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# Table of Contents

Table of Contents ........................................................................................................... 3

## Introduction .................................................................................................................. 5
- About this Manual ........................................................................................................ 5
- Theoretical Framework for the LSI-R ........................................................................ 5
- Principles of Use .......................................................................................................... 7
- Uses of the LSI-R ........................................................................................................ 7
- Limitations of the LSI-R ............................................................................................. 7
- Responsibility of the Assessor .................................................................................... 8
- Use of the Override ...................................................................................................... 8

## Administration and Scoring ......................................................................................... 11
- Scoring the LSI-R .......................................................................................................... 11
- LSI-R Subcomponents ............................................................................................... 13
  - Criminal History ....................................................................................................... 13
  - Education/Employment ......................................................................................... 15
  - Financial .................................................................................................................. 19
  - Family / Marital ...................................................................................................... 20
  - Accommodation ....................................................................................................... 21
  - Leisure/Recreation ................................................................................................. 23
  - Companions ............................................................................................................ 23
  - Alcohol/Drug Problem ........................................................................................... 25
  - Emotional/ Personal .............................................................................................. 27
  - Attitudes/Orientation ............................................................................................. 28

## Electronic LSI-R User Guide ....................................................................................... 31
- Introduction to the Electronic Version ........................................................................ 31
- Quick Start Guide ....................................................................................................... 33
- LSI-R Questionnaire Screen ..................................................................................... 34
- LSI-R Results Screen ............................................................................................... 35
  1. Creating an LSI-R Assessment ............................................................................ 36
  2. Completing an LSI-R Questionnaire .................................................................. 37
  3. Calculate Results ................................................................................................. 39
  4. Populating Factors to a Case Plan ....................................................................... 40
  5. Approving an LSI-R Assessment ........................................................................ 41
  6. Printing a Blank Questionnaire .......................................................................... 44

## Supplementary Material ............................................................................................ 45
- Recommended Reading ............................................................................................... 45

## Acknowledgements ..................................................................................................... 46
Introduction

About this Manual

This manual is designed to be used in conjunction to *LSI-R, Level of Service Inventory-Revised User's Manual* by D.A. Andrews, Ph.D., and James L. Bonta, Ph.D. Copyright © 1995, Multi-Health Systems Inc. A copy of this guide should have been made available at each location.

Theoretical Framework for the LSI-R

Before embarking on use of the LSI-R officers should have an understanding of the theoretical rationale of the instrument. Chapter One of the LSI-R User’s Manual (1) provides a brief theoretical overview and this is a good place to start. Other sections of the User’s Manual also provide important information about psychometric properties and research supporting the validity of the instrument.

The training program will provide an introduction to the work of James Bonta and Don Andrews in developing a Psychology of Criminal Conduct. Their text “The Psychology of Criminal Conduct, Second Edition” (2) provides a comprehensive explanation of the theoretical basis of current approaches to assessment of risk and need. While it is not necessary to accept the behaviourist position advocated by the authors, it is necessary to understand their theoretical perspective to appreciate what this instrument is measuring and how to correctly apply its findings. For these reasons, and also because it is a text which specifically addresses issues which are central to the correctional endeavour, there is a strong recommendation to all staff undertaking this training program to find time to read it. The Psychology of Criminal Conduct also draws on key research world wide into the assessment of risk and the provision of services to reduce that risk.

The training program will introduce you to the PIC-R (Personal, Interpersonal and Community Reinforcement) model for understanding offending behaviour (3). In summary this model contends that:

- Offending occurs as a response to an immediate situation.
- The variation in signalled rewards and costs for criminal and non criminal behaviour is the central causal factor in offending behaviour.
- Social learning strategies of modelling, reinforcement and extinction, are particularly tied to the impact of rewards and costs.
- Immediate rather than long term consequences reinforce the repetition of behaviour.
- Rewards and costs will be particular to the individual.
- Rewards and costs can be additive and subtractive.
Any particular act may have a number of immediate consequences and hence the **density of rewards and costs** is important.

Density refers to the number, strength and variety of rewards or costs and the immediacy, regularity, and frequency with which the rewards or costs are delivered.

There are three key **sources of signals**:
- Personal - self talk and visualisation based on attitudes, values and beliefs.
- Interpersonal - modelling from others, reactions of others and the rewards and costs associated (hence the attitudes, values and beliefs of others come into play).
- Automatic outcomes - these relate to environment and opportunities (theft brings material gain, aggression may remove an obstacle, substances bring relief).

The LSI-R was constructed to take into account these factors. It surveys a broad range of the number and variety of risk factors. It surveys the personal domain as well as the strength of relationships through family, school and work.

The following diagram is adapted from the PIC-R model as described in the Psychology of Criminal Conduct and attempts to bring together the key factors that impact on a person who is engaging, or considering engaging, in rule violation(4).
Principles of Use

Officers are referred to Page 3 of the *LSI-R Manual* for a more detailed statement of these principles. In summary:

- The instrument was designed to assist in the implementation of the least restrictive and least onerous interpretation of a criminal sanction.
- The Test should be used to identify dynamic areas of risk/needs that may be addressed by programming in order to reduce risk.
- The LSI-R should be completed on the basis of interview and file information. Officers using the Test should confirm interview information as much as possible by reviewing case histories, court and criminal records and/or making other inquiries as necessary.

Uses of the LSI-R

The LSI-R:

- Assists a corrections professional in identifying dynamic areas of risk/need that must be addressed in order to reduce the likelihood of future criminal activity.
- Provides an assessment of risk of recidivism.
- Provides a rationale for case management decisions.
- Can add value to Pre-Sentence Reports by providing an estimate of risk of re-offending and identifying factors which may be contributing to offending behaviour.
- Can assist in classification decisions in institutions.
- Can assist in determining the suitability of an offender for a specific program.
- Assists in the appropriate allocation of resources.

Limitations of the LSI-R

The LSI-R:

- Is not intended to be the only instrument for assessing the level of service required for an individual.
- Will not meet all the assessment needs of a correctional organisation. It is meant to be used in conjunction with other assessments.
- Does not measure the seriousness of offending behaviour.
- May not give an accurate estimate of risk of re-offending for some offenders where offending behaviour seems to entail a degree of specialisation. This has been found with SOME sex offenders,
Some domestic violence offenders and some white collar offenders.

- Is not to be used as a substitute for sound judgment that utilises various sources of information.
- Is not a comprehensive survey of mitigating and/or aggravating factors relevant to sentencing and was never designed to assist in establishing a just penalty.

