

**Understanding the Role of Trauma and Violence Exposure on Justice-Involved LGBTQA and
GNC Youth in Hennepin County, MN**

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The Office of Juvenile Justice and Delinquency Prevention**

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Authors:

Andrea Hoffmann, M.P.P.
Danette Buskovich, M.S.W.
Margaret Vohs, M.P.P., M.S.W.
Jessica Wildermuth, Ph.D.

Project Manager: Nancy Holmblad, M.Ed.

**Hennepin County, Minnesota
Department of Community Corrections and Rehabilitation**

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- Deborah Dayon, Hennepin County Juvenile Detention Center
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- Jerald Moore, Hennepin County Juvenile Probation
- Karen Kuglar, Institution Services
- Monica Long, Hennepin County Home School
- Randy Bacon, Hennepin County Home School

Abstract

The Hennepin County Department of Community Corrections and Rehabilitation Office of Policy, Planning and Evaluation surveyed 150 youth to examine the role of trauma and violence on justice-involved lesbian, gay, bisexual, questioning/unsure or asexual (LGBTQA) and gender non-conforming youth in Hennepin County, Minnesota. Youth were surveyed and administrative human services and juvenile justice data was also analyzed. A subset of youth (N = 60) were interviewed using the Juvenile Victimization Questionnaire Revised Version 2 (JVQ-R2) and the Adverse Childhood Experiences (ACEs) tool to assess trauma and victimization. Eighteen percent of the youth surveyed identified as LGBTQA and 21% stated that they had experienced gender nonconformity-based rejection (GNCR). Youth who identified as LGBTQA/GNCR were more likely than heterosexual/gender conforming youth to have experienced homelessness but had similar levels of child welfare involvement, human services placement stays, prior detention and correctional placements, and criminal history scores. LGBTQA/GNCR youth answered “yes” to an average of 4.5 of the 10 adverse childhood experiences found on the tool compared with 2.53 for heterosexual/gender conforming youth. More LGBTQA/GNCR youth also reported peer harassment, verbal abuse, neglect, and various forms of sexual violence than heterosexual/gender conforming youth. The study found no differences between groups in their delinquency experiences. Results indicated that experiences with child maltreatment and need for protection appear to be related to age of entry into the justice system, regardless of gender identity or expression. Information is provided as to how corrections agencies can better work with justice involved LGBTQA/GNCR youth and the importance of being a trauma informed organization.

Table of Contents

Background	1
Research Questions and Objectives.....	6
Study Sample	8
Survey and Interview Findings	10
<i>Participant Characteristics</i>	10
<i>Sexual Orientation among Justice-Involved Youth</i>	11
<i>Gender Expression of Justice-Involved Youth</i>	13
<i>Intersection of Sexual Orientation and Gender Expression</i>	15
<i>Differences in Trauma and Justice System Indicators</i>	15
<i>Demographics Characteristics by Sexual Orientation and Gender Expression</i>	16
<i>Living Situation and History of Homelessness</i>	16
<i>School Suspension and Expulsions</i>	19
<i>Social Services and Justice System Involvement</i>	19
<i>Victimization Histories</i>	20
<i>Pathways into the Juvenile Justice System</i>	26
<i>Experiences of Youth in the Juvenile Justice System</i>	31
Trauma within a Corrections Organization	35
<i>Participants</i>	35
<i>Survey and Data Collection</i>	36
<i>Factor Analysis</i>	37
<i>Identification of Strengths and Areas for Improvement</i>	38
Discussion.....	40
<i>Study Limitations</i>	43
Implications for policy, practice, and future research.....	45
<i>Future Research</i>	50
<i>Hennepin County specific implications</i>	51
References	53
Appendix A. Juvenile Client Questionnaire.....	59
Appendix B. JVQ-R2, Abbreviated Interview Version, Youth Lifetime Form	60
Appendix C. Factor Analysis Tables.....	86
Appendix D. Unforeseen Circumstances Protocols	90

Background

Recent research suggests that youth who identify as lesbian, gay, bisexual, transgender, questioning, asexual (LGBTQA), or gender non-conforming (GNC) are an overrepresented but understudied population in the juvenile justice system. They likely demonstrate different pathways into the juvenile justice system and experience a heightened risk for victimization while in the system compared to heterosexual or cisgender youth. This highlights the need for juvenile justice systems not only to develop and implement trauma-informed practices, but also increase the understanding of the LGBTQA and GNC youth being served and how their experiences in the juvenile justice system may serve as a risk factor for further victimization.

Hennepin County is the most populous county in Minnesota. According to the 2015 American Community Survey, Hennepin County's population of 1,197,776 represents 22% of the state's population, with 29% of its population under 18. In terms of race and ethnicity, the county's non-white and Hispanic/Latino population is approximately 26%.

As the state's largest urban county, Hennepin reflects a disproportionate "at risk for crime" population when issues such as population density and poverty are considered. Consequently, Hennepin County crimes represent a disproportionate share of the state's overall crime rate. Hennepin County crime in 2016, as reported in Bureau of Criminal Apprehension Uniform Crime Reports, included 59% of the state's robberies, 40% of the state's aggravated assaults, and 35% of the state's murders (MN DPS, 2016).

On any given day, staff and volunteers of Hennepin County's Department of Community Correction and Rehabilitation (DOCCR) provide services to about 45 pre-adjudicated adolescents at the Juvenile Detention Center, educational and treatment programs for about 33 juveniles at the County Home School, and supervision for about 1,000 juveniles in the community.

The Hennepin County DOCCR Office of Policy, Planning and Evaluation was awarded a grant to study the role of trauma and violence exposure on justice-involved LGBTQA and GNC youth in Hennepin County, Minnesota. DOCCR strives to be a leader in evidence-based practices. This exploratory research supports that goal in several ways. Exploring the experiences and pathways into the juvenile justice system gives greater understanding and insight into how our organization can effectively work with juveniles. The specific issues related to the trauma experienced by our LGBTQA and GNC youth can also be more fully addressed with the knowledge gained.

Traumatic experiences, both physical and emotional, are known to impact child development and have lingering consequences throughout a person's life (Adams, 2010; Ko, Ford, Kassam-Adams, Berkowitz, Wilson, & Wong, M, 2008; Steinberg, Pynoos, Briggs, Gerrity, Layne, Vivrette, & Fairbank, 2014).

Mounting evidence shows the connection between childhood trauma and criminal behavior, both for youth and adults (Cuevas, Finkelhor, Shattuck, Turner, & Hamby, 2013; Hurley Swayze & Buskovich, 2015; Letich, 2017; Wolff, Baglivio, & Piquero, 2017). The prevalence of trauma among youth involved in the criminal justice system is so high that trauma-informed practices are paramount at every point of intervention (Adams, 2010; Buckingham, 2016; Dierkhising et al., 2013; Hurley Swayze & Buskovich, 2015).

Childhood maltreatment is associated with increased risk of running away, homelessness, criminal history, prostitution, and substance use (Espinosa, Sorensen, & Lopez, 2013; Ko et al., 2008; McIntyre & Widom, 2011; Wilber, 2015). Although some may experience a single traumatic event, others experience many such events over the course of their life. Research has shown that the impact of multiple experiences of trauma is cumulative (Cronholm et al., 2015; Dube et al., 2003; Felitti et al., 1998; Finkelhor, Omrod, et al., 2005; McCoy, Liverso, & Bowen, 2016). Those who experience repeated

victimization are at higher risk of negative long-term effects and problematic behaviors (Finkelhor, Ormrod, et al., 2005; Hurley Swayze & Buskovic, 2015; Vidal et al. 2017).

The symptoms exhibited by survivors of maltreatment are often misinterpreted as intentionally delinquent behaviors rather than being recognized as the effects of current or historical trauma (Buckingham, 2016; Duke, Pettingell, McMorris, & Borowsky, 2010; Hurley Swayze & Buskovic, 2015; Ko et al., 2008). When a survivor experiences a stimulus that triggers a trauma-based response, they may go into a state of hyper-arousal that can include symptoms such as hyper-activity, hyper-vigilance, mania, anxiety, panic, irritability, rage, and pain (Letich, 2017). The ensuing behaviors are frequently criminalized (Buckingham, 2016; Duke et al., 2010; Hurley Swayze & Buskovic, 2015; Ko et al., 2008). Data from the National Child Traumatic Stress Network (Dierkhising et al., 2013) found that the most common externalized responses to trauma were rule breaking and aggression, while another study showed that anger and irritability is positively correlated with the number of traumatic events a youth has experienced (McCoy et al., 2016). When such behavior occurs in school settings, it is typically met with disciplinary action, which may include suspension, expulsion, and referral to the justice system (Eckenrode, Laird, & Doris, 1993; Ko et al., 2008). When the behaviors occur in community settings, law enforcement has a higher chance of becoming involved, as it is a less protective environment (McCoy et al., 2016; Ream & Forge, 2014).

Based on data from the 2013 Minnesota Student Survey, 82% of youth in correctional facilities have experienced at least one traumatic event before incarceration, compared to 43% of students in mainstream schools (Hurley Swayze & Buskovic, 2015). Prevalence estimates in the research literature vary by the type of sample, but studies show an estimated 75 to 93% of youth in the justice system have experienced some form of trauma in their lifetime (Adams, 2010).

While a greater understanding of trauma is beginning to influence practices in the juvenile justice system (Herz, Ryan, & Bilchik, 2010; Metzler, Merrick, Klevens, Ports, & Ford, 2017; Olafson, Halladay Goldman, & Gonzalez, 2017; Wilber, 2015), there is little research on the specific impact of trauma for justice-involved youth who are lesbian, gay, bisexual, transgender, questioning, and asexual (LGBTQA). While there are a number of definitions used in this area, the term “queer” will be used interchangeably as an umbrella term for LGBTQA youth generally. Studies show that queer youth are overrepresented in the justice system, with the best available estimates being that 12-20% of youth in the system are queer (Development Services Group, Inc., 2014; Irvine, 2010; Irvine & Canfield, 2016; Wilber, 2015; Wilson et al., 2017) versus an estimated 5-8% of youth overall (Development Services Group, Inc., 2014; Wilber, 2015). Considering sexual orientation, lesbian and bisexual girls are overrepresented in the justice system at a much higher rate than gay and bisexual boys. An estimated 27-40% of girls identify as non-heterosexual versus 11-14% of boys (Irvine, 2010; Wilber, 2015). In addition, rates of LGBTQ identities in the general population are consistent across races, contrary to a popular assumption that most queer youth are white (Irvine, 2010).

Despite this overrepresentation, a myth prevails among those who work in the juvenile justice field that they serve very few queer youth, as described in Irvine’s 2010 article, “We’ve Had Three of Them.” This is because, contrary to popular belief, LGBTQA identities are often unrecognizable unless youth choose to disclose them (Curtin, 2002; Irvine, 2010; Mountz, 2016). Remaining closeted is an understandable effort to protect themselves, given that queer youth have often experienced previous victimization and that those in the justice system have reported maltreatment from other youth as well as from staff (Abrams et al., 2008; Curtin, 2002; Mountz 2016; Beck et al., 2013). To be identified as LGBTQA is to be at risk of prejudice and victimization, while remaining invisible makes it more difficult to combat discrimination and maltreatment (Woods, 2017).

Not only are queer youth overrepresented in the juvenile justice system, they have been found to follow different paths into the system than do their peers who are both heterosexual and cisgender. Queer youth often cross over into the juvenile justice system after experiencing family rejection, child welfare involvement, and homelessness at much higher rates than heterosexual or cisgender youth. (Irvine & Canfield, 2016). Although general trauma-informed practices should be helpful for any youth with a history of trauma, LGBTQA youth experience unique forms of victimization, such as verbal and physical sexual orientation victimization, (D'Augelli, Grossman, & Starks, 2006; Dragowski, Halkitis, Grossman, & D'Augelli, 2011) and have specialized support needs (Wilber, 2015). LGBTQA youth are also disproportionately likely to have other experiences that are correlated with juvenile justice involvement and that put them at risk for victimization. They are overrepresented in the homeless population, with 36% of homeless youth and young adults age 24 and younger identifying as LGB (Wilder Research, 2016). LGBTQA youth are also disproportionately involved in the child welfare system (Irvine & Canfield, 2016; Mountz, 2016; Wilber, 2015; Woods, 2017). School can also be a setting of victimization and rejection (Dragowski et al., 2011; Eisenberg & Resnick, 2006; Wilber, 2015; Wilber et al., 2006). LGBTQA youth are more likely to be truant than their heterosexual and cisgender peers (Wilber, 2015) and also more likely to receive harsher punishment as a result, including being referred to the justice system when other youth would be disciplined by the school (Himmelstein & Bruckner, 2011; Wilber, 2015). Finally, substance use or abuse is more prevalent among queer youth, which can be a crime in itself, but also increases the likelihood of other delinquent behaviors and victimization (Eisenberg & Resnick, 2006; Himmelstein & Bruckner, 2011; Hurley Swayze & Buskovic, 2015; Murphy & Hardaway, 2017; Wilber, 2015; Wilber et al., 2006).

Research has well-documented the relationship between childhood violence exposure, victimization, and experiences of trauma (Finkelhor, Turner, Hamby, & Ormrod, 2011; Smith & Thornberry, 1995), as well the overrepresentation of LGBTQA and GNC youth in the juvenile justice system. Where previous

research has focused on a more theoretical framework for juvenile justice systems, the current study is meant to provide a practical framework for understanding trauma and pathways into the juvenile justice system and apply a trauma-informed framework specifically for corrections agencies. This study is meant to close the gap in our own knowledge within Hennepin County. This study will help us to not only understand the prevalence of LGBTQA or GNC in the DOCCR juvenile services area, but to raise awareness about how their histories or trauma and violence exposure may affect their developmental pathways into the juvenile justice system compared to heterosexual or cisgender youth. While there is the availability in our current case management system to document youth's identified sexual orientation, this information is not consistently asked or entered by all staff who work with juveniles in Hennepin County. Furthermore, this information only asks about sexual orientation (not gender identity), and staff are not provided training on how to ask this question or what information to put in the field, so the data we do have may be unreliable to project best guess estimates of the number of clients served by DOCCR who identify as LGBTQA. Given this, we are not able to identify even a rough estimate of the number of LGBTQA or GNC clients we serve, limiting both our understanding of their experiences in the system and how best to serve to their needs while in our system. The qualitative and quantitative data we collect from youth in our system, in combination with an organizational self-assessment, will inform how we might address our current policies and practices to be trauma-informed for all juvenile justice clients, while being mindful of the sensitive needs of clients who identify as LGBTQA or GNC.

Research Questions and Objectives

To fully understand the history and experiences of LGBTQA and GNC youth in our juvenile justice system, we conducted a rigorous, mixed methods study of youth in correctional custody of Hennepin County DOCCR. Participation was solicited from justice-involved youth who openly identify as LGBTQA, transgender or non-binary, as well as youth who identify as heterosexual or cisgender, affording us a

research design using natural comparison groups. With this design, we were able to recognize similarities and differences across justice-involved youth based on sexual orientation and gender identity/expression. Our study focused on the following research questions:

- 1) What is the estimated percentage of youth in the DOCCR juvenile services area who identify as LGBTQA or GNC?
- 2) What is the developmental pathway into the juvenile justice system for LGBTQA or GNC youth compared to heterosexual or cisgender youth?
- 3) What are the experiences of justice-involved LGBTQA or GNC youth compared to justice-involved heterosexual or cisgender youth?
- 4) How well do current DOCCR juvenile services' policies and practices adhere to trauma informed principles?

We explored these research questions through the use of the following instruments and methods, including:

- *Youth Survey.* The survey measured participant demographics, including gender identity and sexual orientation, parental acceptance or rejection, history of bullying or harassment, self-reported instances of home removals, school suspensions and expulsions, and housing stability. Survey questions were comparable to previous studies that examine the number of LGB and gender nonconforming youth in the juvenile justice system (Irvine, 2010).
- *Youth Interviews.* A subset of youth responding to the youth survey were asked to participate in an in-person interview using the Juvenile Victimization Questionnaire Revised Version 2 (JVQ-R2) and the Adverse Childhood Experiences (ACEs) tool. The JVQ-R2 contains 34 questions that cover a broad range of potential victimization experiences, such as conventional crime, child maltreatment, peer and sibling victimization, sexual victimization, and witnessing

indirect violence (Hamby et al, 2011). The ACEs tool contains 10 questions on traumatic events that youth may experience in their childhood. Youth were interviewed individually in a separate room away from their peers to ensure confidentiality.

