



ACE

**Assessment,
Case Management & Evaluation system**

A Practical Guide

Revised July 2011

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Introduction

This 'practical guide' is intended to provide relevant information for practitioners using the ACE (Assessment, Case Management and Evaluation) system. It focuses on the practicalities of using ACE but also provides more general information on the key features and benefits of the system.

The ACE system was initially developed by the Warwickshire Probation Service and the University of Oxford Probation Studies Unit. The version you are using has been specifically adapted to suit the Northern Ireland context.

ACE is a structured assessment tool that aims to encourage effective and evidence based practice. It integrates **offender assessment** with **case management** and **evaluation**. Such a system can inform both policy and practice and it can inform probation work on a number of levels- case by case, across teams and across services as a whole.

The assessment process

The flow chart on page 4 below illustrates how ACE fits into the PBNI assessment process. This requires you to complete the ACE assessment, together with additional material on offence analysis and significant events in the offender's life (for which separate guidance notes are available).

The next stage is to complete the ACE Risk of Serious Harm Filter in all cases. If the Filter indicates at least one 'Yes' a full RA1 assessment must be completed in accordance with the PBNI's Risk of Serious Harm Procedures unless an exemption applies.¹

The flow chart then follows through the assessment process where a PBNI Initial Risk Management Meeting (RMM) is required when an Area Manager validates that the defendant poses a significant Risk Serious Harm.

For all current Murder, Serious and /or Specified Offence cases, the PBNI Initial RMM will take place pre court and will help to inform the Pre Sentence Report.

In carrying out an assessment for a PSR, where relevant and appropriate, you will be required to consult with your Area Manager and seek additional support and services including those offered by PBNI Psychology Department.

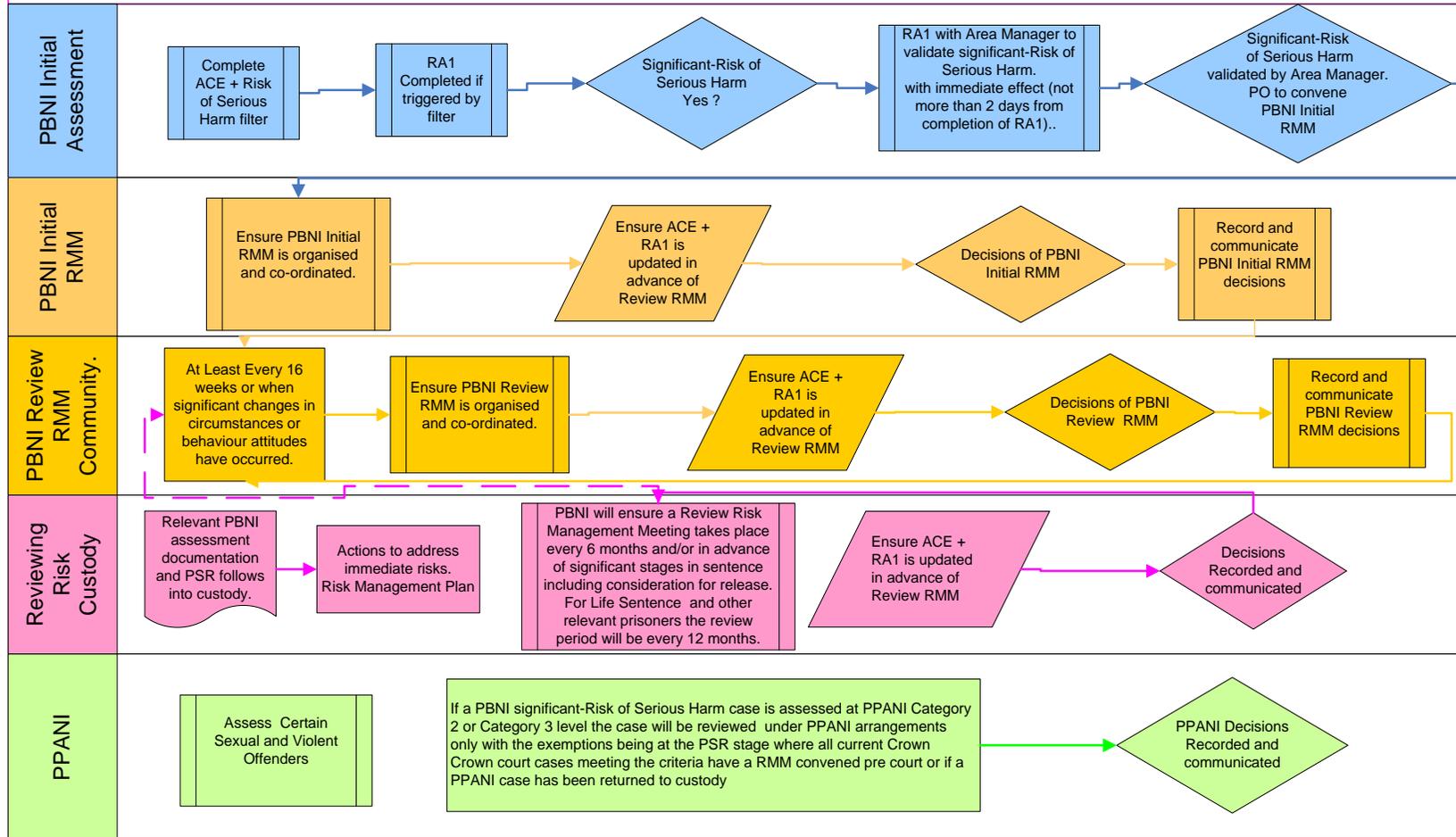
ACE is used by PBNI, in conjunction with professional judgment, to assess the likelihood of general re-offending within a two year period. Included within the ACE assessment is a Risk of Serious Harm Filter which triggers a Risk of Serious Harm assessment in cases where such concerns exist.