Responsibility of the Assessor

The Assessor:

- Is responsible for correct use of the data provided by the LSI-R.
- Should be aware of the ethical use of psychological and other tests.
- Should understand the theoretical background to this Test and therefore administer it appropriately.
- Should use professional judgement to override the Test results in exceptional cases (empirical tools are not invincible).
- Should use actuarial information under the principles of risk, need and responsibility in an informed and sensitive way which respects the individuality of each case and makes a decision which reflects ethical, humanitarian, legal, and effectiveness considerations.
- Ensure that the LSI-R is administered with care taking into account the guidelines for scoring test items and the need for verifying information.

Use of the Override

Guidelines for using the override:

The LSI-R is designed for use by competent correctional staff who have been trained in the use of the instrument. The correct use of the instrument calls for careful judgement by officers who understand the guidelines for scoring each Test item and apply them correctly.

Once the Test has been correctly scored and the result calculated it is important that the assessing officer checks the result against his or her knowledge of the offender. An officer could mentally ask the following questions:

- “Does this result fit?”
- “Has the LSI-R assessment added to my overall knowledge of this offender”
- “Does it seem that the LSI-R assessment has failed to pick up sufficiently on some aspect of this offender’s criminal behaviour?”
If the result seems to be wrong for the individual offender, the over ride should be used. In exercising their professional judgement and over riding the Test result officers must be able to justify this action by providing sound reasons to support their decisions. The electronic version of the test will require this to be done. Some typical examples of factors used to justify over ride decisions are as follows:

➢ "This offender has been convicted of sex offences against children. In most respects he maintains a relatively 'normal' lifestyle (eg family, employment, sporting associations) hence his LSI-R score is low. However, he is considered to be at high / moderate high risk of re-offending.

- Some sex offenders, some domestic violence offenders and some white collar offenders will return a low score because there appears to be a degree of specialisation applying to their offending. In other words the risk domains from the LSI-R appear not to apply but they remain at risk of re-offending. In fact maintaining the appearance of respectability can even be necessary for the offending behaviour to occur.

➢ "This offender returned several risk factors in the domains relating to employment/education and criminal associations, however these do not appear to be operating as risk factors and a lower risk level is appropriate".

- An Aboriginal offender may return a high score because of cultural or social factors. In making this judgement, however, you need to be satisfied that some of the factors being picked up by the LSI-R are in fact not operating as risk factors

- Centrelink rules may deem some offenders to be in the workforce when this is not really an option. Female offenders can be disproportionately effected by this in the sense that they may choose to be at home with children while the system might still view them as being unemployed

➢ "This offender has returned a low LSI-R score but due to the nature of the offence he must be supervised at a higher level"

- The over ride should be considered if an offender such as a parolee has a serious offence, and breakdown could be embarrassing to the Department

- An over ride to a higher level could be appropriate when a parolee is newly released from gaol and has high reintegration needs

It is necessary to keep in mind that the LSI-R is not making moral judgements about an individual. Sometimes we may think that a high score does not
genuinely reflect the effort an individual offender is making towards addressing his or her offending behaviour. The over ride function is not to be used in such cases.

NOTE: In exercising the over ride function you are not changing the LSI-R score, you are moving the offender to a different risk category. This is done to establish the correct level of serviced appropriate to that case.

Experience in other jurisdictions show that the over ride is exercised in about 10% of cases with a balance between over ride to a higher level, or over ride to a lower level.

REFERENCES

3. Ibid. pp 150 – 154
4. Ibid
Administration and Scoring

Scoring the LSI-R

The LSI-R can be directly scored onto PIMS / OIMS or scored manually on the printed Quickscore form and transcribed to PIMS / OIMS at a later time. Practical use of the electronic version of the LSI-R is described in more detail later. This section deals with the interpretation of each question item and the information and decision making guidelines required when administering the LSI-R.

The section on the scoring the LSI-R Subcomponents is Chapter 2 of the Level of Service Inventory-Revised User’s Manual by Andrews & Bonta. Supplementary information relevant to the New South Wales jurisdiction has been added in italics where it was felt that further clarification was required.

Guideline to Time Frames

The LSI-R deals with static and dynamic factors and therefore 'current' can have different meanings. On most items, 'currently' refers to the last twelve months (e.g. Item 39 – Alcohol problem, currently) whereas some items refer to the situation right now. You should familiarise yourself with the guidelines for each question in order to make the correct assessment.

“0” to “3” Rating Guide

Some items require a rating of “0” to “3” and should be rated based on the following scale:

“3”: A satisfactory situation with no need for improvement;
“2”: A relatively satisfactory situation, with some room for improvement evident;
“1”: A relatively unsatisfactory situation with need for improvement
“0”: A very unsatisfactory situation with a very clear and strong need for improvement.

When these ratings apply, the manual gives examples of questions and scoring criteria. Always consider: “Could I provide one or two illustrative examples as the basis for my rating?”
Dealing with Scoring Dilemmas

The circumstances of our clients are unique and we will often come across situations where it is difficult to score an item given the persons unique situation. On such example may be a client on a disability pension for drug related issues who is also engaged in casual employment. When confronted with these scoring dilemmas it is important to consult the guide and remember the following:

- What further inquiries/information may I need to confidently answer this item?
- Does this add to a person's risk?
- What is theoretical basis of the item?

Getting Help

Your first point of call for help on answering specific question items is the on-screen help ('HINT' button) in the electronic version of the LSI-R or this guide. Help and updates on rulings for scoring dilemmas will also be available on the Intranet. You should also consult other staff and/or senior officers.

If you have exhausted these avenues and still cannot resolve the issue you should contact your designated LSI-R trainer.

If your trainer cannot resolve the issues it may be passed up to the LSI-R project team who can consult experts in the test interstate and overseas.
LSI-R Subcomponents

Criminal History

Information for this section should be verified by collateral review from archives.

1. Any prior adult convictions?

Record the number of prior convictions in the space provided.

Supplementary Note: Conviction
• Think of "a prior conviction" as a separate sentencing episode. A sentence counts as one conviction, or sentencing episode, even though it may cover offences which occurred at different times.
• A number of different offences can be dealt with at a particular court appearance. This counts as ONE
• A court appearance for an appeal does not count
• If a conviction is appealed it should still be counted unless the current criminal history shows the appeal was successful
• A court event where a warrant is issued does not count unless a conviction is recorded (S 25 warrant)
• Revocation of CSO or PD does not count as a separate "prior conviction"

2. Two or more prior convictions?

Any number of offences dealt with at the same sentencing episode is counted as one conviction.

3. Three or more prior convictions?

If this item is answered "Yes" then items 1 and 2 must also be entered "Yes".

4. Three or more present offences?

Does the client have three or more present offences for which he or she has been convicted and is presently serving a sentence in an institution or in the community?

There is no accounting for the outstanding charges on the LSI-R. Record the number of present offences in the space provided.
Supplementary Note: Present Offences
• Refers to the number of offences for which a person is currently serving a sentence. It does not take into account when the offences were actually committed or any outstanding charges or first instance warrants.

