	Inadequate supervision	Difficulty in controlling behavior	Inappropriate discipline	Inconsistent Parenting	Poor relations/ father- child	Poor relations/ mother- child
Alpha if item deleted	.507	.522	.529	.520	.598	.552

Subcomponent 3: Education/Employment

Subcomponent Alpha = .664	Disruptive classroom behavior	Disruptive behavior on school property	Low achievement	Problems with peers	Problems with teachers	Truancy	Un- employed/ not seeking employment
Alpha if item deleted	.573	.596	.615	.616	.599	.668	.704

Subcomponent 4: Peer Relations

Subcomponent Alpha = .527	Some delinquent acquaintances	Some delinquent friends	No or few positive acquaintances	No or few positive friends
Alpha if item deleted	.535	.495	.419	.325

Table 22 (contd.): Reliability Analysis of Y-LSI Subcomponents

Subcomponent 5: Substance Abuse					
Subcomponent Alpha = .830	Occasional drug use	Chronic drug use	Chronic alcohol use	Substance abuse interferes with life	Substance use linked to offense(s)
Alpha if item deleted	.800	.760	.817	.773	.823

Subcomponent 6: Leisure and Recreation			
Subcomponent Alpha = .459	Limited organized activities	Could make better use of time	No personal interests
Alpha if item deleted	.252	.291	.517

Subcomponent 7: Personality and Behavior							
Subcomponent Alpha = .661	Inflated self- esteem	Physically aggressive	Tantrums	Short attention span	Poor frustration tolerance	Inadequate guilt feelings	Verbally aggressive, impudent
Alpha if item deleted	.657	.590	.585	.650	.589	.673	.617

Subcomponent 8: Attitudes/Orientation					
Subcomponent Alpha = .597	Antisocial/ procriminal attitudes	Not seeking help	Actively rejecting help	Defies authority	Callous, little concern
Alpha if item deleted	.582	.535	.567	.549	.471

Table 23: Regression Model with Y-LSI Subcomponent Score Predicting Overall Y-LSI Score

Variable	B	SE	Beta	t	Sig.	95% Confidence Interval for Exp(B)	
						Lower	Upper
SC 1	1.101	.014	.206	71.827	.000	.984	1.039
SC 2	1.071	.014	.225	77.881	.000	1.044	1.098
SC 3	1.047	.012	.256	90.919	.000	1.024	1.069
SC 4	1.067	.019	.158	56.036	.000	1.029	1.104
SC 5	1.042	.012	.253	89.169	.000	1.019	1.064
SC 6	.003	.039	.002	.710	.478	-.049	.105
SC 7	1.031	.013	.258	80.887	.000	1.006	1.056
SC 8	1.123	.016	.206	69.239	.000	1.091	1.155
Constant	.858	.054		16.018	.000	.753	.963

NOTE: $F(8) = 20777.773$; $p \leq .001$; $R^2 = .991$

Table 24: Bivariate Correlations Between Y-LSI Subcomponent and Rearrest

Variable	Correlation
Prior and Current Offenses, Adjudications	.374**
Family Circumstances and Parenting	.159**
Education and Employment	.160**
Peer Relations	.190**
Substance Abuse	.299**
Leisure and Recreation	.036
Personality and Behavior	.126**
Attitudes/Orientation	.024

**indicates Significance at the $p \leq .01$.

**Table 25: Logistic Regression Model with Y-LSI Subcomponent Score
Predicting Rearrest**

Variable	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
SC 1	.421	.050	70.984	1	.000	1.524	1.382	1.681
SC 2	-.011	.049	.049	1	.825	.989	.899	1.089
SC 3	.067	.040	2.833	1	.092	1.070	.989	1.157
SC 4	.100	.068	2.169	1	.141	1.105	.968	1.261
SC 5	.172	.041	17.554	1	.000	1.188	1.096	1.287
SC 6	.199	.130	2.318	1	.128	1.220	.945	1.575
SC 7	.053	.045	1.405	1	.236	1.054	.966	1.150
SC 8	-.125	.058	4.678	1	.031	.882	.787	.988
Constant	-2.168	.207	110.068	1	.000	.114		