The RA1 is a structured process used by PBNI for assessing the Risk of Serious Harm through gathering, verifying and evaluating a wide range of relevant information, including details from the ACE assessment. The eventual decision as to whether or not an offender is considered a significant Risk of Serious Harm is taken at a Risk Management Meeting.

¹ Section 2.7 of the current PBNI Risk of Serious Harm to Others Procedures

Appendix 4

Risk of Serious Harm Procedures - Flowchart



The ACE system

The core components of the ACE form are as follows:

1. An assessment form for completion by probation officers;
2. A self-assessment form for completion by offenders;
3. A structured work plan;
4. A record of reviewing progress.

This guide focuses on the first two as these are the ACE components currently being used by PBNI.

Key features of the system

1. The ACE system provides a means by which
 - assessment is recorded uniformly and consistently
 - supervision objectives and proposed methods of working can be recorded
 - practitioners can systematically record the methods they use
 - supervision objectives can be reviewed regularly
 - the effects of supervision can be evaluated.
2. The assessment can be applied at the PSR stage and/or at any point in time during a period of supervision.
3. ACE promotes consistency and reliability between practitioners in their assessments of offenders.
4. It requires practitioners to distinguish between offending or “criminogenic” needs and factors that are problematic but unrelated to offending.
5. It is a “dynamic” rather than a “static” system of assessment and prediction. Assessment is made on the basis of dynamic factors, i.e., those amenable to change and not on the basis of static factors, i.e., criminal history.
6. ACE includes a simple scoring system as well as providing space for descriptive details about offenders’ characteristics or circumstances. This helps practitioners capture the complexities of their work more fully than a tick box format would allow.
7. ACE encourages the active participation of the offender in the assessment, planning and supervision process. This facilitates the comparison of practitioners’ and offenders’ perspectives on the same range of factors and enables the practitioner, in discussion with the offender, to identify appropriate supervision objectives.
8. Repeated assessment over a period of supervision provides clear information about any changes that have occurred in the circumstances or characteristics of offenders.
9. These changes can then be evaluated against methods of supervision used and reconviction data.

Assessment form for completion by probation officers

General Instructions

1. The ACE assessment form is not intended as an interview guide. It may however be useful for this purpose, if you want to share the assessment form with the offender during an interview. Alternatively, you may feel that this approach is inappropriate with some offenders and choose to complete the form between interviews. This decision may depend on whether you are completing an assessment at PSR stage or during a period of supervision or custody.
2. Good practice requires that the assessment process is explained, that the offender understands the process and that the outcome of the assessment is shared. It shall also be explained that the information provided by the offender shall inform the PBNI's Risk assessment process. As outlined in the PBNI Policy on Disclosure, the offender will be made aware that should information be provided about the commission of an offence or information that is likely to secure the apprehension, prosecution or conviction of any person for that offence, then that information shall be reported to the Police.²
3. Gear your assessment to the offender's current situation, even if his/her offences occurred some time ago.
4. If the assessment is being completed whilst the offender is in custody (e.g. prior to release on licence or remanded awaiting trial) gear your assessment to the offender's likely situation on release, or to their situation immediately prior to their remand in custody.
5. Please note that it is *your* assessment of the offender that should be recorded: this may or may not coincide with what the offender believes or tells you. It is important to record the offender's agreement/disagreement on the Summary form.

