



Progress Assessment/Reclassification Scoring Guide

The descriptions provided include important words to define performance at each level. The list that follows is included to establish common understanding of how these key words fit into IDJC's progress assessments.



Family Relationships				
Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.	Not Applicable
Parent/guardian/current identified family's support towards juvenile progress on treatment goals	<ul style="list-style-type: none"> → Parent/guardian/current identified family refuses, undermines or minimally participates in family therapy, visitations including by video, staffings, phone calls, mail, home passes. → Family cooperates minimally. → No support for treatment goals. 	<ul style="list-style-type: none"> → Parent/guardian/current identified family is intermittently involved in family therapy, visitations including by video, staffings, phone calls, mail, home passes. → Intermittently works with treatment staff toward supporting the changes made by the juvenile. → Not fully supportive of treatment goals. 	<ul style="list-style-type: none"> → Juvenile's parent/guardian/current identified family is regularly supportive. → Consistently attends family therapy, visitations including by video, staffings, phone calls, mail, home passes. → Participates positively in all aspects of treatment goals. 	<ul style="list-style-type: none"> → There is absolutely no family available. This would include no family of origin, no extended family, no foster family, no kindred care (who the juvenile considers family). → If N/A, then reduce total points in denominator.
<p>Juvenile takes opportunity to further develop or repair relationships and problem-solve with parent/guardian current identified family</p> <p>If no opportunity, juvenile is working to come to terms with family issues from his/her perspective</p>	<ul style="list-style-type: none"> → Conversations (family therapy, visitations, staffings, phone calls, mail, home passes) with family are predominantly superficial (weather, sports, etc.). → Disrespectful/abusive to family. → Refusing to speak to family. → Makes no/little effort to repair relationships. → No effort to discuss family issues with peers and/or staff. 	<ul style="list-style-type: none"> → Attempts to bring up topics of significance. → Attempts to discuss family issues. → Respectful conversations (family therapy, visitations, staffings, phone calls, mail, home passes). → Regularly attempts to contact family. → Efforts to repair relationships have begun. → Some effort to discuss family issues with peers and/or staff. 	<ul style="list-style-type: none"> → Consistently brings up topics of significance. → Conversations (family therapy, visitations, staffings, phone calls, mail, home passes) are frequently problem-solving and treatment-oriented. → Ongoing communication occurring. → Efforts to repair relationship are ongoing/frequent. → Juvenile is making reasonable efforts to foster family relationships. → Consistently able to discuss family issues with peers and/or staff. 	

Education, Vocation, & Employability			
Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
Classroom behavior and participation	<ul style="list-style-type: none"> → Rarely participates in education. → Rarely shows appropriate behavior, for example: does not sit in chair, makes rude comments, is verbally/physically aggressive, inappropriate computer use, etc. 	<ul style="list-style-type: none"> → Intermittently participates in education. → Classroom behavior is appropriate most of the time. → Focuses on schoolwork most of the time. → May intermittently disrupt the classroom. 	<ul style="list-style-type: none"> → Consistently participates in education. → Consistently shows appropriate classroom behavior. → Does not disrupt the classroom. → Consistently focuses on schoolwork.
Juvenile ability to follow directions and receive feedback with education staff(authority)	<ul style="list-style-type: none"> → Rarely accepts feedback/help from education staff. → Questions or challenges directives from education staff. → Frequent conflict with education staff. 	<ul style="list-style-type: none"> → Most of the time, has positive interaction with education staff. → Accepts feedback/help/directives from education staff most of the time. 	<ul style="list-style-type: none"> → Consistently has positive interaction with education staff. → Consistently accepts feedback/help/directives from education staff.
Achievement in classroom setting	<ul style="list-style-type: none"> → Making no/minimal effort toward earning credits for diploma, GED, or HSE. → Rarely performs to the measured educational ability. 	<ul style="list-style-type: none"> → Making some progress toward earning credits for diploma, GED, or HSE. → Performs to the measured educational ability most of the time. 	<ul style="list-style-type: none"> → Consistently making progress toward earning credits for diploma, GED, or HSE. → Consistently performs to the measured educational ability. → Short- and long-term educational goals achieved or nearly achieved.
Juvenile employment/ work ethic	<ul style="list-style-type: none"> → Rarely completes or is involved in work/service learning projects and/or chores. → Rarely does so without prompting. 	<ul style="list-style-type: none"> → Most of the time completes or is involved in work/service learning projects and/or chores. → Does so without prompting most of the time. 	<ul style="list-style-type: none"> → Consistently completes or is involved in work/service learning projects and/or chores. → Almost always does so without prompting.