5. Arrested under age 16?

6. Ever incarcerated upon conviction?

This includes incarcerations as an adult and as a young offender / juvenile delinquent. This also includes incarceration for unpaid fines.

Supplementary note: Incarcerated upon conviction
• Has the person ever been exposed to the negative influence of a custodial environment?
• Periodic Detention is considered incarceration.
• Home detention is not considered incarceration.
• Remand is not considered an incarceration upon conviction.

7. Escape history from a correctional facility?

Has the client had any history of escape or attempted escape from a youth or adult correctional facility, including institutional and residential facilities?

Supplementary Note: Correctional facility
• Absconding from HD or PD is scored yes as it is deemed a sufficient rule violation to be considered escape. A person escaping PD or HD requires them to physically flee the facility.
• Escape lawful custody on a person’s record is treated as an escape.
• Failure to report to PD is not an escape.

8. Ever punished for institutional misconduct?

Record the number of official institutional misconducts, excluding those for which no punishment was adjudicated, in the space provided.

Supplementary Note: Institutional Misconduct
• Misconduct which occurs while a person is in attendance at periodic detention is institutional misconduct.
• Misconduct applies to misconduct in attendance at Periodic Detention but not Home Detention because it looks to rule defying behaviour in a controlled environment.
• OMS/OIMS records this information.
9. Charge laid or probation/parole suspended during prior community supervision?

Supplementary Note: Prior
• Prior means a previous period of supervision and does not include outstanding matters relating to the current legal order.

10. Official record of assault/violence?

This includes any prior or current assaultive/violent offences or violent misconducts. It refers to both adult and young offender/juvenile delinquent records. An assaultive/violent offence is one in which there was harm, potential harm, or threat of harm; an element of coercion or force, be it physical or psychological; and/or the presence of a weapon. In a case where there is an official record but not a conviction for an assaultive/violent offence, consider whether the act could be seen as serious assaultive/violent behavior.

Supplementary Note: Official Record Assault and Violence
• When looking at an AVO, be aware that AVOs are sometimes made without admissions. You will need to look closer at the circumstances of the AVO. A breach of AVO will almost always be considered as a 'yes' but you may also need to investigate the circumstances of the breach.
• Driving or PCA offences that result in a person being harmed is presumed as 'no' unless if it of a character that may be considered a violent or assaultive act. Drive with Menace may fall into this category.
• Official record means that it must be indicated on a person's criminal record or institutional records but is not limited to convictions. Hence, an assault listed on OMS/OIMS as an institutional misconduct will score YES for this item

Education/Employment

This subcomponent is relatively straightforward when interviewing probationers and parolees. However, extra care is needed when administering the LSI-R to inmates who are, strictly speaking, unemployed. When administering the LSI-R with an incarcerated client it is helpful to view his or her incarceration as a type of leave without pay. If he or she is serving a relatively brief sentence (less than two years), consider first whether he or she was working before incarceration, and if so, will he or she be able to return to the job. If the answer is no, then the client is assessed as unemployed. If a client, whether incarcerated or not, is being paid to participate in a training program and there is a work component, then he or she is considered as employed.
When in the labour market (i.e., when in the community or long-term imprisonment with work opportunities).

Supplementary Note: In the labour market

- When beginning this section of the Test it is important to firstly determine if someone is in the labour market
- A person is in the labour market if they are of working age and are working or not working but actively seeking work.
- If Centrelink deems someone to be "in the labour market" they should be regarded as being in the labour market for scoring the LSI-R even if an assessing officer may know that someone is not actively seeking work.
- If a person is not currently in the labour market – ANSWER NO TO ITEMS 11, 12, 13, 14 and also do NOT answer 19 & 20.
- Examples of persons not in the labour market are students, pensioners, homemakers.
- A person who is receiving a benefit, but who also engages in regular part time work should be considered to be in the labour market – hence they may be scored for items 11, 12, 13, 14

11. Currently unemployed?

If this item is answered "Yes", then items 18, 19 and 20 are each rated "0".

Supplementary Note: Unemployed

- Work for the Dole is considered employment
- CDEP can be considered employment
- Part-time work is considered employment
- Working on call, periodic employment, casual work is considered employment if it is regular and ongoing.
- A seasonal / contract worker who currently does not have work or an ongoing prospect is scored as unemployed.

12. Frequently unemployed?

Has the client been employed less than 50 percent of the last 12 months, or the 12 months prior to incarceration?

13. Never employed for a full year?

Answer "Yes" if the client has never been employed in the community for a continuous 12 months.

14. Ever fired?
In school or when in school:

Items 15 and 16 refer to achievement in education through a regular academic or technical high school program. Upgrading, equivalency, and correspondence programs are not considered as regular high school programs. However, if the client is presently attending an alternative program of education, do assess his or her reward ratings for school in items 18, 19, and 20.

15. Less than regular grade 10?

This means that the client has not achieved a grade 10 education during attendance at an academic or technical high school. If this item is answered “Yes”, then item 16 must also be answered “Yes”.

16. Less than regular grade 12?

This means that the client has not achieved a grade-12 education during attendance at an academic or technical high school.

17. Suspended or expelled at least once?

Ratings for Items 18 to 20:

If the client is not working, or not attending school, the rating on each of the indices is "0".

If the inmate, prior to incarceration, was not in school and was not employed at the time of his or her incarceration, then rate "0" for each of items 18, 19, and 20.

Rate the student client on the Education Scales. Rate the working client on the Employment Scales. If the client is both working and attending school, then rate on each scale and use the best rating on the LSI-R.

Reward Ratings for Education (Items 18, 19 and 20):

Supplementary Note: Participation & Performance, Peer Interactions, Authority Interactions.
• All refer to the present situation.

18. Participation/Performance.

Highest Level (3)

At this level, the client has a high interest in school related activities. The client does homework, readings, and assignments promptly and reliably and has average to above average grades (C or higher). He or she has regular attendance at school.
Lowest Level (0)

At this level, the client has an active dislike for schoolwork and activities. Homework is usually late or not completed, and the client has a history of truancy and skipping classes. His or her grades are below average (D or F).


Highest Level (3)

At this level, the client gets along with fellow students, including talking and eating lunch with them. They spend time outside of school together, and his or her best friends are at the same school.

Lowest Level (0)

At this level, the client has experienced significant and continuous problems with his or her fellow students or has had virtually no contact with them. He or she remains isolated and gets into repeated fights and arguments. The client's best friends

20. Authority interactions.

Highest Level (3)

At this level, the client talks to teachers in and out of class and has sought (or would seek) the opinion of the teacher regarding a personal accomplishment or interpersonal problem. The client respects his or her teacher and values the teacher's opinion.

