The authors shown below prepared the following report in response to an RFI from the Kentucky Justice and Public Safety Cabinet. This study is broken down into two major phases which are presented in two major reports. This report contains *Phase 2* of the project: *Development and Implementation of a Revised Vulnerability Tool*. An accompanying report was submitted in December 2015 and contained *Phase 1* of the project: *Evaluation of the Vulnerability Assessment Instrument (VAI).*

Document Title:	**Development and Implementation of a Revised Vulnerability Tool**
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Dictionary of Terms

For consistency, the following terms will be used throughout the paper:

CJSAC Liaison: Marjorie Stanek: Ms. Stanek is the Research Coordinator of the Criminal Justice Statistical Analysis Center (CJSAC). Ms. Stanek was responsible for supervising the evaluation and subsequent activities completed by the UK Research Team.

DJJ Facilities: Kentucky juvenile facilities used in this study including detention centers, group homes, and youth development centers.

DJJ Staff Members: Staff members that currently hold positions within facilities operated by the Kentucky Department of Juvenile Justice including detention centers, group homes, and youth development centers.

KJPSC: Kentucky Justice and Public Safety Cabinet

UK Research Team: The UK Research Team refers to a 3-member team led by the principal investigator, Dr. Michael Toland. The team was based within the College of Education at the University of Kentucky.

VAI: The Vulnerability Assessment Instrument being evaluated.

VSPA-S: Victimization and Sexual/Physical Aggression Screener, which is the revised version of the VAI.

Abstract

The purpose of this study was to summarize the process of creating and providing evidence of reliability and validity for scores derived from the (VSPA-S), a revised vulnerability tool used within facilities operated by the Kentucky Department of Juvenile Justice. The vulnerability tool was Kentucky's response to the Prison Rape Elimination Act (PREA), which requires all correctional agencies to screen incoming individuals for risk of sexual victimization or perpetration of these offenses while in custody. Analyses included both qualitative and quantitative techniques. Results indicated that the VSPA-S can be used to make intervention decisions for vulnerable youth, with noted limitations and recommendations.

Keywords: screener, Department of Juvenile Justice, sexual victimization, physical victimization, scale development, reliability, validity, risk assessment

Development and Implementation of a Revised Vulnerability Tool

This paper describes the design, development, and administration of a revised vulnerability assessment tool called the Victimization and Sexual/Physical Aggression Screener (VSPA-S). The screener was implemented at all facilities operated by the Kentucky Department of Juvenile Justice on February 1, 2016. The VSPA-S is a comprehensive interview questionnaire designed to gather information on a broad range of perpetrations and victimizations for juveniles that enter a Kentucky Department of Juvenile Justice group home, regional juvenile detention center (RJDC), or youth development center (YDC). The purpose of the instrument is to identify youth that may be vulnerable of perpetrating sexual or physical aggression against other youth, or of experiencing victimization while in custody. Once the screener detects an at-risk youth, interventions are chosen to reduce the risk of perpetration or victimization to or by the identified youth while the youth resides in a Kentucky juvenile justice facility. Research among the juvenile population has demonstrated that "effective classification can save the institution's time and money if the young offenders who require attention are the ones who receive it…" (Jung & Rawana, 1999, p.70).

The VSPA-S underwent a comprehensive and extensive development and implementation beginning in August of 2015. From the beginning, the research team recognized that this would be a difficult population to screen due to the variability across locations and the variety of facilities throughout Kentucky. In fact, some literature suggests that different measures should be used for separate jurisdictions, regions, or geographical areas due to a difference in the validity of the scores that may result (Jung & Rawana, 1999). Additionally, youth in this facility are at-risk in a variety of ways (Love, Hearn, & Toland, 2015), and the resulting sensitive nature of the incarcerated youth population makes assessment of the instrument challenging. Due to

these and other hurdles discovered by the UK research team, it is our recommendation that certain steps be taken to achieve as much standardization as possible, despite jurisdictional differences. Those suggestions are included at the conclusion of this report.

Once the VSPA-S was designed, data was collected and analyzed for five months to ensure it was performing as expected. Accurate and thorough evaluation of the reliability and validity of scores derived from an instrument is important, as the screener (as with any risk-screening device), places the facility in a position of accountability. This is due to the nature of the instrument in that it determines a plan for implementation of interventions and provides specific resources to determined at-risk residents (Jung & Rawana, 1999). Both qualitative and quantitative data were collected and results showed that the VSPA-S is suitable for screening juvenile offenders in terms of their vulnerability to or susceptibility towards physical or sexual aggression within Kentucky's juvenile facilities.

This report should be read in conjunction with the report outlining the evaluation report for the original vulnerability instrument, Phase 1 (Love, Hearn, & Toland, 2015). The purpose of this report was to summarize the process of creating and providing evidence of reliability and validity for scores derived from the VSPA-S, which was undertaken in Phase Two. The primary process steps of Phase Two included finalizing the instrument and establishing a cut score using systematic and research-based procedures. This will be summarized in study 1 for which the driving research questions and testable inquires included:

1.) What is the degree of agreement between independent DJJ staff members scoring of juvenile youth on each of the VSPA-S subscales?
2.) How well does the VSPA-S predict reports of incidents (IRs)? Both research questions one and two will be answered in Study 1. Descriptive analyses of the

piloted data collection, reliability information, and normative data will also be provided.

3.) What are staff opinions of the VSPA-S? This will be addressed in study 2.

Background

The VSPA-S is a screening tool used within the population of incoming youth who are entering a Kentucky Department of Juvenile Justice facility. The tool is designed to identify youth who might be at risk for experiencing sexual or physical abuse while in the facility. In addition, the tool will identify youth who might be at risk for perpetrating sexual or physical violence towards other youth. By appropriately classifying these youth, the facility staff can put interventions in place to prevent future adverse situations, thus protecting youth who are housed within DJJ facilities.

The VSPA-S was created following a detailed evaluation of the original measurement tool, the Vulnerability Assessment Instrument (VAI) that had been designed by the state of Kentucky in response to the federal Prison Rape Elimination Act (PREA). For more details of the initial evaluation, please see the Phase One report (Love, Hearn, & Toland, 2015). Following Phase One, the UK Research Team conducted a detailed scale development process that included a review of current scales, evaluation of five months of pilot data, a standard setting workshop to determine appropriate cut scores, and qualitative analysis of an electronic survey of staff opinions. Consistent with vulnerability and risk assessment instruments that predated the VSPA-S, the items were developed by assessing items that have been used in other risk assessment instruments and through the evaluation of collected data from Kentucky's DJJ facilities (Ashford & LeCroy, 1990). Following scale development guidelines (DeVellis, 2012), the VSPA-S was constructed to resolve problems identified when analyzing the VAI.

Structure of the VSPA-S

The VSPA-S is intended for use with youth ages 11-19 (see Appendix A), that are currently confined to a DJJ operated facility. The first page of the VSPA-S contains demographic questions which are intended to be taken from youth records and typically do not require a real-time interview with youth. Following these questions, a prompt tells the interviewer/user that the youth interview has started, and the interview format begins. The interview items are broken into four main subscales: Vulnerability to sexual victimization (9 items; VSV), susceptibility to sexually aggressive behavior (6 items; SAB), vulnerability to physical victimization (6 items; VPV), and susceptibility to violent aggressive behavior (6 items; VAB). A detailed literature review can be found in the Phase 1 report (Love, Toland, Hearn, 2015). Due to the content of items and intent to provide a set of items that reflects one construct , not all items within each subscale are used for scoring purposes,. Details about scoring each subscale are given in the section titled 'Scoring of the VSPA-S'. The subscales should be presented to the youth at one time (in a single session) in sequential order. While the interviewer is instructed to stick as closely to the language on the VSPA-S as possible, brief, closed-ended, follow-up questions can be administered whenever a youth reports that a victimization or perpetration occurs. An instruction sheet (see Appendix B) was provided for all facilities, and gave further instructions on how to prompt and follow-up. Permitted follow-ups include the number of times the youth has perpetrated or been victimized, who victimized the child, whether harm was done, and questions specific to the information given (Hamby & Fingkelhor, 2004). After the four subscales, an "additional information" section and results section are included.

Scoring of the VSPA-S

The VSPA-S (see Appendix A) is scored by the interviewer who totals each of the subscales separately. The interviewer adds the scores from each of the boxes and obtains a total score for each individual subscale. Then the subscale total is written on the scoring page titled 'Results and Intervention Planned for Youth', and a decision is made. For all "yes," decisions under the section labeled 'What interventions are planned for youth?' a single or combined set of interventions can be chosen according to the available set of resources at each facility. The UK Research team recognizes the diversity among facilities, and aimed to provide a list of the most commonly used interventions, determined through prior data collection efforts with DJJ staff. Interventions include placing the youth in a single room, notifying staff, or conferencing with the independent living coordinator. A full list of interventions can be found on page 6 (final page) of the VSPA-S (Appendix A).

