

Assessment Domains

Developmental History

Factors to consider in the adolescent's developmental history include:

- Relevant prenatal, birth, or early history information
- Child maltreatment, trauma, abuse, neglect, changes in caregivers, or placement instability
- Relevant injuries or medical problems
- Education (e.g., school engagement, problem behaviors and consequences, learning challenges, strengths, and positive achievements)
- Employment, if relevant
- Social/relationship history (e.g., quality of relationships with family members, positive and/or negative relationships with adults, delinquent and/or prosocial peer associations, and quality and quantity of the relationships or social isolation)
- Sexual history and overall sexual functioning (e.g., puberty, sexual knowledge, type and frequency of pornography use, sexting, sexual orientation and gender identity, past sexual activities, current sexual outlets, sex with multiple partners, sexual concerns or problems, masturbatory practices and frequency, fantasies, and sexual attitudes and beliefs)
- Illegal substance use/abuse
- Mental, physical, and behavioral health history and current psychological functioning including cognitive functioning, learning strengths and challenges, mental health diagnoses, and medications

- Conduct problems (e.g., delinquency or other rule-violating behavior, aggression, or violence) including age of onset, severity, frequency, and persistence, as reported by official records (e.g., police or school reports), the adolescent, and caregivers
- Strengths, goals, and motivation for treatment and prosocial living

Problematic and Abusive Sexual Behaviors

Factors to review include:

- Abusive sexual behaviors (current or previous):
 - Types of abusive sexual behavior (e.g., hands on or hands off)
 - Gender and age of person victimized
 - Relationship to the person victimized
 - Level of coercion or violence used
 - Degree of invasiveness
 - Adolescent's version of the abuse, victim(s)' version(s) by official or victim advocate report(s), and adolescent caregivers' version(s)
 - Consequences and responses to sanctions or interventions
- Patterns of offending (e.g., antecedents, frequency, duration/desistance, and escalation in frequency or severity)
- Other problematic sexual behavior including:
 - Excessive preoccupation with sexual fantasies and behaviors
 - Excessive sexual activities such as compulsive masturbation

- Frequent highly sexualized language
- Sexualized gestures and behaviors
- Persistent sexual interests involving significantly younger children, or coercion or force

Family Domain

Caregivers and people residing in the home and extended family are important and can provide information on current and history factors such as:

- Reaction and response to the abusive sexual behavior and/or any prior problematic sexual behavior
- Emotional and behavioral stability
- Substance use and abuse
- Child maltreatment/family violence experienced or perpetrated
- History of child welfare or criminal justice involvement
- Knowledge of normative and non-normative behavior in childhood and adolescence
- Sexual attitudes (i.e., attitudes that justify sexual abuse)
- Personal sexual behavior and boundaries (e.g., sexual behavior that is or is not private)
- Caregiver monitoring/supervision
- Caregiver parenting style and behavior management skills
- Caregiver strengths, supports, and challenges

Home Environment

Factors in the home environment include:

- Communication and relationship quality among family members
- Rules and routines (e.g., clear, stable, and developmentally appropriate)
- Discipline (e.g., consistent and developmentally appropriate)
- Privacy boundaries reinforced and supported
- Level of conflict or violence in the home
- Exposure to sexual media or other inappropriate sexual behavior
- Unsupervised access to someone the adolescent could sexually harm
- Encouragement of healthy coping strategies and adaptive skills
- Good safety plans and follow-through
- Family strengths, supports, and challenges, including extended family and other supports

Social and Community

Social and community factors may include:

- School engagement
- School suspensions or expulsions
- Prosocial peers or lack thereof

- Involvement in positive extra-curricular activities (e.g., sports, theater, debate, and music)
- Peer rejection, harassment, or bullying
- Negative community response (e.g., ostracism)
- Public registration/community notification

(ATSA, 2017, pp. 27-30)