- *Administrative Data.* Research staff utilized system databases to collect data on participant demographics, criminal histories, juvenile justice system involvement, detention history, system placements, and child welfare involvement.
- *Organizational Self-Assessment.* The organizational assessment measured the extent to which DOCCR staff believe trauma-informed practices are implemented, and identified opportunities for improvement. Respondents included probation officers, correctional officers, support staff, and other department employees who worked with juvenile clients in their day to day work.

This mixed-methods approach allowed us to examine both the individual and system-level aspects regarding the role of trauma on justice-involved youth. The use of qualitative and quantitative data from both self-report and administrative data methods bolstered our understanding of youth's internal experiences with delinquency and records of juvenile justice system involvement. Further, assessing our juvenile justice system's trauma-informed practices lends support to our recommendations for ensuring that our system does not exacerbate experiences of trauma or violence for the youth we serve. Analytical techniques included chi-square, independent samples t-tests, analysis of variance (ANOVA) and covariance (ANCOVA), and factor analysis to answer our primary research questions.

Study Sample

Over the course of five months, 150 surveys were completed with youth in each of the three DOCCR juvenile service areas: the Juvenile Detention Center (JDC), the County Home School (CHS), and Juvenile Probation. The services youth receive in each of these areas differ, as do their policies and practices, so by reaching youth in all areas we aimed to study the full scope of juvenile services in Hennepin County.

The majority of surveys (80%) were conducted at the JDC, as this location is where most youth enter the justice system, therefore providing the most convenient access to youth. Youth were excluded from the study if they were under age 14, if they declined to participate, or if a DOCCR staff member identified the youth as non-cooperative or unfit for cognitive or psychological reasons.

The research team endeavored to offer the survey to every eligible youth entering the two facilities (JDC and CHS) during the five months of data collection. However, with the large number of youth entering and exiting the facilities on a daily basis, it was not feasible to reach all youth. Over the course of the five months, 427 youth were in or entered the JDC but the median length of stay per youth during this time was only two days¹, providing a small window of opportunity. Of the 427 youth, 405 were above age 14, and research staff had the capacity to invite 137 (34%) of those youth to participate in the study. Of the 137 youth asked to participate, 120 (88%) completed the survey and 17 either declined to participate or were excluded.

At the CHS, 42 youth were already in or entered the facility during the five months of data collection. To allow youth to adapt to their new environment, research staff agreed to solicit participation only from youth with a current length of stay of 30 days or more. Of the 42 total youth, 11 had already been asked to participate in the study while in custody at the JDC². Of the other 31 youth, all were over age 14 but one had not reached the 30 day minimum length of stay during the timeline of data collection. Twenty-six (87%) of the remaining 30 eligible youth were invited to participate and completed the survey (100% completion rate).

Reaching youth participants on juvenile probation was the most difficult, as it required coordination with the youth's probation officer and arrangements to meet the youth in community. As a result, only

¹ The mean length of stay in the JDC during the timeline of data collection was 11.4 days due to a few inflating outliers.

² It is not uncommon for youth to enter the County Home School after a stay at the Juvenile Detention Center.

four surveys were conducted in community during the timeline of the research study. Despite low numbers of surveys conducted in community, experiences of youth on probation were still captured in the study; 65% of the youth surveyed at the CHS and JDC were on or were to return to probation once they left the facility.

After the survey identified youth by their sexual orientation and gender identity/expression, this information helped determine the sample of youth invited to interview. The research team strived to interview equal numbers of DOCCR juvenile clients across sexual orientation and gender identity/expression to create two groups: one group who identified heterosexual and cisgender and another group who identified as either LGBTQA, transgender/non-binary or GNC. Over the five months of data collection, 60 interviews were conducted with youth at the JDC, CHS, and on juvenile probation. Youth interviewed received an incentive with a value of \$10 for their participation. Thirty-eight interviews (63%) were conducted at the JDC due to convenience, with 20 (33%) of the remaining conducted at the CHS and two (3%) with youth in community.

Survey and Interview Findings

Participant Characteristics

A total of 150 surveys and 60 in-person interviews were conducted to examine the trauma and victimization histories of youth involved in Hennepin County corrections. Demographics of survey and interview participants are shown in Table 1. Eighty-seven percent (N = 131) of those surveyed and 73% (N = 44) of those interviewed identified as male. Most of those in the current sample identified as Black/African American (56% of the survey sample and 50% of the interview sample). Youth could self-identify as multiple races; 21% of those surveyed and 28% of those interviewed identified as multiracial. When looking at multiple responses, 74% of overall survey participants (N = 111) identified as Black/African American, 18% (N = 27) identified as white, 16% (N = 24) said they were

Native/American Indian, 14% (N = 21) responded being Latino/Hispanic, 1% (N = 2) were Asian, and 5% (N=8) said they belonged to another racial group. Respondents ranged in age between 14-20 years old, with an average of 16.07 for the survey sample and 15.82 years old for the interview sample.

Demographic characteristics generally coincided with characteristics of the overall youth served in Hennepin County corrections.

Table 1. Demographics of Survey and Interview Participants

		Survey (N = 150)		Interview (N = 60)	
Birth Sex	Male	131	87.3%	44	73.3%
	Female	19	12.7%	16	26.7%
Race	Black/African American	84	56.0%	30	50.0%
	Latino/Hispanic	14	9.3%	6	10.0%
	Native/American Indian	7	4.7%	3	5.0%
	White	13	8.7%	4	6.7%
	Multiracial	31	20.7%	17	28.3%
	Other	1	0.7%	0	0.0%
Age	<i>Average</i>	<i>16.07</i>	<i>--</i>	<i>15.82</i>	<i>--</i>
	14	21	14.0%	9	15.0%
	15	35	23.3%	18	30.0%
	16	34	22.7%	14	23.3%
	17	38	25.3%	13	21.7%
	18 and older	22	14.7%	6	10.0%

Sexual Orientation among Justice-Involved Youth

Youth were asked questions on their sexual orientation. **Eighteen (12%) of the 150 youth surveyed identified themselves as lesbian or gay, bisexual, questioning/unsure, or asexual.** This corresponds with findings presented in Dr. Irvine’s (2010) research on the estimates of LGB and GNC youth in the juvenile justice system, which found that 11% of their survey respondents identified as LGB.

Table 2. Sexual Orientation of Surveyed Participants

Sexual Orientation	Total (N = 150)	
Straight	132	88.0%
LGBTQA	18	12.0%
Lesbian or Gay	4	2.7%
Bisexual	12	8.0%

Sexual Orientation	Total (N = 150)	
Questioning/Unsure	1	0.7%
Asexual	1	0.7%

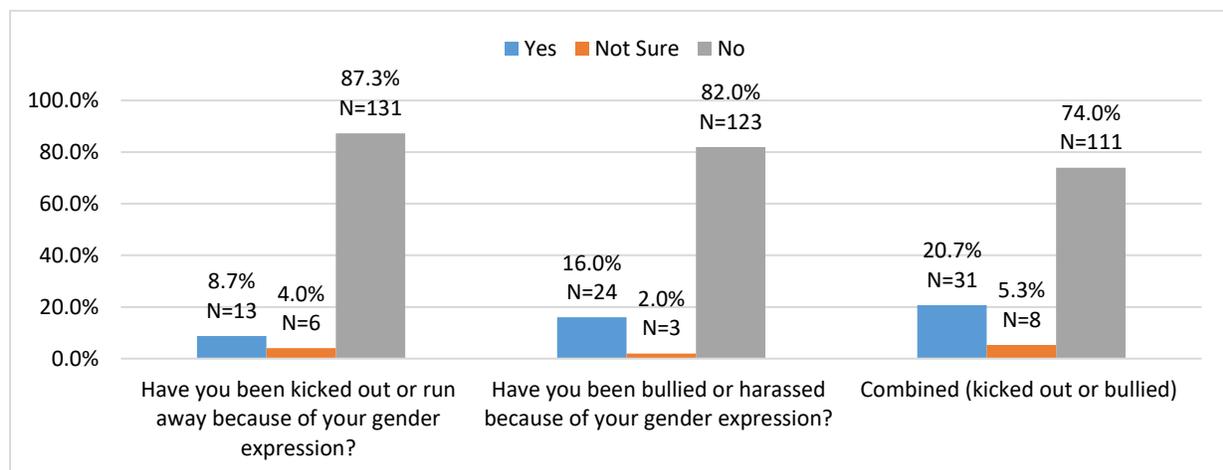
Only those who identified as non-heterosexual (N = 18) were asked to comment on whether they had been kicked out, run away, or bullied because of their sexual orientation. One (6%) of the 18 LGBTQA-identified youth said they had been kicked out of the home or run away because of their sexual orientation and 33% (N = 6) said they had been bullied or harassed because of their sexual orientation. Fifty-six percent (N = 10) of those identified as LGBTQA said their parents knew of their sexual orientation and were supportive, 11% (N = 2) mentioned their parents were aware of their sexual orientation but were not supportive, and a combined 34% (N = 6) said their parents did not know, or were unsure whether their parents knew of their sexual orientation.

Sexual orientation was associated with gender identity in that girls were more likely to express being lesbian, bisexual, or questioning ($\chi^2 = 27.254, p < 0.001$). In fact, 68% (N = 13) of the 19 females surveyed identified as being lesbian, bisexual, or questioning compared with 4% (N = 5) of the 131 boys surveyed. The higher prevalence of girls indicating a non-heterosexual orientation has been well documented in several previous studies (Irvine, 2010; Irvine & Canfield, 2015; Wilson et al, 2017). The reason for this difference, however, is largely unknown and was not explored in the current study. One possible explanation may be that gay, bisexual, and questioning boys may be less willing to share information due to the stigmatization and risk of subsequent victimization that may not persist as deeply for girls (Kittilstad, Tolman, & Bright, 2018). The current sample generally supports this type of conclusion. For instance, 60% (N = 3) of the 5 boys identified as gay, bisexual, questioning, or asexual reported having been bullied or harassed at school because of their sexual orientation compared with 23% (N = 3) of the 13 girls who reported being lesbian, bisexual, questioning, or asexual.

Gender Expression of Justice-Involved Youth

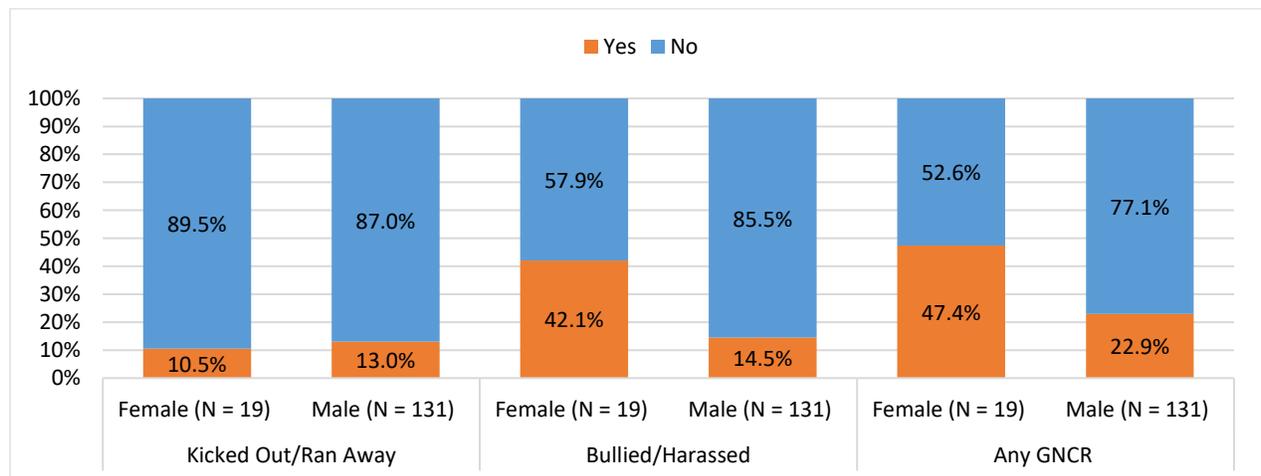
Similar to questions relating to sexual orientation, youth were asked a series of questions relating to their gender identity and gender expression. While the questions included in the current survey generally align with previous research in this area, it is important to understand that this study did not actually estimate gender nonconformity, but rather identified youth who experience gender nonconformity-based rejection (GNCR). For instance, clients who have experienced GNCR have been kicked out of their home and/or bullied or harassed due to their gender expression, meaning youth had been kicked or and/or harassed because they are perceived as not being masculine or feminine enough. Youth could have responded in three ways: “yes” responses indicate they had been kicked out or bullied *because* of their gender expression; “no” implies either they had never been kicked out or bullied or that this instance was unrelated to their gender expression; and “not sure” responses indicate they had been kicked out or bullied though they were unsure whether this was because of their gender identity. The majority of those surveyed (74%, N = 111) had never experienced GNCR compared with 21% (N = 31) who had either been kicked out and/or bullied because of their gender expression and 5% (N = 8) who had likely been kicked out or harassed but were unsure whether this was related to their gender expression, as shown in Figure 1.

Figure 1. Incidence of GNCR



For purposes of this study, those who responded as “not sure” were combined with those who responded “yes” to the GNCR questions since their outcomes and responses to subsequent interview questions more closely mirrored the experiences of those who had experienced GNCR generally. Given this, 13% (N = 19) had been kicked out of the house or ran away from home, 18% (N = 27) had been bullied or harassed, and **26% (N = 39) had experienced some form of GNCR**. A higher percentage of boys in this sample expressed experiencing gender nonconformity-based rejection (23%) than had identified being gay, bisexual, or questioning (4%). Similar to findings with sexual orientation, however, girls were still more likely to experience GNCR generally. Girls were significantly more likely (p = 0.008, Fisher’s Exact Test, FET) to be bullied or harassed due to their gender expression than boys (42% compared with 15%) and significantly more likely to have experienced any GNCR (p = 0.046, FET) compared with boys (47% compared with 23%). There was no significant difference between boys and girls in terms of being kicked out of the house or running away because of their gender expression; being kicked out or running away for their gender expression was a relatively rare occurrence for both boys and girls, as depicted in Figure 2 below. It should also be noted that youth were asked whether they identified as transgender or gender non-binary; however, none of the youth in this sample expressly identified as a gender contrary to their birth sex or explicitly identified as intersex.

Figure 2. Differences in GNCR by Gender Identity



Intersection of Sexual Orientation and Gender Expression

Intersecting sexual orientation with gender expression allows us to estimate the percentage of youth who identify as LGBTQA or who have experienced GNCR. Table 3 describes four distinct categories of youth in our sample using sexual orientation and gender nonconformity-based rejection as two separate constructs. Youth can identify as *neither* LGBTQA nor among those having experienced GNCR, which depicted 68% of our current sample. They can identify as *both* LGBTQA and those who have experienced GNCR (6%). Finally, they can identify as *either* LGBTQA and in the non-GNCR group (6%) or among those who are heterosexual and have experienced GNCR (20%). **Taken together, it is estimated that 32% of Hennepin justice-involved youth identify as either LGBTQA or have experienced GNCR (see Table 3).**

Table 3. Intersection of Sexual Orientation and GNCR

	GNCR = No	GNCR = Yes
Heterosexual/Straight	102 68.0%	30 20.0%
LGBTQA	9 6.0%	9 6.0%

Differences in Trauma and Justice System Indicators

Comparing the experiences and histories of our two groups – those who identify as LGBTQA or are among those with GNCR experiences (N = 48; 32%) compared with heterosexual, non-GNCR youth (N = 102; 68%) – allows us to draw a research design using natural comparison groups to determine how experiences and pathways into the juvenile justice system differ between the two groups. The first step in this analysis was to determine the degree to which LGBTQA/GNCR youth differ from heterosexual or non-GNCR youth with regard to individual characteristics known to affect outcomes (e.g., age, trauma history, criminal history, etc.) and use variables showing significant baseline differences as covariates in subsequent analyses to control for the effects of these variables.