The assessment form has 3 domains: social, personal and offending. These are then subdivided, each section dealing with distinct areas.

Status

This applies to the social domain only. It is an indication of the offender's *current* social circumstances.

Problem Score and Offending Related Score

These apply to the social and personal domains. You are asked to consider the extent to which a range of factors (e.g. accommodation; finances) constitute a relevant problem for the offender and the extent to which any identified problems are criminogenic (i.e. related to the person's offending).

The Problem Score is as follows:

Not	0
Small	1
Medium	2
Large	3

The problem score reflects the extent to which you think any of the variables constitutes a problem for the offender, regardless of any link with their offending. The problem score does not represent the extent to which the offender believes the factor in question is a problem.

² Section 6 PBNI Policy on Disclosure of Information regarding the commission of an offence (March 2004)

The Offending Related Score is as follows:

Not	0
Slightly	1
Fairly	2
Very	3

The offending related score reflects the extent to which you consider the factor relevant to the person's recent and/or potential offending. The offending related score is again not intended to capture the offender's views. Potential offending may be of a different nature to the current offence(s). In deciding on a score, consider the potential seriousness, and/or the likelihood of any further offending as well as previous patterns of criminal behaviour.

High scores will be appropriate when:

1. the potential seriousness is great, even if the likelihood of an offence occurring is low (e.g. sex offending or serious violence); or
2. the likelihood of further offending is great, regardless of the seriousness of potential offending, (e.g. persistent shoplifting).

Note that there are a number of potential relationships between problem score and offending related score.

Example 1

A high problem score and a low offending related score: for example, a person with no income is likely to have a high problem score with regard to finances. If, however, they have been convicted exclusively of violent offences, rather than offences for financial gain, then the offending related score would be low.

Example 2

A low problem score and a high offending related score: for example, a sex offender (offences committed against children) living in stable single accommodation is likely to have a low problem score with regard to accommodation. If, however, this accommodation is situated next to a school or playground where children play unsupervised, then a high offending related score would be appropriate.

Evidence Boxes

You are expected to evidence any score with more evidence for a higher score. This might apply if you are re-assessing an offender in the course of a period of supervision and are noting a reduction in either score. In addition, you may want to use the space to record any other details which you consider relevant, e.g. a breakdown of an offender's income and expenditure; a parent's address etc.

Protective Factors

In addition to identifying criminogenic needs, a full assessment will also take account of any 'protective factors' in the offender's life which may discourage him/her from offending (for example, a supportive family or secure employment). In each section of the social domain, please consider whether any such factors are present in the offender's life at the moment and circle 'yes' or 'no' accordingly. Please give details of any protective factors in the evidence boxes.

Significant Experiences

The ACE form focuses on the offender's *current* needs and circumstances, but you may also want to take account of certain past experiences in the offender's life when making your assessment. In each section, please circle 'yes' if you think there is information about past events which is relevant to

understanding the offender's current situation. Concise details may be included in the evidence box and more detailed information can be recorded using the 'Significant Past or Traumatic Experiences' form. If you are not aware of any such information, please circle 'no'.

For example, if the offender missed out on schooling – through exclusion, for example – you might circle 'yes' for this question in section 3 if this is relevant to his/her current situation with regard to education or employment. If an offender had been the victim of sexual abuse in childhood and the perpetrator had been a member of his/her family, you would circle 'yes' for this question in section 5. You may also wish to circle 'yes' in section 1 (accommodation) if, for example, the offender has left home as a result of the sexual abuse and consequently has nowhere to live at the moment. One particular event or experience in the offender's life may be relevant to understanding a range of the different problems which he/she now faces and it is important to think holistically about the interactions between past and present experiences.

Offence analysis - guidance notes

The questions below are intended to help you think about the issues that are relevant to analysing offending behaviour. Some questions will not apply to all offenders, or all types of offence, but the overall framework for analysis will still be relevant. When analysing the current offence(s), use information obtained from both the prosecution documents and from the offender. Where possible, give reasons for any significant differences between these two accounts of the offence(s). The form also provides space for you to record details of past offences.