A pivotal step in the development of a new screening tool is the establishment of an appropriate cut score(s). Cut scores are purposely chosen points on a score scale of an instrument, measure, or test designed to divide the total scale score into different ranges and categorize youth for placement decisions (Perie, Pitoniak, Zieky, 2006; Zieky & Perie, 2006). In order to set a cut score that is not arbitrary, systematic standard-setting procedures must be followed and documentation must be meticulously kept. As explained in the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014), "Cut scores may be used to classify examinees into distinct categories for which there are no pre-established quotas. In these cases, the standard-setting method must be documented in more detail" (p. 108). Cut scores can be set using judgmental standard-setting

processes where a panel of subject-matter experts are used, or scores can be set using data and score distributions (AERA, APA, & NCME, 2014, p. 108). The current study used simplified versions of two documented standard-setting approaches to recommend cut scores for this vulnerability screener using subject-area experts.

The Angoff (1971) method "entails having a panel of judges with content expertise and familiarity with the target population make question level judgments on the likely performance of defined target examinees" (Buckendahl, Smith, Impara, & Plake, 2002, p. 253). This method has been investigated in numerous studies since it was introduced in 1971 (e.g., Buckendahl et al., 2002; Kardong-Edgren & Mulcock, 2016).

The bookmark method, first documented by Lewis and his colleagues (1996) was created by the authors to address previous standard-setting limitations and provide a less cognitively demanding task by first ordering the questions by difficulty, and then involving experts in the task (e.g., Buckendahl et al., 2002; Hein & Skaggs, 2009; Impara & Plake, 1997; Karantonis & Sireci, 2006). This method gains its namesake because it uses an ordered question booklet where the questions on the instrument are ordered in difficulty from easiest to hardest and placed one at a time on each page in a booklet. Difficulty order is based on empirical data, and supports experts in understanding the difficulty of each question. The expert then places a bookmark in the book between two pages where he or she believes the minimally at-risk youth is likely to stop answering "yes" (Karantonis & Sireci, 2006). Numerous studies have reviewed this method (Karantonis & Sireci, 2006) and applied it in unique ways (e.g., Green, Trimble, & Lewis, 2005; Hein & Skaggs, 2009; Reckase, 2006). The procedure and results of both methods will be described in study 1. For a detailed explanation of both cut score methods (Angoff and Bookmark), see Buckendahl and colleagues (2002).

Previous Instruments

A review of literature was conducted and has been detailed in the Phase 1 report (Love, Hearn, & Toland, 2015). Therefore, the purpose of the following review will be to discuss existing screening instruments and describe how the new screening instrument offers something unique. Two prior instruments are the focus of this literature review: the instrument used within the Colorado Department of Human Services titled, the *Vulnerability Assessment Instrument: Risk of Victimization and/or Sexually Aggressive Behavior/Violent Behavior* (Colorado Department of Human Services, 2012) and the instrument used within New Zealand prisons called the *Prison Youth Vulnerability Scale* (Tie & Waugh, 2001). The Colorado instrument contains items screening for youth who are vulnerable to victimization, susceptible to sexual aggressive behavior, or youth who are susceptible to violent aggressive behavior. The New Zealand Instrument has similar subscales that screen for youth well-being, vulnerability to victimization, and vulnerability to self-harm. Both of these instruments were studied closely in the original formation of the VAI, and in the current formation of the VSPA-S. Peer reviewed publications were not found regarding the formation of either of these instruments (or ones used in other areas), although a technical and instructional manual was available for the New Zealand Instrument (Tie & Waugh, 2001).

Purpose of the Present Project

The VSPA-S was developed to meet the needs of the Kentucky Department of Juvenile Justice, as the few previously established instruments had been deemed insufficient or not appropriate. The new instrument will improve the screening of incoming youth for vulnerability to sexual and physical victimization within DJJ operated facilities in the state of Kentucky as well as those who are likely to engage in these activities while in confinement. The VSPA-S was

modeled after previous instruments and the VAI, and helps to determine which youth require additional interventions further protecting them and those around them during their time at a state facility.

Overview

Data collected for Phase 2 included information from a pilot administration of the VSPA-S along with linked incident reports, cut score methods and results, and a staff electronic survey. The following will detail the sample, method, analysis, and results of each step within each study.

Study 1: Standard Setting (from report SS)

Standard-setting methods are standardized procedures that allow for a boundary to be set between one group of youth meeting a set criteria and a group of youth who do not meet that criteria (George, Haque, Oyebode, & 2006, p. 2). For the purpose of this study, the boundary is called a cut score. The two methods applied in this study used subject-matter experts as the primary tool for setting the cut score. Methods based on the judgment of subject-matter experts were determined to be the most appropriate choice for the VSPA-S due to the data that was available for this screening instrument as well as the specific situation. Using both the Angoff and the bookmark methods enables generalizability of results across parallel panels (Buckendahl et al., 2002; Citin & Gelbal, 2013; Jaeger, 1989; Perie et al., 2006). The current study provided the opportunity to use abridged variations of both standard-setting methods to set a cut score for a vulnerability screener, providing a methodology that can be replicated with minor revisions for future studies of similar nature. Previous studies that reviewed these methods for a single cut score setting were utilized as models (e.g., Buckendahl et al., 2002; Citin & Gelbal, 2013).

First, a modification of Angoff's original method (1971) that was originally presented in a footnote (Angoff, 1971; Ricker, 2006) was used. In addition, a variation of Lewis, Mitzel, and Green's (1996) bookmark method was also used. Both methods employed a panel of experts who were DJJ staff members. These stakeholders came from a range of facility types and roles, and served as experts on the population of detained youth that the instrument was intended to assess. As subject-matter experts, the DJJ staff were knowledgeable about both the population of youth that the screener is used with as well as the instrument itself. Subject-matter experts need to be highly educated within the topic in order to expect reasonable results from the standard setting process (Jaeger, 1991). All DJJ staff that participated in setting the cut scores had used the VSPA-S for at least three months before contributing. Along with the expert panel, data were collected from a population sample of 297 youth classified as offenders within a Southeastern state over the same three month period, and was used to inform the panel of experts on the impact the cut score decisions would have. Results provided compatible and defensible cut scores for each subscale of the VSPA-S, and consistency of cut scores between the two methods was obtained. The experiences, information received, and materials of all participants were identical with the exception of the specific method steps delineated below. The participants initially received training as an entire group, and remained as a group to complete the first step of the procedure. This initial step lasted approximately three hours. Following the large group session, approximately 90 minutes was spent in two breakout groups, where methods specific to the Angoff (1971) or bookmark were completed. Breaks totaled 90 minutes, spread throughout the day. In total, the workshop lasted for six hours.

Participants. Because both methods are driven by expert judgments, DJJ staff members were recruited to participate in the workshop. Staff were initially contacted through e-mail (for

recruitment to the study) and asked to participate in a short online survey generated in Qualtrics by the authors. Responses were received from 53 DJJ staff members, with 64% (n = 34) indicating their willingness to participate. From the 34, additional contact provided a useable sample of 14 staff members who were able to confirm their availability for the workshop. A larger sample was not possible due to mandatory job duties, personal circumstances, and the distance required for travel to the workshop. On the day of the workshop, staff members were divided into two randomly assigned, evenly distributed groups. See Table 1 for demographic data on the staff members. The authors of this article served as the workshop facilitators.

Table 1
Demographic Description of Study Experts for Standard Setting

Characteristic	*f*	%
Gender		
Male	7	53.3
Female	7	46.7
Facility Role		
Director	4	26.7
Supervisor	6	46.7
Counselor	4	26.7
Facility Type		
Group home	5	33.3
Regional detention center	4	26.7
Youth development center	1	6.7
Cadet leadership academy	1	6.7
Other	4	26.7
Years' experience	*M*	*SD*
	15.15	8.39

Materials. The VSPA-S is currently administered to all detained youth who enter a DJJ facility. The method of administration is by means of an interview, and is conducted between the youth and a DJJ staff member who is trained to use the VSPA-S. The VSPA-S was not provided to experts on the day of the workshop; however, questions from each of the VSPA-S's subscales were put into booklets for both groups. Additional materials included an agenda, PowerPoint

slideshow, Post It notes, and scorecards. Three leaders facilitated the workshop, and each used personal laptops to record notes and data from the procedures detailed below.

Workshop procedures. Perie, Pitoniak, and Zieky (2006) quote Kane (2001) who said, "the fact that a standard setting study has employed an apparently sound procedure in a thorough and systematic way, and has where possible, included various checks on the consistency and reasonableness of the results encourages us to have faith in the results" (p. 68). Therefore, procedural evidence from the current study will be described below. The day began by bringing all experts together for a training session. Then, experts were split into two groups, each using a different cut score method. The methodology for each element of the workshop is described below, and is based on work by Buckendahl and his colleagues (2002) as well as Perie, Pitoniak, and Zieky (2006).

Training and writing of the descriptors. During training, participants were welcomed and introductions were completed. A general orientation was conducted regarding what it means to set a cut score, and why it is necessary for the VSPA-S. The workshop included ongoing question and answer opportunities that provided experts with an opportunity to query all methods being explained. Next, a discussion was led for each subscale on the VSPA-S regarding the nature of the minimally at-risk youth. The purpose of these discussions was to create and operationalize a description of a youth that would be borderline at-risk for vulnerability in each of the four subscales. The outcome of this stage provided four borderline at-risk vulnerability level descriptors that would be used by both groups in the small breakout group sessions. Evaluation notes were recorded during the session.

