



Dual Status


Resource Guide

Updated 2021



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Why do we need dual status processes?

Section 1



Why Dual Status?

Any experienced juvenile court judge, case manager or probation officer can cite instances when the line between abuse and neglect (dependency cases) and juvenile delinquency cases becomes blurred. This population is frequently referred to as “crossover youth” or “dual status” to reflect their crossing from one system into the other creating dual system involvement. In Indiana these youth are referred to as “dual status”. Focus on this vulnerable population has shown youth who have contact with both systems are more likely to suffer a host of problems – higher recidivism, higher rates of academic failure, mental health problems, and substance abuse. We now know that in certain circumstances a child and the family require a special level of focus and collaborative efforts of both systems. Over the years, caseworkers and probation officers have attempted, with limited anecdotal success, to bridge the gap. Most of the time, however, those efforts were blockaded by entrenched silo mentality. Although, case managers and probation officers serve different functions they have the shared goal of improving the lives of children and families. By working together to address identified needs and support the youth and families, both agencies can maximize the benefit of system involvement.

56% of dual status youth are African American, which is disproportionately high compared to their peers from other racial groups¹

83% of dual status youth have challenges with mental health or substance abuse³

Maltreated youth are at 47% greater risk for becoming involved in delinquency than youth from the general population²

We also have learned that the failure of the two systems to meaningfully work together may negatively impact a child’s future and, ultimately, the safety of our community.

Successful collaboration of both systems in the best interests of the child and family can disrupt the trajectory of youth heading into the system and better address their needs with a unified approach.

¹ The Center for Juvenile Justice Reform. (2017)

² Haight, W., Bidwell, L., Choi, W.S., & Cho, M. (2016). An evaluation of the Crossover Youth Practice Model (CYPM): Recidivism outcomes for maltreated youth involved in the juvenile justice system. *Children and Youth Services Review*, 6, 578-85.

³ The Center for Juvenile Justice Reform. (2017).

Why Dual Status?

Indiana's Dual Status legislation ([Indiana Code Article 31-41](#)) was enacted in 2015 to address the specific needs of these children by providing both the child welfare system and the juvenile justice system, tools to identify, communicate, and implement a coordinated plan that serves a child's best interests and welfare.

Therefore, when a child enters either the child welfare system or the juvenile justice system, the court and responding agencies must determine whether the child is a dual status child and proceed accordingly, [See Ind. Code § 31-34-7-1](#) (requiring dual status determination in preliminary inquiry of a child in need of services ("CHINS") allegation); [Ind. Code § 31-37-8-1](#) (requiring same in preliminary inquiry of a delinquency allegation).

Compliance with the statute is required, but implementation is flexible



Dual Status Definition

Dually identified youth: Youth who are currently involved with the juvenile justice system and have history in the child welfare system but no current involvement (or vice versa).

Dually involved youth: Youth who have concurrent involvement (diversionary, formal or a combination of the two) with both the child welfare and juvenile justice systems.

Dually adjudicated youth: Youth who are alleged to be or presently adjudicated in both the child welfare and juvenile justice systems (i.e. both dependent and delinquent).

Special Indiana circumstances:

A child who is eligible for release from the department of correction (DOC); whose parent, guardian, or custodian either cannot be located or is unwilling to take custody of the child; **and** for whom the department of correction is requesting a modification of the dispositional decree under IC 31-30-2-4 is also considered dual status.

Why Dual Status?

Anticipated Outcomes

- Increased cross-agency collaboration and communication
- Increased family engagement
- Increased timely identification of youth's needs
- Increased identification of appropriate services and treatment
- Increased number of youth in appropriate placement settings



Figure 1. copied from Wright et.al,2017b,3.

Goals

- Reduction in the number of youth crossing over and becoming dually-involved;
- Reduction in the number of youth placed in out-of-home care;
- Reduction in the use of congregate care; and
- Reduction in the disproportionate representation of youth of color, particularly in the crossover population.

Why Dual Status?

"I have been a probation officer for 18 years and since the implementation of dual status, I feel like communication has greatly increased. I also feel that having families' cases combined to one court/judge provides better uniformity with the case and decision making"

~Damita Lane, Marion County Juvenile Probation Supervisor

"In Madco, we have been really lucky to have a well oiled machine for dual status. We use it, tweaked it the tiniest bit to meet our needs, and it's awesome. It increases communication between probation and DCS. It helps keep us accountable to meeting and making plans together, using each others resources and knowledge. We still have times we do not agree, but we have always left with an understanding of one another and that has been so important to keeping things civil and solution focused. "

~Amy Waltermire, Madison County DCS Local Office Director

"We were one of the Pilot counties for Dual Status when it started and we have continued to expand and tweak our procedures somewhat. We meet regularly on a monthly basis (and more often if needed) to discuss new, ongoing and potential cases. Our CASA Director convenes the meeting which as worked very well." "We all get along (we may not always agree) work closely on our cases and help each other as much as we can. We often have cases that are mental health and NOT delinquency or DCS and come together to assist the youth and family to access services".

~Susan Lightfoot, Henry County Chief Probation Officer

"I think one of the most important things with the dual status team is that we work pretty well together. Our local CPS office has done a fantastic job harboring a good relationship between our agencies. I think the main issues between CPS and probation is that we don't understand what each office does and what our legal boundaries are. They have done a great job of being understanding"

~James Grizzel, Crawford County Chief Probation Officer

"The implementation of the Dual Status Team in our county has benefitted not just the youth and families but the agencies. In bridging the communication gap we are now sharing vital resources or information on community resources that the other agency may not be aware of just yet to ensure the youth in both systems are gaining access to the resources. We are able to "pick each other's brains" when there isn't a formal Dual Status order to help each other. "

~Ashley Jones, DCS Assessment Supervisor

"The process is working in that Probation and DCS have better communication and a better understanding of how each agency operates. The collaboration helps enlarge the scope of resources considered for the youth and families."

~Mike Gray, Madison County Juvenile Chief Probation Officer

"I think in Clark County, we have a pretty good working relationship and communication between departments. I think that is the biggest success here, working collaboratively and being able to "think outside the box" with our youth and families. I've seen a number of youth cross between both systems, and I think having more eyes on a family and familiarity with our families in this county is a plus. We avoid duplicating services and can offer more voices and expertise when we work collaboratively to help our families."