Lowest Level (0)

At this level, the client avoids and hates his or her teacher. The client heckles in class and gets into arguments. The client receives frequent detentions and is often sent to the principal's office for displays of disrespect.

Reward Ratings for Employment (Items 18, 19 and 20):

18. Participation/Performance.

Highest Level (3)

At this level, the client expresses a strong interest in his or her job and expresses pride in his or her abilities and performance. The client has received positive strokes from his or her boss (for performance). The client's attendance at work is reliable, and he or she is willing to work overtime. The client wants to stay in the same line of work.
Lowest Level (0)

At this level the client hates his or her job, citing reasons such as it is boring, dangerous, unpleasant, or that he or she cannot perform well. The job is a means of earning a living only, and is not even satisfactory in those terms. The client has unreliable attendance and is often late. He or she wants to change jobs and may quit even if another job is not available.


Highest Level (3)

At this level, the client gets along with co-workers. They talk together and take breaks and lunches together. Outside of work, they pursue leisure activities together. The client helps coworkers on the job and is cooperative and friendly.

Lowest Level (0)

At this level, the client has continuous problems with co-workers and gets into fights and arguments. The client tends to remain isolated.

20. Authority interactions.

Highest Level (3)

At this level, the client has respect, if not liking for, his or her supervisor. The client talks with his or her boss even regarding nonjob matters and would approach his or her boss with problems. The client willingly follows orders.

Lowest Level (0)

At this level, the client has ongoing and significant problems and conflicts with his or her boss. The client will not follow orders and argues with the boss. The client thinks that others are treated better by the boss.

Financial


Reward Ratings for Financial Situations.

“3”: Long standing pattern of effective management;
“2”: No current difficulties;
“1”: Situational or minor difficulties or need to explore situation further;
“0”: Severe difficulties or no means of support.
The dictionary definition of "difficulty" is "something which cannot easily be done; an obstacle or hindrance; trouble". Therefore, debts (e.g. Mortgage, student loan) are not necessarily difficulties if they are manageable. As a general consideration, is the client's financial situation a current stressor, regardless of the source of income (including criminal activities)?

22. Reliance on social assistance.

Answer "Yes" if the client is receiving General Welfare Assistance or Family benefits Allowance. As well, Worker's Compensation, Unemployment Insurance, or disability pensions are considered here to be indicative of a need, as the client's present income is fixed. If the client is receiving one of these forms of assistance, this item is answered "Yes".

Supplementary note: Social Assistance

- In the Australian context examples of social assistance are different kinds of pensions, parenting payments (single or partnered), Newstart Allowance, Youth Allowance (if paid to the individual).

Family / Marital

In general, this area is dynamic and is assessed on current family/marital interactions. There may well be historical issues from family/marital relationships that are present needs. Such needs may be noted in the Emotional /Personal area.

23. Dissatisfaction with marital or equivalent situation.

Highest Level (3)

At this level, the client has a highly rewarding, caring relationship, or is satisfied with being single and unattached.

Lowest Level (0)

At this level, the client the client has an unpleasant, uncaring, hostile and/or indifferent relationship that may involve violence. Alternatively, he or she may be unsatisfied with being single.


Reward Rating for Interaction with Parents:

"3": indicates a highly rewarding, satisfying relationship.
"0": indicates a punishing, unpleasant, uncaring, hostile, or indifferent relationship; OR that both parents are deceased or absent from home, and there is a negative relationship with the one seen most often.
Highest Level (3)

At this level, the client sees or writes his or her parents often, and hugs or kisses them when greeting them. The relationship is liking/loving, open and warm. The client talks about important matters with his or her parents and cares about what they think, expect and feel.

Lowest Level (0)

At this level, the client argues with his or her parent when they are together and rarely sees or writes them. The relationship ranges from dislike to hatred, and the client does not care what his or her parents think, feel, or expect.

25. Non-rewarding, other relatives.

Reward Rating for Interaction with Other Relatives:

Record one of “3”, “2”, “1” or “0”. A “3” indicates a highly rewarding relationship, and “0” indicates no positive relationship with other relatives, such as siblings, grandparents, aunts, uncles, cousins, or in-laws, who are regularly seen or contacted. The levels are similar to those in item 24.

26. Criminal Family/Spouse

Check if parent, sibling, spouse, or close relative has a criminal record.

Supplementary Note: Criminal Family / Spouse
• Theoretical basis is family dynamics and reward, reinforcement factors.
• This item is static for family members i.e. criminal family means ‘ever’; this also applies to a criminal family member with whom the offender has no contact.
• This refers to present situation for spouse. An ex-spouse is not counted if he or she is no longer a significant influence in the person’s life.

Accommodation

27. Unsatisfactory.

If the client has no fixed address, a rating of “0” should be applied.

Reward ratings for Accommodation:

Highest Level (3)
At this level, the client is very satisfied with his or her accommodation. The client takes pride in his or her house, yard, and neighborhood and helps with its upkeep.

Lowest Level (0)

At this level, the client is unhappy or dissatisfied with his or her accommodation situation. He or she takes no pride and makes no attempt to improve the residence. The client expresses a desire to move, and others that live there would like for him or her to move.

28. Three or more addresses changes last year.

Record the number of address changes within the last twelve months, or in the year prior to incarceration. Do not include a period of incarceration as an address change.

Supplementary note: Address Changes
- It can sometimes be difficult to decide if there has been a genuine change of address or not. As a general rule we would base this on whether or not a person had moved and taken their belongings with them?
- The notion of “address change” should not include consideration the reason behind the address change.
- The same criteria should apply regardless of cultural factors.

29. High Crime Neighborhood.

Answer “Yes” of client resides in a high crime neighborhood, or if the neighborhood has a high proportion of offenders. Example questions may include, do the police visit your neighborhood often? Are there people in the area who are dealing drugs, doing B& Es, or fencing stolen property? Consider if the area is criminally active or opportune.

Supplementary Note: High crime neighbourhood.
- The theoretical basis of this is the ease of facilitation of criminal behaviour. Check the density of known criminal contacts the person has in the local area. How easily are these contacts are accessed? (Even if a person is “doing well” easy access to criminal outlets would make relapse easier)
- Assessment as to whether an area is high crime will sometimes require either detailed knowledge of the area by the assessing officer or inquiries to be made by external sources (police, crime statistics) as well as from the offender.
Leisure/Recreation
When in the community,

30. Absence of a recent participation in an organized activity.

Answer "Yes" if the client has not participated or been involved in a formal organization during the last twelve months, or in the year prior to incarceration (e.g. Union, service club, sports club or team, church).

Concerning the client who is participating in an Anonymous group (e.g. A.A., N.A., C.A.); consider the motivation or incentives for attending and the degree of involvement. Is the client participating in the group's social activities (e.g. dances, weekend BBQs)? Is the client receiving social rewards from participation?