The authors of this report served as facilitators and led the discussions. The role of the facilitator was to objectively lead the discussions, allowing for the experts to provide the true

data or cut scores. First, a facilitator began by introducing one subscale at a time (e.g., VSV subscale). Next, the facilitator asked group members to imagine youth that were vulnerable to sexual victimization and consider those that are low, medium, and high risk youth. Each DJJ staff member was instructed to use Post-It notes, which were provided, to list, one at a time, qualities that would make a youth at-risk (e.g., past experiences, traits). Once a staff member reaches exhaustion of ideas, he or she is instructed to place each Post-It note on a larger group poster (on a wall within the workshop setting) in the appropriate category (i.e. low, medium, or high-risk). This would indicate that the word on the note signifies a quality that would likely be present in a youth that is low, medium, or high risk. All staff members participated and discussions that followed regarding each of the contributed terms. Then, staff members were instructed to only think of the youth that would be "borderline" at-risk, which is represented by the low risk category on the group poster. Staff members had an opportunity to revise the qualities in the low risk category, and the facilitator closed that subscale. Following these procedures, the descriptors were immediately typed by team facilitators and distributed for review and discussion. Changes were made if the group decided there was an error. This was repeated for all subscales. Experts were then provided with their randomized breakout group assignment, and went into separate environments for the remainder of the day.

Modified Angoff (1971) session. This session consisted of seven members. A facilitator began by providing the experts with a general definition of the Modified Angoff (1971) method. To participate in this method, experts study each question on the VSPA-S and make a dichotomous decision as to whether a youth (described by the borderline at-risk descriptors formulated in the large group session) would answer this "yes" or "no" (Buckendahl et al., 2002). Next, experts used the predetermined vulnerability level descriptors and repeated the

process for each subscale of the VSPA-S, imagining the youth described by the descriptor and answering as the youth would answer. After the experts completed their individual score cards, a short break was provided while a summary of the actual performance data and group statistics was calculated. This summary included group median, range, and the impact (percentage and number) the particular cut score will have using a representative sample of youth (N = 297). These summary results were shared with the experts "so that they had a sense of the cut scores produced before they left the session" (Perie et al., 2006, p. 10). A group discussion was directed regarding each subscale's summary, and the experts were allowed to revise individual scores if any concerns existed regarding the impacted existed. The recommended cut score is based on the final revisions and is calculated by summing the "yes" answers for each expert and averaging the results among the group members.

Bookmark session. This session consisted of 7 experts and facilitators began by providing the experts with a general definition of the Bookmark method. Previously, group facilitators had created a book where each page represented a question on the VSPA-S. The questions were ordered from most difficult to least difficult to endorse using classical test theory *p* values, as described by Buckendahl and his colleagues (2002). This is a modification of the bookmark method proposed by Lewis et al. (1996) who recommended item response theory mapping strategies as opposed to classical test theory *p* values (Buckendahl et al., 2002). Following the general description of the method, experts were presented with the borderline at-risk descriptors formulated in the large group session. Next, experts were asked to work through each question on the VSPA-S and imagine the youth described by the descriptor and consider whether the youth would say "yes" or "no." Finally, the experts were instructed to place a bookmark between the questions where the expert believed the youth would stop answering

"yes" and begin answering "no." The experts used their score sheet to record the page number wherein the bookmark was placed. After the experts completed their individual score cards, a short break was provided while the facilitator calculated a summary of the ratings. The remainder of the procedures matched the above small group (Modified Angoff Session), with a discussion surrounding the impact of the scores and an opportunity for revision. Following the conclusion of these groups, the experts were thanked for their participation and released from the workshop.

Results. When determining the final cut score, the results were compared between methods. Notably, 100% agreement was reached on three out of four subscales. On one subscale, recommended cut scores differed by one point. The lower cut score (3) was chosen, as a lower score will ensure a larger percentage of youth are impacted by individualized interventions. Choosing the larger cut score could put a number of youth in danger of victimization. The cut score methods produced the following cut scores for each subscale:

- Vulnerability to Sexual Victimization = 2
- Susceptibility to Sexually Aggressive Behavior = 2
- Vulnerability to Physical Victimization = 3
- Susceptibility to Violent Aggressive Behavior = 3

Therefore, youth who receive a two or higher on the first two subscales (VSV& SSAB) will receive additional (individualized) interventions, intended to protect them while detained in a DJJ facility. A score of three or higher on the last two subscales (VPV & SVAB) denotes a need for additional interventions, for which staff members working with the detained youth will determine. Summary statistics for each cut score are offered in Table 2, with further impact tables in Appendix C.

Table 2
Performance Data and Summary Statistics for Both Cut Score Methods

Subscale	Cut score Median	Range	% of Youth Impacted
VSV	2 (2)	0-4 (1-4)	2.4 (2.4)
SAB	2 (2)	1-3 (1-3)	4.5 (4.5)
VPV	3 (4)	2-5 (2-5)	14.8 (2.4)
VAB	3 (3)	2-5 (3-5)	14.5 (14.5)

Note. VSV = vulnerability to sexual victimization (4 items); SAB = susceptibility to sexually aggressive behavior (5 items); VPV = vulnerability to physical victimization (5 items); VAB = susceptibility to violent aggressive behavior (5 items).
The Angoff (1971) method results are reported first without parentheses and the bookmark method results are reported with parentheses.

Conclusion. Results show lower cut scores were set for the subscales that ask questions about vulnerability to sexual abuse, or susceptibility to sexual abusiveness when compared with the subscales that address vulnerability to physical aggression or susceptibility to physical abusiveness. This conclusion is reasonable and practical because it is important for facilities to be over-vigilant when protecting youth from sexual abuse. Over vigilance is important particularly because the experience of sexual violence, especially as a youth, can result in significant, pervasive effects including psychological, emotional, and physical problems. Victims reporting sexual trauma in childhood report higher levels of depressive illnesses, shame and self-blame, denial, anxiety, dissociative patterns, sexual issues, disordered eating patterns, as well as somatic problems and interpersonal difficulties (Hall & Hall, 2011). While these incidents are rare, identifying a larger percentage of youth who would receive interventions to prevent this type of abuse ensures the events stay as rare events. This is especially true since the initial impetus for this intervention was to prevent sexual assaults under the Prison Rape Elimination Act (PREA).

This is not to imply, however, that the experience of physical violence is not a real concern for youth entering a state-operated facility. The choice to increase the cut scores for those subscales that are related to either engaging in physical aggression or falling victim to this kind of an incident was supported by both the data and the responses of subject matter experts. For example, in our review of the preliminary data there were 165 individuals reporting previous episodes of physical aggression prior to entering the facility, which equates to approximately 55.6%. Likewise, this is regularly supported in discussions with staff. Doing so will reduce the likelihood that we unintentionally overtax the resources of facilities by improperly identifying a youth's risk level.

Statewide Pilot Data Collection

The draft version of the VSPA-S was modified based on findings from the pilot administration, which raised concerns about missing data, scoring, and item clarity. Data from the pilot administration as well as frequent literature reviews supported the selection and inclusion of items that are on the final version of the VSPA-S. A copy of the VSPA-S that was used in the statewide administration can be seen in Appendix A. One of the conclusions made in the first phase of this project (Love, Toland, Hearn, 2015) was the recommendation for better instructional training sessions for all who administer the VAI. This conclusion came as a result of an electronic survey that was designed during initial stages of the project to assess the DJJ staff member's administration process and gain information on the current opinions and areas of improvement of the VAI. Through this survey, it was discovered that the method and length of training varied across responses (Love, Toland, Hearn, 2015) and consequently an instructional video was created to standardize training opportunities across facility types and ensure that all staff receives the same instruction before administering and scoring the VSPA-S. This training

video was released through an email linked YouTube video to all facilities and made mandatory before data could be collected on the VSPA-S.

Data Source. Data consisted of 836 completed forms. When a youth arrived at the facility, a DJJ staff member would conduct the interview using the VSPA-S. The VSPA-S was then copied and sent on a monthly basis to the UK Research team's liaison. Demographics of participants can be seen in Table 3. Completed forms consisted of incident reports (N=84) and VSPA-S intakes (N=739). Of those incident reports, 41 were matched with a completed VSPA-S form. A matched incident report means that a VSPA-S and at least one incident report is available for the youth. Of those VSPA-S intakes, 698 were initial VSPA-S intakes and 97 were VSPA-S quarterly intakes. Quarterly intakes were collected if a previous initial intake was unavailable due to the data collection period. For example, if a youth entered a facility during a period when the VAI was in use, then the initial intake information using the VSPA-S would not be available. To ensure that data were available for these youth, quarterly intakes were substituted for the initial VAI. To increase the amount of information available in the analyses, all completed VSPA-S were used. As a check, analyses were conducted removing any youth for whom only quarterly assessments were available, and no difference in conclusions existed.