Demographics Characteristics by Sexual Orientation and Gender Expression

Table 4 provides a comparison between LGBTQA or GNCR youth and heterosexual, non-GNCR youth based on demographic characteristics. There was no difference between LGBTQA or GNCR youth compared with heterosexual, non-GNCR youth on age or race. There was a higher proportion ($\chi^2 = 27.254, p < 0.001$) of girls in the LGBTQA or GNCR group (33%) compared with heterosexual, non-GNCR youth (3%), which is not surprising given the higher likelihood of girls to identify as lesbian, gay, or bisexual and be among those who have experienced gender nonconformity-based rejection. In fact, 84% (N = 16) of girls in this sample were among the LGBTQA/GNCR group compared with 24% (N = 32) of boys.

Table 4. Demographics Characteristics by Cohort Group

	Demographic Category	LGBTQA/GNCR (N=48)	Straight/Non-GNCR (N=102)	Overall (N=150)
Birth Sex	Male	32 (66.7%)	99 (97.1%)	131 (87.3%)
	Female	16 (33.3%)	3 (2.9%)	19 (12.7%)
Race	Black/African American	25 (52.1%)	59 (57.8%)	84 (56.0%)
	Latino/Hispanic	3 (6.3%)	11 (10.8%)	14 (9.3%)
	Native/American Indian	3 (6.3%)	4 (3.9%)	7 (4.7%)
	White	6 (12.5%)	7 (6.9%)	13 (8.7%)
	Multiracial	11 (22.9%)	20 (19.6%)	31 (20.7%)
	Other	0 (0.0%)	1 (1.0%)	1 (0.7%)
		<i>Avg</i>	<i>15.96</i>	<i>16.12</i>
Age	14	10 (20.8%)	11 (10.8%)	21 (14.0%)
	15	9 (18.8%)	26 (25.5%)	31 (23.3%)
	16	10 (20.8%)	24 (23.5%)	34 (22.7%)
	17	13 (27.1%)	25 (24.5%)	38 (25.3%)
	18 and older	5 (12.5%)	16 (15.7%)	22 (14.7%)

Living Situation and History of Homelessness

Youth were asked to comment on their current living situation from the following: parent(s), grandparent(s), boyfriend/girlfriend's, friend's place, shelter, group home, foster home, own place, hotel, on the street, or another location. Other responses were coded for commonalities and living

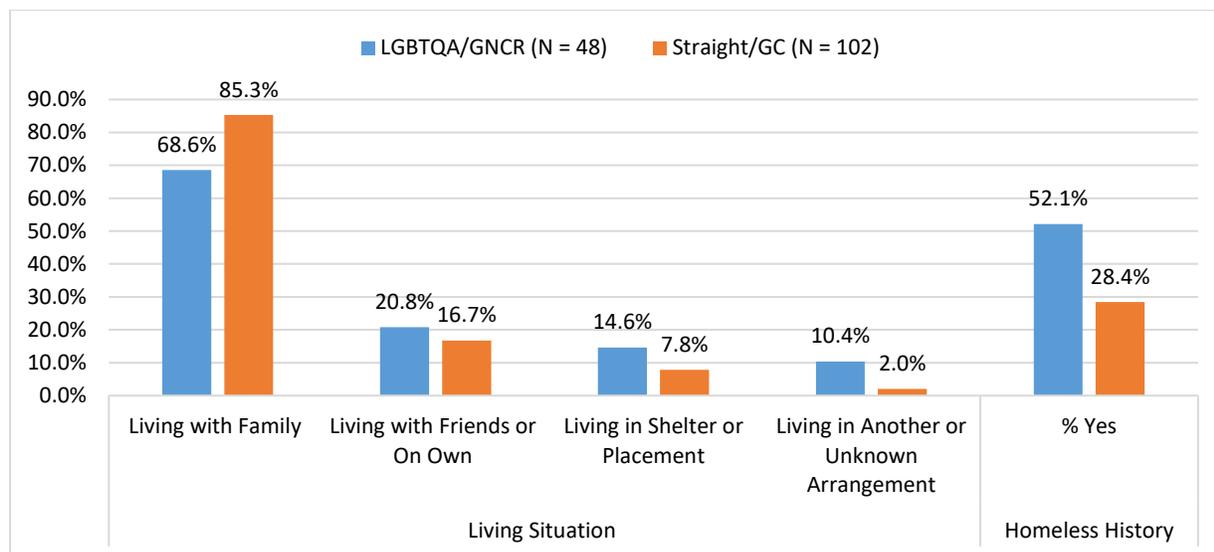
situations were collapsed into four dichotomous (yes/no) groups indicating whether youth responded to living with a parent or extended family, whether the youth was living with a friend, significant other, or on their own, whether the youth was living in a shelter or placement setting, and whether the youth was living in another or unknown arrangement. They could be depicted in multiple categories, but LGBTQA or GNCR youth were compared with heterosexual, non-GNCR youth across each of the four groups (see Figure 3). LGBTQA or GNCR youth were significantly less likely to be living with a parent or family member ($\chi^2 = 5.584$, $p = 0.018$) and were significantly more likely to be living in another arrangement ($p = 0.034$, FET) compared with heterosexual, non-GNCR youth. For instance, 85% of heterosexual, non-GNCR youth reported to living in a family arrangement compared with 69% of LGBTQA/GNCR youth.

Other studies indicate that LGBTQA youth are also disproportionately likely to have other experiences that are correlated with juvenile justice involvement and that put them at risk for victimization. Self-reported histories of homelessness also differed between LGBTQA/GNCR and heterosexual, non-GNCR youth. Fifty-two percent ($N = 25$) of LGBTQA/GNCR youth said they had been homeless after being kicked out or running away compared with 28% ($N = 29$) of heterosexual, non-GNCR youth. This difference was statistically significant ($\chi^2 = 7.925$, $p = 0.005$). Conversely, heterosexual, non-GNCR youth were significantly more likely ($\chi^2 = 5.823$, $p = 0.016$) to be able to identify a trusted adult in their life currently (87% for heterosexual, non-GNCR youth compared with 71% for LGBTQA/GNCR).

This supports findings in previous studies that LGBTQA youth are overrepresented in the homeless population, due at least in part to rejection of their sexual orientation or gender identity at home or in placement (Mountz, 2016; Ream & Forge, 2014; Woods, 2017). Some are kicked out of their homes, becoming what are referred to as throwaway youth who are prevented from returning “home” and have no alternative housing options available (Hammer, Finkelhor, & Sedlak, 2002). Other queer youth may choose to leave due to maltreatment (Curtin, 2002; Ream & Forge, 2014), becoming runaways.

Once homeless, whether throwaway or runaway, they face greater victimization than youth who are not queer (Ream & Forge, 2014; Wilber, 2015).

Figure 3. Current Living Situation and Homelessness History



Youth were also asked whether they had been removed from their homes for their own safety, because someone was hurting them at home, or because they got in trouble. Self-reported accounts of home removals were examined with administrative data around child welfare, placement, and detention histories to identify differences between LGBTQA/GNCR and heterosexual, non-GNCR youth. Based on self-reported information, LGBTQA/GNCR youth were significantly more likely ($X^2 = 6.597$, $p = 0.010$) to be removed from their home by a social worker or police for their own safety. Forty-nine percent (N = 23) of LGBTQA/GNCR youth were removed for their own safety compared with 28% (N = 28) of heterosexual, non-GNCR youth. There was no significant difference between LGBTQA/GNCR and heterosexual, non-GNCR youth in terms of placement because they were being hurt at home or because they got in trouble.

School Suspension and Expulsions

Youth were also asked to comment on the number of times they had been suspended and/or expelled from school. Both LGBTQA/GNCR and heterosexual, non-GNCR youth had extensive histories of suspensions and expulsions with no significant differences between the two groups. Over half of LGBTQA/GNCR and heterosexual, non-GNCR youth had been suspended eight or more times and over 60% of both groups had been expelled from school between one and seven times. While this is not necessarily impacted by LGBTQA/GNCR status, this shows youth’s educational instability, which generally supports previous findings school disengagement is often tied to increased involvement in the juvenile justice system (Henry, Knight, & Thornberry, 2015).

Table 5. Number of Suspensions and Expulsions by LGBTQA/GNCR Status

	Suspensions		Expulsions	
	LGBTQA/GNCR	Straight/Non-GNCR	LGBTQA/GNCR	Straight/Non-GNCR
0	3 6.3%	7 6.9%	14 29.2%	39 38.2%
1 – 7	19 39.6%	44 43.1%	33 68.8%	62 60.8%
8 or More	26 54.2%	51 50.0%	1 2.1%	1 1.0%

Social Services and Justice System Involvement

A number of indicators were examined using administrative data across placement records, detention admissions, and child protection (CP) and child welfare (CW) involvement to determine the different levels of system involvement between LGBTQA/GNCR and heterosexual, non-GNCR youth. Other risk factors for LGBTQA youth crossing over into the delinquency system include disproportionate involvement in the child welfare system (Irvine & Canfield, 2016; Mountz, 2016; Wilber, 2015; Woods, 2017). In the foster system, queer youth may bounce from placement to placement due to rejection of their sexual orientation or gender identity by caregivers or other youth in the home (Wilber, 2015;

Wilber, Reyes, & Marksamer, 2006). However, within our findings, there were no statistically significant differences between LGBTQA/GNCR and heterosexual, non-GNCR youth, though child protection intakes was approaching significance ($p = 0.057$). LGBTQA/GNCR youth were referred for CP intake, on average, 7.9 times compared with 4.9 for heterosexual, non-GNCR youth ($p = 0.057$). Otherwise, LGBTQA/GNCR and heterosexual, non-GNCR youth had statistically similar levels of child welfare involvement, human services placement stays, prior detention and correction placements, and criminal history scores, which is determined based on the level and severity of youth’s prior adjudicated offenses.

Table 6. Prior Human Services and Justice System Involvement

System Involvement Indicator	LGBTQA/GNCR (N=48)	Straight/Non-GNCR (N=102)	T-Test	P-value
Avg # of CP Intakes	7.88	4.91	1.942	0.057
Avg # of CW Intakes	0.83	0.73	0.542	0.588
Avg # of Prior HS Placements	0.60	0.44	0.942	0.348
Avg # of Days in HS Placements	185.05	108.16	1.231	0.220
Avg # of Prior HS Foster Home Placements	0.94	0.85	0.192	0.848
Avg # of Days in HS Foster Homes	104.69	89.58	0.308	0.759
Avg Criminal History Score	10.13	12.59	-1.240	0.217
Avg # of Prior Detention Admissions	3.60	3.63	-0.036	0.972
Avg # of Days in Detention	33.53	40.87	-0.802	0.424
Avg # of Prior Corr. Placements	0.73	0.91	-0.767	0.444
Avg # of Days in Corr. Placements	102.60	132.10	-0.785	0.434

Victimization Histories

Sixty youth – 30 LGBTQA/GNCR and 30 heterosexual, non-GNCR – were subsequently interviewed using the Juvenile Victimization Questionnaire, 2nd Revision (JVQ-R2) (Finkelhor, D., Turner, S., & Ormrod, R., 2011). The tool includes 34 questions on their victimization histories and helps examine differences in traumatic experiences between LGBTQA/GNCR and heterosexual, non-GNCR youth. The JVQ-R2 contains questions regarding whether the youth had ever experienced specific events (e.g., assault,

theft) whether the event occurred in the past year, whether they were physically hurt by the incident, and characteristics about the perpetrator. The interview also included questions from the Adverse Childhood Experiences (ACE) tool, which measures stressful or traumatic events across ten domains known to be linked to long-term negative mental and physical outcomes.

Incidence questions (i.e., “did this happen to you”) from the JVQ-R2 and the ACEs tool were coded into yes/no responses to determine the difference in occurrence for LGBTQA/GNCR and heterosexual, non-GNCR youth (Tables 7 and 8). LGBTQA/GNCR had higher victimization rates across each of the individual ACE events and significantly higher across a number of areas, including:

- Living with anyone who is a problem drinker or alcoholic or who uses street drugs (53% versus 27%, $X^2 = 4.444$, $p = 0.035$)
- Witnessing violence against a mother or stepmother (47% versus 27%, $X^2 = 6.239$, $p = 0.012$)
- Experiencing physical or verbal threats (37% versus 13%, $X^2 = 4.356$, $p = 0.037$) or physical abuse (37% versus 13%, $X^2 = 4.356$, $p = 0.037$)
- Being sexually assaulted (30% versus 3%, $X^2 = 7.680$, $p = 0.006$)

LGBTQA/GNCR youth had significantly higher ($t = 3.141$, $p = 0.003$) average ACE scores ($M = 4.50$, $SD = 2.957$) when compared with heterosexual, non-GNCR youth ($M = 2.53$, $SD = 1.737$). LGBTQA/GNCR youth answered “yes” to an average of 4.5 of the 10 ACE questions compared with 2.5 for heterosexual, non-GNCR youth. Furthermore, 70% ($N = 21$) of heterosexual, non-GNCR youth responded to experiencing between one and three ACE events compared with 43% ($N = 13$) of LGBTQA/GNCR youth while 23% ($N = 7$) of LGBTQA/GNCR youth responded to having experienced seven or more ACE trauma events compared with 3% ($N = 1$) of heterosexual, non-GNCR youth. Given the cumulative impact of multiple experiences of trauma (Cronholm et al., 2015; Dube et al., 2003; Felitti et al., 1998; Finkelhor, Ormrod, et al., 2005; McCoy, Leverso, & Bowen, 2016), those who experience repeated victimization are at higher risk of negative long-term effects, problematic behaviors (Finkelhor, Ormrod, et al., 2005; Hurley Swayze & Buskovick, 2015; Vidal et al. 2017),

internalizing psychiatric disorders (Bielas et al, 2016) and violence perpetration, including delinquency involvement (Duke, Pettingell, McMorris, & Borowsky, 2010). Therefore, not only do LGBTQA/GNCR in this sample experience individual events at higher rates compared with their heterosexual, non-GNCR peers, but their combined ACE scores indicate a higher cumulative incidence of trauma which, in turn, increases their likelihood of violence perpetration and long-term mental health issues.

Table 7. ACE Traumatic Incidence by Cohort Group

ACE Traumatic Events	LGBTQA/ GNCR (N = 30) % Yes	Straight/ Non-GNCR (N=30) % Yes	P - value	Sig.
Average ACE Response (out of 10)	4.50	2.53		***
Divorce	83%	80%	0.739	
Prison	53%	30%	0.067	
Substance abuse	53%	27%	0.035	**
Mental health	43%	30%	0.284	
Emotional neglect	43%	30%	0.165	
Witness violence against mother	47%	17%	0.012	**
Physical or verbal threats	37%	13%	0.037	**
Physical abuse	37%	13%	0.037	**
Neglect	27%	17%	0.347	
Sexual Assault	30%	3%	0.006	***

LGBTQA/GNCR youth also had higher rates of victimization across most of the areas on the JVQ-R2, with the exceptions of gang assault, witnessing indirect violence, dating violence, and witnessing war. There were a number of areas that were frequent (i.e., more than 75% indicating they had experienced a given incident), such as attack without a weapon and witnessing violence without a weapon. These are shown in orange on Table 8. There were also a number that were prevalent (i.e., more than 50% indicating they had experienced a given incident) across both groups, such as theft, witnessing weapon violence, assault with a weapon, and gang assault. These are highlighted in green on Table 8. LGBTQA/GNCR youth, in particular, experienced a number of individual incidents at significantly higher rates than heterosexual, non-GNCR, including:

- Peer harassment (53% versus 27%, $X^2 = 4.444$, $p = 0.035$)
- Verbal abuse (43% versus 7%, $X^2 = 10.756$, $p = 0.001$)
- Neglect (33% versus 10%, $X^2 = 4.812$, $p = 0.028$)
- Sexual harassment (30% versus 7%, $X^2 = 5.455$, $p = 0.020$)
- Forced sex (33% versus 0%, $X^2 = 12.000$, $p = 0.001$)
- Sexual assault by known adult (20% versus 0%, $p = 0.024$, FET)
- Nonspecific sexual assault (20% versus 0%, $p = 0.024$, FET)

Table 8. JVQ-R2 Individual Victimization Events by Cohort

JVQ-R2 Victimization Event	LGBTQA/ GNCR (N = 30) % Yes	Straight/ Non-GNCR (N=30) % Yes	Sig.
Attack without a weapon	97%	80%	
Witness Violence without a Weapon	87%	77%	
Witness Community Violence	80%	73%	
Theft	70%	73%	
Witness Weapon Violence	73%	67%	
Assault with a weapon	63%	63%	
Gang Assault	53%	63%	
Peer Assault	67%	50%	
Exposed to Murder	67%	50%	
Threatened Assault	57%	43%	
Statutory Rape	50%	47%	
Witness Indirect Violence	40%	47%	
Robbery	47%	37%	
Vandalism	43%	40%	
Peer Harassment	53%	27%	**
Attempted Assault	43%	27%	
Witness IPV	43%	27%	
Abuse by Caregiver	40%	27%	
Dating Violence	27%	33%	
Verbal Abuse	43%	7%	***
Family Abduction	27%	23%	
Bias Crime	27%	17%	
Neglect	33%	10%	**
Witness Child Maltreatment	23%	20%	
Nonsexual Genital Assault	23%	13%	
Sexual Harassment	30%	7%	**
Witness War	10%	27%	
Kidnapping	23%	10%	
Forced Sex	33%	0%	***
Peer Bullying	23%	3%	
Indecent Exposure	20%	7%	
Sexual Assault by Known Adult	20%	0%	**
Nonspecific Sexual Assault	20%	0%	**
Sexual Assault by Peer	7%	3%	

Individual questions were also combined to create separate domains for specific types of victimization across seven domains: property crime, physical assault, sexual assault, physical/sexual harassment, child maltreatment, witnessing interpersonal violence, and witnessing any violence (Table 9). When we look at whether youth answer “yes” to any of the questions in the incidence domains (e.g., sexual assault, physical/sexual harassment, child maltreatment), we see that youth’s victimization experiences are similar between LGBTQA/GNCR and heterosexual, non-GNCR youth. LGBTQA/GNCR more often indicated having experienced almost all of the seven victimization domains included on the JVQ-R2. However, there was no significant difference in rates between LGBTQA/GNCR and heterosexual, non-GNCR youth with the exception of sexual assault. Sexual assault showed a significant difference between LGBTQA/GNCR and heterosexual, non-GNCR youth where LGBTQA/GNCR were significantly more likely (73%) to have answered yes to at least one of the five sexual assault questions than heterosexual, non-GNCR youth (43%).