~ Shannon Holt, CASA Triage Project Coordinator

A process that places a child's well being in the center of all we do without sacrificing accountability or community safety

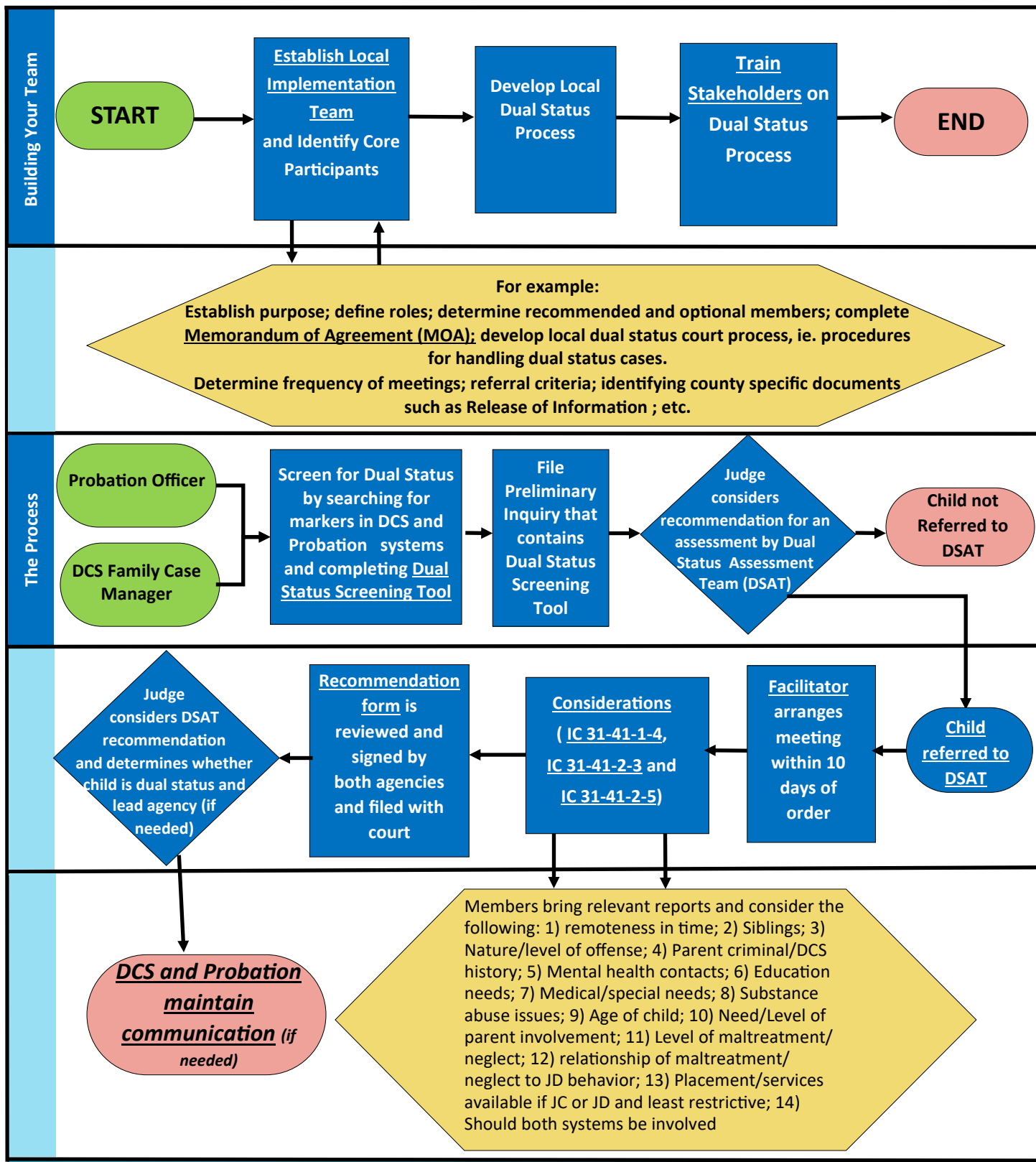


Dual status flow chart

Section 2



Dual Status Flow Chart



*Links to the corresponding document are attached to those boxes where the item is underlined



How to implement dual status

Section 3



How to Implement Dual Status

Dual Status Implementation Team:

Successful implementation requires Judicial leadership and an effective implementation team. Dual status is not just a procedure but a process— the practice by which all involved can and should talk and communicate with regard to the child’s best interest. System integration and coordination require the involvement of those in leadership positions, those who possess expertise in particular areas, those who work directly with dual status youth on a regular basis, and those who share a passion for this population and can serve as champions for the effort.¹

Judicial leadership is necessary— dual status is a statute, not a suggestion

Judicial officers should use their judicial authority to motivate and monitor progress and compliance with the process. The implementation team will determine the process and procedures by which the Dual Status legislation and procedures will be implemented in each county and should include leadership of participating agencies and other key stakeholders. At a minimum, the implementation team should include representatives from the court, probation, DCS, GAL/CASA, prosecutor and the public defender agency.

Dual Status is a process,
not a program

Stakeholders include but are not limited to:

Core Team Members:

Juvenile Court Judge	DCS Local Office Director
Chief Juvenile Probation Officer	Public Defender
DCS Local Office Attorney	Mental Health/Behavioral Health Representative
Juvenile Prosecutor	GAL/CASA Representative

Optional Team Members:

Juvenile Probation Officer	DCS Division Manager
DCS FCM Supervisor	DCS FCM
Education System Representative	Youth Representative
Law Enforcement Representative	Parent Representative
School Resource Officer	Service Providers

¹ John A. Tuell, Jessica K. Heldman, and Janet K. Wiig, (2013) *Dual Status Youth—Technical Assistance Workbook*

How to implement Dual Status

Training plan for community stakeholders

Stakeholders are most engaged when included early in the process and when their time and talent contributions are valued. A comprehensive and collaborative approach helps ensure all partners receive a unified message. These cases are more complex and will require all agencies work together to create shared plans with joint resources to address their unique needs. Dual Status youth often enter into a system by accident of circumstances rather than by way of assessment and coordination, the Dual Status process is a way to focus resources from all agencies with the collective expertise of those involved in order to achieve better outcomes for the child.

Dual Status youth have a long road—not a destination but a journey.

Multisystemic : Partners	Child Welfare	Process:	Coordinated Case Management
	Juvenile Justice		Joint Assessment Process (multi-disciplinary ie; DCS, Probation, Mental Health, Substance Abuse, Domestic
	Law Enforcement		Violence)
	Education		Coordinated Case Plans
	Behavioral Health		Coordinated Supervision
	Courts		Coordinated Planning for Youth Permanency, Transition and Case Closure

Strength based focus that prioritizes family engagement and equitable treatment at every level

- Train the child welfare stakeholders to understand the juvenile justice system
- Train the juvenile justice stakeholders to understand the child welfare system
- Recognize that youth and families have strengths and should be treated as unique
- Train stakeholders to utilize data to make all policy and practice decisions
- Analyze local resources and increase interagency resource sharing
- Strengthen workforce efficacy and provide appropriate (and ongoing) training for staff
- Integrate the use of best practices and evidence-based programs
- Require DCS Family Case Manager to attend delinquency court hearings and Probation Officer to attend CHINS hearings involving the child

How to Implement Dual Status

Recommended Practices for Dual Status Youth

PRACTICES:

- Develop individual outcomes for each youth focused on competencies and connections to family and community, one size does not fit all
 - Drill down to the underlying problem (Is the child running away because of abuse/neglect at home? Are they stealing because they don't have enough to eat at home? Are the parents ill-equipped to deal with a significantly mentally ill child who is exhibiting delinquent behaviors?)
- Use validated screening and assessment instruments
 - Development and use of a joint assessment process or methodology across systems and in collaboration with the youth and family
 - All stakeholders are familiar with these tools and understand how to interpret them
- Identify and develop opportunities for alternatives to formal processing at key decision points
- Use structured process to consider diversion, early intervention, and alternatives to formal processing at the earliest possible opportunity
- Develop procedures for routine, ongoing contact between probation officers and Family Case Managers over the life of each dual status case
- Share data and reports available from all our cross system agencies— schools, welfare, delinquency, criminal, therapists, and mental health
- Coordinate case planning, court hearings, and case management
- Think outside the box, these should be the hardest cases and require creativity
- Flexibility is necessary for these fluid cases
- Focus on family stability, placement stability, and community connections

*DCS and Probation can complete their assessments and case plans collaboratively. This will facilitate increased communication and sharing of information as well as ease the burden on the families having to meet at different times with different agencies.