Table 3
Demographic Characteristics of Pilot Youth Sample

Variable	*n*	%
Age (*M* = 15.8, *SD* = 1.3)		
11	2	.2
12	18	2.2
13	20	2.4
14	80	9.6
15	149	17.8
16	236	28.2
17	263	31.5
18	15	1.8
19	8	1.0
Race		
White/Caucasian	483	54.3
Black/African American	216	24.3
Hispanic/Latino	40	4.5
Asian/Asian American	0	0.0
Other	102	11.5
Sexual Orientation		
Straight/heterosexual	745	89.1
Transgender	1	0.1
Bisexual	37	4.4
Asexual/no sexual orientation	2	0.2
Lesbian/gay/homosexual	5	0.6
Don’t know	3	0.2
Other	2	0.2
Missing	45	5.3
Gender		
Male	617	73.8
Female	144	17.2
Missing	75	9.0

Method. To investigate the characteristics of the VSPA-S, a pilot administration was conducted. The facility types represented within this pilot administration are presented in Figure 1, and the demographic characteristics of the youth sampled at the time of the pilot

administration are denoted in Table 3. The youth sample was comparable with the state youth population based on comparisons with publically available juvenile justice archives from 2011. The data that was analyzed during this pilot administration included VSPA-S forms and matched incident reports. Data was requested by the DJJ Liaison and sent to a secure location. Members of the UK Research team commuted to this location to input data, including the scores associated with VSPA-S as well as the scores associated with incident reports (to provide predictive evidence). The data was collected and interpreted by the research team in order to analyze and make conclusions about the usefulness of the screener.

Data from incident reports were recorded and included in the data entry if the incident was a sexual or physical assault or report of a sexual or physical victimization consistent with the standards included under PREA. PREA "encompasses acts in which an offender sexually offends against another inmate without consent or a staff member is involved sexually with an inmate with or without his or her consent" (Weber, O'Keefe, & Steers, 2009, p. 8). Incidents of sexual assault and rape were included along with sexual misconduct activities such as sex, masturbation, or written statements that are sexual in nature (Weber, et al., 2009). The UK research team established an interrater agreement process to ensure all research members included incidents of similar nature.

Normative data was established based on this representative sample to provide those using the VSPA-S with a means to interpret the received data (Aardoom, Dingemans, Slof Op't Landt, Van Furth, 2012). Independent *t* tests were conducted to test for mean differences in VSPA-S scores among youth according to gender and age. As with this entire study, norms will be reported using descriptive analyses.

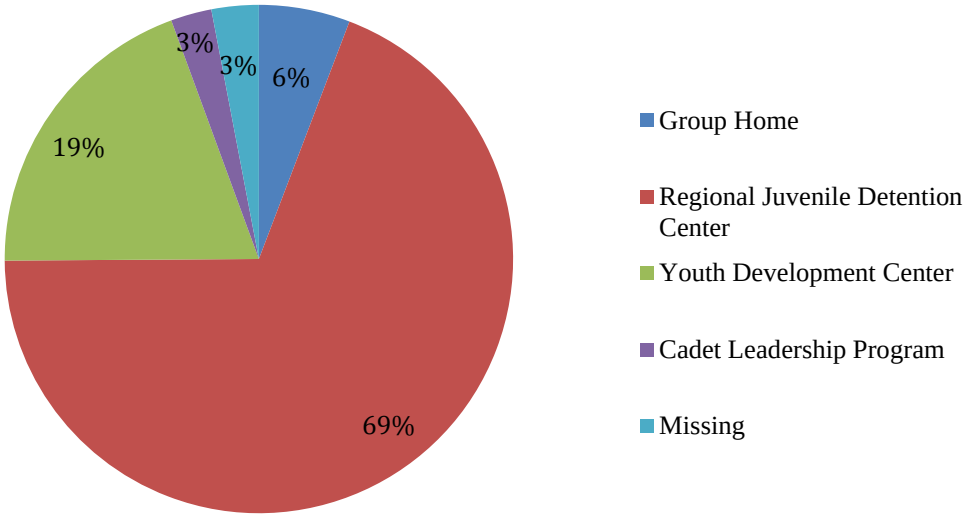

Figure 1. Percentage of data from each facility type

Analysis and results. Data were analyzed descriptively to make conclusions about the current administration of the VSPA-S and locate potential areas of concern. The sample was characterized using descriptive statistics, with categorical data reported as numbers and percentages, and continuous data presented in relation to the mean and standard deviation. Histograms of the continuous data were plotted to check for skewed distributions. Correlational analyses were also conducted to examine the relationship between the VSPA-S score and the dichotomous incident report data.

Data verification was possible on only a small percentage of the incident reports and VSPA-S due to missing and incomplete data (see Table 3). This was consistent with the findings of Phase 1 (Love, Toland, Hearn, 2015). Table 4 demonstrates descriptively the percentage of missing data within incident reports and screeners. It is useful to understand and take note of the amount of missing data demonstrated by Table 4, as the UK Research team observed a trend of

incomplete screeners. Because few sexual victimization incidents are reported by DJJ facilities, the lack of variability in incidents makes the instrument less reliable at predicting events. The UK research team found inconsistencies in how incidents are reported across juvenile facilities throughout the Commonwealth of Kentucky. Without a standardized method of reporting incidents, results should be interpreted with caution. Incident reports were not consistently and appropriately categorized, defined, and detailed. For example, the incident detailed in the report was sometimes vaguely stated or ambiguous. Forms varied across sites and facilities. In addition, the categories used to classify the incident were not consistently applied, making grouping and descriptive statistics difficult. The UK research team did not have access to staff that made the report, so additional details and confirmation of the incidents was not possible; nor could incident facts always be established. The correlation between the VSPA-S and the incident reports therefore did not reach statistical significance, as was consistent with similar research (Tie & Waugh, 2001). This could be due to the small sample size and/or under-reporting of incidents (Tie & Waugh, 2001, p. 42).

Table 4
Summary of Selected Variables Missing Data

	Incident Report (N = 84)		VSPA-S (N = 739)		Linked Incident Reports and VSPA-S (N = 41)	
Variable	*n*	%	*n*	%	*n*	%
DJJ_ID	25	59.5%	643	80.0%	23	54.8%
DOB	0	0%	0	0%	0	0%
Gender	0	0%	44	5.5%	4	9.5%
Date of screen/incident	0	0%	4	0.5%	0	0%
Interview Questions	-	-	4	0.5%	1	2.4%
Scores	-	-	5	0.6%	0	0%
Decisions	-	-	39	4.8%	3	7.1%
Interventions	-	-	4	0.5%	1	2.4%

Normative data. Independent samples *t* tests (not assuming homogeneity of error variances) revealed significant mean differences among female and male youth for three subscales, but not for VPV (see Table 5). In addition, independent samples *t* (not assuming homogeneity of error variances) tests revealed significant mean differences among younger (13-15 years) youth and older youth (16-20 years) on the VAB, and non-significant mean differences among younger and older youth were found for VSV (see Table 5). Furthermore, Pearson correlations between actual age and each subscale were not statistically significant with correlations ranging from .04 to .06.

Table 6 presents means and standard deviations of VSPA-S scores for each subscale for the entire sample. Table 7 presents percentile ranks for raw VSPA-S subscale scores for the entire sample. The percentile ranks represent the percentage of youth who fell below a given raw score.

Table 5
Summary of Independent Samples t test Comparing Gender and Age Groups on Each VSPA-S Subscale

VSPA-S	Male		Female			
subscale	*M*	*SD*	*M*	*SD*	*t* test	*d*
VSV	0.23	0.78	0.83	1.31	5.37***	.56
SAB	0.33	0.92	0.14	0.59	3.25***	.25
VAB	1.75	1.40	1.49	1.29	2.17*	.19
VPV	1.23	1.17	1.49	1.29	0.02	.002
	Older		Younger			
VSV	0.36	0.97	0.26	0.79	1.54	.11
SAB	0.31	0.87	0.23	0.80	1.30	.10
VAB	1.77	1.41	1.56	1.35	2.01*	.15
VPV	1.25	1.16	1.56	1.35	0.33	.25

Note. VSV = vulnerability to sexual victimization (4 items); SAB = susceptibility to sexually aggressive behavior (5 items); VPV = vulnerability to physical victimization (5 items); VAB = susceptibility to violent aggressive behavior (5 items).
*$p < .05$. **$p < .01$. ***$p < .001$.

Table 6
Means (Ms) and Standard Deviations (SDs) for Raw VSPA-S Subscale Scores for Kentucky Youth in DJJ Facilities (N = 847)

VSPA-S subscale	*M*	*SD*
VSV	0.33	0.92
SAB	0.28	0.85
VPV	1.24	1.71
VAB	1.19	1.40

Note. VSV = vulnerability to sexual victimization (4 items); SAB = susceptibility to sexually aggressive behavior (5 items); VPV = vulnerability to physical victimization (5 items); VAB = susceptibility to violent aggressive behavior (5 items).