Table 9. JVQ-R2 Domain Incidence by Cohort

Domain Area	LGBTQA/ GNCR (N = 30) % Yes	Straight/ Non- GNCR (N=30) % Yes	P- value	Sig.
Property Crime	76.7%	80.0%	0.754	
Physical Assault	96.7%	93.3%	0.554	
Sexual Assault	73.3%	46.7%	0.035	**
Physical/Sexual Harassment	76.7%	63.3%	0.260	
Child Maltreatment	66.7%	50.0%	0.190	
Witness Interpersonal Violence	43.3%	26.7%	0.176	
Witness any Violence	100.0%	100.0%	-	

A total victimization index was created to calculate the total number of “yes” responses to the 34 victimization events on the JVQ-R2, with 34 being the maximum index score a youth could receive. The scores in this area ranged from a minimum of 1 “yes” response to 27 “yes” responses on the individual incidence questions. The index was further collapsed to determine those who answered “yes” to a

lower number of victimization incidences (< 15 “yes” responses) and those who answered “yes” to a higher number of victimization incidences (15 or more “yes” responses). This cutoff was chosen as a general mid-point based on the maximum “yes” responses to the JVQ-R2. LGBTQA/GNCR were more likely ($\chi^2 = 7.500$, $p = 0.006$) to indicate higher levels of victimization (50%) when compared with heterosexual, non-GNCR youth (17%).

Table 10. Overall Victimization Level by Cohort

	Low (< 15)	High (15 +)
Heterosexual/Straight	25 83.3%	5 16.7%
LGBTQQA	15 50%	15 50%

Furthermore, individual questions were added to create a cumulative score in each of the domains on the JVQ-R2. When we look at the average score differences between the two groups, LGBTQA/GNCR youth scored higher in each area when compared with heterosexual, non-GNCR youth. LGBTQA/GNCR youth scored significantly higher across sexual assault ($t = 3.279$, $p = 0.002$), physical/sexual harassment ($t = 2.939$, $p = 0.005$), child maltreatment ($t = 2.593$, $p = 0.013$), and overall victimization ($t = 2.327$, $p = 0.024$). This further points to differences in the cumulative impact of traumatization between LGBTQA/GNCR and heterosexual, non-GNCR youth. While LGBTQA/GNCR youth did not have significantly higher incidence rates in the individual domains on the JVQ-R2 generally, they were more likely to respond “yes” to more of the individual events in the identified domains.

The likelihood of a queer youth displaying posttraumatic stress symptoms (PSS) or being diagnosed with posttraumatic stress disorder (PTSD) is related to the number and types of victimizations they endure, as well as their reactions to those experiences. Those who are physically abused and those who find victimization experiences highly upsetting are more likely to develop PTSD (D’Augelli et al., 2006). However, the number of victimization experiences seems to be a better predictor of PSS and PTSD,

with more victimization correlated with higher rates of posttraumatic stress (D’Augelli et al., 2006; Finkelhor, Omrod, et al., 2005).

Table 11. Average JVQ-R2 Domain Indices Score by Cohort Group

Victimization Index	LGBTQA/ GNCR (N = 30)	Straight/ Non- GNCR (N=30)	P- value	Sig.
Property Crime (out of 3)	1.60	1.50	0.719	
Physical Assault (out of 9)	4.20	3.57	0.207	
Sexual Assault (out of 5)	1.30	0.50	0.002	***
Physical/Sexual Harassment (out of 6)	2.27	1.13	0.005	***
Child Maltreatment (out of 4)	1.43	0.67	0.013	**
Witness Interpersonal Violence (out of 3)	0.47	0.27	0.138	
Witness any Violence (out of 8)	4.23	3.87	0.397	
<i>Total Victimization (out of 34)</i>	<i>14.63</i>	<i>10.97</i>	<i>0.024</i>	<i>**</i>

Pathways into the Juvenile Justice System

While we understand that LGBTQA/GNCR youth experience more traumatic and victimization events generally, it is important to understand trauma’s impact on justice system involvement. Since all of the youth involved in this sample were involved in the juvenile justice system to some degree, we are not necessarily trying to predict involvement in the justice system generally. Instead, age at first disposition was examined to determine factors related to *early entry* into the juvenile justice system. However, it should be noted that age at first disposition does not necessarily indicate first entry into the justice system. Youth may have a number of interactions early in the juvenile justice system that may not rise to the level of adjudication.

Regardless, age at first adjudication should give a sense of early involvement in the justice system. To test this, a one-way analysis of covariance (ANCOVA) was conducted to identify statistically significant differences between sexual assault, physical or sexual harassment, and child maltreatment on age at first adjudication controlling for LGBTQA/GNCR status and child protection and welfare involvement.

Independent variables were coded as dichotomous indicators (i.e., whether youth had experienced particular victimization events or not) to determine whether this impacted earlier involvement in the juvenile justice system. Prior child protection involvement was reduced into a single factor using principle components factor reduction from child protection and child welfare intakes, and prior human services placements. Child protection and welfare history ($F = 5.267, p = 0.026$) helps predict age at first disposition, though LGBTQA/GNCR status does not have a significant effect on age of first adjudication. There is also a significant effect of child maltreatment on age at first adjudication when controlling for LGBTQA/GNCR status and child protection and welfare history ($F = 8.437, p = 0.005$). Neither sexual assault nor physical or sexual harassment had a significant effect on age at first adjudication.

Table 12. Analysis of Covariance (ANCOVA) Model

Tests of Between-Subjects Effects						
Dependent Variable: Age at First Disposition						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	32.819 ^a	5	6.564	3.263	.012	.232
Intercept	6259.235	1	6259.235	3111.247	.000	.983
Sexual Assault	.168	1	.168	.083	.774	.002
Physical/Sexual Harassment	3.532	1	3.532	1.756	.191	.031
Child Maltreatment	16.973	1	16.973	8.437	.005	.135
LGBTQA/GNCR Status	.324	1	.324	.161	.690	.003
Child Protection History	10.595	1	10.595	5.267	.026	.089
Error	108.638	54	2.012			
Total	13971.892	60				
Corrected Total	141.457	59				

a. R Squared = .232 (Adjusted R Squared = .161)

When looking at mean differences in age at first disposition for those with prior child maltreatment compared with those with no prior child maltreatment experiences, youth with prior child maltreatment tended to have a higher age at first disposition. A possible reason for this may be that

those with prior child maltreatment experiences are among those who are more likely to receive services outside of the juvenile justice system at earlier ages, which may prompt a different response at earlier points than those who are not receiving services.

To further explore the relationship between age at first disposition, child protection history, and victimization experiences (e.g., sexual assault, physical or sexual harassment, and child maltreatment), a correlation matrix was created to examine the relationship between the variables in the initial ANCOVA model.

Table 13. Correlation of Model Variables

Correlations						
		Age at First Disposition	LGBTQA/ GNCR Status	Child Protection History	Sexual Assault	Physical/ Sexual Harassment
LGBTQA/ GNCR Status	Corr.	-.045				
	Sig.	.732				
	N	60				
Child Protection History	Corr.	-.253	.303*			
	Sig.	.051	.019			
	N	60	60			
Sexual Assault	Corr.	.160	.395**	.318*		
	Sig.	.221	.002	.013		
	N	60	60	60		
Physical/ Sexual Harassment	Corr.	.136	.360**	.252	.546**	
	Sig.	.300	.005	.052	.000	
	N	60	60	60	60	
Child Maltreatment	Corr.	.352**	.322*	.292*	.531**	.614**
	Sig.	.006	.012	.024	.000	.000
	N	60	60	60	60	60
** Correlation is significant at the 0.01 level (2-tailed)						
* Correlation is significant at the 0.05 level (2-tailed)						

Based on the correlation matrix presented in Table 13, child maltreatment appears to be an important variable, as it is positively correlated with other variables explored in the current model. This generally

indicates that increased child maltreatment exposure generally coincides with increases in child protection involvement ($r = 0.292$, $p = 0.024$), sexual assault ($r = 0.531$, $p < 0.001$) and physical or sexual harassment ($r = 0.614$, $p < 0.001$) victimization. It is also significantly correlated with LGBTQA/GNCR status ($r = 0.322$, $p = 0.012$) in that LGBTQA/GNCR youth tend to experience more child maltreatment, which is not surprising given findings discussed previously. It is, however, interesting to note the direction of the relationship between child maltreatment and age at first disposition since it is contrary to what we would expect. We would expect a negative association between entries into the juvenile justice system and child maltreatment with increases in child maltreatment being associated with younger age of first disposition. However, there is a statistically significant positive association between child maltreatment and age at first disposition ($r = 0.352$, $p = 0.006$), meaning that increases in child maltreatment exposure generally coincide with increases in age at first disposition.

As a next step, a linear regression model was conducted to determine factors related to early involvement in the juvenile justice system. However, the path to juvenile justice system is complex and not necessarily linear. For this reason, it is not necessarily clear the outcome and predictors from the variables identified. It could be that youth transition between the juvenile justice system more fluidly in that they may start in social services and cross over into the juvenile justice system while others may start in the delinquency system and subsequently become enmeshed in the child welfare system due to identification of trauma and maltreatment in the justice system. This, as a result, warrants two essential questions: 1) does social services intervention lead to early entry in the juvenile justice system or 2) does early entry in the juvenile justice system make social services intervention more likely? Two regression models were fit using the variables identified in the initial ANCOVA model: one predicting age at first adjudication and one predicting social services interventions from LGBTQA/GNCR status and cumulative sexual assault, physical or sexual harassment, and child maltreatment scores. These full

models were simplified using a backward elimination approach in which a single variable is deleted at a time from the full model. The final models are included in Tables 14 and 15.

Table 14. Age at First Disposition Regression Model

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.579	.236		61.720	.000
	Child Protection History	-.528	.161	-.389	-3.269	.002
	Child Maltreatment	.601	.154	.466	3.914	.000

a. Dependent Variable: Age at First Disposition
b. R Squared = 0.262 (Adjusted R Squared = 0.236)

Table 15. Social Services Intervention Regression Model

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.160	1.357		3.065	.003
	Age at First Disposition	-.299	.092	-.406	-3.269	.002
	Child Maltreatment	.414	.118	.435	3.502	.001

a. Dependent Variable: Child Protection History
b. R Squared = 0.230 (Adjusted R Squared = 0.203)

Child protection history ($t = -3.269$, $p = 0.002$) and child maltreatment ($t = 3.914$, $p < 0.001$) are both significant predictors of age at first disposition, with an adjusted R-square indicating that nearly 24% of the variance in age at first disposition can be explained by child protection history and child maltreatment. Similarly, age at first disposition and child maltreatment were significant predictors of child protection history, with approximately 20% of the variance in child protection history explained by these two variables (see Table 15).

Based on these results, there is a generally negative relationship between juvenile justice and social services involvement. As youth experience more extensive child protection and child welfare

involvement, they are likely to get involved in the juvenile justice system at earlier ages and vice versa. Child maltreatment is also an important predictor in system involvement generally. For instance, youth with more child maltreatment experiences are likely to also experience more extensive involvement in human services. Yet, youth with more child maltreatment experiences are likely to have later entries into the juvenile justice system, which is contrary to what we would expect given the connection between child protection and delinquency involvement and the impact of child maltreatment on child protection history.

This could be for a couple of different reasons. It could be that trauma is not being given enough attention with older children when compared to younger children. The juvenile justice system may be more likely to recognize trauma, and specifically child maltreatment, in younger children and be more prone to handling earlier involvement within other agencies until a certain point or age. It is also possible that due to the self-reported nature of child maltreatment, children with extensive maltreatment exposure may minimize their experiences. They may choose not to disclose such information, and perhaps disengage to avoid system involvement at earlier ages, which would make later entry in the justice system reasonable.

However, there is not sufficient data to fully support these conclusions. There are a number of factors that are generally unknown. Since we are pulling a sample of those who are already intertwined in the juvenile justice system, for example, we do not necessarily know the trauma and child protection histories of those involved in human services who do not subsequently cross over into the justice system. As a result, we may be missing information to explore this finding more fully.

Experiences of Youth in the Juvenile Justice System

Another intent of this study was to identify how the experiences of LGBTQA and GNCR youth compared with heterosexual and non-GNCR youth in the juvenile justice system. This involved asking questions

regarding the extent to which youth felt their gender identity and/or sexual orientation influenced their experiences of trauma and violence. Most (77%, N = 46) responded that their gender identity and/or sexual orientation did not seem to have an impact on their experiences of trauma and violence. Fourteen (23%) of the overall 60 youth interviewed responded that their gender identity and/or sexual orientation played a role in their trauma experiences, most of which were LGBTQA/GNCR youth (12 of the 14).

A number of themes were identified from individual responses. Seven of the 30 LGBTQA/GNCR youth interviewed (23%) said being judged by others for their gender identity and/or sexual orientation often led to physical or verbal harassment, which further contributed to their experiences of trauma and violence. This typically involved feeling a lack of support from family or friends. Additionally, six of the 30 (20%) LGBTQA/GNCR youth experienced bullying, violence, or harassment because of their gender identity or sexual orientation, and four (13%) felt their experiences of trauma and violence were interrelated with gender expectations placed on them by others. One female youth, for example, commented that “sometimes I think I don’t want to be female because you get treated like a sex object” and one male participant said that “as a boy, people are more likely to do something to me. In fights they are willing to beat you up worse.” Youths’ experiences with trauma and victimization appear to be connected with youths’ understanding of what it means to be a boy or girl and societal expectations associated with masculinity and femininity.

Regardless of sexual orientation and/or gender identity, youth were asked how being a part of the juvenile justice system generally has influenced their experiences of trauma and violence. Two-thirds (67%) of the 60 interviewed youth (N = 21, 70% LGBTQA/GNCR; N = 19, 61% heterosexual, non-GNCR youth) provided a response to this question. There were a number of themes that came across in both groups. For instance, 20% of each group expressed feeling the juvenile justice system was unfair or ill-equipped to working with youth. This ranged from feeling staff and facility rules were sometimes

inconsistent to feeling like programs and systems were unable to care for their needs. For instance, one youth commented on a particularly dangerous incident where

“....a friend was restrained improperly and dropped on his head. Because the placement was unfit for us that is why I ended up back in the [detention center]....”.