PRODUCTS:

- Memorandum of Agreement regarding information sharing
- List of desired system and youth and family outcomes
- Policy and procedure documentation
- Assessment and resource inventories



Dual Status Process

Section 4



Dual Status Process

Dual Status Screening:

(step by step process)

- Check KidTraks(I-Kids)/Quest/Odyssey or call local DCS/Probation office to check history
- Complete Preliminary Inquiry and dual status screening tool, note whether or not child is/is not dual status and if a referral for dual status assessment is recommended

- The Dual Status Screening Tool is the first indicator of dual status markers prepared in every CHINS or Delinquency case
- This is the best source of information regarding the dual status markers for every child and family
- **This is not just extra paperwork**

Remember to include your articulable facts if there is an alleged CHINS or delinquency. You should always include your reasons for recommending or not recommending the formation of a Dual Status Assessment Team

- Court response: The Court shall consider the Preliminary Inquiry and determine whether to make the referral to the Dual Status Assessment Team. The Court may exercise its discretion on whether to order the formation of a dual status assessment team for the child. In making that decision, the court should consider the time lapse between any delinquent act and CHINS incident; if the Court refers the case for Dual Status Assessment the case should be reset for an additional initial hearing

**All children identified as a dual status child under IC 31-41-1-2(1) through IC 31-41-1-2(3), or IC 31-41-1-2(6), shall be referred to the dual status assessment team*

See: Dual Status Assessment Team Referral Procedure

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Special Indiana circumstances:

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A note on “ALLEGED TO BE...”

You must be able to recite facts that support:

1. (If Probation) All of the elements of the appropriate statutory definition that a child is in need of services; or
2. (If DCS) Facts that support an allegation that the child has committed a delinquent act.

In the Screening Tool those facts should be recited. If this is a new allegations of CHINS, the DCS Hotline should be contacted.

The Hotline should be advised of the facts supporting the allegation, that the child has been identified as a Dual Status Child, and that the Court has made that designation an referred the case to an Assessment Team.

The local office contact should also be notified

Dual Status Assessment Team Referral Procedure:

The court will issue a referral to the Dual Status Assessment Team (DSAT) indicating who is to participate in the meeting and that it must be held within **ten (10) days** of the date of the referral. The referral will instruct each member of the DSAT to bring copies of all agency or other records possessed regarding and relevant to the child:

- i.e.,
- IYAS** - used to measure a youth's risk to re-offend
 - CANS** - used to determine a child's risk for future abuse, neglect or dependency
 - DRAI** - used to determine custody status of youth after being brought to detention
 - MAYSI** - used to identify pressing behavioral health needs
 - SASSI** - used to identify the probability and level of a substance abuse disorder and clinical insight into family and social risk factors
 - IEP or other educational records**

Dual Status Assessment Team (DSAT) Meeting/Facilitation

Mandatory members of the Dual Status Assessment Team:

- (1) If the child has a department of child services case manager, the case manager
- (2) If the child does not have a department of services case manager, a representative of the department of child services appointed by the local department of child services director
- (3) If the child has a probation officer, that probation officer
- (4) If the child does not have a probation officer, a probation officer appointed by the court; and
- (5) A meeting facilitator, who may be a member of the dual status assessment team as listed above or may be a person appointed by the juvenile court.

The Court in its discretion selects the balance of the team and may include:

- The child if the court deems the child is age appropriate
- The child's public defender or attorney
- The child's parent, guardian or custodian
- The child's parent's attorney
- A prosecuting attorney
- The attorney for the Department of Child Services
- A court appointed special advocate (CASA) or guardian ad litem (GAL)
- A representative from the department of correction
- A school representative
- An educator
- A therapist
- The child's foster parent
- A service provider appointed by the team or the juvenile court

- There should be a trained facilitator; if the facilitator is also the family case manager or probation officer for the youth, it is recommended that a supervisor also be present as a neutral party
- This is not a duplicate of the CFTM
- The goal is not to achieve parent consensus, and the team may meet without the parent present; if the parent attends:
 - 1st part of meeting only
 - Ensure they are given an opportunity to express what they believe the child's strength and needs are
- Is *not* determinative of the result of the case
- Avoid using acronyms or jargon; not everyone will feel comfortable asking for clarification when a term is used that they do not understand

All statements communicated in a dual status assessment team meeting are (1) not admissible as evidence against the child in any judicial proceeding; and (2) not discoverable in any litigation

Dual Status Assessment Team (DSAT) Meeting/Facilitation

PRIOR TO MEETING:

- Facilitator sends out notice to schedule meeting (See [Marion County Example](#))
- Probation officer or FCM contact family to explain the process, help answer any additional questions and obtain necessary signatures for a release of information ([link to DCS form](#))
- Parties gather records to present at meeting/facilitation

The Dual Status Assessment Team (DSAT) meeting should be given priority over other matters in order to be held within the required ten (10) days.

Practice Hint: it is recommended that the meeting date be established in the Court's referral order

DSAT MEETING/FACILITATION:

- Consider the allegation(s) of abuse or neglect:
 - Most recent DSC allegation and start date
 - Any significant developments since the start date
 - DCS history of previous case(s), placements or removal episodes
 - Current and previous services provided and outcomes
- Consider the allegation(s) of delinquency:
 - Most recent referral, offense(s), and date(s)
 - Any significant developments since the most recent referral
 - Current charges
 - Delinquency history of previous referral(s)
 - Current and previous services provided and outcomes

Multiple Sibling Cases

- It is possible that only one of the siblings will be identified as a Dual Status Child
- The procedure for that child is the same as if the case only involved him or her
- However, the Dual Status Assessment Team should consider the entire family dynamic