Table 7
Percentile Ranks for Raw VSPA-S Subscale Scores for Kentucky Youth in DJJ Facilities (N = 847)

Raw Score	VSV	SAB	VPV	VAB
5	-	99.9	99.1	97.3
4	98.3	98.7	97.0	88.3
3	92.4	94.2	83.5	71.9
2	90.1	91.2	61.7	45.9
1	86.6	88.2	35.3	26.6
0	-	-	-	-

Note. VSV = vulnerability to sexual victimization; SAB = susceptibility to sexually aggressive behavior; VPV = vulnerability to physical victimization; VAB = susceptibility to violent aggressive behavior.

Internal consistency of reliability

Sample internal consistency of reliability estimates (α) were computed for each subscale. Results show sample reliability was reasonable for the VSV (.86) and SAB (.79) subscales, but reliability estimates were lower for the VPV (.53) and VAB (.64) subscales. Higher reliabilities in general mean that people were able to respond consistently to the items on the subscales. Ideally, these estimates should be higher, but this is difficult because of the short form. In order to increase precision in scores, more items would need to be added. Interactions with DJJ staff suggested the need for a briefer instrument with fewer items. . As was stated in the Phase I report, this was particularly important because the VSPA-S is typically administered in combination with other screeners within 24 hours of entering a facility. During that stressful period, youth are frequently provided with a host of screening documents, many of which seem to capture similar information of a sensitive nature. Given that the Kentucky Department of Juvenile Justice is transitioning towards a trauma informed protocol, there was a desire to limit the number of questions on the screener.

Interrater reliability

When implementing a new screener it is necessary to look into the administration of the tool. With the new VSPA-S this means that we needed to examine whether staff use the tool in similar ways, which is known as establishing interrater reliability. To do this, the UK Research team recruited a pair of staff volunteers from three different facilities to administer the VSPA-S for 10 youth each. The facilities that volunteered continued screening youth as he or she normally would, but invited another qualified staff member into interview room to simultaneously fill out a copy of the VSPA-S. The primary staff member led the administration

and interview and the secondary staff member, who can be another counselor, therapist, or supervisor, filled out his or her form during the interview without interacting in the process.

Therefore, to determine the degree of agreement between independent DJJ staff members scoring of juvenile youth on each of the VSPA-S subscales, the absolute percent agreement among raters by site was estimated.

Table 8
Interrater reliability (Absolute Percent Agreement) by Site

Site	VSV	SAB	VPV	VAB
Juvenile Detention Center (*n* =25)	100	96	88	89
Youth Development Center(*n* =7)	100	100	94	98
Group Home(*n* =9)	95	100	100	100
Total (*N* =41)				

Note. VSV = vulnerability to sexual victimization; SAB = susceptibility to sexually aggressive behavior; VPV = vulnerability to physical victimization; VAB = susceptibility to violent aggressive behavior.

Study 3: Staff Survey

The purpose of the follow-up survey was to gather staff perceptions of the new VSPA-S. Topics included: the role(s) of staff, the level of training required, staff perceptions of the training, the consistency of the instrument, the usefulness of the screener for making decisions and recommendations.

Participants. The sample consisted of 45 DJJ staff who had been administering or working with the VSPA-S. The specific number of staff members who received the survey is unknown as the email was sent to all supervisors at each facility for distribution to staff that could provide insight. Participants were fairly evenly representative of all the facilities. Cadet Leadership and Education Program staff were included in this survey and represent 18% of staff respondents. There were two responses indicating “other” defined as regional administration and central office. All but one respondent indicated that they worked directly with youth. Various roles were represented with the majority (56%) being counselors (Table 9).

Table 9
Summary of Staff Roles at Kentucky Facility Who Participated in the Electronic Survey (N = 45)

Role at facility	%
Director	22.22
Counselor	55.56
Youth Services Program Supervisor	8.89
Treatment Director	4.44
Supervisor	0.00
Assistant Director	4.44
Regional Management	4.44

Materials. A 21-item electronic survey was developed by the UK Research Team in collaboration with the Criminal Justice Statistical Analysis Center (CJSAC) Liaison. The instrument included selected response and open-ended questions within the survey captured information about the role(s) of a staff member, the level of and perceptions of training, perceptions of consistency, usefulness of the screener for making decisions and recommendations. The survey was developed and managed within Qualtrics (see Appendix D).

Procedure. The SAC Liaison sent an e-mail to participants inviting them to complete the survey. The e-mail detailed the purpose of the survey, from which consenting participants could select a link to complete an anonymous survey. The survey was e-mailed to all facilities operated by the Department of Juvenile Justice in Kentucky.

Results and discussion. Training on how to use the new instrument was provided via a YouTube video and the majority (82%) of the respondents watched the video prior to using the VSPA-S. Two individuals had not watched the videos and did not know anything about the videos. Overwhelmingly, 98% felt they were adequately trained. One person did not work with youth at all and did not watch the video.

Twenty-nine participants shared opinions on the video. Overall, comments indicated that the video was useful and helpful. Only one person reported that it was not helpful and two

people mentioned that the instrument itself had clear directions and therefore the video was not necessary. Example verbatim responses are below.

> The video was useful by giving me a hands on explanation of the proper procedure for administering the VSPAS. (Staff member, 2016)

> The video was helpful. Direct and to the point, not extra information we did not need. (Staff member, 2016)

> It was okay, but not necessary since the assessment has easy to follow instructions. (Staff member, 2016)

Information was primarily collected using the paper version of the VSPA-S. However, one fifth of responses showed the paper form is then scanned into an electronic format. While this allows for easier storage, there may be challenges with retrieval (e.g., how files are named) and does not make the data interactive (see Table 10). Likewise, these files are not really searchable and must be re-entered in order to be analyzed.

Table 10
Summary of Data Collection Method used for the VSPA-S at Facilities Based on the Electronic Survey (N = 42)

Data collection method	%
Data is collected on a paper copy of the VSPA-S.	76.19
Data is collected on a paper copy of the VSPA-S and then later scanned into an electronic format.	21.43
Data is collected on an electronic format of the VSPA-S.	0.00
Other (N/A)	2.38

The majority of survey respondents (68%) reported that the VSPA-S was more objective compared to the original VAI. However, it should be noted that the Phase 1 report showed that 77% of staff felt the VAI was already objective. Of those who felt the VSPA-S was more subjective than the VAI, the main concern was regarding the information provided by the youth and the subjectivity of how youth interpret questions. One person mentioned that there were too many leading questions and that the responses are all opinions. Examples are demonstrated in the block quotes below.

> The scores seemed to be more calculated from the responses residents give as opposed to actual, and factual bits of information, that we can verify. (Staff member, 2016)

> Youth answer yes to questions related to having been in fights and having fought, this automatically classifies them into a category as either a victim or an aggressor, when most youth who have been through middle school answer yes to these questions. It doesn't make sense. (Staff member, 2016)

> Residents give the answers that they feel best suits them. There is no way to accurately confirm their answers to some questions. (Staff member, 2016)
> Some of the questions are per the youth, and when going back through records you don't always find consistent information. (Staff member, 2016)

Table 10 reports staff perceptions of how consistent the scores were between staff members. Results show that the majority of staff (over 69%) felt it was consistent or very consistent. This was an appreciable improvement over the VAI, where 75% of the staff indicated that scoring was inconsistent. However, future iterations and work on this project should aim for a continued higher rate of consistency between scores, eliminating the 30% of staff members who felt that inconsistency still existed (see Table 11).

Table 11
Summary of Participants Perception Regarding the Level of Consistency Between Scorers Based on the Electronic Survey

Response option	%
Very inconsistent	26.19
Somewhat inconsistent	4.76
Somewhat consistent	21.43
Very consistent	47.62

Staff shared some of their concerns about the consistency of the instrument. One person did not understand the question "are the juveniles' responses consistent with DJJ records or other available information." Two verbatim statements are below.

> I don't feel that it presents the questions in a matter to really give the information that's needed in order to know what or why the youth may be scored a yes. (Staff member, 2016)

> Some of the youth do not understand the questions. (Staff member, 2016)

According to the responses gathered from staff, the VSPA-S is not difficult to administer. 38% of respondents suggested it is only slightly challenging to administer the VSPA-S to youth

and 62% reported it is not challenging at all. Similarly, the majority of respondents replied that the VSPA-S was not difficult to score (see Table 12).

Table 12
Summary of Participants Perceptions of Level of Difficulty When Scoring VSPA-S Based on the Electronic Survey

Response option	%
Extremely difficult	2.44
Very difficult	0.00
Slightly difficult	29.27
Not difficult at all	68.29

> If you have a youth that's telling the truth it's simple but if not, it can be a mess after you writes in the additional information and the changing of the score. At first glance it looks confusing to someone reviewing the end results. (Staff member, 2016)

> It is subjective. It is inconsistent among different staff. (Staff member, 2016)

More than 90% of respondents suggested that, the screener is reported as helpful in making placement decisions about youth. Staff responded that it was very helpful (43%) and slightly helpful (40%). Ten percent reported it was extremely helpful and 8% said it was not helpful. Despite this, some respondents reported concerns about the specificity of the questions, the scoring, and the constraints of the facility. Representative verbatim responses are below.