Peer Relations

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
Willingness and ability to develop helping and appropriate peer relationships	<ul style="list-style-type: none"> → Rarely engages in helping relationships and appropriate boundaries with peers. → Rarely accepts feedback from or provide help to peers. 	<ul style="list-style-type: none"> → Engages in helping relationships and appropriate boundaries with peers most of the time. → Accepts feedback from and provide help to all peers most of the time. → May not do so with all peers or in all circumstances. 	<ul style="list-style-type: none"> → Engages in consistent helping relationships and appropriate boundaries with peers; → Almost always accepts feedback from and provides help to all peers.
Behavior toward/with other peers (misleads others) (leads)	<ul style="list-style-type: none"> → Often engages in intimidation, threats, or sexual misconduct. → Frequent isolation/efforts to be apart from the group → Frequently gives support to the negative behaviors of others. → Rarely shows care and concern for others. 	<ul style="list-style-type: none"> → Intermittently engages in intimidation, threats, or sexual misconduct. → Intermittent isolation/efforts to be apart from the group. → Intermittently gives support to the negative behaviors of others. → Shows care and concern for others most of the time. 	<ul style="list-style-type: none"> → Rarely engages in intimidation, threats, sexual misconduct, isolation/efforts to be apart from the group. → Rarely gives support to the negative behaviors of others. → Almost always demonstrates care and concern for others.
Managing peer pressure (easily mislead) (follows)	<ul style="list-style-type: none"> → Has not demonstrated positive values through behavior. → Rarely stands up for their own positive values. → Often easily persuaded by negative peer pressure. 	<ul style="list-style-type: none"> → Juvenile can stand up for positive values most of the time; → Not easily persuaded by negative peer pressure most of the time 	<ul style="list-style-type: none"> → Can consistently stand up for positive values. → Not easily persuaded by negative peer pressure almost all of the time.

Leisure & Recreation

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
Juvenile participation in recreation time/ organized activities in facility/program	<ul style="list-style-type: none"> → Rarely participates in organized activities/group builders, service projects, PE/LMA . → Little or no effort is made during activities. → Rarely engages in good sportsmanship. → Rarely follows the rules of the game. 	<ul style="list-style-type: none"> → Participates, with some prompting, in organized activities/group builders most of the time. → PE/LMA is attended and effort is made most of the time. → Engages in good sportsmanship most of the time. → Follows the rules most of the time. → Participates with some prompting. 	<ul style="list-style-type: none"> → Participates, without prompting, in organized activities/ group builders almost all of the time. → PE/LMA is attended and effort is made almost all of the time. → Engages in good sportsmanship almost all of the time. → Consistently follows the rules. → Participates freely.
Constructive use of free/idle time	<ul style="list-style-type: none"> → Rarely participates in positive and constructive individual activities during down/personal time. 	<ul style="list-style-type: none"> → Participates in positive and constructive individual activities during down/personal time most of the time. 	<ul style="list-style-type: none"> → Consistently participates in positive and constructive individual activities during down/ personal time.
Development of Healthy Personal Interests	<ul style="list-style-type: none"> → No identification of any leisure/ recreation activities of interest. → Refuses to identify any organized activities in the community. 	<ul style="list-style-type: none"> → Has begun to identify leisure/recreation activities of interest. → Has begun to identify organized activities in the community. 	<ul style="list-style-type: none"> → Has identified and made detailed plans for leisure/recreation activities of interest. → Has identified organized activities and made detailed plans in the community.