1. Nature & Circumstances of Current Offence(s)

- What happened? Where did it happen? How did he/she get there?
- When did it happen (including time of day)?
- Was the offender acting alone or with others? If with others, was the offender a leader or a follower?
- Was it premeditated or spontaneous? Was the offender provoked?
- What methods were used? Were weapons used?
- Value of property involved?
- How was the offence concealed?
- Was it a one-off offence or something that had been going on some time?
- Was the offender under the influence of alcohol or drugs at the time?

2. Victim Aspects of Current Offence(s)

- Is there an identifiable victim (actual or potential) of this crime?
- Was the victim targeted or random? Did the offender 'groom' the victim?
- Was the victim known personally to the offender?
- Was the victim particularly vulnerable? (child, elderly, learning disabilities, physical disabilities etc.)
- Did the offence involve breach of trust/responsibility?
- What was the effect of the offence on the victim (both immediate and longer term)?

Social domain

This domain is broken down into five sections that relate to the offenders' current social situation.

Status

This is intended to apply to the offenders' current situation or circumstances.

- i. Accommodation and neighbourhood: in what type of accommodation is the offender currently living?
- ii. Community: what sort of community does the offender live in?
- iii. Employment, education and training: what is the offender's current work or educational situation?
- iv. Finances: upon what source of income is the offender currently dependent?
- v. Family and personal relationships: with whom does the offender currently live?

Enter the code relating to the category that you feel is most appropriate. (For the 'community' question please circle on option from each pair). Where more than one applies, make a judgement about which is most relevant. If you really can't decide, enter code for 'other' and specify the person's status. Note that the numbers in this section do not constitute scores. They are simply codes for different categories and are intended for descriptive analysis.

Problem Areas

For each of these factors, note down a problem score and an offending related score as explained above ('general instructions'). The questions below are examples of the sorts of issues you will need to consider when making decisions about the scores.

Accommodation

Problem Score

What is the quality of the offender's accommodation? Is it safe?

What does it cost? Is this within the offender's means?

Are there difficulties with neighbours? Is the location problematic?

Offending Related Score

Is the offender living with or close to criminal associates e.g. 'fence' or drug dealer?

Is the accommodation close to places where he/she is likely to offend? This would be a problem if, for example, a paedophile was living close to a school playground or someone whose offending was all alcohol related was living next to a pub.

Is he/she offending to obtain money to meet high rental/mortgage payments?

Community

Problem Score

Is it a high crime area? Has the offender been a victim of crime? Is it a 'red light' district?

Are there adequate social amenities (e.g. shops, schools, transport, health care)?

Are there facilities for children and young people?

Is it an area with limited opportunities in education and employment?

Are there sectarian, racial or ethnic tensions in the area? How does this affect community life?

What influence do paramilitaries have?

Offending Related Score

Are there obvious opportunities for crime? Does the offender have criminal associates in the area?

Is the offender involved with the paramilitaries?

Are drugs easily available? Are there 'no-go' areas for the police?

What is the style of policing in the area? What are the consequences of this for the offender?

Education/Employment/Training

Problem Score

Is the offender unemployed? How difficult will it be for him/her to find new employment?

If he/she is employed, how permanent is their job?

Does the offender have problems in accessing education?

Does the offender have home/family commitments which make it difficult to work or study?

Offending Related Score

Does his/her job provide clear opportunities for offending?

Finances

Problem Score

Does the offender have a regular source of income? Does he/she control the use of that income?

Is the offender in debt? To whom?

Is the offender living beyond their means?

Is the offender able to manage their money appropriately?

Offending Related Score

Does he/she commit offences for financial gain?

Family and Personal Relationships

When thinking about the problem score and the offending related score, do not restrict yourself to thinking only about the people that the offender lives with (i.e. his/her 'status'). You will need to think about the whole range of his/her personal relationships. The list below gives some examples of relevant issues to consider.

Problem Score

Is the offender currently the victim of abuse or domestic violence?

Does the offender witness violence against others at home?

Is he/she going through a difficult separation or divorce?

Is there a problem with regard to custody of children?

Does he/she have responsibility for caring for other dependents e.g. elderly relatives? Is this difficult?

Offending Related Score

Is the offender influenced by other family members involved in criminal activity?

Is the offender's family concerned about his/her offending or are they uninterested?

Youth/Young Adult Version

For young offenders, the influence of parents, siblings and other family members will often be significant when deciding on the problem score and offending related score. Please consider the relevance of the following to the offender's life *at the moment*:

Parental or sibling criminality

Lack of/inconsistent supervisory practices

Lack of care and emotional support for young person

Abuse or violence by family member

Drug or alcohol misuse by parents/siblings

Parent(s) with disability/physical/mental health problems

Lack of support for education

Parental poverty/unemployment/poor housing

Personal domain

This domain considers a number of the more personalised factors that may exist as problems for the offender and/or contribute to their offending behaviour.