This exemplifies the emotional turmoil and potential re-traumatization youth go through when interacting with the juvenile justice system, especially one that is perceived by them as unfit to meet their needs.

Youth also commented that witnessing violence in the facilities played a role in their trauma and violence exposure. Twenty percent (N = 6) of the LGBTQA/GNCR and 17% (N = 5) of the heterosexual, non-GNCR youth expressed witnessing fights while they had been involved in the juvenile justice system. While a number of youth expressed that fights were relatively commonplace in juvenile facilities, they also indicated this was not necessarily common behavior in the community. One youth commented that “bad things happen inside here, like fights. Outside those things don't happen to me.”

Although both LGBTQA/GNCR and heterosexual, non-GNCR youth witnessed violence nearly equally, LGBTQA/GNCR youth more often said they personally experienced bullying, harassment, and/or violence as opposed to merely witnessing violence. Five (17%) of the 30 LGBTQA/GNCR said they had been bullied or harassed during their involvement in the juvenile justice system compared with 3% (N = 1) heterosexual, non-GNCR youth. While most of the comments were inexplicit to the kinds of bullying, harassment, and violence they had experienced, one youth mentioned being bullied for their sexual orientation specifically. Similarly, LGBTQA/GNCR youth more often expressed having issues with staff in the facilities. Nearly one-fourth (23%) of all LGBTQA/GNCR responded to having issues with facilities staff compared with 13% (N = 4) of heterosexual, non-GNCR youth. This ranged from staff not intervening in incidents in the facilities, to staff escalating situations, to staff providing inconsistent rules and orders, and feeling as though staff were rude or judgmental toward youth.

Some LGBTQA/GNCR (13%) and heterosexual, non-GNCR youth (10%) also expressed feeling stuck in the system. Youth felt frustrated by not being able to go home and seemed to perceive the system as a never-ending cycle. One youth commented that “...they keep sending me away, since I was about 10 years old. I’ve been here a lot so it’s nothing new. I got used to it. I still don’t want to be here though.” A number of youth also felt fear and anger from being in the system, though this was more prominent in LGBTQA/GNCR youth (23%) compared with heterosexual, non-GNCR youth (7%). Youth expressed feeling angrier than when they are at home and felt the system has made them more violent. One youth said “I don’t yell or fight when I’m at home but I do that here. I act different. I have so much anger. I will get mad and then later realize it was for no reason.” A number of youth felt upset to be in the system and one youth expressed what they did not want:

“I never want to be in a place where there are handcuffs or police officers. I don’t want to go to a mental health institution, hospital, or a placement. I don’t want to be locked in a room. I don’t want any part of anything that involves the justice system or police officers. I’ll freak out. When I leave here I’m going to run free. When I get home it’ll feel so good.”

This provides the crux of what youth seem to need from the system and demonstrates the potential for re-traumatization from being in detention or placement. The experiences are relatively comparable between LGBTQA/GNCR and heterosexual, non-GNCR youth. However, adding in gender identity and sexual orientation seems to potentially lead to more experiences of anger, violence, and issues in the justice system.

Due to the nature of the interviews and asking sensitive or potentially re-traumatizing questions, we considered it equally important to help youth vocalize their strengths and ensure they were comfortable before returning to their programming at the detention or residential treatment center. Not surprisingly, youth in this sample resembled many other American teens in terms of their strengths, the things they enjoy doing, and what they do to cope with stress and trauma. Both

LGBTQA/GNCR and heterosexual, non-GNCR youth pointed to sports and games (52%) as being among their biggest talents. One fifth of youth (20%) also said music, art, and writing was something they enjoyed. Otherwise, youth tended to spend time with family and friends or talking with others as something they do to make themselves feel better.

With regard to sexual orientation and gender identity more specifically, there were few youth who expressed a general sense of resiliency in terms of being able to accept themselves, though this was not an overwhelming theme. Two of the 30 (7%) LGBTQA/GNCR youth commented on their own feelings of self-acceptance despite judgement from others. One LGBTQA/GNCR youth, in particular, commented that

“I accept myself and know myself. Certain people are raised in a way where they don’t accept it; my dad raised me that way. He would say ‘don’t hang around gay people’. I’m okay with myself but others aren’t okay with it.”

While this was not a dominant theme, this demonstrates that youth can present a sense of resilience in spite of judgement, trauma, and victimization they may have experienced.

Trauma within a Corrections Organization

As a part of the trauma grant work, we also wanted to evaluate the Department of Community Correction’s (DOCCR) current status as a trauma-informed organization. Currently, there is no standard for where DOCCR should be in implementing or adhering to trauma-informed care. Therefore, the trauma-informed agency self-assessment surveys were an attempt to get a baseline for how juvenile service departments are doing with regard to trauma-informed care practices in the DOCCR.

Participants

A total of 420 staff from DOCCR participated in the trauma-informed organizational assessment. Respondents included probation officers, correctional officers, support staff, as well as any employee that dealt with clients to some degree in their daily work. The overall response rate was 49%.

Table 16. Respondents Surveyed by Division

Division	Total Surveyed	Total Completed	Response Rate
Adult Corrections Facility	170	85	50%
Adult Field Services	316	187	59%
County Home School	89	35	39%
Community and Client Restoration	79	36	46%
Family Court Services	25	14	56%
Juvenile Detention Center	87	26	30%
Juvenile Probation	98	57	58%
TOTAL	864	420	49%

Survey and Data Collection

A 47-item survey, the “DOCCR Trauma Informed Agency Self-Assessment”, was developed and adapted from the *Agency Self-Assessment for Trauma-Informed Care* created by Orchard Place/Child Guidance Center’s Trauma Informed Care Project (2010). This tool was selected because it was considered user-friendly, contained a number of the key principles identified in Fallot & Harris’ (2009) assessment planning protocol, and could be easily adapted to fit corrections staff and populations. The survey asked Hennepin County corrections staff to respond to a web or paper survey and rate how well trauma-informed care is embedded into daily practice across four key areas depicted in Table 17.

For each statement, respondents were asked to choose the option that most closely matched their thoughts about the division in which they worked. The response choices were: almost always, often, sometimes, seldom, never, and not applicable.

Table 17. Four Organizational Self-Assessment Domain Areas

Area	Description
Supporting Staff Development	How well does corrections include trauma-informed care into training, staff supervision and self-care?
Creating a safe and supportive environment	How does corrections establish physical and emotional safety for clients?

Area	Description
Assessment and planning services	How does corrections include trauma-informed care components into assessments and service delivery?
Involving clients and adapting policies	How does corrections ensure clients and staff are involved in creating and modifying policies and practices?

Factor Analysis

Because this assessment was adapted for use in community corrections, we wanted to ensure the survey was actually measuring the domains we wished to understand. Data on the 47-item assessment was analyzed using factor analysis performed in SPSS to reveal the underlying factors in the assessment. Nine factors were identified based on the initial rotated (varimax) solution with eigenvalues greater than 1. The nine factor solution explained approximately 68% of the total variance.

During several steps, a total of 13 items were eliminated (see Appendix C) because they did not contribute to a simple factor structure and failed to meet a minimum criteria of having a primary factor loading of .5 or above and no cross-loading of .49 or above, meaning items were excluded if they failed to predominantly load onto a single factor. The principle components extraction factoring method was conducted on the remaining of 34-items, resulting in six components with eigenvalues over Kaiser’s criterion of 1 extracted by means of the scree test. These six factors explained 68.6% of the total variance. The factor structure was then rotated using the varimax method. Table 18 depicts the six factors, their eigenvalues, and the proportion of variance explained by each of the factors.

Table 18. Factors, Eigenvalues & Percent of Variance Explained

Factors	Factor Name	Eigenvalues	% of Variance
1	Assessments & Case Planning	6.30	18.54
2	Trauma Training for Staff	5.18	15.22
3	Client’s Rights & Safety	3.29	9.68
4	Client Informed Policies	3.10	9.12
5	Staff Informed Policies	2.90	8.51
6	Honoring Client Diversity	2.60	7.53

Kaiser normalization (KMO = 0.904). Bartlett’s test of sphericity, χ^2 (6569.49), $p = .000$, indicated that there was a correlation between items, and for factor analysis we need some relationships between variables (Field, 2009).

To ensure factors were internally consistent, reliability analysis were performed. The six factors and their corresponding alpha levels are detailed in Table 19 below.

Table 19. Reliability Analysis

Factor	Factor Name	Cronbach's Alpha
1	Assessments & Case Planning	0.94
2	Trauma Training for Staff	0.93
3	Client's Rights & Safety	0.80
4	Client Informed Policies	0.82
5	Staff Informed Policies	0.77
6	Honoring Client Diversity	0.75

Appendix C depicts the retained items that loaded onto each of the six factors. The number of items vary from nine items on "Assessments and Case Planning" (Factor 1), to three items on "Honoring Client Diversity" (Factor 6). As anticipated, questions on the adapted survey measured the key principles we sought to identify. For this reason, we feel the adapted assessment is an appropriate tool to measure DOCCR's baseline as a trauma-informed organization.

Identification of Strengths and Areas for Improvement

A total of 118 staff from juvenile services divisions (Table 20) responded to the organizational assessment and are analyzed as a subset of the total survey responses to better understand areas of strength and improvement in juvenile services more specifically. The overall response rate was 43%.

Table 20. Respondents Surveyed by Juvenile Divisions

Division	Total Surveyed	Total Completed	Response Rate
County Home School (CHS)	89	35	39%
Juvenile Detention Center (JDC)	87	26	30%
Juvenile Probation (JP)	98	57	58%
Total Responses	274	118	43%

Frequency analyses of the responses to statements for the juvenile divisions were performed.

Responses were analyzed to identify areas of strengths and areas of improvement. The following responses to questions indicated department strengths (Table 21) and where more work is needed (Table 22).

Table 21. Areas of Strength

Statement	Almost Always/ Often	Sometimes	Seldom/ Never	Not Applicable/ Missing
Physical spaces are welcoming to clients of all backgrounds (i.e., culture, religion, sexual orientation, gender identity, disability, etc.)	70.3%	18.6%	6.8%	4.2%
Staff in my division practice motivational interviewing techniques with clients (i.e., open ended questions, affirmations, and reflective listening).	86.4%	9.3%	1.7%	2.5%
Staff use language that is appropriate and respectful to clients of different cultures, religions, sexual orientations, and gender identities.	85.6%	11.9%	0%	2.5%
Client assessments include a history of trauma (i.e., physical, emotional, or sexual abuse, neglect, loss, domestic/community violence...)	63.6%	18.6%	10.2%	7.6%
Staff in my division are able to support clients experiencing intense emotions.	59.3%	26.3%	8.5%	5.9%

Table 22. Areas for Improvement

Statement	Almost Always/ Often	Sometimes	Seldom/ Never	Not Applicable/ Missing
My division offers training on what traumatic stress is.	19.5%	39.8%	38.1%	2.5%
My division offers training on how to help clients identify triggers (i.e., reminders of dangerous or frightening things that have happened in the past).	20.3%	35.6%	33.1%	11.0%
My division offers training on how to help clients minimize re-traumatization using coping mechanisms, de-escalation strategies, or similar techniques ...	28.0%	33.1%	36.4%	2.5%
My division brings in outside experts with expertise in trauma to provide ongoing education and consultation.	29.7%	43.2%	25.4%	1.7%
My division addresses topics related to trauma at team meetings.	28.8%	41.5%	24.6%	5.1%
Staff in my division ask clients for their definitions of emotional safety.	35.6%	30.5%	23.7%	10.2%
Staff in my division are expected to educate clients about traumatic stress and triggers.	25.4%	22.0%	44.1%	8.5%

There were five statements related to trauma-informed care and practices that stood out as areas of strength based on participant responses. Two of those statements (e.g., “physical spaces are welcoming to clients of all backgrounds” and “staff use language that is appropriate and respectful to clients of different cultures, religions, sexual orientations, and gender identities”) use language that relate to honoring client diversity. Two of the statements (e.g., “staff in my division practice motivational interviewing techniques with clients” and “client assessments include a history of trauma”) aim to assess clients’ needs in an evidence-based and trauma-aware manner. The statement, “staff in my division are able to support clients experiencing intense emotions” suggests that staff have the emotional capacity to interact with clients who have experienced trauma.

Areas for improvement were more mixed across content areas, which may mean that there is a lack of understanding or clarity about what is actually done on a daily basis. However, a pattern does appear to emerge in that there is little to no training being offered relating to trauma-informed care and practices currently. This includes bringing in outside experts for consultation and discussing trauma-related issues at team meetings. One possible explanation, then, for a quarter of participants responding that staff are seldom or never expected to educate clients about traumatic stress and triggers, may be because they themselves are not trained in the area.

Based on these results, it appears that the desire to adhere to trauma informed principles is present, but what may be lacking is the skill, expertise, or training to do so. Therefore, the next step to advance these divisions and the department towards a more trauma-informed organization would be to implement specific training that addresses and integrates trauma-informed care and practices.

Discussion

The current sample drawn from 150 surveys and 60 interviews estimates that 32% of justice-involved youth are LGBTQA and/or among those who have experienced gender nonconformity-based rejection

(GNCR). Similar to previous studies, girls are overrepresented among LGBTQA and GNCR youth; 84% of girls in this sample identified as LGBTQA or GNCR compared with 24% of boys. However, there was no significant difference between LGBTQA/GNCR and heterosexual, non-GNCR youth in terms of prior human services and corrections system involvement. Youth in both groups had significantly similar numbers of child protection and child welfare intakes, detention admissions, and placement histories. Where the two groups of youth differed, however, was with regard to their trauma and victimization experiences. LGBTQA/GNCR youth were less likely than heterosexual, non-GNCR youth to live with a parent or family member (69% versus 85%) and less likely to identify a trusted adult in their life currently (71% versus 87%). Conversely, LGBTQA/GNCR youth were more likely to have a history of self-reported homelessness (52% versus 28%) and have been removed from their homes for their own safety (49% versus 28%).

While some victimization experiences (e.g., assault, theft, witnessing interpersonal or community violence, and gang or peer assault) were relatively common across all youth in this sample, LGBTQA/GNCR appear to have significantly more pronounced experiences of trauma and victimization than their heterosexual, non-GNCR peers. This came across in both incidence questions (i.e., did this happen to you) on the JVQ-R2 and ACEs instruments, as well as comments made during interviews. More often than heterosexual, non-GNCR youth, LGBTQA/GNCR youth experienced things associated with bullying by peers or family members. For instance, LGBTQA/GNCR youth were more likely to have been harassed by peers (53% versus 27%), experienced verbal abuse by adults in their lives (43% versus 7%), and neglect by a caregiver (33% versus 10%). This may not be particularly surprising given the stigma and societal disapproval after disclosing lesbian, gay, or bisexual identities (Saewyc et al, 2006). It may make sense that LGBTQA/GNCR youth receive adverse reactions or treatment from peers or family because of their sexual orientation and/or gender identities more so than youth who identify as heterosexual or cisgender, though this was not measured directly in this study. Furthermore,

LGBTQA/GNCR youth experienced an overwhelming exposure to sexual trauma and violence.

LGBTQA/GNCR youth were significantly more likely to have forced intercourse (33% versus 0%), have been sexually assaulted by a known adult (20% versus 0%), and have experienced nonspecific sexual assault (20% versus 0%) than heterosexual, non-GNCR youth.

It is also apparent that LGBTQA/GNCR youth experience more cumulative trauma and victimization than their peers. For instance, LGBTQA/GNCR youth answered “yes” to 4.5 of the 10 questions on the ACE compared with 2.5 for heterosexual, non-GNCR youth. They were also significantly more likely to have experienced a number of different sexual assault events, physical or sexual harassment instances, and child maltreatment experiences. Experiencing more cumulative events, as a result, increases the likelihood of developing posttraumatic stress symptoms (PSS) and posttraumatic stress disorder (PTSD) (D’Augelli et al., 2006; Finkelhor, Omrod, et al., 2005), as well as risk for involvement in the juvenile justice system.