NOTE: $-2 \log \text{likelihood} = 1350.001$; $\chi^2 = (8) 207.857$; $p \leq .001$; Pseudo $R^2 = .223$

Table 26: Logistic Regression Model with Y-LSI Items Predicting Rearrest

Item#	B	SE	Wald	df	Sig	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower	Upper
1a	.192	.172	1.1236	1	.266	1.211	.864	1.698
1b	.388	.172	5.113	1	.024	1.474	1.053	2.064
1c	.863	.208	17.198	1	.000	2.371	1.577	3.566
1d	.135	.183	.547	1	.459	1.145	.800	1.637
1e	-.142	.231	.376	1	.540	.868	.551	1.366
2a	.079	.160	.244	1	.621	1.082	.791	1.482
2b	.534	.202	6.960	1	.008	1.705	1.147	2.535
2c	-.046	.180	.067	1	.796	.955	.671	1.358
2d	-.220	.156	1.973	1	.160	.803	.591	1.091
2e	-.049	.146	.112	1	.738	.952	.715	1.269
2f	-.089	.157	.325	1	.569	.915	.673	1.243
3a	.558	.173	10.425	1	.001	1.748	1.245	2.453
3b	.027	.168	.026	1	.872	1.027	.739	1.428
3c	.096	.170	.321	1	.571	1.101	.790	1.535
3d	-.024	.168	.020	1	.888	.977	.702	1.358
3e	-.493	.176	7.862	1	.005	.611	.433	.862
3f	.142	.160	.792	1	.373	1.153	.843	1.578
3g	-.129	.240	.290	1	.590	.879	.549	1.406
4a	.159	.217	.534	1	.465	1.172	.766	1.795
4b	-.287	.193	2.211	1	.137	.750	.514	1.096
4c	.293	.173	2.877	1	.090	1.340	.956	1.879
4d	.109	.178	.377	1	.539	1.116	.787	1.581
5a	-.196	.209	.880	1	.348	.822	.586	1.238
5b	.705	.213	10.947	1	.001	2.023	1.333	3.071
5c	.046	.169	.075	1	.784	1.047	.752	1.458
5d	-.233	.200	1.359	1	.244	.792	.535	1.172
5e	.216	.166	1.686	1	.194	1.241	.896	1.718
6a	.028	.201	.020	1	.888	1.029	.693	1.527
6b	.008	.213	.001	1	.971	1.008	.664	1.529
6c	-.321	.191	2.841	1	.092	.725	.499	1.054
7a	.244	.197	1.530	1	.216	1.276	.867	1.879
7b	-.157	.172	.838	1	.360	.855	.610	1.196
7c	.201	.170	1.402	1	.236	1.223	.877	1.705
7d	-.057	.164	.121	1	.728	.945	.685	1.303
7e	-.277	.173	2.560	1	.110	.758	.541	1.064
7f	.390	.161	5.870	1	.015	1.478	.077	2.026
7g	.036	.164	.048	1	.826	1.037	.751	1.431
8a	-.086	.159	.294	1	.588	.918	.672	1.252
8b	-.443	.169	6.855	1	.009	.642	.461	.895
8c	.109	.219	.250	1	.617	1.115	.727	1.712
8d	.298	.173	2.967	1	.085	1.348	.960	1.892
8e	-.177	.206	.738	1	.390	.838	.560	1.254
Constant	-2.084	.289	51.894	1	.000	.124		

NOTE: -2 log likelihood = 1267.064; $\chi^2 = (42) 290.794$; $p \leq .001$; Pseudo $R^2 = .301$

Table 27: Descriptive Statistics of Practitioner Surveys (N = 195)

Variable	%
Sex	
Male	50.8
Female	49.2
	Mean
Years With Agency	10.23
Years At Current Position	6.48
	%
Education	
H.S.	1.1
Some College	3.7
A.A.	.5
B.A.	61.6
M.S.	24.7
Ph.D.	6.3
	%
Administer the Y-LSI	10.8
Ever Administer the Y-LSI	21.5
Trained on the Y-LSI	58.5
Trained by	
UC	41.1
Intra-Agency	58.9
	Mean
Average Time Spent Assessing Youths with the Y-LSI (mins.)	65.82