Problem Score and Offending Related Score: as in section A you are asked to consider the extent to which a range of factors (e.g. drug use; mental health) constitute a problem for the offender in question and the extent to which any identified problems are criminogenic (i.e. related to the person's offending). For each factor record two scores in the same way as for the previous section.

Examples of high problem scores

Alcohol: an offender who is consuming well in excess of the recommended daily alcohol limits.

Gambling: an offender who gambles all their disposable income.

Interpersonal / social skills: an offender who has poor social skills and is unable to form appropriate friendships.

Examples of high offending related scores

Drugs: an offender who has committed burglaries as a consequence of a need to feed a current drug habit (i.e. the potential seriousness of further offending is great);

Alcohol: an alcohol-dependent offender with a string of drunk & disorderly offences (i.e. the likelihood of further offending is great).

Examples of potential relationships between problem score and offending related score.

A high problem score and a low offending related score: consider Impulsiveness / risk-taking: an offender who impulsively buys large numbers of scratch cards is likely to have a high problem score, but if their offending is DSS fraud they may have a low offending related score.

A low problem score and a high offending related score: consider Drugs: an offender who regularly smokes cannabis may have a low problem score but a high offending related score because such drug use is illegal.

Evidence Boxes

You are expected to explain any score of 2 or above by giving details of your 'evidence' in the spaces provided. You may also wish to explain a score of 0-1 if, for example, a particular issue was formerly a problem and/or offending related. This might apply if you are re-assessing an offender in the course of a period of supervision and are noting a reduction in either score. You may also want use the boxes to record any other details that you consider relevant, e.g. details about an offender's drug using history.

Significant Experiences/Protective Factors

There are no specific questions in the personal domain about an offender's past experiences or about protective factors in his/her life. It is clear, however, that previous significant experiences in an offender's life may be very relevant to understanding problems such as substance abuse, other addictions, mental health or difficulties with emotional well being. In such cases, please use the evidence boxes to record the relevant information.

Problem Areas

The questions below give some examples of the issues that you will need to consider when deciding whether the factors identified in the personal domain are a problem for an offender.

Substance Abuse and Addictions

Alcohol / Drugs /Solvents

Are any of these an issue for the offender? Do they have an adverse effect on his/her relationships, health or employment? Are they linked in any way to offending?

For younger offenders, consider whether the use of glue/solvents is an issue.

Gambling

Is this a problem for the offender? What form does his/her gambling take (e.g. arcades, fruit machines, horses, lottery, scratch cards,)? From where does the offender obtain money for gambling? Is his/her habit linked to offending?

Other Habit

Are there any other areas of compulsive behaviour, e.g. pornography, an addiction to driving or an obsession with cleanliness?

Health

Physical health

Does the offender have physical health problems which have a significant effect on his/her day-to-day life? Does he/she have access to primary health care facilities, ie, GP services?

Disability

Does the offender have a disability which significantly effects his/her everyday life? This may include, for example, a physical disability such as is the offender confined to a wheelchair, a speech impediment, hearing impairment or visual impairment.

Mental health.

Has a mental health problem or mental illness been diagnosed? Is the person on medication or linked to mental health services? If so, does he/she normally take the medication as required?

Emotional well being

Are there any indications of an underlying emotional problem? If there is no formal diagnosis, does the person exhibit symptoms that lead you to suspect a mental health problem? Has he/she ever attempted suicide? Are there any reasons to suspect that he/she may attempt suicide in future? Are there any indications that he/she is at risk of self-harm?

Other health/mental health problems

Is the offender affected by any other health or mental health problems? An example here would be an eating disorder or post traumatic stress disorder.

Personal Skills

Learning disabilities

Does the offender have any learning problems that disadvantage them, for example, in the job or employment/training markets? Does the offender have a learning deficit, for example, dyslexia?

Has the offender ever been ? whilst at school? Is the offender linked into community learning disability services?

❑ Literacy

Does the person have problems with reading or writing? If so, what effect does this have on him/her? Consider the effect of literacy difficulties on the person's ability to access education, training or employment and their ability to deal with statutory authorities, comply with supervision.

❑ Interpersonal / Social skills.

Can you learn something about the offender's interpersonal or social skills by the way in which they relate to you in interview, or conversation? How do they relate to their friends, or to people in authority? If the offender has children, does he/she have difficulty with parenting skills?