Based on regression and ANCOVA findings presented previously, there appears to be a connection between age of entry into the juvenile justice system, social services involvement, and child maltreatment. Child maltreatment was a significant predictor for social services involvement, as well as entry in the juvenile justice system. While greater child maltreatment experiences generally indicated increased social services involvement, child maltreatment had the opposite impact on age of entry into the juvenile justice system based on age at first disposition. More extensive child maltreatment tended to coincide with delayed entry into the juvenile justice system. The inverse relationship between child maltreatment and age of entry into the juvenile system may indicate that the justice system tends to recognize and respond to trauma in younger kids through diversion or alternative system services, which may delay entry into the justice system. However, more work is needed to more fully examine this relationship.

Regardless, current research shows that exposure to trauma places youth at higher risk for juvenile justice system involvement (Duke, Pettingell, McMorris, & Borowsky, 2010). Based on the differences between LGBTQA/GNCR and heterosexual, non-GNCR youth found in this study, trauma appears to play a part in youth's involvement with the juvenile justice system. Most of the indicators that would indicate a criminogenic pathway, such as early involvement in detention or placement, or adjudication history, were statistically non-significant. Where youth differed was related to their trauma history. Trauma indicators, such as sexual assault, child maltreatment, physical/sexual harassment, adverse childhood experiences indices, and overall victimization, were the only factors appearing related to sexual orientation and/or gender identity generally. Furthermore, LGBTQA/GNCR youth also experienced more individual trauma events than their heterosexual, non-GNCR peers, which may have a cumulative impact on entry into the justice system. It is also apparent that child maltreatment is an important factor for system involvement generally and should be explored further in future research.

Study Limitations

It is clear from this study, as well as prior research, that the path into the juvenile justice system is complex and multifaceted. While trauma appears to be heavily interwoven into system-involved youths' lives, and in particular connected deeply with those who identify as LGBTQA or GNCR, this study does not necessarily indicate this was a factor in earlier justice system involvement. However, there are a number of factors that may limit our ability to fully understand and accurately identify youths' pathways into the juvenile justice system. In examining justice system entry, there is a lot of information that is unknown. For instance, the current sample may be those with more extensive histories and involvement with the juvenile justice system. Youth in the JDC, which comprise the largest proportion of our sample, are screened for risk to reoffend or failure to appear for subsequent court hearings (i.e., pretrial failure). If they are deemed low risk for pretrial failure, they can be released home prior to subsequent court proceedings. Given the quick entry and exit of youth in detention, it is

likely that our sample missed those with minimal justice system involvement. Instead, our population may have been comprised of more youth with more substantial, or “deep end” system involvement, which may limit our ability to accurately measure and differentiate indicators for early entry into the system.

Given this, it may also make it difficult to accurately predict the percentage of system-involved youth who identify as LGBTQA or GNCR. While our estimates of LGB youth generally coincide with previous literature (Irvine, 2010), there were a greater number of youth identified as experiencing gender nonconformity-based rejection (GNCR). This could be for a number of different reasons. First, this could be a definitional difference from previous literature. Where other literature may have estimated gender nonconformity more explicitly, our research identifies those who have experienced nonconformity-based rejection more generally. This is a much broader definition.

This could also be related to the “deep end” nature of the current sample. The link between trauma and subsequent violence perpetration has been well-established. Understanding the higher likelihood of LGBTQA and GNC youth to experience trauma in previous literature, as well as the current sample, may help understand the deviation from prior studies. It could be that LGBTQA and GNCR youth in Hennepin County are more likely to penetrate further into the juvenile justice system, so excluding those with more entry-level involvement may actually overestimate the percentage of LGBTQA or GNCR youth in the system. However, this is largely unknown.

Another potential reason for the greater percentage of GNCR youth in the sample may be due to methodology differences from previous literature. In Irvine’s (2010) prior study, youth were offered surveys upon intake by admissions staff. In our study, a dedicated research assistant solicited participation from youth. The research assistant provided details about the purpose of the study and informed youth that their participation was voluntary, would be kept private, and did not impact their

treatment at the detention center or placement facility. Given that our research assistant was not affiliated with the facility directly may have impacted youth's perception of neutrality and confidentiality. In this regard, they may have been more likely to participate and answer questions openly.

Another possible limitation with the current study revolves around the trauma-informed organizational self-assessment. While we were able to identify some key strengths and areas for improvement, this is only reflective of 43% of our juvenile services divisions. It is unclear whether this is reflective of the remaining staff in the divisions surveyed. Given this was meant to provide a baseline to gauge where the department is with regard to trauma-informed practice, more exploration of other aspects of being a trauma-informed organization is needed.

Implications for policy, practice, and future research

It is a common misconception that juvenile justice systems do not serve youth who identify as LGBTQA and/or GNC (Irvine, 2010). However, youth often do not openly disclose their sexual orientation or gender identity as opposed to them being absent from the system generally. Furthermore, mounting evidence shows the connection between childhood trauma and criminal behavior (Cuevas, Finkelhor, Shattuck, Turner, & Hamby, 2013; Hurley Swayze & Buskovich, 2015; Letich, 2017; Wolff, Baglivio, & Piquero, 2017). This highlights the need for juvenile justice systems to not only develop and implement trauma-informed practices, it also requires us to have a better understanding of the youth we serve and how their experience in the juvenile justice system may serve as a risk factor for further victimization and re-traumatization. Although general trauma-informed practices should be helpful for any youth with a history of trauma, LGBTQA youth experience unique forms of victimization (D'Augelli, Grossman, & Starks, 2006; Dragowski, Halkitis, Grossman, & D'Augelli, 2011) and have specialized support needs (Wilber, 2015).

Youth with trauma histories are likely to have a more negative response to distressing events (Adams, 2010; Letich, 2017; McCoy et al., 2016). Practices such as handcuffing, invasive searches upon entering a facility, and the use of isolation may cause fear, shame, and loneliness (Adams, 2010). Prevailing cultures of violence in facilities can lead to constant fear and hypervigilance (Abrams, Anderson-Nathe, & Aguilar, 2008; Letich, 2017; Mountz, 2016), while lack of privacy might be especially triggering for those with a history of sexual abuse (Mountz, 2016). This became increasingly clear in interviews with youth. Many youth said being at the detention or placement facility makes them more easily agitated and angered than they feel at home. They often lose their temper, are triggered in the facility, get into fights, and feel like things are out of their hands. Whether a youth is in a community or facility setting, it is critical to train staff to recognize trauma and its symptoms and then respond to the resulting behaviors with a trauma-informed approach (Adams, 2010; Ko et al., 2008; Letich, 2017; Steinberg et al., 2014).

A first step becomes identifying and understanding youths' trauma histories. This involves being more intentional about identifying trauma and asking youth what they need from the system. Youth interviewed for this study responded positively to an opportunity to share their experiences. Youth were generally excited to provide feedback and would have liked to share specific feedback for the facility and/or staff. Asking questions that help the system understand youth's trauma and what they need from the system allows youth to advocate for themselves and their peers. As a result, if the system can start to identify youth's trauma, it can start to address their trauma and examine policy and procedures around how we work with youth who have experienced trauma so as not to re-traumatize them.

Identifying trauma, however, is just a first step. Implementing trauma-informed systems, practices, and treatments are pivotal in helping all youth overcome the maladaptive thought and behavior patterns that have essentially become "wired in" to their brains by trauma (Letich, 2017; Steinberg et al., 2014).

A precursor to providing trauma-informed, neuroscience-based services is to acknowledge the strengths and positive experiences that a youth brings (Letich, 2017). One shortcoming of most tools for assessing trauma is that they focus solely on negative experiences, which means that case and treatment plans are typically based around correcting deficits rather than building on assets and resilience (Letich, 2017). It is important to incorporate both the positive and negative in case planning (Letich, 2017), yet it has been found that probation officers are less likely to endorse strengths than they are to identify areas of risk in their assessments (Holloway, Cruise, Morin, Kaufman, & Steele, in press). Such positive endorsements benefit not only the youth, who may feel better heard and understood when their strengths are recognized, but also staff, who might feel more hope for the youth's future (Holloway et al., in press; Letich, 2017).

In addition, implementing a trauma-informed and neuroscience-based approach means focusing on "practical skills" (Letich, 2017). The goal is to increase a person's capacity for self-regulation, allowing them to recognize their own feelings and reactions, and giving them the tools to choose an appropriate response to the situation at hand. Models that promote skills in self-regulation can improve outcomes for youth (Ford & Blaustein, 2013; Letich, 2017). In some cases, the processes and policies of the juvenile justice system can be modified to enhance self-regulation. For example, when doing intake interviews and assessments, intermixing questions about negative experiences and risks with questions that focus on positive experiences and strengths can balance activation and calming (Letich, 2017). Other parts of self-regulation require therapy, training, or individual practice of skills that increase calming or activation, as the situation demands (Letich, 2017). Letich (2017) discusses how these skills can change behaviors. Youth might then be able respond to situations with prosocial behaviors instead of delinquent ones.

However, there is a difference between simply asking about whether a youth has experienced trauma and being able to recognize symptoms of trauma in that youth's behavior and demeanor (Adams, 2010;

Letich, 2017). Training staff to recognize this distinction becomes increasingly critical. This practice involves routinely embedding trauma and related topics into ongoing trainings and organizational and team meetings. This includes ensuring staff have an understanding of how trauma impacts the brain, how to work with youth who have experienced trauma, and the cumulative impacts of trauma on behavior and delinquency. This was evident in the current organizational assessment, as common areas for improvement indicated a need for more training and increased access to resources and expertise around trauma.

Similarly, it is important for staff to have an understanding of the unique pathways into the system and trauma histories of different youth. To improve experiences for LGBTQA youth specifically, there is a need for culture change within the juvenile justice system rather than just a new program or standards (Wilber, 2015). Buy-in from frontline staff may be harder to elicit than from administration, and existing structural processes may conflict with and undermine changes (Haight et al., 2014). Non-discrimination policies that explicitly include sexual orientation, gender identity, and gender expression are a foundational component, and these policies must be enacted and enforced (Wilber, 2015; Wilber et al., 2006). Staff should be trained to understand distinctions between these concepts, as well as how these components of a person's identity may interact (Wilber, 2015). Additional training is necessary to ensure that staff can interact competently with queer youth, appropriately supporting their identities while protecting their safety and privacy (Wilber, 2015). For example, basic cultural competency with transgender youth requires asking, respecting, and using each individual's pronouns according to their wishes.

While there were no transgender youth in this sample, there are additional concerns for transgender or non-binary youth, particularly within detention or placement facilities. The initial issue is deciding whether to house them in a girls' or boys' facility, and the youth's sex assigned at birth should not be the deciding factor. Decision-makers and staff need to balance youth's preference while ensuring their

safety (Abrams et al., 2008; Curtin, 2002; Mountz 2016; Wilber, 2015; Wilber et al., 2006). Given the particularly heightened victimization that transgender people experience (Wilber, 2015), physical safety is a very real concern, and it is understandable that many staff and facilities think primarily about preventing physical harm (Wilber et al., 2006). However, a trauma-informed approach demands consideration of each individual's needs and desires (Wilber, 2015; Wilber et al., 2006). There is potential to cause great psychological harm by secluding transgender youth for their own protection (Wilber, 2015; Wilber et al., 2006) or by denying them the right to express their gender identity as they would like. The disproportionality in mental health diagnoses and suicidality for transgender people must be part of the decision-making process (James et al., 2016). Staff should consider whether providing an individual room and privacy during showering and grooming would enable a transgender youth to be safely housed in the facility of their choice (Wilber et al., 2006). Additionally, they should be provided with the clothing and grooming items they prefer (Wilber et al., 2006). Finally, it is essential to provide appropriate medical care and gender-affirming treatments. This must be a standard component of care provided in the facility and should adhere to the standards set out by the World Professional Association for Transgender Health (Wilber, 2015).

Given the re-traumatization that is likely to occur in the justice system (Adams, 2010; Hurley Swayze & Buskovich, 2015), diverting youth from the system entirely is perhaps the most trauma-informed approach. Many risk factors for queer youth's involvement in the justice system are well-documented, with certain systems and settings already positioned to be points of early intervention. If these risk factors were to trigger more intensive, interdisciplinary supports for a youth and their family, much harm could be prevented (Metzler et al., 2017). This requires a great deal of coordination across systems that historically have not collaborated (Haight, Bidwell, Marshall, & Khatiwoda, 2014; Herz et al., 2010; Ko et al., 2008; Olafson et al., 2017). It would also take resources, training, and funding. However, early involvement with the system is a predictor of the need for many other costly services

later in life (Abrams et al., 2008; Dierkhising et al., 2013). Taking a long-term, holistic view of a youth's needs and of the associated costs is necessary to realize better outcomes and potentially substantial savings.

The rate of trauma and victimization for welfare-involved youth is very high, as it is typically traumatic events which trigger entry into this system (Ko et al., 2008). Involvement in the child welfare system is itself a risk factor for youth delinquency and justice involvement, whether the youth is queer or not (Herz et al., 2010; Snyder & Smith, 2015; Tam, Abrams, Freisthler, & Ryan, 2016; Vidal et al., 2017). Additionally, by the time the welfare system intervenes in a youth's life, they are very likely to have a number of other risk factors. For example, they are more likely to have experienced homelessness (Coates & McKenzie-Mohr, 2010; Logan-Greene et al., 2016), and there is greater prevalence of mental health and substance use issues (Herz et al., 2010; Tam et al., 2016; Tsai, Edens, & Rosenheck, 2011). To better serve welfare-involved youth, implementing models that emphasize early identification of those at risk of entering the juvenile justice system and putting diversionary supports in place is critical (Olafson et al., 2017). These services should address the full spectrum of the youth's needs, including economic, health, educational, and emotional (Logan-Greene et al., 2016). For queer youth, this includes providing support specifically around their queer identities and ensuring that other services are similarly inclusive and supportive. Systems should also focus on recognizing and addressing symptoms of trauma (Letich, 2017; Olafson et al., 2017; Yoder, Bender, Thompson, Ferguson, & Haffejee, 2014).

Future Research

The current study identifies the percentage of youth identified as LGBTQA or GNCR amongst Hennepin County's detention, placement, and probation department, as well as their trauma and victimization compared with heterosexual, cisgender youth. LGBTQA and GNCR youth represent 32% of juvenile

justice population in Hennepin County, and their experiences of trauma and victimization are extensive. LGBTQA and GNCR youth are more likely to experience sexual assault, child maltreatment, and physical or sexual harassment in particular, as well as more cumulative trauma than heterosexual, cisgender youth. Although prior research has pointed to unique pathways into the juvenile justice system for LGBTQA and GNC youth, more work is needed to confirm the different pathways into the justice system for youth. The current sample includes youth with extensive juvenile justice involvement. Further research should identify early entry points in the juvenile justice system to better differentiate pathways. It may be beneficial to collect social services and victimization information for youth who both cross over into the delinquency system, as well as those who do not enter the justice system, in order to further examine how trauma impacts justice system entry. Further research should also continue to solicit youth voice and continue to identify youth's trauma and victimization experiences, while also ensuring processes are in place to prevent further re-traumatization. Youth provide a critical voice in determining how the system can be more trauma-informed and responsive to youth's needs.

Hennepin County specific implications

In Hennepin County specifically, it is important to get a better estimate within juvenile probation more specifically. Although 65% of youth surveyed and interviewed in Hennepin's detention and placement facilities were also on probation, the estimates of LGBTQA/GNCR population may vary within a community setting. Further research in Hennepin should involve identifying how many of youth on probation identify as LGBTQA or experience gender nonconformity-based rejection, as well as information around homelessness and general trauma and victimization histories.

Further work in Hennepin County should also be to explore the findings from the trauma-informed organizational assessment. As a first step, it may be beneficial to explore training needs for trauma-

informed care in Hennepin County. This may include identifying appropriate topics for introducing trauma-informed care to staff in various roles, developing an understanding in how trauma manifests in client's behaviors, and methods for helping clients manage trauma responses and triggers. It is also recommended that the trauma-informed organizational assessment be re-administered periodically to ensure that DOCCR is making progress in further implementing and fully integrating trauma-informed care principles into daily practice.