31. Could make better use of time.

Reward Ratings for Leisure/Recreation:

Highest Level (3)

At this level, the client is involved in highly rewarding and satisfying activities (for example, stamp collecting, weight lifting, martial arts, car repairs).

Lowest Level (0)

At this level, the client has no leisure activities and is bored during most of his or her idle time.

At the risk of making a value judgement, discover in what ways a client's activities are rewarding for him or her. How is his or her use of time possibly impacting on, or relating to, other need areas; for example, education/employment, alcohol/drugs.

Companions
When in the community,

32. A social isolate.

Answer "Yes" if the client lacks a significant, intimate, and mutual relationship with a nonrelative. The client may express difficulty in meeting others or keeping friends, or he or she may be unable to get along with others. The client may present him or herself as shy, withdrawn, and having limited social skills. The client may demonstrate a chronic inability to form a bond or to interact with someone as a friend. The client may express extreme independence or disregard for the feelings and expectations of others. The client engages in solitary activities, but not by his or her choice.
33. Some criminal acquaintances.

Answer "Yes" if the client associates with (or did associate with prior to incarceration) individuals who are not close friends, but have criminal records or are involved in criminal activity. If item 34 is answered "Yes," then this item must also be answered "Yes".

Supplementary Note: Acquaintances
- Theoretical basis is antisocial associates.
- When assessing whether someone is a friend or an acquaintance look to the degree of influence that person has over the client. A friend is someone who has a significant influence in a person’s life and has a more potent impact than an acquaintance.
- It is not about the client trying ‘doing the right thing’. Any contact with criminal associates should warrant a score e.g. Regular attendance at Methadone clinic.
- Reporting to the District Office and seeing criminal acquaintances co-incidently is probably not a risk factor but if they report that they regularly meet criminal acquaintances at the District Office then this may be a risk.
- Further information from the client is required about the regularity of meeting and the influence on the offender decision-making in initiating / maintaining social links.
- Problems occur sometimes when the client says they don’t have any friends or acquaintances, in assessing the influence of antisocial acquaintances, remember that:
  (a) This is based over the last 12 months
  (b) sometimes clients are maintaining acquaintances even though they are “doing the right thing” and actively trying to avoid contact – it is enough that social links are maintained, no matter how benign

34. Some criminal friends.

Answer “Yes” if the client has friends (or did prior to incarcerations) who have criminal records or are involved in criminal activity. Friends are associates with whom one spends leisure time, whose opinions are valued, who provide help when in difficulty, etc.

35. Few anti-criminal acquaintances.

Answer "Yes" if the client has few acquaintances who are not involved in criminal activity or who do not have criminal records. If this item is checked, then item 36 must also be checked.

36. Few anti-criminal friends.

Answer “Yes” if the client has few friends who are not involved in criminal activities or who do not have criminal records.
Alcohol/Drug Problem
(Excludes nicotine and caffeine)

37. Alcohol problem, ever.

If item 39 is answered "Yes," then this item must be answered "Yes." Some clients will report heavy alcohol consumption but will not regard it as being a problem. Assessment of alcohol "problem" depends upon the interviewer's assessment and not the client's evaluation.

38. Drug problem, ever.

If item 40 is answered "Yes," then this item must be answered "Yes."

39. Alcohol problem, currently.

Assign a rating of "0" or "1" for client's alcohol abuse, or if client perceives him or herself as having a problem with alcohol. Current refers to the past year. When assessing an incarcerated client consider his or her drinking behaviour during the year prior to incarceration. Consider also any drinking behaviour while the offender is incarcerated.

40. Drug problem, currently.

Assign a rating "0" or "1" for the client's drug abuse, or if the client perceives him or herself as having a problem with drugs. Specify the problem drug(s) in the space provided. "Currently" refers to the past year. When assessing an incarcerated client, consider his or her drug-taking behaviour during the year prior to his or her incarceration. Consider any drug-taking behaviour while incarcerated.

Supplementary Note: Drug and Alcohol Problem – currently

- The 12 month rule applies here. A person cannot be rated as a 2 or a 3 score until a clear 12 months has passed without problems in this area.
- If a person relapses within the last 12mths, no matter how small the relapse, the person should be rated 1 or 0. E.g. A person relapsed on New Years Eve once 11 months ago – they should be rated 0 or 1. The 12 month rule then recommences from that date.
- This may seem arbitrary but it is considered necessary to ensure consistency.

Substance Abuse Ratings:

Highest Level (3)
At this level, there is no evidence of current problems. The client is an abstainer or controlled recreational user. Items 41 to 45 are evaluated based on current use. If the client has stopped alcohol/drug abuse for more than a year, then these items are not covered.

**Lowest Level (0)**

At this level, at least one of items 41 through 45 is applicable.

**Supplementary Note: Drug and Alcohol – Negative Influences**
- Refers to the situation in the last 12 mths only (dynamic).
- Note if any of these items are scored then 39 and 40 will usually be scored.

41. Law violations.

Answer “Yes” if the use (not possession only) of drugs or alcohol contributed, is contributing, or could contribute to violation of the law based on the client’s official record of your knowledge of the client’s situation. Examples: trafficking in drugs to support a habit; B & Es and thefts of property to fence for money for drugs; parole violations.

42. Marital/Family.

Answer “Yes” if the use of alcohol or drugs has contributed to problems with a marital or familial situation, or significant others have complaints about client’s drug use or drinking.

43. School/Work.

Answer “Yes” if the use of drugs or alcohol has contributed to problems with school or employment. Examples: hangovers often prevented the client going to school or work; he or she asked to leave school because of drug use; he or she experienced a loss of employment because of intoxication.

44. Medical.

Answer “Yes” if the use of drugs or alcohol has contributed to physical complaints, or medical doctor has warned the client about his or her drug/alcohol use.

45. Other indicators.

Answer “Yes” if there is, for example, frequent use and a high quantity of consumption; drinking to unconsciousness, difficulty reducing intake; financial difficulties due to use; use of a substance to avoid hangover or withdrawal; D.T.s; use of the substance first thing in the morning; sneaking drinks or “fixes”; blackouts.
Emotional/ Personal

"Interference" refers to an individual's ability to respond to life's stressors and to the quality of that person's functioning in the real world. Is his or her ability and functioning affected by psychological or psychiatric problems? Assess client's level of adaptive functioning with regard to the past year.

46. Moderate interference.

The scoring of this item is left to the discretion of the interviewer. However, if item 47 is answered "Yes," this item must also be answered "Yes." Examples of moderate interference or emotional distress: signs of mild anxiety (insomnia, worrying); signs of mild depression (quiet, underassertive). Consider also the client whose emotional and cognitive functioning seems stabilized through mental health intervention.