Child's mental health

Child's statements

Impact of child's behavior on any victim

Child's needs, strengths and risks

The efficacy/availability of services/community providers

Restorative justice practices

Child's school records

Statements of child's parents

Safety of the community

The need for a parent participation plan

Child's placement needs

- Whether appropriate supervision of the child can be achieved by:
 - the dismissal of a delinquency adjudication in deference to a CHINS adjudication
 - combining a delinquency adjudication or informal adjustment with a CHINS petition
- Whether a CHINS petition or informal adjustment should be filed or dismissed
- Whether a delinquency petition or informal adjustment should be filed or dismissed
- The availability of coordinated services regardless of whether the child is adjudicated a CHINS or delinquent
- Whether the team recommends the exercise of dual adjudication and the lead agency to provide supervision
- What services and/or programming will address the needs/risks, who should be responsible for what, and a reasonable timeline for completion
- Any other information considered appropriate by the team

Planning for case closure should begin as part of the DSAT meeting. Determine agreed upon outcomes that will be required in order for each agency to close out

DSAT MEETING/FACILITATION:

- ◇ Be familiar with the case history
 - Be prepared to talk about the referral history and findings along with the issues of concern. Be prepared to talk about the immediate dangers as well as risks
 - Identifying the family strengths and supports as well as being familiar with the history of services offered to date, is critical to making the best and most informed plan
- ◇ Have an open discussion regarding any rules and boundaries of the DSAT
- ◇ Talk directly to the parents and other participants. Make eye contact
- ◇ Be encouraging; families are often in crisis at the time of the DSAT, under a great deal of stress and not at their best. By being respectful and encouraging you can help turn a crisis into an opportunity for positive change
- ◇ Use the parent and child's name; Using the term "the mother" or "the youth" implies they are not present or not a full participant in the meeting and could be off-putting
- ◇ Watch non-verbal behavior; this includes obvious things like sighing or rolling your eyes but also includes arriving late to the meeting or checking your cell phone. Keep in mind, when people are stressed, seemingly innocuous behaviors can take on a heightened meaning
- ◇ Present information clearly, fairly and completely; laying out all the facts in a complete and unbiased fashion will facilitate understanding and create credibility
- ◇ Avoid using acronyms or jargon; Not everyone will ask questions or ask for clarification when a term is used that they do not understand
- ◇ Recognize strengths and commend the family's effort to make positive change; write out strengths and support of the family or youth for all participants to see throughout the meeting

Designate a member to prepare the **Recommendation of Dual Status Assessment Team** ([Link to Report](#))

To be submitted to the Court at least (2) days prior to the next scheduled hearing date regarding a course of action for the child. This should be a comprehensive report and outline the agreed upon recommended services that are the best fit (including diverting the case to community based services if more appropriate) for the needs of the family regardless of which agency is determined to be the lead.

Should circumstances change prior to the court hearing, which may impact the agreed upon recommendation, it is recommended that the DSAT reconvene to draft a subsequent agreed upon recommendation.

The team will need to meet regularly throughout the life of the case and report to the court

e.g., [Marion County Report Template](#)

Dual Status Youth
Require the rehabilitative guidance from juvenile probation and the protective care from DCS

COURT CONSIDERS THE DSAT RECOMMENDATION:

The Court considers:

- The child's social and family situation
- The child's experiences with DCS
- The child's prior delinquency adjudications
- The recommendations of the Dual Status Assessment Team
- Needs, strengths and risks of the child

The Court then finds and orders:

- Court adopts the recommendations of the Dual Status Assessment Team
- Court orders as follows:

The Court orders the following lead agency to supervise the child:

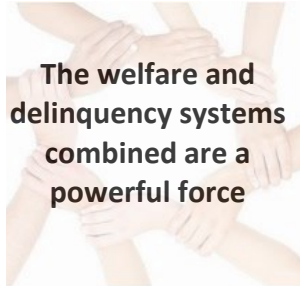
- Department of Child Services
- Probation Department

The Court orders the Department of Child Services and the Probation Department to coordinate in the supervision of the child and for purposes of filing any pleadings necessary to effectuate the order.

Order on Recommendation of Dual Status Assessment Team ([link to order](#))

Dual Status allows the judicial system and community partners to address child and family needs quicker with a collaborative approach

Ongoing Communication



The welfare and delinquency systems combined are a powerful force

Dual Status Cases-after the DSAT

- New petitions and modifications may be filed during the life of the case and need to be disseminated among both agencies.
- Counties have shared that regularly scheduled standing meetings are a great way to check the status for ongoing dual status cases and work through any identified barriers to services being provided or to provide recognition and encouragement where things are going well.
- Gather success stories to share back with the front line staff and encourage them to continue with initiative.
- Share feedback from stakeholders on how the process is going, changes that may need made.
- Share feedback from the children and families on how the process is going, changes that may need made.
- In 2017, little more than a year after full implementation of the new dual status law, 54% of probation officers reported that they often and regularly communicated with DCS regarding children under their supervision, according to a survey conducted in Allen County¹.

Closing out

- For best outcomes, planning for closing of the case starts at the beginning
- During the DSAT identify what outcomes are necessary for each agency to close out of the case
- Review and revisit outcomes, as a team, when circumstances change over the life of the case
- After one agency closes out, each agency continues to provide beneficial input on the case

“As the Dual Status legislation has rolled out a common misconception has been repeated. Oft times it is assumed that once a lead agency is determined, the other agency is released from the Dual Status case. Because the Dual Status child has a complicated history and thus more significant challenges and needs, it is essential that DCS and probation continue to collaborate and communicate, even if one agency no longer has the case. “²

^{1,2}Indiana Court Times *A Cultural Shift*; Hon. Vicki Carmichael\Judge, Clark Circuit Court #4 and Hon. Charles F. Pratt\ Judge, Allen Superior Court

DCS Process

Role Clarification

- Reports
 - Hotline receives reports and makes recommendation to the local office to screen in for an assessment or screen out
- Assessments
 - Upon receiving a report the local office has the following timeframes to initiate an assessment:
 - 2 hour—imminent danger of serious bodily harm
 - 24 Hour—abuse
 - 5 day—neglect (dirty house, education)
 - DCS Family Functioning Assessment—The family assessment process is initiated when someone calls in a report to the DCS hotline indicating there is a child in need of mental health services and the family is struggling to provide or access them. The hotline refers the information to the local office and the local office responds to the family to help them get those services for the child.
 - Interview/Investigation
 - FCM interviews the victim, parents, report source, schools, law enforcement, collateral contacts, perpetrator
- Outcome
 - Substantiate the report
 - Un-substantiate the report

In order to substantiate, the investigation must show by a preponderance of the evidence that the abuse or neglect occurred and that the child needs care, treatment or rehabilitation that the child is not receiving and is unlikely to be provided without the coercive intervention of the court.
- Recommendations
 - FCM recommends an Informal Adjustment or the formal filing of a Petition Alleging abuse or neglect (The distinction between an IA versus formal petition is the need or lack thereof for the coercive intervention of the court and there is no removal on an IA)

When a child is removed from their home they are placed in the least restrictive setting available that ensures the child's safety and wellbeing:

- Non-custodial parents
- Relatives
- Kinship Care
- Foster Care
- Therapeutic Foster Care
- Emergency Shelter Care/Residential Care

Role Clarification

DCS Process

- Timelines when a child is removed from their home

The decision for removal can be made at any point during the investigation based on a continued threat of injury/harm, parents inability to care for the child(ren), primary consideration, SAFETY of the CHILD(REN)

- Detention Hearing—48 hours excluding weekends/holidays
- Initial Hearing—10 days after filing of the petition (an additional initial hearing may be scheduled, if necessary, no more than 30 days after the first initial hearing)
- Fact Finding Hearing—60 days after the filing of the petition (unless all parties agree to extension of up to an additional 60 days)
- Disposition Hearing—not more than 30 days after adjudication

Court Disposition

If consistent with the safety of the community and the best interest of the child, the juvenile court shall enter a dispositional decree that:

(1) is:

- in the least restrictive (most family like) and most appropriate setting available; and
- close to the parents' home, consistent with the best interest and special needs of the child;

(2) least interferes with family autonomy;

(3) Is least disruptive of family life;

(4) imposes the least restraint on the freedom of the child's parent, guardian, or custodian; and

(5) Provides a reasonable opportunity for participation by the child's parent, guardian, or custodian.