Table 28: Summary of Responses to Survey Items (Range of 1-10, with 10 being the Highest Rating)

Variable	Mean
Y-LSI is Easy to Use	4.87
Y-LSI is Necessary for Placement	5.23
Y-LSI is necessary for Identifying Treatment Needs	5.52
Y-LSI is necessary for Decision Justification	4.92

Table 29: Responses Regarding the Utilization of the Y-LSI

Summary of Responses Regarding utilization of Y-LSI		
	Yes (%)	No (%)
Is Y-LSI Risk Score Used To Inform Supervision Intensity?	85.6	13.8
Are Y-LSI Needs Scores Used to Identify Treatment Goals?	56.7	43.3
Is Y-LSI Used In the Development of the Case Plan?	79.5	20.5
Does Agency Reassess Youths at All?	19.6	80.4
Does Agency Reassess Throughout Treatment?	71.1	28.9

Table 30: Percent of Youths Receiving Treatment by Y-LSI Subcomponent Composite Score

Subcomponent Composite Score			
Family Treatment	Low	Moderate	High
No	98.1%	98.4%	98.7%
Yes	1.9%	1.6%	1.3%

$\chi^2(2) = .486, p = .784$

Subcomponent Composite Score			
Education Treatment	Low	Moderate	High
No	98.9%	99.0%	98.4%
Yes	1.1%	1.0%	1.6%

$\chi^2(2) = .830, p = .660$

Subcomponent Composite Score			
Peer Treatment*	Low	Moderate	High
No	100%	99.8%	98.7%
Yes	0.0%	.2%	1.3%

* $\chi^2(2) = .8462, p \leq .05$

Subcomponent Composite Score			
Drug Treatment	Low	Moderate	High
No	97.7%	95.0%	94.7%
Yes	2.3%	5.0%	5.3%

$\chi^2(2) = 5.551, p = .062$

Table 31: Percent of Youths from Butler Site Receiving Treatment by Y-LSI Subcomponent Composite Score

Subcomponent Composite Score			
Family Treatment	Low	Moderate	High
No	83.9%	92.7%	85.7%
Yes	16.1%	7.3%	14.3%

$\chi^2(2) = 1.449, p = .485$

Subcomponent Composite Score			
Education Treatment	Low	Moderate	High
No	88.9%	90.9%	79.1%
Yes	11.1%	9.1%	20.9%

$\chi^2(2) = 2.156, p = .340$

Subcomponent Composite Score			
Peer Treatment	Low	Moderate	High
No	100%	100%	91.5%
Yes	0.0%	0.0%	8.5%

$\chi^2(2) = 3.481, p = .175$

Subcomponent Composite Score			
Drug Treatment	Low	Moderate	High
No	68.2%	86.7%	65.3%
Yes	31.8%	13.3%	34.7%

$\chi^2(2) = 2.520, p = .284$

Table 32: Percent of Youths from Clermont Site Receiving Treatment by Y-LSI Subcomponent Composite Score

	Subcomponent Composite Score		
Family Treatment	Low	Moderate	High
No	97.5%	94.7%	98.5%
Yes	2.5%	5.3%	1.5%

$\chi^2(2) = 2.911, p = .233$

	Subcomponent Composite Score		
Education Treatment	Low	Moderate	High
No	99.0%	98.2%	99.4%
Yes	1.0%	1.8%	.6%

$\chi^2(2) = 1.065, p = .587$

	Subcomponent Composite Score		
Peer Treatment	Low	Moderate	High
No	100%	99.3%	98.8%
Yes	0.0%	.7%	1.2%

$\chi^2(2) = 1.317, p = .518$

	Subcomponent Composite Score		
Drug Treatment*	Low	Moderate	High
No	99.1%	90.2%	76.9%
Yes	.9%	9.8%	23.1%

* $\chi^2(2) = 44.02, p \leq .001$

Table 33: Descriptives for Initial and Follow-Up Y-LSI Assessments

	Initial (n)	Reassessment (n)
Entire Sample	1504	87
Butler	85	3
Clermont	469	35
ODYS	950	49

Table 34: Correlations Between Programming and Changes in Y-LSI Score

Variable	Correlation
Treatment Delivered	-.244
Treatment Completed	-.442

Table 35: Bivariate Correlations Between Reassessment Y-LSI and Outcome

Variable	Correlation
Program Completion	.409**
Institutional Violation	.034
Technical Violation	.394*
Rearrest	.260*
Rearrest Seriousness	-.080
Reincarceration	.192

*indicates Significance at the $p \leq .05$.