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Appendix A. Juvenile Client Questionnaire

1. How old are you?	_____ years				
A2. What is your race or ethnicity? Circle all that apply.	White Asian	African American Other (explain) _____	Latino/Hispanic	Native American	
A3. What sex were you assigned at birth?	male	female	intersex		
A4. Which best describes your current gender identity? Circle all that apply.	male	female	non-binary or no gender	transgender	
A5. Have you ever been kicked out of your home or run away because you are not masculine (manly) or feminine (girly) enough?	yes	no	not sure		
A6. Have you ever been bullied or harassed at school because people didn't think you are masculine (manly) or feminine (girly) enough?	yes	no	not sure		
A7. Which best describes your sexual or romantic orientation? Circle all that apply.	straight asexual	lesbian or gay	bisexual	questioning/unsure	queer
If you identify as lesbian/gay, bisexual, questioning/unsure, queer or asexual, please answer 7a-C1 (entire survey). If you identify as straight, move on to question B1.					
7a. Have you ever been kicked out of your home or run away because of your sexual orientation?	yes	no	not sure		
7b. Have you ever been bullied or harassed at school because of your sexual orientation?	yes	no	not sure		
7c. Do your parents or guardians know your sexual orientation?	yes, they're supportive no, they don't know		yes, but they're not supportive unsure		
B1. Where do you live right now? Circle all that apply.	Parent(s) Shelter street	Grandparent(s) Group Home Other: (explain) _____	Boyfriend/Girlfriend's Foster Home	Friend's place My own place	Hotel On the
B2. Have you been suspended from school? If no, circle "0." If yes, how many times?	0	1	2	3	4 5 6 7 8+
B3. Have you been expelled from school? If no, circle "0." If yes, how many times?	0	1	2	3	4 5 6 7 8+
B4. Have you ever been removed from your home by a social worker or police for your own safety?	yes	no	not sure		
B5. Were you ever placed in a group home or foster home because someone was hurting you at home?	yes	no	not sure		
B6. Were you ever placed in a group home or foster home because you got in trouble (including the County Home School)?	yes	no	not sure		
B7. Have you ever been homeless after being kicked out of home or running away?	yes	no	not sure		

C1. Do you have a trusted adult (22 years or older) in your life right now?	yes	no	not sure
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Appendix B. JVQ-R2, Abbreviated Interview Version, Youth Lifetime Form

Now we are going to ask you about some things that might have happened in your life.

Module A: CONVENTIONAL CRIME

Notes to interviewer: a) Do not read Module labels (“Conventional Crime” etc). These are for your info only.

b) If it’s apparent there was more than one incident, say, “Answer the next questions about the last time this happened.”

c) Try to complete follow-ups from open-ended response to questions. Read response categories only if youth needs help.

d) For multiple perpetrators, collect information for up to 5 perpetrators.

C1)	At any time in your life, did anyone use force to take something away from you that you were carrying or wearing?	
1	YES	Go to C1a
2	NO	Go to C2

C1a) Did this happen in the last year?

- 1 Yes
- 2 No

C1b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition] “Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.”*

- 1 Yes
- 2 No

C1c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don’t know)
- 9 Other _____ *(write in who it was)*

C1d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C2) At any time in your life, did anyone steal something from you and never give it back? Things like a backpack, money, watch, clothing, bike, stereo, or anything else?

- 1 YES Go to C1a
- 2 NO Go to C3

C2a) Did this happen in the last year?

- 1 Yes
- 2 No

C2b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition]* "Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone."

- 1 Yes
- 2 No

C2c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C2d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C3) At any time in your life, did anyone break or ruin any of your things on purpose?

- 1 YES Go to C3a
- 2 NO Go to C4

C3a) Did this happen in the last year?

- 1 Yes
- 2 No

C3b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

C3c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C3d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C4) Sometimes people are attacked with sticks, rocks, guns, knives, or other things that would hurt. At any time in your life, did anyone hit or attack you on purpose with an object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?

- 1 YES Go to C4a
- 2 NO Go to C5

C4a) Did this happen in the last year?

- 1 Yes
- 2 No

C4b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day, you had a bruise, you had a cut that bled, or anything more serious like a broken bone.

- 1 Yes
- 2 No

C4c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend

- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C4d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C4e) Did the person who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

C5) At any time in your life, did anyone hit or attack you without using an object or weapon?

- 1 YES Go to C5a
- 2 NO Go to C6

C5a) Did this happen in the last year?

- 1 Yes
- 2 No

C5b) Were you physically hurt when this happened? [*If this is first time injury question is asked, read definition:*] "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

C5c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C5d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C6) At any time in your life, did someone start to attack you, but for some reason, it didn't happen? For example, someone helped you or you got away?

- 1 YES Go to C6a
- 2 NO Go to C7

C6a) Did this happen in the last year?

- 1 Yes
- 2 No

C6b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

C6c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C6d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C7) At any time in your life, did someone threaten to hurt you when you thought they might really do it?

- 1 YES Go to C7a
- 2 NO Go to C8

C7a) Did this happen in the last year?

- 1 Yes
- 2 No

C7b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

C7c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C7d) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C8) When a person is kidnapped, it means they were made to go somewhere, like into a car, by someone who they thought might hurt them. At any time in your life, did anyone try to kidnap you?

- 1 YES Go to C8a
- 2 NO Go to C9

C8a) Did this happen in the last year?

- 1 Yes
- 2 No

C8b) Were you physically hurt when this happened? [*If this is first time injury question is asked, read definition: "Hurt" means you could still feel pain the next day, you had a bruise, a cut that bled, or anything more serious like a broken bone.*]

- 1 Yes
- 2 No

C8c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C8d) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C8e) Were you actually kidnapped or did you get away before it happened?

- 1 Kidnapped
- 2 Got away (*Note to interviewer: This includes with any help*)

C9) At any time in your life, have you been hit or attacked because of your skin color, religion, or where your family comes from? Because of a physical problem you have? Or because someone said you were gay?

- 1 YES Go to C9a
- 2 NO Go to Module B, M1

C9a) Did this happen in the last year?

- 1 Yes
- 2 No

C9b) Were you physically hurt when this happened? [*If this is first time injury question is asked, read definition:*] "Hurt" means you could still feel pain the next day, you had a bruise, a cut that bled, or anything more serious like a broken bone.

- 1 Yes
- 2 No

C9c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

C9d) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

C9e) What was the reason? Was it because of:

- 1 Your skin color
- 2 Your religion
- 3 Where your family comes from
- 4 Because of some physical problem you have
- 5 Because someone said you were gay

Module B: CHILD MALTREATMENT

Next, we are going to ask about grown-ups who take care of you. This means parents, babysitters,

adults who live with you, or others who watch you. Before we begin, I want to remind you that your answers will be kept totally private. If there is a particular question that you don't want to answer, that's O.K. But it is important that you be as honest as you can, so that the researchers can get a better idea of the kinds of things that kids your age sometimes face.

M1) Not including spanking on your bottom, at any time in your life, did a grown-up in your life hit, beat, kick, or physically hurt you in any way?
1 YES Go to M1a
2 NO Go to M2

M1a) Did this happen in the last year?

- 1 Yes
- 2 No

M1b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

M1c) Who did this?

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you
- 11 Grown-up you know but do not live with, such as teacher, coach, neighbor, or babysitter
- 12 Other _____ (*write in who it was, recode if none in caregiving role*)

M1d) Was this person a man, or a woman?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

M1e) Did the person who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

M2) At any time in your life, did you get scared or feel really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you?

- 1 YES Go to M2a
- 2 NO Go to M3

M2a) Did this happen in the last year?

- 1 Yes
- 2 No

M2b) Who did this?

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you
- 11 Grown-up you know but do not live with, such as teacher, coach, neighbor, or babysitter
- 12 Other _____ (write in who it was, recode if none in caregiving role)

M2c) Was this person a man, or a woman?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

M3) When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the doctor when they are sick, or make sure they have a safe place to stay. At any time in your life, did you get neglected?

- 1 YES Go to M3a
- 2 NO Go to M4

M3a) Did this happen in the last year?

- 1 Yes
- 2 No

M3b) Who did this?

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother

- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you
- 11 Grown-up you know but do not live with, such as teacher, coach, neighbor, or
babysitter
- 12 Other _____ (write in who it was, recode if none in caregiving role)

M3c) Was this person a man, or a woman?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

M3d) Did you get sick when this happened?

- 1 Yes
- 2 No

M4) Sometimes a family fights over where a child should live. At any time in your life, did a parent take, keep, or hide you to stop you from being with another parent?

- 1 YES Go to M4a
- 2 NO Go to Module C, P1

M4a) Did this happen in the last year?

- 1 Yes
- 2 No

M4b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

M4c) Who did this?

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you
- 11 Grown-up you know but do not live with, such as teacher, coach, neighbor, or
babysitter
- 12 Other _____ (write in who it was, recode if none in caregiving role)

M4d) Was this person a man, or a woman?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

M4e) Did this person take, keep or hide you to try to keep you from ever living with this other parent?

- 1 Yes
- 2 No

Module C: PEER AND SIBLING VICTIMIZATIONS

Notes to interviewer:

a) If it's apparent there was more than one incident, say, "Answer the next questions about the last time this happened."

b) Try to complete follow-ups from open-ended response to questions. Read response categories only if youth needs help.

P1) Sometimes groups of kids or gangs attack people. At any time in your life, did a group of kids or a gang hit, jump, or attack you?

- 1 YES Go to P1a
- 2 NO Go to P2

P1a) Did this happen in the last year?

- 1 Yes
- 2 No

P1b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

P1c) Did the people who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

P2) (If Yes to P1, say: "Other than what you just told me about.....") At any time in your life, did any kid, even a brother or sister, hit you? Somewhere like: at home, at school, out playing, in a store, or anywhere else?

- 1 YES Go to P2a
- 2 NO Go to P3

P2a) Did this happen in the last year?

- 1 Yes
- 2 No

P2b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

P2c) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don't know)
- 8 Other _____ (*write in who it was, recode if not juvenile*)

P2d) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

P2e) Did the person who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

P3) At any time in your life, did any kids try to hurt your private parts on purpose by hitting or kicking you there?

- 1 YES Go to P3a
- 2 NO Go to P4

P3a) Did this happen in the last year?

- 1 Yes
- 2 No

P3b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

P3c) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)

- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don't know)
- 8 Other _____ (*write in who it was, recode if not juvenile*)

P3d) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

P3e) Did the person who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

P4) At any time in your life, did any kids, even a brother or sister, pick on you by chasing you or grabbing you or by making you do something you didn't want to do?

- 1 YES Go to P4a
- 2 NO Go to P5

P4a) Did this happen in the last year?

- 1 Yes
- 2 No

P4b) Were you physically hurt when this happened? [*If this is first time injury question is asked, read definition:*] "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

P4c) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don't know)
- 8 Other _____ (*write in who it was, recode if not juvenile*)

P4d) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

P5) At any time in your life, did you get scared or feel really bad because kids were calling you names, saying mean things to you, or saying they didn't want you around?

- 1 YES Go to P5a
- 2 NO Go to P6

P5a) Did this happen in the last year?

- 1 Yes
- 2 No

P5b) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don't know)
- 8 Other _____ (write in who it was, recode if not juvenile)

P5c) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

Note: P6 is only asked for youth aged 12 and over.

P6) At any time in your life did a boyfriend or girlfriend or anyone you went on a date with slap or hit you?

- 1 YES Go to P6a
- 2 NO Go to Module D, S1

P6a) Did this happen in the last year?

- 1 Yes
- 2 No

P6b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

P6c) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)

- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don't know)
- 8 Other _____ (write in who it was, recode if not dating incident)

P6d) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

P6e) Did the person who did this use any of these?

- 1 Gun
- 2 Knife
- 3 Stick, rock, bottle, pipe, or tool such as a hammer or wrench
- 4 Other (Specify _____)
- 5 No weapon used

Module D: SEXUAL VICTIMIZATIONS

Notes to interviewer:

a) If it's apparent there was more than one incident, say, "Answer the next questions about the last time this happened."

b) Try to complete follow-ups from open-ended response to questions. Read response categories only if youth needs help.

c) For multiple perpetrators, collect information for up to 5 perpetrators.

S1) At any time in your life, did a grown-up you know touch your private parts when they shouldn't have or make you touch their private parts? Or did a grown-up you know force you to have sex?

- 1 YES Go to S1a
- 2 NO Go to S2

S1a) Did this happen in the last year?

- 1 Yes
- 2 No

S1b) Were you physically hurt when this happened? [If this is first time injury question is asked, read definition:] "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

S1c) Who did this?

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you

- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you
- 11 Grown-up you know but do not live with, such as teacher, coach, neighbor, or babysitter
- 12 Other _____ (write in who it was, recode if not known adult)

S1d) Was this person a man, or a woman?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

S1e) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No

S2) At any time in your life, did a grown-up you did not know touch your private parts when they shouldn't have, make you touch their private parts or force you to have sex?

- 1 YES Go to S2a
- 2 NO Go to S3

S2a) Did this happen in the last year?

- 1 Yes
- 2 No

S2b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

S2c) Was this person a man or a woman?

- 1 Man
- 2 Woman

S2d) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No

S3) Now think about kids your age, like from school, a boy friend or girl friend, or even a brother or sister. At any time in your life, did another child or teen make you do sexual things?

- 1 YES Go to S3a
- 2 NO Go to S4

S3a) Did this happen in the last year?

- 1 Yes
- 2 No

S3b) Were you physically hurt by what happened? [If this is first time injury question is asked, read definition:] “Hurt” means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

S3c) Who did this?

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 6 Someone else you know such as a friend, neighbor, or someone from school (under 18)
- 7 Stranger under 18 years old (a stranger is someone you don’t know)
- 8 Other _____ (write in who it was, recode if not juvenile)

S3d) Was this person a boy or a girl?

- 1 Boy
- 2 Girl

S3e) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No

S4) At any time in your life, did anyone try to force you to have sex, that is sexual intercourse of any kind, even if it didn’t happen?

- 1 YES Go to S4a
- 2 NO Go to S5

S4a) Did this happen in the last year?

- 1 Yes
- 2 No

S4b) Were you physically hurt by what happened? [If this is first time injury question is asked, read definition:] “Hurt” means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

S4c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend

- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

S4d) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

S4e) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No

S4f) When this happened, did someone actually use physical force by pushing, grabbing, hitting, or threatening you with a weapon?

- 1 Yes
- 2 No

S5) At any time in your life, did anyone make you look at their private parts by using force or surprise, or by "flashing" you?

- 1 YES Go to S5a
- 2 NO Go to S6

S5a) Did this happen in the last year?

- 1 Yes
- 2 No

S5b) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

S5c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

S6) At any time in your life, did anyone hurt your feelings by saying or writing something sexual about you or your body?

- 1 YES Go to S6a
- 2 NO Go to S7

S6a) Did this happen in the last year?

- 1 Yes
- 2 No

S6b) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (write in who it was)

S6c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

Note: S7 is only asked for youth aged 12 and over.

S7) At any time in your life, did you do sexual things with anyone 18 or older, even things you both wanted?

- 1 YES Go to S7a
- 2 NO Go to Module E, W1

S7a) Did this happen in the last year?

- 1 Yes
- 2 No

S7b) Were you physically hurt by what happened? [If this is first time injury question is asked, read definition:] "Hurt" means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.

- 1 Yes
- 2 No

S7c) Who did this?

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)

- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

S7d) Was this person a man or a woman?

- 1 Man
- 2 Woman

S7e) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No

Module E: WITNESSING AND INDIRECT VICTIMIZATIONS

Notes to interviewer:

a) If more than one incident, say, "Answer the next questions about the last time this happened."

b) Try to complete follow-ups from open-ended response to questions. Read response categories only if youth needs help.

W1)	At any time in your life, did you SEE a parent get pushed, slapped, hit, punched, or beat up by another parent, or their boyfriend or girlfriend?	
1	YES	Go to W1a
2	NO	Go to W2

W1a) Did this happen in the last year?

- 1 Yes
- 2 No

W1b) Who did this? [*Be sure to get relationship of youth to perpetrator, not perpetrator to victim.*]

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Other _____ (*write in who it was, recode if not in parental role*)

W1c) Was this person a man or a woman?

- 1 Man
- 2 Woman

W1d) Who did this happen to? *[Be sure to get relationship of youth to victim, not perpetrator to victim.]*

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Other _____ *(write in who it was, recode if not in parental role)*

W1e) Was this person a man or a woman?

- 1 Man
- 2 Woman

W2) At any time in your life, did you SEE a parent hit, beat, kick, or physically hurt your brothers or sisters, not including a spanking on the bottom?