Indiana Code Article 31-41 was enacted in 2015 to address the specific needs of these children by providing both the child welfare system and the juvenile justice system "tools to identify, communicate, and implement a coordinated plan that serves the child's best interests and welfare"

Role Clarification

Probation Process

- Referrals
 - Probation departments receive referrals from: Law enforcement, Prosecutor, Schools, Parents
- Intake/Investigation
 - Probation receives a probable cause affidavit alleging the commission of a delinquent act and schedules a preliminary inquiry with the child, parents/guardians/custodians, possibly attorney for the child
- Recommendations
 - file a formal petition
 - informal adjustment
 - dismiss
 - transfer to another agency
 - file a formal petition with a Dual Status Assessment Team
 - informal adjustment with a Dual Status Assessment Team

The juvenile court shall consider the preliminary inquiry and the evidence of probable cause to believe that the child is a delinquent child and it is in the best interest of the child or the public that the petition is filed.

Depending on the county's process, detention is generally considered upon the child being taken into custody by law enforcement. Per statute, once the child has been taken into custody, a probation officer has the authority to authorize a child to be detained or released with conditions.

- Reasons for detention
 - Child is unlikely to appear for subsequent proceedings
 - Child has committed an act that would be a Level 1, Level 2, Level 3, or Level 4 Felony if committed by an adult
 - Detention is essential to protect the child or the community
 - The parent/guardian or custodian cannot be located or is unable or unwilling to take custody of the child
 - The child has a reasonable basis for requesting that the child not be released
- Types of detention
 - Secure detention
 - Shelter care
 - Electronic monitoring
 - Home detention/monitoring
 - Other conditions

Role Clarification

Probation Process

- Timelines if a child remains in detention
 - Detention Hearing—48 hours
 - Petition alleging delinquency - within 7 days
 - Fact finding hearing - no later than 20 days after the petition is filed
- Timelines if a child is not in detention or is released from detention
 - Fact finding hearing - no later than 60 days after the petition is filed

All timelines referenced above exclude weekends/holidays

Court Disposition

If consistent with the safety of the community and the best interest of the child, the juvenile court shall enter a dispositional decree that:

(1) is:

- in the least restrictive (most family like) and most appropriate setting available; and
 - close to the parents' home, consistent with the best interest and special needs of the child;
- (2) least interferes with family autonomy;
- (3) Is least disruptive of family life:
- (4) imposes the least restraint on the freedom of the child's parent, guardian, or custodian; and
- (5) Provides a reasonable opportunity for participation by the child's parent, guardian, or custodian

The juvenile court's dispositional decree is to be accompanied by written findings and conclusions including a specific finding as to whether the child is a dual status child. Ind. Code § 31-37-18- 9(a)(6)

New petitions and modifications may be filed during the life of the case and need to be disseminated among both agencies

Modification of dispositional decree in delinquency cases (K.S. v State 114 N.E. 3d 849 (Ind. Ct App. 2018))

- Probation must complete a modification report
- Probation must complete dual status screening tool
- Court must include finding as to whether the child is a dual status child in the modification order

Role Clarification

Guardian ad Litem (GAL)/ Court Appointed Special Advocate (CASA)

- Represents the best interests of the child
 - Confers with all parties
 - Monitors all proceedings and providing input as appropriate
 - Review reports from all agencies, and working with the child to ensure compliance with all court orders, and terms of probation (if applicable)
 - Visit with child and get to know their needs and wishes and communicate these to the Court
 - Helps the child understand the process and provide support and encouragement
 - Advocates for safe, permanent and stable living environment for the child

Attorney for the Child or Child's Public Defender

- Represents the child; advocate for the child's expressed interests
 - Confers with the child
 - Protects the child's constitutional rights
 - Understands child and adolescent development to be able to communicate effectively with the child, and to evaluate the client's level of maturity and competency and its relevancy to the delinquency case
 - Enlists the client's parent or guardian as an ally without compromising the attorney-client relationship
 - Reviews reports from juvenile probation, DCS and service providers to assist in representation of the child

Prosecuting Attorney

- Represents the People of the State of Indiana
 - Always a government attorney who focuses on the public safety interests of the State
 - Confers with victims and/or police officers and helps them understand the court process
 - Investigates crime and when appropriate files charges in court against alleged offenders
 - Makes recommendations regarding release, detention and release conditions
 - Reviews reports from juvenile probation officers to assist in making recommendations to the court
 - At trial, tries to prove the alleged offender is guilty, or found "true", beyond a reasonable doubt, by presenting evidence
 - Argues petitions to modify (probation violations) on behalf of probation
 - Can make a request to "waive" a child to adult criminal court

Role Clarification

Parent, Guardian or Custodian

- Supports, encourages and engages
 - Confers with the child
 - Cooperates with the Probation Officer/Family Case Manager to provide information during the Preliminary Inquiry
 - Appears with the child for all required hearings, meetings and programming
 - Shares with Probation Officer, Family Case Manager and Court what you believe the child's needs are
 - Actively engages with all parties to assist in understanding of the child and family circumstances
 - Provides any requested documents or information with regard to the child and family (IEP, Psychological/Psychiatric evaluation, medical records, etc.)
 - Provides insight to the child and family relationship; strengths and needs
 - Supports and assist the child in completing any recommended services or treatment
 - Make sure you understand what is expected of you and your child; ask questions if you are unsure

School

- Advocates for the child's educational needs
 - Confers with the child
 - Provides information and documentation of the child's educational status and needs
 - Provides any educational testing and guidance for meeting the child's educational needs
 - Works with the Parent, Probation Officer and/or Family Case Manager to ensure the child has what is needed to keep on track for their educational goals
 - Keeps the parties apprised of educational progress or any concerns as they arise

Dual Status is a multi-system partnership with one vision
for youth and families



Appendix

Section 5





Appendix

- Memorandum of Agreement [\(Link\)](#)
- Dual Status Screening Tool Report [\(Link\)](#)
- Referral to Dual Status Assessment Team [\(Link\)](#)
- Recommendation of Dual Status Assessment Team [\(Link\)](#)
- Order on Recommendation of Dual Status Assessment Team [\(Link\)](#)