47. Severe interference, active psychosis.

This item should be answered "Yes" based on any indicator(s) of client's mental health problems. The intent of the item is to detect active psychosis in a client. Severe emotional and cognitive interference may also be detected by observing the following types of indicators during the interview:

- Excessive sweating
- Extreme passivity or aggression
- Verbal abusiveness
- Odd or strange verbalizations
- Very slow or very fast speech
- Rambling conversation
- Reports of auditory and/or visual hallucinations
- Delusional thinking

48. Mental-health treatment, past.

49. Mental-health treatment, present.

50. Psychological assessment indicated.

If the client has been assessed within the past year and the interviewer has knowledge of the problems that the assessment indicated were present, then answer "Yes" for this item and note what assessment indicated.

IF the client has never been assessed, or if it is unknown whether the client has ever been assessed, but there are indicator of problems with
the following, answer "Yes" for this item. Note the problems that the client's behaviour indicate, for example

- Intellectual functioning
- Academic/vocational potential
- Academic/vocational interests
- Excessive fears; negative attitude towards self, depression, tension
- Hostility, anger, potential for assaultive behaviour; overassertion/aggression
- Impulse control; self-management skills
- Interpersonal skills; underassertive
- Contact with reality; severe withdrawal; overactivity; possibility of delusion/hallucination
- Disregard for feelings of others; possibility of reduced ability or inability to feel guilt/shame; may be superficially "charming," but seems to repeatedly disregard rules and feelings for others
- Criminal acts that don't make sense or appear irrational
- Other (specify)

Attitudes/Orientation

This need area is concerned with what and how a person thinks about him or herself, others and the world. Are his or her attitudes, values, beliefs, and thinking pro-criminal and antisocial or anti-criminal and pro-social?

Supplementary Note: Attitude and Orientation

- It is often the case that an offender's attitude is not reflected on first IV. A realistic appraisal of the offender's attitude needs to be based on further inquiries and familiarity with the offender.

51. Supportive of crime.

Highest Level (3)

At this level, the client places an emphasis on the negative consequences of law violation for the offender, the victim, and the community. He or she accepts responsibility for his or her own actions and the consequences for his or her own actions and the consequences of those actions. The client rejects, or at least places more realistic limits on, rationalizations or justifications for law violations. He or she identifies with the victim of the crime and expresses the risk involved in associating with criminal others or accepting their values.

Lowest Level (0)

At this level, the client places an emphasis on the usefulness of criminal activity. His or her motives are more readily served by crime
than by non-crime. The client expresses acceptance of the common rationalizations or justifications for law violations (e.g., “It wasn’t my fault.” “No one was hurt.” “The victim had it coming to him.” “The cops were always on me for something.”) He or she denies or minimizes responsibility for his or her actions and their consequences. The client expresses outright rejection of, or fails to empathize or be sensitive to, the feelings, wishes, and expectation of others, including the victims or criminal behaviour. He or she accepts criminal others and their values and activities and expresses hostility toward the criminal justice system.

52. Unfavourable toward convention.

Here, “convention” means an alternative to crime and a criminal lifestyle.

**Highest Level (3)**

At this level, the client is supportive of society’s institutions (e.g., government, business, labour, service systems, home and family, school and work, spiritual institutions, recreational and social organizations) and their underlying values (e.g., order, peace, justice, material satisfactions, monetary and other satisfactions and achievements). He or she has positive attitudes and feelings toward conventional/non-criminal others (e.g., peers, parents, siblings, spouse, teachers, employers) and values interactions with these others. The client indicates positive functions of conventional activities (e.g., working, studying, playing sports, controlled drinking) and places an emphasis on rewards of such activities. He or she has a sense of accomplishment and feelings of self-worth based on achievement in conventional pursuits and activities.

**Lowest Level (0)**

At this level, the client has a generalized disregard for conventional/non-crime alternatives. He or she is non-supportive, hostile, and rejects the underlying values of society. The client has weak ties to conventional settings such as home and family and school and work and is negative, hostile, and rejecting of non-criminal others (“I don’t care what they think”) He or she invalidates or rejects non-criminal activities and their rewards and has tolerance for deviance in general.

53. Poor, toward sentence.

Answer “Yes” if the client denies the fairness/appropriateness of his or her sentence.

*Supplementary Note: Poor towards sentence*
• If a person appeals the sentence it does not necessarily a person should be scored on 53.
• For a first offender at pre-sentence stage – look at their attitude towards court and the criminal justice system generally and their response to PSR interviews.

54. Poor, toward supervision.

Answer “Yes” if the client objects to his or her classification or placement and/or exhibits an unwillingness to comply, cooperate, or seek assistance for significant problems.

Supplementary Note: Poor towards supervision
• For a first offender at pre-sentence stage – look at their attitude towards the PSR process i.e. Did they report on time etc.?
Introduction to the Electronic Version

Prior Knowledge

This guide assumes that you are familiar with PIMS / OIMS case management and requires working knowledge of the Assessment, Approval and Case Plan Screens. It should be used in conjunction with your PIMS (Intake, Integrated Word Processing & Case Management) Training Guide 2001.

If you are a confident PIMS user, the Quick Start Guide and LSI-R Screen Overviews should be all you need to get started.

About the Electronic Version

When designing the electronic LSI-R for PIMS / OIMS we endeavoured to make it as simple and as user friendly as possible.

We have taken care to incorporate the LSI-R seamlessly into the existing PIMS case management modules so that users don't have to re-learn the process of entering a new assessment. We have automated the chore of calculating the LSI-R result so that the results of a completed questionnaire are available in seconds.

An electronic link has also been created between the LSI-R assessment and the case plan so that LSI-R identified criminogenic factors can be populated into the case plan at a push of a button. Other useful features include a HINT function to assist you answering the items and a link to online help on the intranet.

Getting help

If this guide is unable to assist you and you have problem with using the software you a should consult the intranet under the LSI-R help to see if there are any updates that may help you with your problem.

For general computer problems such as printing problems or network issues please phone the IMB helpdesk on 9289 1245.

The PIMS helpdesk can answer queries about computer related LSI-R issues that are related to using the PIMS software. The number is 9289 1064.
The IMB and PIMS helpdesk will not be able to assist you with questions about the scoring of the individual test items. These inquiries should be directed to your trainers.

Layout of this Chapter

The first section of this chapter contains the Quick Start Guide and LSI-R screen overviews. This section provides a brief outline of all the new LSI-R screens and functions. If you are a confident PIMS user you can use this to get started.