Acting Out Behavior

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
<p><u>Frequency</u> of acting out behavior. Only include:</p> <ul style="list-style-type: none"> → Acting out behavior-aggression (battery/assault) → Purposeful property damage → Inappropriate sexual behavior → Pornography → Possession/use of weapon → Physical/mechanical restraint → Escape → Inappropriate possession/use of substances → Theft → Contraband → Physical intervention <p>Number from previous PA/R review period: ____</p> <p>Number from this PA/R review period: ____</p>	<ul style="list-style-type: none"> → Same or increased number of acting out behaviors this PA/R period. → For first PA/R, any acting out behaviors. 	<ul style="list-style-type: none"> → Decrease in incidents from previous PA/R. → For first PA/R, no acting out behaviors. → No acting out behaviors in this review period, but has not reached four months of no acting out behaviors. 	<ul style="list-style-type: none"> → No acting out behaviors in four months.
<p><u>Severity</u> of acting out behavior. Do not include:</p> <ul style="list-style-type: none"> → suicide ideation/precautions → Self-harm related to suicidal behavior → Injury → Isolation → Failure to comply with program 	<ul style="list-style-type: none"> → Most severe behaviors. → Battery/assault with or without injury. → Sexual assault. → Inappropriate sexual behavior. → Arson. → Escape/attempted escape. → Possession/use of a weapon. → Mechanical restraints. → Use/possession of substances. → Major destruction of property. → Non-suicidal self-harm. 	<ul style="list-style-type: none"> → Acts of failure to cooperate with program which result in a physical restraint. → Minor destruction of property. → Any documented behaviors that could result in injury or harm to self or others, such as attempted assault/battery. 	<ul style="list-style-type: none"> → No acting out behaviors during this review period.

Attitudes & Orientation

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
Program participation	<ul style="list-style-type: none"> → Rarely participates in treatment/group process in a positive way. → Rarely contributes to treatment process. → Rarely offers constructive help to other residents. → Rarely prioritizes completion of program/therapy assignments. 	<ul style="list-style-type: none"> → Most of the time, participates in treatment/ group process in a positive way. → Contributes to treatment process on an intermittent basis. → Offers constructive help to other residents most of the time. → Prioritizes time to complete program/ therapy assignments most of the time. 	<ul style="list-style-type: none"> → Consistently participates in treatment/ group process in a positive way. → Contributes to treatment process on a consistent basis. → Consistently offers constructive help to other residents both in and out of staff's immediate view. → Prioritizes time to complete program/ therapy assignments almost every time.
Relationship with authority	<ul style="list-style-type: none"> → Rarely shows respectful behavior to most staff. → Rarely able to apply the cognitive and social skills taught in the program to manage difficult situations with those in authority. → Threats or intimidation/challenging or verbalize hostile feelings against those in authority. 	<ul style="list-style-type: none"> → Shows respectful behavior to most staff in most situations. → Most of the time is able to apply the cognitive and social skills taught in the program to manage difficult situations with those in authority. → Intermittently challenging or verbalizing hostile feelings against those in authority. 	<ul style="list-style-type: none"> → Almost always shows respectful behavior to most staff. → Almost always is able to apply the cognitive and social skills taught in the program to manage difficult situations with those in authority. → Rarely challenging or verbalizing hostile feelings against those in authority.
Pro-criminal attitudes and accepting accountability/ responsibility	<ul style="list-style-type: none"> → Rarely accepts accountability for offenses and for daily behavior. → Rarely recognizes and corrects thinking errors and uses the cognitive and social skills taught in the program. → Rarely demonstrates care/concern about the impact of their behavior on others (verbal, physical, sexual). 	<ul style="list-style-type: none"> → Most of the time accepts accountability for offenses and for daily behavior. → Most of the time recognizes and corrects thinking errors and uses the cognitive and social skills taught in the program. → Most of the time demonstrates care/concern about the impact of their behavior on others (verbal, physical, sexual). 	<ul style="list-style-type: none"> → Consistently accepts accountability for offenses and for daily behavior. → Consistently recognizes and corrects thinking errors and uses the cognitive and social skills taught in the program. → Consistently demonstrates care/concern about the impact of their behavior on others (verbal, physical, sexual).