Helpful Links

- CHINS Preliminary Inquiry Statute [\(Link\)](#)
- Delinquency Preliminary Inquiry Statute [\(Link\)](#)
- Adjudication Screening Statute [\(Link\)](#)
- Dual Status Assessment Team Statute [\(Link\)](#)
- Dual Status Assessment Team Meeting Statute [\(Link\)](#)
- Dual Status Assessment Team Report Statute [\(Link\)](#)
- Dual Status Lead Agency and Adjudication Statute [\(Link\)](#)
- DCS Parenting/Family Functioning Assessment Service Standard [\(Link\)](#)
- CJJR crossover youth practice model [\(link\)](#)
- CJJR YouTube video on dual status [\(link\)](#)
- RFK Dual Status Youth—Technical Assistance Workbook, *Updated Edition* [\(link\)](#)
- RFK Guidebook, 3rd edition [\(link\)](#)
- RFK Building a Brighter Future for Youth with Dual Status [\(link\)](#)



Other Resources

Other Resources/Helpful Information

- Sample Facilitation Checklist - North Dakota DSY
- Sample Outline for Facilitation—North Dakota DSY
- Sample Facilitation Agenda—North Dakota DSY
- Tips for Facilitation-North Dakota DSY
- Email Invite Template - Marion County
- DSAT Recommendation Template - Marion County
- Parenting/Family Functioning Assessment-Ireland Homebased Services
- Family Brochure Template



Sample Facilitation Checklist

North Dakota DSY

Section 5



SAMPLE

Dual Status Assessment Team (DSAT) Facilitator Checklist

Once the Court has ordered the DSAT to convene, the Probation Officer (PO) and Family Case Manager (FCM) should go through the following tasks and identify who will complete them. Place the name of the person who will be responsible for completing each task in the line provided so there is not confusion. Ensure that each task is assigned prior to the meeting.

Before the meeting

- Identify DSAT facilitator: _____

(best practices is to use a neutral 3rd party)

- DSAT facilitator will follow up with PO/FCM and ask for any additional clarification or information if needed _____

The DSAT facilitator and PO/FCM will be in contact during the pre-meeting preparation. The facilitator will ask questions to ensure clarity regarding the purpose, expectations and decisions that need to be made. The facilitator may also inquire about the information or concerns the PO/FCM has with any potential conflicts, safety, and the non-negotiables for the meeting. In rare circumstances, a meeting location change may be necessary to ensure safety of the attendees.

- Confirm the meeting date and time _____

- Visit with parent/caregivers to review process, purpose and invite list _____

Contact people on the invite list to prepare them for the DSAT meeting. In talking with potential attendees, the DSAT facilitator discusses:

why they are calling

the purpose of the DSAT

their role as a neutral facilitator

the agenda for the meeting

whether they have any concerns about participating

if a family member identifies someone for the meeting who the parent has not listed on the referral form, the DSAT facilitator will re-contact the parent/caregiver to secure their consent _____

- Arrange for any security needs, language access, and disability access _____

- The DSAT facilitator will pre-staff with PO/FCM to inform her/him of all participants invited and prep the referral worker with any information they may need to be productive in the meeting. The facilitator may share with the referral worker their perception of the family's feelings about participating in the DSAT meeting _____

- Check in with child/youth as appropriate _____

During the Meeting

- Introduction_____
- Review purpose and ground rules_____
- Focused and diligent on ensuring the safety concerns for the child are fully addressed_____
- Keep meeting on track by redirecting participants as needed_____
- Encourage meeting participants to share any strengths, supports concerns and ideas_____
- Utilize group process for consensus agreement_____
- Document discussion and action/safety plan and make copies for all participants_____

After the Meeting

- Complete the Recommendation of Dual Status Assessment Team report_____
- Submit the Recommendation of Dual Status Assessment Team report to the Court at least (2) days prior to the next scheduled hearing date regarding a course of action for the child_____



Sample Outline for Facilitation

North Dakota DSY

Section 5



SAMPLE

Outline for Facilitation

- A. Greeting and Introduce self
- B. Court has ordered this team to convene to determine a course of action for the child that best addresses his needs
 - C. The focus of this team is the child's best interests and each person here wants what is best for the child
 - D. Our task is to come up with a consensus recommendation of a plan for the child that is best suited to his particular situation
 - E. The various members of the team have interacted with the child in different ways, and the point of using a dual status team is to collaborate and obtain the benefit of all those different viewpoints before making a plan for the child
- C. Ground Rules
 - a. Remember that each person here wants what's best for the child – therefore, treat each team member with respect
 - b. In order to get the best result, everyone's collaboration and attention is imperative – if you have information to share, please do so. Please also offer any ideas you have, even if they seem difficult or you can think of immediate obstacles – sometimes, with the combination of people in the room, we have access to solutions you might not know of or might not be able to achieve on your own. Likewise, please bring to the attention of the group any problems you see with plans we discuss, so that we can be sure to cover our bases.
 - c. When we are done, we must reach some recommendation to deliver back to the court. We need to recommend what kind of case or cases the child needs to be successful and what sorts of services are best suited to the child's issues. The court will then consider our recommendation and make a decision based on the information we provide and other information presented in court.
 - d. The information discussed in today's meeting may only be used to develop our recommendation today – it cannot be used as evidence in any hearing against the child or anyone else.
 - e. I will guide today's discussion and attempt to keep us on track, as I know everyone's time is valuable.
- D. Introduction of Team Members – name, title, how you know the child
- E. Facilitation
 - a. Identify primary concerns with the child
 - i. Running away/incorrigibility
 - ii. Drug offenses of possession (possession of what? How many?)
 - iii. Mental health issues (Diagnoses? Prior exposure to treatment?)
 - b. Identify the child and his family's past and current interactions with courts and services
 - i. Past and current CHINS cases
 - ii. Delinquency actions
 - iii. Services the child and his family have received
 - c. What does the child need?
 - i. Substance abuse assessment and subsequent treatment
 - ii. Mental health evaluation and assessment
 - iii. Stable home life?
 1. Parenting assessments for parents (if DCS hasn't conducted them already) to determine whether the child's parents are lacking necessary skills
 2. Exploration of relative options for placement if assessments show parents incapable or unwilling to provide stability and care

- d. What's the best way to get the child what he needs?
 - i. What are terms of current IA – do they cover the child's needs?
 - 1. is CHINS necessary?
 - ii. Which agency is most involved with the child currently?
 - 1. IA
 - 2. Probation cases and corresponding referrals, if any
 - iii. Is there a need for both?

