



# Gender-specific Screening and Assessment Techniques Training Curriculum

Designed by:

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**for the**

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# Overview

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- ✓ Screening and Assessment
- ✓ Importance and Goals of Gender-sensitivity
- ✓ Characteristics of Justice-Involved Girls
- ✓ Creating the Environment
- ✓ Asking the Right Questions
- ✓ Understanding the Information from Standardized Instruments

# Screening and Assessment

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## ✓ Screening

- flagging for problems and follow-up

## ✓ Assessment

- mental health
- substance use
- other (e.g., risk, placement)

# Characteristics of Justice-Involved Girls

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- ✓ Patterns of delinquency and offending
- ✓ Violence
- ✓ Mental health and substance use
- ✓ Relationships and styles of interactions

# Importance and Goals

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## ✓ Importance

- girls disclose in a different manner from boys
- presenting problems differ

## ✓ Goals

- get reliable and valid information
- reduce injury, unnecessary detention, etc.
- identify needs to develop a responsive plan

# Creating the Environment

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- ✓ Physical location and context
  - safety (e.g., location of door, proximity of staff, gender of staff)
  - normalized environment
- ✓ Responding to girls' interaction styles
  - girls' need to know
  - staff caring and concern
  - validation of girls' experiences
  - non-discriminatory, non-patronizing, non-threatening

# Asking the Right Questions

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- ✓ Have a conversation
- ✓ Be non-directive in your exploration
- ✓ By the end, understand...
  - history of violence and current fears
  - family situation, responsibilities and safety
  - school attendance, performance
  - relationships with peers, boyfriends, own children
  - experiences with justice and treatment agencies and satisfaction
- ✓ Allow the girl to define the problem for you

# Understanding the Information from Standardized Instruments

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- ✓ Assess responses to instruments within the context of the conversation (i.e., validity)
- ✓ Place emphasis on events, symptoms, and behaviors associated with disorders/problems more common among girls
- ✓ Ask girl to resolve inconsistencies in information