> I believe if the questions were a bit more specific it would better guide us in making a decision on a complete stranger and to ensure theirs and other's safety. (Staff member, 2016)

We are running into housing issues based on the low cut scores. Four out of our five residents have multiple categories in which they qualify. We are also running into the issues of multiple youth scoring as both vulnerable and susceptible to either physical violence and/or sexual aggression. Some guidance on room placements would be helpful because with the VAI under no circumstances would a resident who scored as vulnerable be housed with a resident who was aggressive. We now have the vulnerable category broken up into two types of vulnerability and I would like to know if there is any overriding criteria for housing decisions or if we are under the same restrictions as we were with the VAI. (Staff member, 2016)

Most youth are placed based on information gained before the VSPA-S is done. They are placed while in detention based on charges and appropriate age or sex. The VSPA-S is a good way of making sure that the original placement was the appropriate placement of the resident. (Staff member, 2016)

When asking about assaultive behaviors, the questions and answers are very broad. Answering yes to the question about threatening someone or beating them up may apply to a school yard fight that occurred years ago. These two questions are enough to make the youth considered highly assaultive. (Staff member, 2016)
On average, the changes made to the VAI to develop the VSPA-S met expectations.

While only 3% reported the instrument far exceeded expectations, 64% reported that it did exceed expectations. Approximately one-third (31%) felt it fell short of expectations and 3% reported was very short of expectations. In addition to sharing expectations, staff were asked to rate their level of happiness with the revised instrument on a 1-5 scale. The majority of responses indicate they are happy (62%) or very happy (19%). Only 5% selected option 2, which indicated a low level of happiness.

The final question allowed staff to indicate their suggestions for additional changes to the instrument. Respondents suggested they would change some of the language, adjust cut-scores, make the language child friendly, and allow for more area to write. Verbatim responses are below.

> A lot of kids have difficulty with the language of the VSPA-S and request further explanation. It frustrates kids to hear the adult can't explain or define. (Staff member, 2016)

> The wording of the questions to be more child friendly. (Staff member, 2016)

The UK Research team responded to the request for language change by reviewing the language in the VSPA-S to reduce the likelihood that youth would not understand what was being asked.

> Accounting of medication history- perhaps give some insight in to mental health history. Re-wording of "do you have an IEP". Most youth do not know this- may be better suited as a staff question. (Staff member, 2016)

> Adjust the cut scores to more accurately identify both vulnerable and aggressive youth.

> How it is scored. Every resident in our facility scores at least a 2 on the victimization part.

It is important to note that the electronic survey was given before the cut score was set using a standardized workshop procedure. This timing was necessary to ensure enough data had been collected that could be used while setting the cut score. Therefore, the scoring discontent that was reported by this respondent should have been resolved following the cut score workshop.

> More specific questions in each area. Take off the sample questions if they aren't part of the scoring process. Provide an area to write information per question not at the end of each section. (Staff member, 2016)

> The scoring appears to be an issue, it seems that it is now rare to find a resident, that is allowed to have a roommate. (Staff member, 2016)

Additional feedback regarding the changes indicated staff were concerned about a singular question placing youth in a specific category and that the instrument does not differentiate between degree of charges. Staff provided feedback regarding the variability between the population of youth within each of the three types of facilities, which led to suggestions of own assessments for each facility type, or more tailored questions designed independently for each facility. One respondent reported that he or she believed detention centers should have their own assessment.

All verbatim responses are below:

> I like the old one better (Staff member, 2016)

> In most cases all youth show vulnerable or aggressive and on occasion the VSPA-S categorizes the youth in both; the VSPA-S flags these youth and places them in categories by one only question I think maybe this could be improved. (Staff member, 2016)

> Just some ideas that I was thinking about when it comes to assessments.1. What is the purpose of having the resident's social security number? The kids are underage. If it is not the DJJ number, I don't think researchers should have it for security reasons.2.What is the purpose of asking what type of sexuality the resident identifies as since it is not considered to be scored when housing them? 3. Under Susceptibility to violent aggressive behavior, 7a and 7b is scored high on almost all kids in the building. The score would bring it to a 2 and anything that

scores a 2 puts them as a single cell. Most of the kids score 2 in this area. 4. Under 7e, the charge should be specified as to what degree would place a resident in a single cell. I believe anything with a charge of 1st degree should be a single cell.(assault, murder, robbery, burglary, etc.) Kids that come in with an assault 4th with their parents but never been arrested should not be held at the same standard as an assault 1st. 5. Majority of the Kids score a 2 on the assessment which would place them in a single cell. I think it should be a 3 instead of a 2. DETENTION SHOULD HAVE THIER OWN ASSESSMENT TOOL. DETENTON IS VERY DIFFRENT FROM GROUP HOMES, YDC, ECT" (Staff member, 2016)

Make the completion of this assessment accessible when transferring from facility to facility. (Staff member, 2016)

Some of the questions on it like "Have you ever used force to have sex with someone" and several other questions on it, I'm not real sure how honest the youth are answering them. The youth may think that by answering them honestly may self-incriminate themselves. I'm not sure how else we could ask them though. Maybe we just need to work on the way that we ask the questions. (Staff member, 2016)

Summary. Results from the 45 DJJ staff who responded to the survey indicate that they received training and are using and reflecting on the new VSPA-S as it attempts to assist with placement decisions. Overall, the instrument is viewed as more objective

than the original VAI and that the screener is helping make placement decisions. However, it is noted that the facility itself may determine how the recommendations are acted on. There are still some concerns about the wording of some questions and the over identification of youth based on singular responses.

Recommendations and Limitations

As noted repeatedly in literature, "juvenile victimization is a sensitive and complex area" (Hamby & Finkelhor, 2004). Assessment and screening within this construct requires clinical sensitivity and knowledge of research on juvenile victimization. Clinical sensitivity is difficult to achieve, as youth are screened with the VSPA-S immediately upon entry into a DJJ Facility: before they have had a chance to build a relationship or rapport with the staff member questioning them. While the VSPA-S can be used to make intervention decisions for vulnerable youth, it should never be used as a sole basis for "clinical diagnoses, treatment decisions, child protection determinations, or judgments of criminal liability" (Hamby & Finkelhor, 2004, p.8). Additionally, the instrument is limited as it is created as an all-encompassing instrument for a diversity of DJJ facilities with various needs and characteristics. It is the recommendation of the UK Research team that future instruments be tailored for individual facility types. We strongly suggest that all who administers the VSPA-S watch the training video created by the research team. Additionally, all parts of the screener are to be filled in, and a unique intervention is to be considered for each youth. Finally, as mentioned in both reports, the UK Research team suggests that a standardized method of reporting incidents be created across facilities so that more detailed analyses can be linked to projects of this nature.

With these limitations and recommendations noted, we believe the VSPA-S is a viable tool for screening youth for vulnerability to victimization within DJJ facilities in the state of

Kentucky. We believe that this instrument can also be used with other states, adding to the evidence for validity and reliability. The process of revising the VAI into the VSPA-S has resulted in an improved risk assessment screener. When used as designed, following all instructions, the instrument can function as an accountability measure for facilities to ensure safety precautions are being implemented for vulnerable youth. In other words, interventions can be chosen that will be appropriate and operate with a youth's safety in mind. We recommend continued research on the instrument to ensure it continues to be appropriate for youth housed within Kentucky facilities, and welcome the use of the instrument in additional states and countries.

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Appendix A

VSPA-S

Victimization and Sexual/Physical Aggression Screener

Justice and Public Safety Cabinet

Department of Juvenile Justice

Please fill in the following youth demographic information before beginning the youth interview; no answer should be left blank or uncircled.

Last Name:_____

First Name:_____

DJJ Number:_____

Please do not leave this item blank.

Only use SSN in place of a DJJ number if DJJ number is unavailable.

Indicate if a SSN was used instead of a DJJ number by prefacing the number with "SSN". Example: SSN888-88-8888

DOB (e.g., 09/28/17):___/___/_____ Gender: (circle one): Male, Female, Other

Date of Referral:___/___/_____ Date of Screen:___/___/_____

Facility Name:_____

Please do not abbreviate.

Quick Find Results

Yes/No	Vulnerability to sexual victimization (VSV)
Yes/No	Susceptibility to sexually aggressive behavior (SAB)
Yes/No	Vulnerability to physical victimization (VPV)
Yes/No	Susceptibility to violent aggressive behavior (VAB)

Is this an initial or quarterly assessment? (circle one) Initial Quarterly

If quarterly, indicate which quarter: Q1 Q2 Q3 Q4

If the youth is being assessed after re-entry, please treat this as an initial assessment.

Re-entry may occur after a hospitalization, furlough, or other short period spent away from facility.

Youth Interview

START The following questions will begin our youth interview and will reflect the opinions of the youth. If the staff member has evidence to suggest the youth has answered incorrectly, please follow these steps:

1.) Record the exact youth response.

2.) Record the desired change and evidence in the lines provided with a written reason (example: "*4h will be scored as "yes" because records indicate youth has been pressured*").

3.) Change the score to reflect the new evidence by crossing out the youth score.

READ ALOUD TO YOUTH: I realize that some of these questions will be personal and difficult to answer. Please understand that the information you provide will help us protect your rights and increase your safety while at this facility. We will begin with some basic questions.