F. Develop Recommendation

- a. Which case(s)?
- b. Which services?
- c. Which lead agency?
- d. Minority recommendations (if necessary, and won't suggest unless needed to complete session)



Sample Meeting Agenda

North Dakota DSY

Section 5



SAMPLE

Meeting Agenda

Total time: 1.5—2.0 hours

Opening (approximately 15-20 minutes)

- Introductions/welcome
- Sign-in
- Meetings guidelines, rules, and boundaries
- Identify situation—Why are we here? (presented by PO and FCM)
- Purpose/goal of the meeting

Discussion (approximately 30 minutes)

- Strengths and supports
- Safety, needs and concerns
- Trauma history, impact and relevant services
- Ideas
- Non-negotiables

Creating a Plan (approximately 15-20 minutes)

- Family time

Wrap up (approximately 15 minutes)

- Plan presentation and clarification
- Plan acceptance
- Satisfaction survey/data collection, if applicable



Tips for Facilitation

North Dakota DSY

Section 5



Tips for making the most of the Dual Status Assessment Team Process

- **Be familiar with the case history**
 - Be prepared to talk about the referral history and findings along with the issues of concern. Be prepared to talk about the immediate dangers as well as the risks. Identifying the family strengths and supports and being familiar with the history and services offered to date, is critical to making the best and most informed plan.
 - Assure case is reviewed from a trauma-informed perspective and services and supports address any trauma-related responses/behaviors.
- Do your best to assure youth and family feel safe by outlining the agenda for the meeting, orienting them to the physical space, offering choices when possible, and asking them if there is anything that can be done to make them feel comfortable or psychologically safe during the meeting.
- **Have an open discussion regarding any rules and boundaries of the DSAT.**
 - These rules may need to be written down where everyone can see them throughout the meeting
- **Talk directly to the parents and other participants. Make eye contact.**
 - And do your best to refrain from addressing all your comments to the facilitator
- **Be encouraging.**
 - Keep in mind that families are frequently in crisis at the time of the DSAT. They are under a great deal of stress and are often not at their best. By being respectful and encouraging you can help turn a crisis into an opportunity for positive change.
- **Use the parent and child's name. Refrain from using words like "the mother" or "the youth".**
 - This implies the person in question isn't present or that they are not a full participant in the meeting and could be off-putting. Remember one of the keys of the DSAT is to create a "team" out of the group of individuals at the meeting.
- **Watch your nonverbal behavior.**
 - This includes obvious things like sighing or rolling your eyes but also includes arriving late to the meeting or checking your cell phone. Keep in mind, when people are stressed, seemingly innocuous behaviors can take on a heightened meaning.
- **Present information clearly, fairly and completely.**
 - Laying out all the facts in a complete and unbiased fashion will facilitate understanding and create credibility.
- **Avoid using acronyms or jargon.**
 - Not everyone will ask questions or ask for clarification when a term is used that they do not understand. In order to make people feel a part of the "team" remember to use language that everyone can understand.
- **Recognize strengths and commend the family's efforts to make positive change.**
 - Successes are built on small accomplishments. Families need to have even the smallest step in the right direction acknowledged, amplified and celebrated by the department as well as themselves.
 - Write out strengths and supports of the family or youth for all participants to see throughout the meeting
- **If the facilitator is also the FCM or PO for the youth and family, it is recommended that a supervisor also be present, as the supervisor may need to assist in facilitating the meeting as a neutral party.**



Email Invite Template

Marion County

Section 5



Dual Status Assessment Team Meeting Invite Template—Marion County

Subject: DSAT Meeting-SG (#123456)

Good afternoon everyone,

We recently received a referral for a dual status youth; SG (#123456). SG's next hearing is scheduled for 1/1/21 so we will need to meet this coming Monday 12/8/20 @ 1p. The meeting will take place at the Juvenile Center on the detention side in the Muster Room OR via Zoom (instructions below). Please advise if you will not be in attendance. Thanks in advance and see you all on Monday!

Best regards,

Stephen



DSAT Recommendation Template

Marion County

Section 5



**STATE OF INDIANA COUNTY OF MARION
MARION SUPERIOR COURT JUVENILE DIVISION**

CAUSE NO.

In the Matter of: _____

RECOMMENDATION OF DUAL STATUS ASSESSMENT TEAM

Pursuant to IC 31-41, the following members of the Dual Status Assessment Team met on _____.

The Dual Status Assessment Team has considered the following allegation(s) of abuse or neglect suffered by the child:

- Most recent DCS case and when case started
- Major developments since case first started
- DCS historical factors (i.e. previous case(s), previous removals, foster care and residential history, parental involvement or lack thereof)

The Dual Status Assessment Team has considered the following allegation(s) the child is a delinquent child:

- Date of alleged incident(s)
- Current charges
- History with Probation
- Previous Placements

The Dual Status Assessment Team has considered the child's best interests and well-being of the child

1) Child's mental health:

- Diagnosis
- Current or previous services
- Medication
- Psych eval and other clinical assessments
- Acute hospitalizations
- Substance abuse concerns

2) Child's School Records, including attendance and achievement level:

- Grade and current school
- Attendance and Grade History; are they where they should be
- IEP or 504 plans
- Current services (tutoring, life skills, modified school day, etc.)

3) Child's Statements:

- What they said about the incident(s) in question
- Where they want to be placed
- Thoughts about school
- Plans for the future

4) Statements of child's parent(s), guardian(s), custodian(s):

- Parent/Guardian's response to incident(s)
- Thoughts about placement and/or services
- Perception of engagement from DCS/PO/GAL

5) Impact of child's behavior on any victim:

- Who is the identified victim, and have they given a formal statement?
- Are there court orders limiting their interaction from the youth?
- Are they pressing charges?

6) Safety of the community:

- Does the youth's action(s) pose a threat to the greater community
- Was this an isolated incident in the home environment
- Is this the first incident of its kind

7) Child's needs, strength and risk:

Strengths: *positives about youth in school, home, placement; positives about their interactions with family; future orientation that team can build on (i.e. good relationship with mom, wants to go to college, gets along with foster parents, etc.)*

Needs: *what behaviors are familial, academic, and/or social issues to be addressed (i.e. needs stable housing, needs to address substance abuse, needs to get back in school, etc.)*

Risks: *what are they in danger of (i.e. human trafficking, substance abuse, being uneducated, suicidality, etc.)*

8) Need for parental participation plan:

- Is there a plan in place?
- If so, through which court/case?
- Does a PPO need to be issued?
- Issues preventing parent/guardian from participating in services

9) Efficacy and availability of services and community providers:

- Current services in place
 - For youth
 - For parent/guardian
- Are services effective
 - Why or why not
- What services were (recently) court-ordered?
 - Have these services been referred or already in place?
- What services do the DSAT think should be added/adjusted?

10) Whether appropriate supervision of child can be achieved by dismissal of delinquency adjudication in deference to CHINS adjudication:

- Should the delinquency case be dropped, why or why not
 - Under Advisement?
 - Informal Adjustment?