The Step-by-Step section of this chapter in user guide contains more detailed instructions on using the LSI-R in PIM / OIMS. It is divided into numbered sections based on the chronological order of the tasks:

Section 1 is Creating an Assessment
Section 2 is Completing the Questionnaire
Section 3 is Calculating Results
Section 4 is Populating to Case Plan
Section 5 is Approving the Assessment
Section 6 is Printing a Blank Questionnaire

Instructions on related tasks such as printing results or entering an override are included in the relevant sections when these tasks become part of the process.
**Quick Start Guide**  
*Electronic LSI-R*

1: Create LSI-R Assessment

An electronic LSI-R is available from the Assessment Screen:

> Go to the ASSESSMENT SCREEN (Case Mgmt Menu).  
Select 'LSI-R The Level of Service Inventory' in the ASSESSMENT TYPE field and your location in the LOCATION field from the List of Values.  
Click on QUESTIONNAIRE button.

2: Complete LSI-R Questionnaire

Use the NEXT & PREVIOUS buttons to navigate through the question categories.  
Complete the individual question items by clicking on the appropriate answers. The HINT button gives you help on answering each question item. The HELP button provides further information and a link to online help available on the intranet.

To complete a previously saved LSI-R, select it in the ASSESSMENT SCREEN and click on the QUESTIONNAIRE button.

3: Calculate Results

Once completed the CALCULATE button automatically scores the questionnaire and presents the results on the LSI-R RESULTS SCREEN. It provides the raw score, rating and a breakdown of scoring in each of the identified categories.

Click on the SPECIAL CIRCUMSTANCES button to enter special circumstances. The results can be printed by using the PRINT RESULTS button.

4: Populate to Case Plan

The electronic LSI-R allows you to automatically populate an identified criminogenic need to an EXISTING case plan.

In the CASEPLAN SCREEN: Create a case plan record for the offender.  
In the LSI-R RESULTS SCREEN: Click on the checkbox corresponding to the category you want to populate in the POPULATE FACTOR column. Click on the POPULATE CASEPLAN button.

5: Approve Assessment

The LSI-R is finalized and made READ ONLY once it is approved by a senior reviewer in the APPROVALS SCREEN.
### LSI-R Questionnaire Screen

**Test Item Category and navigation buttons**
- To move through to PREVIOUS or NEXT category.

**Radio button for 'Unknown' response**
- Question items
- Hint button opens context-based help for each individual test item.

**CALCULATE:**
- Calculates the LSI-R Results and opens the Results Screen.

**HELP:**
- Opens a screen that provides general help on the LSI-R.

**SAVE:**
- Saves a partially completed questionnaire for completion later.

**EXIT:**
- Closes the LSI-R Questionnaire and returns to the Assessment Screen.

---

### Questionnaire Content

**Category:**
- Education/Employment

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Help</th>
<th>Hint</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When in Labor Market:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Currently unemployed?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>12. Frequently unemployed?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>13. Never employed for a full year?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>14. Ever fired?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>15. Less than regular grade I?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>16. Less than regular grade II?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>17. Suspended or expelled at least once?</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

- **Radio buttons for responses**
- **Offender Details**
- **Calculate**
- **Help**
- **Save**
- **Exit**
RETURN TO SCORESHEET: Returns to the LSI-R Questionnaire.

POPULATE TO CASEPLAN: Populates selected factors to the Case Plan as 'LSI-R Identified Factor'.

SPECIAL CIRCUMSTANCES: Opens a window that allows you to enter details regarding the offender's special circumstances if required.

PRINT RESULTS: Provides a printed hardcopy of the LSI-R results.
1. Creating an LSI-R Assessment

The LSI-R is included as a new Assessment Type in the Assessment Screen. The LSI-R is able to be applied to any client that is PIMS case managed provided the offender has an active work assignment.

Menu Path
Using Mouse: Main Menu ➔ Case Management ➔ Assessment

Menu Path
Using Hot Keys: [Alt] + C + A

Step 1
If the client's details are not already displayed in the header block: Enter the clients MIN and click { or press [F8]}.  

Step 2
Click into the Type Field of the New Assessment Block with the mouse {or press [Ctrl] + PgDn}.

If an assessment already exists for the client, click { or press [F6]} to insert a new assessment.

Step 3
Click ↓ {or press [F9]} and Select LSI-R Level of Service Inventory through the available LOV.

Step 4
Click {or [Tab]} into the Position Field.

Click ↓ {or press [F9]} and Select your Position Title through the available LOV

Step 5
Click {or [Tab]} to move the cursor to the Location Field.

Click ↓ {or press [F9]} and select your Office Location from the available LOV.

Your name will have defaulted into the Name Field.

Step 6
Click on the Questionnaire button.

This will open the LSI-R Questionnaire and automatically saves a record of the assessment.
2. Completing an LSI-R Questionnaire

The LSI-R Questionnaire screen allows you to complete the LSI-R directly on PIMS. It groups the 54 items under 10 categories and scores the test automatically. It also allows you to save a partly completed test as a ‘work in progress’ so that you can return to complete it at another time.

FILLING OUT THE FORM

Step 1  Answer each question items by clicking on the radio buttons for the corresponding choices. Note that the grey shaded answers indicate a positive score that adds to an offender's level of risk.

Press the corresponding button to view guidelines for answering each question item.

Step 2  Navigate to (and from) the next set of question items by using the Next and Previous buttons. The questions items have been grouped under the LSI-R categories:

Step 3  Repeat STEPS 1 & 2 until you have completed all 54 items.

SAVING A PARTLY COMPLETED LSI-R

Step 1  Click on the Save button (or press [F10]). You may now close the questionnaire by clicking on the Exit button.
RETURNING TO A PARTLY COMPLETED LSI-R

Step 1 Open up the Assessment Screen.

Step 2 If the client's details are not already displayed in the header block: Enter the clients MIN and click {or press [F8]}.

Step 3 Highlight the LSI-R Assessment you want to return to by clicking on it in the Internal Assessments block.

Step 4 Click on the Questionnaire button.
3. Calculate Results

The calculate function automatically scores the test and presents it on the LSI-R Results Screen. The Results Screen is where you can:

1. View the Raw Score, Rating and the number of items scored in each of the LSI-R categories.
2. Enter Special Circumstances
3. Populate identified factors to a case plan
4. Print a LSI-R Results report

CALCULATING RESULT

Complete the LSI-R Questionnaire Screens and click on . The LSI-R will not calculate if there are more than 5 'Unknown' items.

ENTERING SPECIAL CIRCUMSTANCES AND PRINTING RESULTS

Click on the Special Circumstances button on the LSI-R Results Screen to enter notes and special circumstances for the LSI-R. Clicking on OK closes the window and saves the entry.

Clicking on the Print Results button opens the LSI-R Results Report in the report pre-viewer where you can obtain a printed copy.

ENTERING AN OVERRIDE

Step 1 Return to the Assessment Screen.

