

**Youth Competency Assessment (YCA)**  
[Long Version]

*Introduction: It is likely that you will begin the interview by conducting usual Department/Court business:*

- a) Meeting the youth and any other people who are present,*
- b) Introducing yourself*
- c) Providing some information about why the youth is there, what they can expect from their visit today and their involvement with you overall, and*
- d) What expectations the Department/Court has of them.*

*The YCA has the following purposes and goals:*

- 1) To start the process of understanding harm done and how to repair it,*
- 2) To get to know the youth and her/his strengths, and*
- 3) To decide together on competency areas to develop or explore.*

Youth Name/I.D. # \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

Counselor/Staff Name/I.D. # \_\_\_\_\_

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***Section A: Repairing Harm***

*\* What personal strengths does the youth have that he/she can use to make up for past mistakes?\**

1. Where have you learned about how to decide right from wrong (e.g., parent, teacher)?

Supportive adults/role models:

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2. What are some examples of what they taught you?

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Think about what got you in trouble this last time.

3. Who did it hurt?

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4. Is there anything you've already done to make up for your actions?

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5. What (else) you could do?

Repairing harm goal(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review date: \_\_\_\_\_

Review date: \_\_\_\_\_

Review date: \_\_\_\_\_

6. What could you do to show people that you'll make different decisions in the future?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How would these choices benefit you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Summary of youth's strengths for repairing harm:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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***Section B: Creating a Healthy Identity***

*\* What positive skills and qualities does the youth have that will help her/him succeed? What behaviors does the youth exhibit that reflect a positive identity? \**

9. How do you like to spend your free time? Hobbies? Sports? Music/Movies? [These questions look for engagement in productive activities]

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10. Are you going to school or working anywhere (or have you ever)? What types of things did you enjoy? What were you good at?

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11. What types of skills do you have? (This area might need probing and you might need to provide some suggestions)

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12. [Follow up with...How do you think these skills will/could help you in your life?]

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13. One of the things we'll be doing together is making some plans for the next few months. What goals would you like to try to achieve in the next \_\_\_\_\_ (month? 3 months? etc.)? What areas would you like to explore?

*Suggestions/examples:*

a. Mentoring others or being mentored: \_\_\_\_\_  
\_\_\_\_\_ Review date: \_\_\_\_\_

b. Education or Career: \_\_\_\_\_  
\_\_\_\_\_ Review date: \_\_\_\_\_

c. Family or peer relationships: \_\_\_\_\_  
\_\_\_\_\_ Review date: \_\_\_\_\_

d. Other: \_\_\_\_\_  
\_\_\_\_\_ Review date: \_\_\_\_\_

14. How would you describe yourself? What is something you like about yourself? (Probe for something more than the superficial)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Summary of youth's strengths for creating a healthy identity:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Youth Name/I.D. # \_\_\_\_\_

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***Section C: Connecting with Family, Peers, and Community***

*\* Are there positive people in the youth's life who can serve as a resource for her/him?\**

16. Who do you spend most of your time with? [Looking for a connection with adults, positive role models]

Supportive adults/role models: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Describe the people you feel most safe with... Who are they?

People who provide safety: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18a. If there isn't anyone, what are some ways we could help find someone?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18b. What is it that makes you feel safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Youth Name/I.D. # \_\_\_\_\_

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19. Who in your life helps you reach your goals or explore your interests? If there isn't someone, what are some ways we could help find someone? (Who would you like to get to know better?)

Supportive adults/role models OR possible supportive adults:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Name some people that you respect or that you see doing things you like or appreciate (e.g., teacher, coach, musician, doctor, neighbor). What kinds of things do they do? Who in your family do you admire most? (Why?) Which friend do you admire most? (Why?)

People the youth respects/admires:

\_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_ Why? \_\_\_\_\_

21. Tell me about a time when someone did something nice for you, or helped you out, or gave you something you needed. Why did the person do it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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22a. Tell me about a time you did something nice for someone else, or you helped them out, or you gave them something they needed.

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22b. What types of things do you enjoy doing for others?

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23a. Who counts on you?

\_\_\_\_\_ Why? \_\_\_\_\_

\_\_\_\_\_ Why? \_\_\_\_\_

\_\_\_\_\_ Why? \_\_\_\_\_

23b. What do you do for them?

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24. Summary of youth's long-term goals/plan for future:

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Date: \_\_/\_\_/\_\_\_\_

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25. Summary of youth's strengths for connecting with family, peers, and community:

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*Now use this information in designing your case plan.*

**Note:** If youth is unable to provide positive information about him/herself, it may indicate depression or another underlying issue. Please screen or refer for screening as necessary.