- 1 YES Go to W2a
- 2 NO Go to W3

W2a) Did this happen in the last year?

- 1 Yes
- 2 No

W2b) Who did this? *[Be sure to get relationship of youth to perpetrator, not perpetrator to victim.]*

- 1 Father
- 2 Step-father
- 3 Foster father
- 4 Mother
- 5 Step-mother
- 6 Foster mother
- 7 Parent's boyfriend or girlfriend who lives with you
- 8 Parent's boyfriend or girlfriend who does not live with you
- 9 Uncle, aunt, grandparent, or other adult relative who lives in your home
- 10 Other _____ *(write in who it was, recode if not in parental role)*

W2c) Was this person a man or a woman?

- 1 Man
- 2 Woman

W2d) Who did this happen to? *[Be sure to get relationship of youth to victim, not perpetrator to victim.]*

- 1 Brother (including step-brother and foster brother)
- 2 Sister (including step-sister and foster sister)
- 3 Other child who lives with you (such as cousin)
- 4 Relative under 18 years old who does not live with you (such as cousin, young uncle)
- 5 Other _____ *(write in who it was, recode if not co-resident child)*

W2e) Was this person a boy or a girl?

- 3 Boy
- 4 Girl

W3) At any time in your life, in real life, did you SEE anyone get attacked on purpose WITH a stick, rock, gun, knife, or other thing that would hurt? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?

- 1 YES Go to W3a
- 2 NO Go to W4

W3a) Did this happen in the last year?

- 1 Yes
- 2 No

W3b) Who did this? *[Be sure to get relationship of child to perpetrator, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W3c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W3d) Who did this happen to? *[Be sure to get relationship of child to victim, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W3e) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W4) At any time in your life, in real life, did you SEE anyone get attacked or hit on purpose WITHOUT using a stick, rock, gun, knife, or something that would hurt?

- 1 YES Go to W4a
- 2 NO Go to W5

W4a) Did this happen in the last year?

- 1 Yes
- 2 No

W4b) Who did this? *[Be sure to get relationship of youth to perpetrator, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W4c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W4d) Who did this happen to? *[Be sure to get relationship of youth to victim, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W4e) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W5) At any time in your life, did anyone steal some thing from your house that belongs to your family or someone you live with? Things like a TV, stereo, car, or anything else?

1	YES	Go to W5a
2	NO	Go to W6

W5a) Did this happen in the last year?

- 1 Yes
- 2 No

W5b) Who did this? *[Be sure to get relationship of youth to perpetrator, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W5c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W5d) Who did this happen to? Whose things were stolen? *[Be sure to get relationship of youth to victim, not perpetrator to victim.]*

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ *(write in who it was)*

W5e) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W6) When a person is murdered, it means someone killed them on purpose. At any time in your life, was anyone close to you murdered, like a friend, neighbor or someone in your family?

- 1 YES Go to W6a
- 2 NO Go to W8 (W7 is omitted)

W6a) Did this happen in the last year?

- 1 Yes
- 2 No

W6b) Who did this? [*Be sure to get relationship of youth to perpetrator, not perpetrator to victim.*]

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

W6c) Was this person a man, woman, boy or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W6d) Who did this happen to? Who was killed? [*Be sure to get relationship of youth to victim, not perpetrator to victim.*]

- 1 Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)
- 2 Father (including step-father, foster father, or live-in boyfriend)
- 3 Mother (including step-mother, foster mother, or live-in girlfriend)
- 4 A relative who lives in your home (uncle, grandparent, etc.)
- 5 A relative who does not live with you
- 6 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend
- 7 Someone else you know such as a friend, neighbor, teacher, or someone from school
- 8 Stranger (a stranger is someone you don't know)
- 9 Other _____ (*write in who it was*)

W6e) Was this person a man, woman, boy, or girl?

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl

W8) At any time in your life, were you in any place in real life where you could see or hear people being shot, bombs going off, or street riots?

- 1 YES Go to W8a
- 2 NO Go to W9

W8a) Did this happen in the last year?

- 1 Yes
- 2 No

W8b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain the next day, you had a bruise, a cut that bled, or anything more serious like a broken bone.

- 1 Yes
- 2 No

W9) At any time in your life, were you in the middle of a war where you could hear real fighting with guns or bombs?

- 1 YES
- 2 NO

W9a) Did this happen in the last year?

- 1 Yes
- 2 No

W9b) Were you physically hurt when this happened? *[If this is first time injury question is asked, read definition:]* "Hurt" means you could still feel pain the next day, you had a bruise, a cut that bled, or anything more serious like a broken bone.

- 1 Yes
- 2 No

Appendix C. Factor Analysis Tables

Table A. Rotated Component Matrix

Survey Item	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
Assess3	.897					
Assess5	.856					
Assess4	.848					
Assess1	.834					
Assess2	.791					
Assess9	.671					
Assess8	.668					
Assess10	.625					
Assess6	.621					
Assess7	.588					
Supp1		.841				
Supp2		.815				
Supp3		.814				
Supp0		.772				
Supp4		.724				
Supp7		.646				
Supp5		.638				
Supp8		.575				
Safe6			.713			
Safe5			.694			
Safe2			.660			
Safe7			.610			
Safe11			.602			
Assess14				.787		
Assess15				.776		
Assess21				.746		
Assess13				.578		
Assess20					.820	
Assess17					.735	
Assess18					.647	
Assess19					.645	
Safe17						.822
Safe16						.745
Safe4						.695

Factor 1: Assessments and Case Planning

Survey Item	Statement
Assess3	Client assessments include family and community supports.
Assess5	Client assessments include history of mental health and substance abuse issues.
Assess4	Client assessments include history of trauma (i.e., physical, emotional or sex abuse, neglect, loss, domestic/community violence, combat, past homelessness).
Assess1	Client assessments include personal strengths.
Assess2	Client assessments include cultural background.
Assess9	Staff in my division seek clients' collaboration in setting their own goals.
Assess8	Staff in my division observe clients on how they are doing and responds appropriately throughout the assessment process.
Assess10	Staff in my division develop a plan t address any future needs before discharge.
Assess6	Staff in my division inform clients about why questions are being asked.
Assess7	Staff in my division inform clients about what will be shared with others and why.

Factor 2: Trauma Training for Staff

Survey Item	Statement
Supp1	My division offers training on the following topics: How to help clients identify triggers (i.e., reminders of dangerous or frightening things that have happened in the past).
Supp2	My division offers training on the following topics: How to help clients minimize re-traumatization using coping mechanisms, de-escalation strategies, or similar techniques (i.e., ways to help clients calm down before reaching the point of crisis).
Supp3	My division offers training on the following topics: Vicarious or secondary trauma and ways of minimizing its effects, including self-care, resiliency and/or personal/professional boundaries.
Supp0	My division offers training on the following topics: What traumatic stress is.
Supp4	My division offers training on the following topics: Cultural competency, including different cultural responses to trauma.
Supp7	My division addresses topics related to trauma at division or team meetings.
Supp5	My division brings in outside experts with expertise in trauma to provide ongoing education and consultation.
Supp8	My division addresses topics related to self-care at division or team meetings (i.e., vicarious trauma, burn-out, and stress reducing strategies).

Factor 3: Client's Rights and Safety

Survey Item	Statement
Safe6	Staff are expected to review rules, rights, and grievance procedures with clients.
Safe5	Staff in my division ask clients for their definitions of emotional safety.
Safe2	Staff in my division ask clients for their definitions of physical safety.
Safe7	Client's rights are posted in places that are visible.
Safe11	Staff are expected to inform clients about the extent and limits of privacy and confidentiality (i.e., kinds of records kept, who has access, obligations to report).

Factor 4: Client Informed Policies

Survey Item	Statement
Assess14	My division provides recruits former clients to serve in an advisory capacity.
Assess15	My division invites former clients to share their thoughts, ideas, and experiences with the department.
Assess21	My division involves clients in its review of policies.
Assess13	My division provides opportunities for clients to offer their input and suggestions for improvement.

Factor 5: Staff Informed Policies

Survey Item	Statement
Assess20	My division involves staff in its review of policies.
Assess17	My division helps staff members debrief after a crisis.
Assess18	My division provides opportunities for staff input into program policies.
Assess19	My division reviews its policies on a regular basis.

Factor 6: Honoring Client Diversity

Survey Item	Statement
Safe17	Staff use language that is appropriate and respectful to clients of different cultures, religions, sexual orientations, and gender identities.
Safe16	Staff in my division practice motivation interviewing techniques with clients (i.e., open-ended questions, affirmations, and reflective listening).
Safe4	Physical spaces are welcoming to clients of all backgrounds (i.e., culture, religion, sexual orientation, gender identity, disabilities, etc.)

Eliminated Survey Items

Survey Item	Statement
Assess11	Staff in my division are expected to educate clients about traumatic stress and triggers.
Assess12	Staff in my division have access to a clinician with expertise in trauma and trauma-related interventions (on-staff or available for regular consultation).
Assess16	My division's written policies are established based on an understanding of the impact of trauma on clients and corrections staff.
Safe1	My work location monitors who is coming in and out of the building.
Safe3	The space around my work location is safe (i.e., parking lot and sidewalks well lit, directions to the building or program are clear).
Safe8	Materials are posted about traumatic stress.
Safe9	Information for clients is available in different languages.
Safe10	Staff and clients are allowed to speak their native languages.
Safe12	My co-workers and other professionals in my division talk about clients in common spaces.
Safe13	There are private spaces for staff and clients to discuss issues.
Safe14	Clients have a written crisis prevention plan, which includes a list of triggers and strategies.
Safe15	Staff in my division are able to support clients experiencing intense emotions.
Supp6	My division holds regular division or team meetings.

Appendix D. Unforeseen Circumstances Protocols

County Home School (CHS)				
What presents:	Who:	Initial response:	2nd response option(s):	Notes / Policies:
Any negative effect of the grant work	RA or CHS Staff	Research Assistant or CHS staff will notify the Project Manager and provide the youth's name, location, and details of the incident/behavior	Follow other protocols as described herein.	
Research Assistant believes a youth would be well served by seeing a Mental Health Practitioner	RA	Research Assistant completes a Mental Health Referral form, places it in an envelope and delivers it to the Medical Unit.		
Research Assistant notes issues about a youth's demeanor, affect or disclosures that raise safety concerns.	RA	Research Assistant will call and communicate their concerns directly to a CHS staff member.	<ol style="list-style-type: none"> 1. Research Assistant will write an Incident report. 2. CHS staff logs the information. 	
After grant involvement, youth requests CHS staff contact Research Assistant so youth can speak with them, knowing Research Assistant is not a counselor and will not be available at all times, nor multiple times	CHS Staff	At appropriate time a social worker contacts Research Assistant and either places youth on phone with them or Research Assistant makes an appointment with the youth's SW to come speak with youth	If becomes a pattern then youth's SW / or the Program Director will be consulted	Research Assistant's Cell
After grant involvement, youth noticeably withdraws, when questioned says it is about the interview	CHS Staff	If imminent safety is of concern Medical staff will be notified. If no imminent harm is suspected Mental Health Referral form will be completed by the SW or the Duty Supervisor.	Youth's SW or a CHS staff is notified, issue is noted in the Shift Log and in the journal.	
Immediately after grant involvement, youth is obviously agitated	CHS Staff	SW or JCO initiates a conversation, offers journaling exercise, meditation, time one-on-one, other options as possible and logs all pertinent information for future reference	<ol style="list-style-type: none"> 1. Contact Research Assistant 2. Contact Duty Supervisor 3. Contact Medical 4. Contact SW Program Director 	
After grant involvement, youth expresses mental health breakdown (anxiety, depression, etc.) no self-harm indications	CHS Staff	See above plus Medical will be notified	Contact Duty Supervisor	
After grant involvement, youth expresses self-harm ideation	CHS Staff	Implement protocols for self-harm, and connect with Medical, Call Duty Supervisor,	Youth may go on Intensive Observation Status (IOS) or Suicide Risk (SR) status to be determined by Nurse	IOS / SR policies

Juvenile Detention Center (JDC)				
What presents:	Who:	Initial response:	2nd response option(s):	Notes / Policies:
Any negative effect of the grant work	RA or JDC Staff	Research Assistant or JDC staff will notify the Project Manager and provide the youth's name, location, and details of incident/behavior	Follow other protocols as described herein.	
Research Assistant believes a youth would be well served by seeing a MHP	RA	Research Assistant completes a Mental Health Referral form and gives it to the Duty Supervisor		
Research Assistant notes issues about a youth's demeanor, affect or disclosures that raise safety concerns.	RA	Research Assistant will return youth to the Mod, communicate to the JCO there are well-being concerns and then notify the Duty Supervisor immediately.	Research Assistant will write an Incident report.	
After grant involvement, youth requests staff contact Research Assistant so youth can speak with them, knowing Research Assistant is not a counselor and will not be available at all times, nor multiple times	JDC Staff	At appropriate time JCO contacts Research Assistant and either places youth on phone with them or Research Assistant makes an appointment to come speak with youth	If becomes a pattern then Mod Supervisor will be consulted	Research Assistant's Cell
After grant involvement, youth noticeably withdraws, when questioned says it is about the interview	JDC Staff	If imminent safety is of concern Nursing staff will be notified. If no imminent harm is suspected Mental health referral form will be completed by the JCO.	Mod Supervisor is notified, issue is noted in the Shift Log and in the journal.	
Immediately after grant involvement, youth is obviously agitated	JDC Staff	JCO initiates a conversation, offers journaling exercise, meditation, time one-on-one, other options as possible	<ol style="list-style-type: none"> 1. Contact Research Assistant. 2. Contact Duty Supervisor 3. Contact Nurse 	
After grant involvement, youth expresses mental health breakdown (anxiety, depression, etc.) no self-harm indications	JDC Staff	See above plus referral to the Nurse		
After grant involvement, youth expresses self-harm ideation	JDC Staff	Implement protocols for self-harm, i.e. call Nurse, call Duty Supervisor.	Youth may go on Intensive Observation Status (IOS) or Suicide Risk (SR) status to be determined by Nurse	IOS / SR policies

Juvenile Probation (JP)				
What presents:	Who:	Initial response:	2nd response option(s):	Notes / Policies:
Any negative effect of the grant work	RA or PO	Research Assistant or JP staff will notify the Project Manager and provide the youth's name, location, and details of incident/behavior	Follow other protocols as described herein.	
Research Assistant has concerns about a youth's demeanor, affect or disclosures that raise safety concerns	RA	Research Assistant will process the concerns as appropriate with the youth and communicate to the PO that there are well-being concerns. If Research Assistant is with a JP client currently residing in an OHP, communication will include Placement staff.	Research Assistant will write a report via email to Grant PM, the PO and CUS.	
After grant involvement, youth noticeably withdraws/acts out/significantly changes behaviors and when questioned says it is about participation in the interview	PO	PO supports youth appropriately dependent on circumstances and documents behaviors and concerns in an email to Project Manager.	PM will follow up to determine if UAE needs reported.	
After grant involvement, youth contacts PO expressing mental health breakdown (anxiety, depression, etc.) no self-harm indications	PO	<i>See above</i> plus referral to Mental Health provider	1. PO notifies CUS 2. PM investigates for UAE occurrence.	
After grant involvement, youth contacts PO expressing self-harm ideation	PO	<i>See above</i> plus immediate implementation of protocols for self-harm, i.e. immediate resources referral, police, etc...	<i>See above</i>	

Due to the fact that Juvenile Probation youth are not in custody we set the following protocols for mitigation and management of an unintended adverse effects of participation in the study.

1. At all times the Research Assistant will have a complete list of community resource referral options that routinely contract with the Department of Community Corrections and Rehabilitation. In addition we have a list of other community agencies that may be utilized if current offerings are not sufficient.
2. Upon the completion of every interview the Research Assistant will complete a short list of questions to ascertain the current mental state and needs of the youth, including:
 - a. How are you feeling right now?
 - b. What do you need now to be safe and feel supported?
 - c. What will you do in the future if you are not feeling safe?

If any of those questions generate a need of immediate support or an opportunity to make a referral to a community agency, the Research Assistant will make those connections. This will be done in conjunction with the youth's Probation Officer or the On-Call Probation Officer of the Day.

Upon the completion of all interviews the youth will be given a laminated card with the contact information of the primary agencies utilized by Juvenile Probation when connecting youth with community agencies.