

Education: Screening, Assessment and Evaluation - Adjudicated Youth

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1716

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The Education Program provides educational services for all students. In order to provide those services at levels that are appropriate, adjudicated students receive extensive educational screening, assessment and evaluation that assist educators in planning educational services.

The purposes of the assessments are to:

- Promote, assist, and improve students' learning;
- Inform programs for teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students; and
- Plan for educational services based on the confinement determinations of students.

Related Procedures...

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Procedure from Policy 1200.1716: Education: Screening, Assessment, and Evaluation - Adjudicated Youth

- A. The initial intake process will begin immediately after adjudication. It is a seven (7) to ten (10) day process.
- B. The process begins with a review of pertinent intake information and an interview with the student. Information from these sources is used to develop an individualized educational plan.
- C. Upon adjudication, all students complete reading and mathematics diagnostic inventories.
 1. **Reading:** To provide tests for measuring general intellectual ability, specific cognitive abilities, oral language, and academic achievement.
 2. **Mathematics:** To provide a measure of understanding and application of important concepts and skills in mathematics.
- D. The following examples of assessment instruments may be administered as appropriate:
 1. **The Kaufman Brief Intelligence Test (K-BIT):** measure of verbal and non-verbal intelligence.
 2. **Piers-Harris Children's Self-Concept Scale 2nd Edition (Piers-Harris 2):** measure of psychological health.
 3. **Weschler Intelligence Scale for Children® (WISC-III®):** measures intellectual ability in children ages six (6) to 16.11.
 4. **Weschler Adult Intelligence Scale®- 3rd Edition (WAIS®-III):** measures intellectual ability in adults between the ages of 16.11 and 89.
 5. **Reynolds Adolescent Depression Scale (RADS):** a measure to screen individuals for depressive symptoms.
 6. **Conners' Rating Scales – Revised (CRS-R)**
It assesses a broad range of psychopathological and significant problem behaviors as reported by teachers, parents or alternative caregivers, and adolescents. The CRS-R contains empirically and rationally derived scales which include:
 - a. The Conners' ADHD Index to identify children at risk for ADHD
 - b. The ADHD/DSM-IV Scales which are directly linked to DSM-IV diagnostic criteria
 - c. Conners' Global Index, formerly known as the "Hyperactivity Index" or "Abbreviated Symptom Questionnaire," consists of two parts: Restless/Impulsive and Emotional Lability
 7. **Comprehensive Test of Nonverbal Intelligence (CTONI):** a measure of reasoning ability.
 8. **The Adolescent Apperception Cards (AAC):** designed to be a non-invasive, non-threatening aid to the clinical assessment of adolescents ages 12-19. It can be helpful in understanding the framework that an individual uses to interpret interpersonal sequences, the kinds of emotional responses that an individual is likely to experience, the way an individual perceives the behavior of others, and an individual's characteristic way of construing interpersonal relationships.
 9. **Achenbach System of Empirically Based Assessment® (ASEBA®):** assesses behavior problems, emotional disturbance, and psychopathology through self-report, other reports, direct interviews, or direct observations.