**indicates Significance at the $p \leq .01$.

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APPENDIX A: Youthful Level of Service Inventory

APPENDIX B: Data Collection Instrument

Last Name: _____ First Name: _____

SSN: _____ Agency ID: _____

DOB: _____ Date of Data Collection: _____

Initial LSI	4d. _____	8c. _____	3s. _____
1a. _____	4s. _____	8d. _____	4a. _____
1b. _____	Date ____/____/____	8e. _____	4b. _____
1c. _____	5a. _____	8s. _____	4c. _____
1d. _____	5b. _____	Follow Up LSI	4d. _____
1e. _____	5c. _____	1a. _____	4s. _____
2a. _____	5d. _____	1b. _____	Date ____/____/____
2b. _____	5e. _____	1c. _____	5a. _____
2c. _____	5s. _____	1d. _____	5b. _____
2d. _____	6a. _____	1e. _____	5c. _____
2e. _____	6b. _____	2a. _____	5d. _____
2f. _____	6c. _____	2b. _____	5e. _____
2s. _____	6s. _____	2c. _____	5s. _____
3a. _____	7a. _____	2d. _____	6a. _____
3b. _____	7b. _____	2e. _____	6b. _____
3c. _____	7c. _____	2f. _____	6c. _____
3d. _____	7d. _____	2s. _____	6s. _____
3f. _____	7e. _____	3a. _____	7a. _____
3g. _____	7f. _____	3b. _____	7b. _____
3s. _____	7g. _____	3c. _____	7c. _____
4a. _____	7s. _____	3d. _____	7d. _____
4b. _____	8a. _____	3f. _____	7e. _____
4c. _____	8b. _____	3g. _____	7f. _____

7g. _____

8a. _____

8c. _____

8e. _____

7s. _____

8b. _____

8d. _____

8s. _____

Total: _____

Total: _____

_____ Sex
0-Male
1-Female
9-Unknown/Info not available

_____ Other
_____ Score

_____ Race
0-Black
1-White
2-Asian
3-American Indian
4-Bi-Racial
5-Other _____
9-Unknown/Info not available

_____ Any Prior Record for Father/Male Guardian
0-No
1-Yes
8-Father/Male Guardian Not in Home
9-Unknown/Info not available

_____ Hispanic Origin
0-No
1-Yes
9-Unknown/Info not available

_____ Any Prior Record for Mother/Female Guard
0-No
1-Yes
8-Mother/Female Guardian Not in Home
9-Unknown/Info not available

_____ Agency Code
1-Butler County Juvenile Probation
2-Butler County Juvenile Rehabilitation Ctr
3-Clermont County Juvenile Probation
4-Talbert House
5-Ohio DYS
6-Hamilton County Juvenile Probation
7-Hamilton County Hillcrest
8-Other _____

_____ History of Involvement w/Children Services
0-No
1-Yes
9-Unknown/Info not available

If Reported Record

_____ Number of Siblings
0-No
1-Yes
9-Unknown/Info not available

_____ DSM-V

_____ Prior Record for any Siblings
0-No
1-Yes
9-Unknown/Info not available

_____ JASSI

_____ Number of Mental Health Referrals
99-Unknown/Info not available

_____ PID

_____ Psychological assessment indicated
0-No
1-Yes
9-Unknown/Info not available

_____ CSS

_____ IQ

_____ Type of IQ Test

_____ History of suicidal ideation/attempts
0-No
1-Yes
9-Unknown/Info not available

_____ Other

_____ Score

_____ Evidence of physical abuse
0-No
1-Yes
9-Unknown/Info not available

_____ Other

_____ Score

_____ Evidence of sexual abuse

0-No
 1-Yes
 9-Unknown/Info not available

1-Yes
 9-Unknown/Info not available

_____ Currently enrolled in school
 0-No
 _____ Previously suspended/expelled from school
 0-No
 1-Yes
 9-Unknown/Info not available