1. How old are you? _____

2. What race best describes you? State one race that best reflects who you are.
   Answer choices should be read aloud only if youth needs suggestions of race categories.
   Please circle the answer the youth gives, or write it in on the line if the option is not there.
   Black/African American, Hispanic/Latino, White/Caucasian, Asian/Asian American, Mixed/Biracial
   Other (specify): _____

3. Which of the following do you best identify with? State the best answer that reflects who you are.
   Answer choices should be read aloud only if youth needs suggestions of sexual orientation categories.
   Please circle the answer the youth gives, or write it in on the line if the option is not there.
   Lesbian/gay/homosexual, Straight/heterosexual, Transgender, Bisexual, Asexual/no sexual orientation,
   Don't know, Other (specify): _____

Vulnerability to Sexual Victimization (VSV)

4a. Before this stay, have you been in a juvenile detention center, residential facility, or group home **in Kentucky?**

No	
Yes	

(This item is not scored.)

4b. Before this stay, have you been in a juvenile detention center, residential facility, or group home **outside Kentucky?**

No	
Yes	

(This item is not scored.)

4c. At this facility, do you feel you will be at risk to attacks or abuse from **other youth**?

No	
Yes	

(This item is not scored.)

4d. At this facility, do you feel you will be at risk to attacks or abuse from **staff**?

No	
Yes	

(This item is not scored.)

READ ALOUD TO YOUTH: For the following questions, please respond by thinking about experiences that have happened to YOU.

4e. Have you ever been forced to do something sexual that made you uncomfortable?

No	Score 0	
Yes	Score 1	

4f. Has someone touched you in an unwanted way?

No	Score 0	
Yes	Score 1	

4g. Has someone made you touch yourself in an unwanted way?

No	Score 0	
Yes	Score 1	

4h. Have you ever been pressured into having sex?

No	Score 0	
Yes	Score 1	

4i. Are the juveniles responses consistent with DJJ records or other available information?

If NO: Check the box to the right, record details about inconsistencies below, change any scores, and indicate modifications.

If YES: Move on to "Susceptibility to Sexually Aggressive Behavior."

No	

(This item is not scored.)

The space below is available to record information for the VSV section:

1. *Score changes (including item number and evidence to support the score change)*
2. *Additional information volunteered by youth as it applies to this assessment*

_____

_____

_____

TOTAL VSV	

Susceptibility to Sexually Aggressive Behavior (SAB)

READ ALOUD TO YOUTH: This area involves things you might have done with another person. We understand that some of the questions are sensitive and difficult to answer. This information will help us protect your rights and increase your safety while at this facility.

5a. Have you ever touched anyone in an unwanted way?

No	Score 0	
Yes	Score 1	

5b. Have you ever made someone touch themselves in an unwanted way?

No	Score 0	
Yes	Score 1	

5c. Looking back, do you ever feel like you might have pushed someone to have sex with you?

No	Score 0	
Yes	Score 1	

5d. Do you think that you would use force to have sexual relations under certain circumstances?

No	Score 0	
Yes	Score 1	

5e. Have you ever been arrested for any sexual offense?

No	Score 0	
Yes	Score 1	

If yes, record any volunteered and relevant details below.

5f. Are the juveniles responses consistent with DJJ records or other available information?

If NO: Check the box to the right, record details about inconsistencies below, change any scores, and indicate modifications.

If YES: Move on to "Vulnerability to Physical Victimization."

No	

(This item is not scored.)

The space below is available to record:

1. *Score changes (including item number and evidence to support the score change)*
2. *Additional information volunteered by youth as it applies to this assessment*

_____

_____

_____

TOTAL SAB	

Vulnerability to Physical Victimization (VPV)

Use the following two warm-up questions as a preparation for the following questions. Listen to youth's responses, but do not record information unless pertinent to this interview.

Warm-up #1: How well do you feel you get along with others at school?

Warm-up #2: Do you feel you get along with others at home?

6a. Do you think you will have trouble getting along with other people at this facility?

No	Score 0	
Yes	Score 1	

6b. Do you feel like other people tend to push you around?

No	Score 0	
Yes	Score 1	

6c. In the community, have you ever been physically hurt by someone or been beaten up?

No	Score 0	
Yes	Score 1	

6d. In the community, have you ever been threatened by someone?

No	Score 0	
Yes	Score 1	

6e. Do you have an individualized education program (IEP) at the school you attend?

No	Score 0	
Yes	Score 1	

If yes, record any volunteered and relevant details below.

6f. Are the juveniles responses consistent with DJJ records or other available information?

If NO: Check the box to the right, record details about inconsistencies below, change any scores, and indicate modifications.

If YES: Move on to "Susceptibility to Violent Aggressive Behavior."

No	

(This item is not scored.)

The space below is available to record:

1. *Score changes (including item number and evidence to support the score change)*
2. *Additional information volunteered by youth as it applies to this assessment*

_____

_____

_____

TOTAL VPV	

Susceptibility to Violent Aggressive Behavior (VAB)

7a. Have you ever threatened to physically hurt or beat up someone?

No	Score 0	
Yes	Score 1	

7b. Have you ever physically hurt or beaten up someone?

No	Score 0	
Yes	Score 1	

7c. Have you ever harmed someone with a weapon?

No	Score 0	
Yes	Score 1	

7d. Do you think that physical force helps you get what you want?

No	Score 0	
Yes	Score 1	

7e. Have you ever been arrested for murder, assault, robbery, or another offense where someone was hurt?

No	Score 0	
Yes	Score 1	

7f. Are the juveniles responses consistent with DJJ records or other available information?

If NO: Check the box to the right, record details about inconsistencies below, change any scores, and indicate modifications.

If YES: Move on to "Additional Information."

No	

(This item is not scored.)

The space below is available to record:

1. *Score changes (including item number and evidence to support the score change)*
2. *Additional information volunteered by youth as it applies to this assessment*

_____

_____

_____

TOTAL VAB	

This concludes the youth interview.

Additional Information

Please record any additional information that you feel will have an impact on the decision to place this youth in a single room or heightened supervision category. You might include things like youth's physical appearance, youth's presentation and behaviors, age, and features of the youth that make him or her standout at your facility.

_____

_____

Results and Interventions Planned for Youth

☐ Check here if this youth is at a level 5 facility and will be in a single room regardless of the outcomes of this instrument.

Score	Decision		What interventions are planned for youth?
_____	Yes/No	Vulnerability to sexually victimization (VSV) *Score of 2 or more indicates YES decision to VSV*	*Must check at least one option. Please check all that apply.* ☐ Notify all staff of youth's status ☐ Increased/heightened/close supervision ☐ Single room assignment ☐ Place youth near staff member ☐ Place youth away from other aggressors/victims ☐ Conference with independent living coordinator ☐ Other (specify): _____
_____	Yes/No	Susceptibility to sexually aggressive behavior (SAB) *Score of 2 or more indicates YES decision to SAB*	
_____	Yes/No	Vulnerability to physical victimization (VPV) *Score of 2 or more indicates YES decision to VPV*	
_____	Yes/No	Susceptibility to violent aggressive behavior (VAB) *Score of 2 or more indicates YES decision to VAB*	
If all decisions are NO, then check this box. →			☐ No intervention required

Treatment/Counselor: _____ **Date / Time Screened:** _____

Superintendent/YSPS: _____ **Date / Time Reviewed:** _____

Modifications Made by Superintendent/YSPS

Override Date/Time: _____ Initiated by: _____

Override justification and additional comments:

_____

_____

Signature: _____

Superintendent/YSPS Approval: _____ Date/Time: _____

Appendix B

VSPA-S Instruction Sheet

Quick Guide to Administering the VSPA-S

Victimization and Sexual/Physical Aggression Screener

WHAT IS THE VSPA-S?
The Victimization and Sexual/Physical Aggression Assessment (VSPA-S) is an instrument for the screening for vulnerability or susceptibility to violent and aggressive behavior in youth that are placed in a Department of Juvenile Justice (DJJ) residential facility or detention center. It is the revised version of the Vulnerability Assessment Instrument (VAI). The name change signifies revisions that ensure the instrument reflects the variety of types of victimization/aggression.

WHEN IS IT ADMINISTERED?
The VSPA-S should be administered immediately following the youth's arrival to ensure the quality of the data recorded will support the youth in this facility. Reassessment will occur quarterly throughout the youth's length of stay at this facility. Information obtained from the screen shall be used in determining housing, bed, education, program, and work assignments.

HOW IS IT ADMINISTERED?
Trained staff members that can administer the VSPA-S include: facility superintendent, counselors, treatment directors, or youth service program supervisors. All initial assessment results shall have a second level review by another staff person.

The testing environment should be conducted as quiet and confidential as possible by a trained staff member. Rapport should be established before beginning the assessment.

WHAT DO THE SYMBOLS MEAN?
Start youth interview. Anything before this should be completed before talking with youth.
Stop interview, enter additional information, score.
Read aloud. Try to keep the wording as close as possible to the text. You are permitted to explain questions to the youth if necessary.