11) Whether appropriate supervision of child can be achieved by combining delinquency adjudication or informal adjustment with CHINS petition:

- Should delinquency and CHINS be combined?
- What is the benefit of combining the cases?
- How will supervision and/or youth and family engagement be improved

12) Child's placement needs:

- Where is the youth currently placed?
- What is the permanency plan?
- Does permanency plan need to be changed (i.e. from reunification to APPLA);
 - Has this been discussed in a CFTM?
 - Is youth and parent on board with potential change in permanency plan?
 - Has this been recommended to the court?
 - When will it be recommended to the court?

13) Restorative justice practices that may be appropriate:

- What are the appropriate options (i.e. apology letter, community service, teen court, etc.)?

14) Whether CHINS petitions or informal adjustment should be filed or dismissed:

- Is DCS planning to move forward in court or drop their case

15) Whether delinquency petition or informal adjustment should be filed or dismissed:

- Is Prosecutor planning to move forward in court or drop their case
- Should case be taken Under Advisement?
- Should youth be put on Informal Adjustment?

- 16) Availability of coordinated services regardless of whether child is adjudicated CHINS or delinquent:**
- Can/will DCS and Probation work together
- 17) Whether the team recommends exercise of dual adjudication and the lead agency to provide services:**
- If the youth will be on Dual Status, who will be the lead agency: DCS or Probation?
- 18) Any other information considered appropriate by the team:**
- Additional info any team member wants to note for the record

The undersigned designated members submit this written report on behalf of the Dual Status Assessment Team.

The Dual Status Assessment Team submits the following recommendations:

- The court should proceed with an additional initial hearing regarding the petition alleging the child is in need of services and *dismiss a pending delinquency petition* or informal adjustment at the conclusion of a child in need of services adjudication.
- The court should proceed with an additional initial hearing regarding a petition alleging that the child is a delinquent child under IC 31-37-1 and *dismiss a pending child in need of services petition* or informal adjustment upon conclusion of the delinquency adjudication.
- The court should *proceed with an additional initial hearing* and adjudication or informal adjustment *concerning a child in need of services petition and a delinquency petition* under IC 31-37-1.
- The following agency should be *the lead agency* in a child's supervision: *DCS or Probation*
- The following services should be included in a dispositional decree:
 - Refer to question 9*
 - *What services are already in place?*
 - *What services are being recommended?*
 - *Additional recommendations (i.e. parent to sign ROI for mental health docs; DCS to re-staff for RTC placement;)*

Submitted this: _____ *Quest currently asks when the document is submitted (needs to be 2 days prior to the next scheduled court hearing at the latest)*

Name:

Department of Child Services

Name:

Probation Department

Name: Stephen Groce.

Choices DSAT Facilitator



DCS Parenting/Family Functioning Assessment

Ireland Homebased Services

Section 5



DCS Family Functioning Assessment

Parenting/Family functioning assessment is an in home evaluation which includes standardized test instrument(s) to identify strengths and needs of the family. The service is most appropriately used when the needs of the family are so complex that a traditional assessment completed by a Family Case Manager is not able to determine the services necessary to improve the family's functioning.

Assessment includes:

- An interview with the adults and children being assessed
- Completion by adults of the Parenting Stress Index. Additionally, the Substance Abuse Subtle Screening Inventory would be administered if substance abuse is indicated and if approved by the family case manager
- Observations of the parent's relationship with the children noting any needs or challenges
- Tour of the proposed home noting any environmental concerns
- Review of other information and sources to verify family's reported history (i.e. previous DCS history, collateral contacts)

The written report will include:

- Identifying information
- History of significant events, medical history, history of the children (including educational history)
- Family socio-economic situation, including income information of the parents and children
- Family composition, structure, and relationships
- Family strengths and skills
- Description of home environment
- Summary of testing completed
- Summary of collateral contacts
- Assessment of relationship between parents and children
- Assessor's assessment of the client's ability to safely parent the children
- Client's understanding of the current situation



Family Brochure Template

Section 5



Instructions for printing the parent brochure

To utilize the parent brochure, print pages 53-54
with settings on:

"print on both sides"

"flip on short edge"

You can add your local office contact information
with a label or stamp

Why do we have a specific process for Dual Status?

Dual Status Youth:

- Are at increased risk for mental health problems including PTSD and suicide attempts
- Often demonstrate reduced intellectual functioning including lower reading ability
- If exposed to traumatizing events, may externalize aggression or defiant behaviors

Child Welfare and Juvenile Justice System Integration Initiative, (Tuell) CSLA(2008)

In 2015 legislation was passed in Indiana that included requirements for identifying youth who are both in the child welfare and juvenile justice systems and coordinating services with a lead agency to serve these children and families more efficiently.

How do we get better outcomes?

A child is a sum of their experiences. Abuse, poverty, neglect, lack of quality education and families with substance abuse and mental health histories- all of these experiences lead to poor outcomes. By emphasizing a spirit of collaboration and teamwork, dual status legislation aims to open communication among child welfare and judicial professionals to better understand the youth and family struggles. Dual Status legislation is not about excusing bad behavior. It's about developing the most effective response tailored to each family.



Local Office Contact Information



DUAL STATUS

Information for Families

Who are Dual Status Youth?

Dual Status Youth are those children who have involvement in both the child welfare system and the juvenile delinquency system either simultaneously or at different points in their development.

These are children most in need of services and delinquent youth who are most at risk. Many have been branded as “trouble makers” rather than being served and provided with the help they need to succeed.

Regardless of the door they come through, every child who enters the juvenile system- whether as a delinquent or as a Child in Need of Services (CHINS)- must be screened at the initial assessment to determine whether they are a Dual Status Youth

What happens next?

Once the youth has been identified as Dual Status the Probation Officer or Family Case Manager will recommend to the Court whether to convene a Dual Status Assessment Team.

What is a Dual Status Assessment Team (DSAT)?

This team will include, at a minimum:

A representative from the Department of Child Services, A Juvenile Probation Officer and a facilitator.

It may also include:

The child, if the juvenile court deems the child is age appropriate;
The child’s public defender or attorney;
The child’s parent, guardian or custodian;
The child’s parent’s attorney;
A prosecuting attorney;
The attorney for the Department of Child Services
A court appointed special advocate (CASA) or guardian at litem (GAL);
A representative from the Department of Correction;
A school representative;
An educator;
A therapist;
The child’s foster parent; and
A service provider appointed by the team or the juvenile court

What does the DSAT do?

The Dual Status Assessment Team (DSAT) will meet to consider the child’s current status, best interests, need for services and level of needs, strengths, and risk of the child and provide a written recommendation to the court. The recommendation will include the following:

- Which case(s) will proceed and in what format (informal diversion/adjustment, or formal charges)
- Which services are determined to be most appropriate for the child and family
- Which agency (DCS or Probation) should be the lead agency in providing supervision for the child
- Any other recommendations relevant to the child’s best interest

What is the role of the child and/or parent, guardian or custodian?

- Appear for all required hearings, meetings and programming
- Provide insight to child and family relationships; strengths and needs
- Provide any requested documents or information with regard to the child and family (IEP, Psychological/Psychiatric evaluation, medical records, etc.)
- Make sure to understand what is expected; ask questions if unsure