_____ Indication of gang affiliation
 0-No
 1-Yes
 9-Unknown/Info not available

_____ Grades in past year
 0-Failing
 1-Below Average
 2-Average
 3-Above Average
 9-Unknown/Info not available

_____ Family Structure
 0-Lives with Both Parents
 1-Lives with mother & boyfriend/stepdad
 2-Lives with father & girlfriend/stepmom
 3-Lives with single parent _____
 4-Lives with Foster Parents
 5-Other _____

_____ Grade level
 99-Unknown/Info not available

_____ Special Education/LD noted
 0-No
 1-Yes
 9-Unknown/Info not available

Case Number: _____

Current Offenses

Offense	ORC Code	Offense Level	Sentence Imposed

_____/_____/____ Date Supervision/incarceration began

_____ Change in Contact Level (use codes above and record date below)

_____ Initial contact level (If under Supervision)
 1-No Supervision
 2-Every Other Month
 3-One Time Monthly
 4-Bimonthly
 5-Weekly
 6-More than Weekly/less than daily
 7-Daily
 8-Other (specify) _____

_____/_____/_____

_____ Change in Contact Level (use codes above and record date below)

_____/_____/_____

_____ Change in Contact Level (use codes above and record date below)

_____ Change in Contact Level (use codes above and record date below)

_____/_____/_____

_____/_____/_____

TREATMENT

Type	Date Began	Date Ended	Status
1-Alcohol/Drug			1-Successfully Completed
2-Vocation/Employ			2-Still Active
3-Educational			3-Unsuccessful Termination
4-Sexual Behavior			4-Client Failed To Report
5-Anger Management			5-Other
6-Family			
7-Peer			
8-Mental Health			
8-Other			

_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____
_____	_____/_____/_____	_____/_____/_____	_____

TRANSFER

Date	Type of Transfer	Transfer to
	1-Successful Release	
	2-Unsuccessful Release	
	3-Transferred to Residential Facility	
	4-Transfer to DYS	
	5-From Institution to Comm Supervision	
	6-Other	

_____/_____/_____	_____	_____
_____/_____/_____	_____	_____
_____/_____/_____	_____	_____
_____/_____/_____	_____	_____

APPENDIX C: Practitioner Survey

Youthful Offender Level of Service Inventory (YO-LSI) Survey

The University of Cincinnati is currently working on a project validating the YO-LSI for your juvenile corrections agency. The University has gathered a great deal of information regarding youths in your agency and their YO-LSI scores in order to validate this risk/needs assessment instrument. Part of the validation project is a staff survey on the utility of the instrument and how individual staff use the instrument within each of the agencies participating in the validation project. The purpose of this survey is to get a feel for how the YO-LSI instrument is used within your agency and, more specifically, how the instrument is used by you. Please rest assured that your name will be kept confidential in the analyses.

Please return completed surveys to:

Anthony Flores
University of Cincinnati
Division of Criminal Justice
PO Box 210389
Cincinnati, OH 45221-0389

AGENCY/INSTITUTION (please include the name of your agency, institution name, and region): _____

POSITION: _____ TODAY'S DATE: ____/____/____

SEX: **MALE** **FEMALE** (circle one)

DATE OF BIRTH: ____/____/____

YEARS WITH CURRENT AGENCY: _____

YEARS IN CURRENT POSITION: _____

HIGHEST LEVEL OF EDUCATION COMPLETED: _____

DO YOU ADMINISTER THE YO-LSI INSTRUMENT CURRENTLY?

YES **NO** (circle one)

HAVE YOU EVER ADMINISTERED THE YO-LSI INSTRUMENT?

YES **NO** (circle one)

WERE YOU TRAINED ON THE YO-LSI INSTRUMENT?