Substance Abuse Disorder

★ Score if the ICLA has indicated substance-abuse disorder of Severe, Moderate, Mild ★

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
Prevention Planning	→ Has not begun to identify plans for prevention of future substance use in the community.	→ Has begun to identify and has made preliminary plans for prevention of future substance use in the community, gathered feedback from others	→ Has identified and made detailed plans for prevention of future substance use in the community, incorporated feedback from others
Readiness to change	<ul style="list-style-type: none"> → Openly expresses intention to use. → Openly expresses desire to use as not being a problem. → Refuses to verbalize a desire to change. → Rarely acknowledges negative impact of use on self and others. 	<ul style="list-style-type: none"> → Verbalizes commitment to not use most of the time. → Acknowledges negative impact of use on self and others most of the time. 	<ul style="list-style-type: none"> → Consistently verbalizes commitment to not use. → Consistently acknowledges negative impact of use on self and others.
Class participation in substance abuse education/treatment	<ul style="list-style-type: none"> → Rarely contributes to discussion. → Does not actively listen to others in class. → Rarely completes or makes effort on assignments. → Refusing to attend group. 	<ul style="list-style-type: none"> → Contributes to discussion most of the time. → Actively listens to others in class most of the time. → Completes and makes effort on assignments most of the time. → Open to peer/facilitator feedback most of the time. 	<ul style="list-style-type: none"> → Contributes to discussion almost all of the time. → Actively listens to others in class almost all of the time. → Completes and makes effort on assignments almost all of the time. → Open to peer/facilitator feedback almost all of the time.

If during the course of placement the juvenile discloses more substance use than was reported during the O&A and, per clinical review (this will include Clinical Supervisor, Clinician, JSC, Rehabilitation Specialist and Unit Manager), now is qualifying as having a substance-abuse disorder, this area should be scored at that time.

Sexual Misconduct

★ Score if a juvenile is in sex offending behavior-specific programming (or receiving specialized sexual offending behavior services) ★

Identified Targets/Objectives	No/Slight Progress Rarely/minimally participates, infrequently; seldom; the least possible.	Moderate Progress Most of the time/intermittently participates, alternately ceasing and beginning again; showing only part of the time.	Solid Sustained Progress Almost always/regularly participates, usually; ordinarily; at regular times or intervals.
<ul style="list-style-type: none"> → Risk management strategies (relapse prevention) → Sexual interests → Readiness to change → Class/group participation 	<ul style="list-style-type: none"> → Has not begun to identify plans for prevention of sex offending behaviors in the community. → Verbalizes interests are not age appropriate, consensual, and nonviolent. → Openly expresses preoccupation with sexual thoughts, fantasies, and behaviors. → Expresses sexual misconduct as not being a problem or minimizes the impact on others. → Rarely contributes to group treatment discussions or refusing to attend group → Does not actively listen to others in class/group. → Rarely completes or makes effort on assignments. 	<ul style="list-style-type: none"> → Has begun to identify and has made preliminary plans for safety and appropriate relationships/sexuality in the community, gathered feedback from others → Verbalizes commitment to appropriate sexual boundaries most of the time. → Acknowledges negative impact of sexual misconduct for self and others most of the time. → Contributes and actively listens in class/group discussion most of the time. → Completes and makes effort on assignments most of the time. → Open to peer/facilitator feedback most of the time. 	<ul style="list-style-type: none"> → Has identified and made detailed plans for safety and appropriate relationships/sexuality in the community, incorporated feedback from others → Consistently verbalizes commitment appropriate sexual boundaries. → Consistently acknowledges negative impact of sexual misconduct for self and others. → Contributes and actively listens in class/group discussion almost all of the time. → Completes and makes effort on assignments almost all of the time. → Open to peer/facilitator feedback almost all of the time.