HOW DO WE SCORE?
Record all answers exactly as the youth dictates them. If a staff member feels he or she has evidence that reflects a necessary score change, record the youth answer and make a change note in the space provided.
Use page 6 to score the instrument. Record scores from each section and total the scores where prompted. Then, record the results according to each subscore. Scores of "2" or more will cause a "yes" decision for VSV and SAB. Scores of "3" or more will cause a "yes" decision for VPV and VAB. Scores of "0" or "1" will always cause a "no" decision. The presence of at least 1 "yes" decision means interventions are necessary. Consider which intervention(s) will be planned for the youth according to available resources. Copy the results to page 1 for quick reference.

HOW CAN I EXPLAIN ITEMS?
Below are alternate phrases that can be used when youth requests more information or confusion is evident on specific items.
5a./5b./4f./4g. In all mentioned questions, the word "touching" refers to your private parts (that is, the area of your body covered by a bathing suit, bikini, or swimming trunks).
5e. Sexual offense includes rape.
6e. An IEP can also be called an ILP (Individualized Learning Plan). The staff member may also ask if he or she has been in Special Education classes.

Additional Information. When asked to give additional information, consider the following details as they pertain to the youth being interviewed. Only record information that might make the youth vulnerable *at your specific facility*. If the information is not relevant (i.e., would not make a difference at your facility) do not record it here. If there is anything in the youth's physical appearance, presentation, or behaviors that would lead him or her to be more vulnerable, then explain in this section. Examples include: size of build, ethnic minority, age of youth, disabilities present, or lack of exposure to criminal lifestyle.

Note: *If during the interview, the youth appears at immediate or serious risk of harm from themselves or others, follow facility procedure and report concerns to supervisors, authorities, or health staff. In addition, communicate important information with staff at the facility and flag for follow-up with a counselor.*

Appendix C

Impact Tables

The tables in this appendix provide the estimated impact of any cut score based on the sample used during the Standard Setting Workshop (*N = 297).* Specifically, the values in each table indicate what percent of youth scored at each possible score point based on the results of the 3 month data collection effort by the UK Research Team.

Vulnerability to Sexual Victimization (VSV)

Cut score	Frequency	Percent
0	255	86.7
1	11	3.7
2	7	2.4
3	15	5.1
4	6	2.0

Vulnerability to Physical Victimization (VPV)

Cut score	Frequency	Percent
0	108	36.4
1	74	24.9
2	52	17.5
3	44	14.8
4	7	2.4
5	6	2.0

Susceptibility to Violent Aggressive Behavior (VAB)

Cut score	Frequency	Percent
0	83	27.9
1	59	19.9
2	76	25.6
3	43	14.5
4	23	7.7
5	7	2.4

Susceptibility to Sexually Aggressive Behavior (SAB)

Cut score	Frequency	Percent
0	253	86.6
1	14	4.8
2	13	4.5
3	9	3.1
4	2	.7
5	1	.3

Appendix D

Staff Electronic Post- Survey

STATEMENT OF INFORMED CONSENT

The purpose of this project is to conduct an evaluation of the Victimization and Sexual/Physical Aggression Screener (VSPA-S) that is currently used within juvenile correctional facilities. The VSPA-S assesses the vulnerability to sexual or physical victimization and perpetration in imprisoned adolescents for youth sentenced or remanded to prison required placement in Kentucky facilities. The VSPA-S provides guidance to staff in the room placement (i.e., single room vs. group room) of adolescents who may be at risk of sexual or violent victimization or who may be at risk of perpetrating such acts. The support for this project comes from the Office of Justice Programs Bureau of Justice Assistance. This project is being conducted within the Department of Educational, School, & Counseling Psychology at the University of Kentucky and under the request of the Kentucky Justice and Public Safety Cabinet. The proposed project is designed to provide services to evaluate, validate, and enhance evidence of the Victimization and Sexual/Physical Aggression Screener (VSPA-S) used by KJPSC. The following research questions will be addressed in this project: In order to participate in this project, your informed consent is required. You are being asked whether or not you would like to participate in this study. If you would like to participate in the study, and agree with the statements below, your completion of the questionnaire signifies your consent. You may change your mind at any time and not complete the questionnaire, without penalty, even after starting the questionnaire. Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while in route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies. Be aware that: 1. Your participation is voluntary and I have the right to refuse to answer any questions.2. Your confidentiality will be protected. Your name will be kept confidential. There will be no way to connect you to your online questionnaire. Any publication(s) that occur from this project will in no way be able to identify you by name. All information collected will only be used for research and statistical purposes.3. There are no anticipated personal risks or benefits because of your participation in this project.4. Your participation involves reading an online questionnaire and answering those questions by selecting your answer. It is estimated that it will take 10-20 minutes to complete the questionnaire.5. About 20 to 30 KJPSC staff members will be asked to complete this questionnaire.6. This research will offer valuable information to the research team in the procedures that currently exist surrounding the VSPA-S and will guide improvements to the instrument.7. You are 21 years of age or older. You have read and understand the above statements. All questions about your participation in this project have been answered to your satisfaction. You agree to participate in the project realizing that you may withdraw without penalty at any time during the questionnaire process. Submitting the questionnaire indicates your consent to participate. If you have questions about the study, please feel free to ask; my contact information is given below. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research

Integrity at 859-257-9428 or toll-free at 1-866-400-9428. If you have any questions for the research team about the study, please feel free to ask; my contact information is given below:
Michael D. Toland, PhD Associate Professor Educational, School, & Counseling Psychology
University of Kentucky 243 Dickey Hall Lexington, KY 40506-0017
toland.md@uky.edu

Please answer the following questions to the best of your ability. Remember, your opinions are anonymous and will help to improve the next version of the VSPA-S. Feel free to refer to the PDF copy of the VSPA-S that was attached to the email you received to answer specific questions or make additional comments. If the answer does not apply to you, please type "N.A." in the box. We appreciate your time and thoughtful answers.

What type of facility do you work at?
- ❍ Detention Center
- ❍ Youth Development Center
- ❍ Group Home
- ❍ Cadet Leadership and Education Program
- ❍ Other; Please list your facility type in the box: _____

Do you have direct contact with youth?
- ❍ Yes
- ❍ No

What is your role at your primary facility? Pick the answer that best describes your role, or select the "other" option.
- ❍ Director
- ❍ Counselor
- ❍ Youth Services Program Supervisor
- ❍ Treatment Director
- ❍ Supervisor
- ❍ Assistant Director
- ❍ Other _____

Did you watch the YouTube video before beginning administration of the VSPA-S?
- ❍ Yes
- ❍ No
- ❍ I don't know

You selected "no." Please give us some idea as to why you did not watch the YouTube video before beginning administration of the VSPA-S.

- ❍ I do not know what video you are talking about.
- ❍ I forgot to watch the video.
- ❍ I was unable to access the video.
- ❍ Other: Please briefly explain your answer. _____

Please comment on the video. Did you find the video useful? Please use the space below to explain your response.

How is data collected for the VSPA-S at your facility?

- ❍ Data is collected on a paper copy of the VSPA-S.
- ❍ Data is collected on a paper copy of the VSPA-S and then later scanned into an electronic format.
- ❍ Data is collected on an electronic format of the VSPA-S.
- ❍ Other; Please explain. _____

Do you feel adequately trained to give the VSPA-S?

- ❍ Yes, I received enough training
- ❍ No, I need more training

In comparison to the VAI, do you think that the questions on the VSPA-S are more subjective or objective?

- ❍ More Subjective (based on opinions)
- ❍ More Objective (based on facts)

Since you answered "subjective," please briefly explain your answer.

To the best of your knowledge, how would you rate the consistency among staff members at your facility that use the VSPA-S?

- ❍ Very inconsistent
- ❍ Somewhat inconsistent
- ❍ Somewhat consistent
- ❍ Very consistent

How challenging is the VSPA-S to administer to youth?

- ❍ Extremely challenging
- ❍ Very challenging
- ❍ Slightly challenging
- ❍ Not challenging at all

If you would like, please elaborate on your response.

How difficult is the VSPA-S to score?
- ❍ Extremely difficult
- ❍ Very difficult
- ❍ Slightly difficult
- ❍ Not difficult at all

If you would like, please elaborate on your response.

How helpful is the VSPA-S in making a decision about where to place the youth?
- ❍ Extremely helpful
- ❍ Very helpful
- ❍ Slightly helpful
- ❍ Not helpful at all

If you would like, please elaborate on your response.

Do the changes made on the VSPA-S meet your expectations?
- ❍ Far exceeds expectations
- ❍ Exceeds expectations
- ❍ Short of expectations
- ❍ Far short of expectations

Overall, how happy are you with the VSPA-S and the changes that have been made since the VAI?
- ❍ 1
- ❍ 2
- ❍ 3
- ❍ 4
- ❍ 5

If you could change one thing about the VSPA-S to improve the process, what would it be? Please type N.A. if there is nothing you feel needs to change at this time.

Is there anything else you would like to share about the VSPA-S? If so, please use the space below to share your thoughts. feedback, and suggestions. Please type N.A. if there is nothing you feel needs to change at this time.