YES **NO** (circle one)

IF YES, BY WHOM? (circle one)

UC INTRA-AGENCY OTHER: (specify) _____

Please answer the following questions as they apply to you and your agency. If they do not apply to you, please fill in "N/A"

On a scale of 0-10, with 10 being "Completely Appropriate" how appropriately placed are the adjudicated boys in your agency? (Circle only one)

Completely Inappropriate											Completely Appropriate
0	1	2	3	4	5	6	7	8	9	10	

On a scale of 0-10, with 10 being "Completely Appropriate" how appropriately placed are the adjudicated girls in your agency? (Circle only one)

Completely Inappropriate											Completely Appropriate
0	1	2	3	4	5	6	7	8	9	10	

In order of importance, please list the most critical needs of boys that come before your agency:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

In order of importance (with 1 being most important), please list the most critical needs of girls that come before your agency:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

What do you think are the most important types of treatment (with 1 being most important) that youths should receive?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

How much time does your agency spend assessing youths during intake?

_____hrs., _____minutes (per youth)

How much time do you spend assessing with the YO-LSI?

_____hrs., _____minutes (per youth)

On a scale of 0-10, with 10 being “Completely free of bias” how objective is the YO-LSI assessment instrument? (Circle only one)

Completely Biased											Completely Free of Bias
0	1	2	3	4	5	6	7	8	9	10	

On a scale of 0-10, with 10 being “Excessive” and 0 being “Insufficient” how would you characterize the amount of paperwork involved in completing the YO-LSI instrument? (Circle only one)

Completely Insufficient											Completely Excessive
0	1	2	3	4	5	6	7	8	9	10	

On a scale of 0-10, with 10 being “Very Easy” and 0 being “Very Difficult” how easy is the YO-LSI to score? (Circle only one)

Very Difficult											Very Easy
0	1	2	3	4	5	6	7	8	9	10	

On a scale of 0-10, with 10 being “Absolutely Necessary” how helpful is the YO-LSI instrument:

For youth placement?
 Not at all
 Necessary
 0 1 2 3 4 5 6 7 8 9 10
 Absolutely
 Necessary

For identification of treatment needs?
 Not at all
 Necessary
 0 1 2 3 4 5 6 7 8 9 10
 Absolutely
 Necessary

For case planning?
 Not at all
 Necessary
 0 1 2 3 4 5 6 7 8 9 10
 Absolutely
 Necessary

For helping the youth?
 Not at all
 Necessary
 0 1 2 3 4 5 6 7 8 9 10
 Absolutely
 Necessary

For decision justification?
 Not at all
 Necessary
 0 1 2 3 4 5 6 7 8 9 10
 Absolutely
 Necessary

Is the YO-LSI instrument used in the development of the youth's case plan?
YES NO (circle one)

Is the overall risk score obtained from the YO-LSI used by your agency?
YES NO (circle one)

If yes, to influence what kinds of decisions? (check all that apply)
 _____ length of supervision
 _____ treatment type
 _____ treatment intensity
 _____ other (please specify): _____

Are the individual subcomponent scores (need scores) of the YO-LSI used by your agency?
YES NO (circle one)

If yes, to influence what kinds of decisions?
 _____ length of supervision
 _____ treatment type
 _____ treatment intensity
 _____ other (please specify): _____

Does your agency use **Part III** of the YO-LSI, **Assessment of Other Needs/Special Considerations**?

YES **NO** (circle one)

If yes, to influence what kinds of decisions?

- length of supervision
- treatment type
- treatment intensity
- other (please specify): _____

Are there any other ways that you agency/institution uses the YO-LSI instrument?

(please specify)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Does your agency reassess a youth's progress throughout their treatment?

YES **NO** (circle one)

Does your agency reassess youths with the YO-LSI?

YES **NO**

If so, how often? (check all that apply)

- 3 months
- 6 months
- 1 year
- other (please specify) _____

For the next set of questions, please feel free to write on the back of this page if you need more room to adequately answer the question.

In your opinion, what are the strengths of the YO-LSI?

What are the weaknesses of the YO-LSI?

How would you improve the YO-LSI assessment instrument or process?