Exit the LSI-R Results Screen by returning to the Scoresheet (Questionnaire) and click in the Exit button.

Step 2 Click {or [Tab]} to move the cursor to the Override Field.

Click \{or press [F9]\} and select the assessed Supervision Level (High, Medium, Low) from the available LOV

Step 3 Click {or [Tab]} to move the cursor to the Comment and Override Reasons Field.

Enter reasons to justify the override. [Ctrl] + E can be used in this Field to access the Editor Box.

Step 4 Click \{or press [F10]\} to save.
4. Populating Factors to a Case Plan

The LSI-R identified criminogenic needs can be populated to a case plan from LSI-R Results Screen. Factors will only populate if a case plan record exists, skip directly to STEP 4 if the offender already has a Case Plan.

IMPORTANT NOTES:

The LSI-R will insert 'LSI-R populated factor' in the Comments Field of the populated factor. This is because the Comments Field is mandatory. You may delete this or insert further comments.

If you have already identified a factor you may wish not to populate or delete the one sent from the LSI-R. Eg You have already manually identified 'Drug Use' as a factor so you will not need to populate the LSI-R identified factor for 'Alcohol / Drug Problem'.

IN THE CASEPLAN SCREEN
(SKIP TO STEP 4 IF CASEPLAN ALREADY EXISTS)

Step 1 If the client’s details are not already displayed in the header block: Enter the client’s MIN and click {or press [F8]}

Step 2 Click {or [Ctrl] + [PgDn]} into the Location Field in the Case Plan Block.

Click {or press [F9]} and Select a Location through the available LOV

Step 3 Click {or [Tab]} into the cursor to the Officer Field.

Click {or press [F9]} and Select Officer (your name) through the available LOV

IN THE LSI-R RESULTS SCREEN

Step 4 Click on the checkboxes in the Populate Factor column corresponding to the factors you want to populate to the Case Plan:

Step 5 Click on the Populate Factor button.
5. Approving an LSI-R Assessment

Menu Path
Using Mouse: Main Menu ➔ Case Management ➔ Approve Assessment

Menu Path
Using Hot Keys: [Alt] + C + P

Although the procedure for approving an LSI-R assessment is identical to the current approval process, there are a few new rules that reviewers should keep in mind:

Approved: Means that the reviewer agrees with either the Calculated Supervision Level or the Override Supervision Level.

Reviewer must select an Approval Result that is equivalent to either the LSI-R Calculated Supervision Level or the Override Supervision Level.

If the Override Supervision Level is chosen a caution is displayed alerting the reviewer that they are about to approve an override level that deviates from the LSI-R calculated level.

Pending: Reviewer believes that further investigation, consideration and/or work needs to occur prior to approving the assessment.

Reviewer Selects an Approval Result that they consider appropriate until the Supervising Officer has completed the tasks outlined in the Comment Field. An appropriate Re-Assessment Date is entered.

Rejected: This is equivalent to an override. The reviewer does not believe any further work is required but believes that the Calculated Supervision Level is not appropriate.

The rejected level cannot equal the Calculated Supervision Level or the Override Supervision Level.

The Reviewer overrides the LSI-R Assessment and gives an explanation as to why in the Comment Field.

The other important thing to remember is that once approved the LSI-R Assessment becomes READ ONLY and cannot be altered.
Step 1 If the client's details are not already displayed in the header block: Enter the clients MIN and click \( \text{or press [F8]} \).

Screen will display all completed client assessments by Supervising Officer.

Step 2 Move the cursor to the Date Field in the Approval Block.

PIMS will automatically default to Today's Date.

Step 3 Click \( \text{or [Tab]} \) into the Position Field.

Click \( \text{or press [F9]} \) and Select your Position through the available LOV.

Step 4 Click \( \text{or [Tab]} \) to move the cursor to the Approval Result Field.

Click \( \text{or press [F9]} \) and Select the appropriate Approval Result from the available LOV.

Step 5 Click \( \text{or [Tab]} \) into the Approved Supervision Level Field

Click \( \text{or press [F9]} \) and Select the Approved Supervision Level from the available LOV.

Step 6 Click \( \text{or [Tab]} \) to move the cursor to the Location Field.

Click \( \text{or press [F9]} \) and Select your District Office Location from the available LOV.

Step 7 Click \( \text{or [Tab]} \) to the Name Field.

Click \( \text{or press [F9]} \). Select your Name from the available LOV.

Step 8 Click \( \text{or [Tab]} \) to move the cursor to the Comment Field.

Make any appropriate comments in this Field.

Step 9 Click \( \text{or press [F10]} \) to save.
The next review date will default in accordance with current Service practice:

<table>
<thead>
<tr>
<th>Category</th>
<th>Review Period</th>
<th>Danger Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Reviewed in 2 Months</td>
<td>HIGH Danger</td>
</tr>
<tr>
<td>Medium/High</td>
<td>Reviewed in 2 Months</td>
<td>HIGH Danger</td>
</tr>
<tr>
<td>Moderate</td>
<td>Reviewed in 4 Months</td>
<td>MED Danger</td>
</tr>
<tr>
<td>Low/Moderate</td>
<td>Reviewed in 6 Months</td>
<td>LOW Danger</td>
</tr>
<tr>
<td>Low</td>
<td>Reviewed in 6 Months</td>
<td>LOW Danger</td>
</tr>
</tbody>
</table>

These review periods are the interim levels that are based on the minimum standards under the old danger rating scale. Review periods, together with all other case management minimum standards are under review. New policies will be developed as the LSI-R is rolled out.
6. Printing a Blank Questionnaire

Menu Path
Using Mouse: Main Menu ➤ Utilities ➤ Report Submission

Menu Path
Using Hot Keys: [Alt] + U + R

A blank questionnaire can be printed from PIMS /OIMS so that you can manually score the test and transcribe it onto the screen later. This function is for situations where a photocopied version of a blank questionnaire is not available.

QUICK TIP: To save time and printer toner, each office or officer should make a number of photocopied blank questionnaires available for use if needed. Printing a questionnaire every time you use one is time consuming and uses up network resources.

Step 1  Go to the Report Submission Screen by following the above.

Step 2  Click ↓ {or press [F9]} and Select LSIR Questionnaire Report through the available LOV

Step 3  Click on Run Report button {or press [F10]}
You are not required to enter any parameters.
Supplementary Material

Recommended Reading

It is recommended that staff make themselves familiar with the following key texts:


Additional resource material is also available at the Corrections Service Canada website at [http://www.csc-scc.gc.ca](http://www.csc-scc.gc.ca). The Department of Corrective Service Library will also have copies of some key readings:


D Andrews (1989) *Recidivism is predictable and can be influenced: Using risk assessments to reduce recidivism.*


Acknowledgements

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