❑ Reasoning / Thinking skills.

Can the offender weigh up the pros and cons of a particular course of action or consider alternative options in the face of a problem? This judgement may or may not relate specifically to offending behaviour. Does the offender have the sufficient intellectual ability to make such judgements?

Individual Characteristics

For each of the following characteristics two issues must be kept in mind. The two factors may well be distinct and need not be causally related. It is therefore possible for the offender's behaviour to be linked to one of the factors and not to the other. In cases where you judge that the factors are indeed distinct you should note the highest score and explain the basis of your decision in the evidence box.

❑ Aggression / Temper.

Is verbal and/or physical aggression an issue? Is the person easily provoked? Does the person lose his/her temper easily?

❑ Boredom / Need for excitement.

How does the person use their free time? Does offending provide an opportunity to meet their need for excitement?

❑ Impulsiveness / Risk-taking.

There are two factors to consider here. Firstly: does the person act on the spur of the moment (e.g. opportunist burglar)? Secondly: does the person take calculated risks (e.g. compulsive gambler)?

❑ Self-esteem / Self-image.

Again, there are two factors to consider here. Firstly: do they consider that they are a person of worth, at least on an equal plane with others? Secondly, how does the offender see him or her self, e.g. as a 'career criminal' or a 'victim'?

❑ Sexuality / Sexual behaviour.

Is the person's sexuality a particular issue for him or her?

Has the person committed a sexual offence? Does the person have problematic sexual relationships or persistent anxieties about sex?

❑ Discriminatory attitudes / behaviour.

Is racism, sexism, homophobia etc. an issue?

❑ Responsibility / Control.

Does the person accept responsibility for their behaviour? Do they believe they are in control of their life? Do they believe fate has a big part to play in determining their life? Do they blame other people for the things that happen to them?

❑ Stress Management

Does he/she have effective strategies for coping with stress and anxiety? Does he/she have supportive friends or family to help him/her deal with stressful situations?

Level of maturity (young offenders only)

Does the offender's level of maturity seem consistent with his/her chronological age? If there is a disparity, does this present a problem?

Offending domain

This domain is broken down into four areas that relate to the person's recent or potential offending behaviour. Please circle the number next to the appropriate response. Please write in the evidence box that is provided where you have given a score of 2 or above.

Lifestyle and Associates

This section covers aspects of the offender's lifestyle and/or friends/associates that increase or decrease his or her likelihood of re-offending. 'Lifestyle' relates to the person's typical activities and/or places frequented (e.g. pubs, night clubs, street corners) and should be considered in relation to the person's offending behaviour. For example, a young person whose lifestyle involves 'hanging out' on the street at night may be at a highly likely of committing TWOC offences, but less likely to shoplift. 'Non-criminal' friends/associates are those who are not specifically antagonistic towards offending behaviour but may still demonstrate to the offender non criminal attitudes.

Attitudes

This section deals with his or her general attitude toward offending. The questions are intended to explore, for example, the extent to which the offender accepts responsibility for his/her offending behaviour, the attitude of the offender towards victims and the way in which the offender's beliefs may enable his/her to deny the facts of their offending. The attitude of the offender towards the likelihood of him/her re-offending in the future is also addressed.

Motivation/Attitude to Supervision

Is the person prepared to change his or her behaviour? How does the person feel generally about being supervised? How have they responded to previous periods of supervision? The format of this section is such that practitioners must distinguish between the offender's motivation to desist from future offending and his/her motivation to deal with problems or issues which may not be related to offending behaviour.

Risk of Serious Harm Filter

The ACE Risk of Serious Harm Filter shall be completed on all ACE assessments. This is the first stage in identifying offenders who may pose a significant Risk of Serious Harm to others and who require a full RA1 Risk of Serious Harm assessment. A 'Yes' in any area means that a full Risk of Serious Harm assessment must be completed using the PBNI RA1 form, unless an exemption applies.³

CSO 1 Form

Please complete this form when CS is being considered as an option.

³ See Section 2.7 of the current PBNI Risk of Serious Harm to Others Procedures.

Self assessment for completion by offenders

General Instructions

1. This is a self-assessment form for the offender to complete.
2. It features a number of assessment areas which parallel those in the officer assessment form, enabling a comparison to be made between your assessment and the offender's own view of things.
3. There are three common ways in which offenders can complete the form:
 - (i) The offender can take the form home and complete it within a set time (usually seven days). Encourage the offender to share its completion with significant others (e.g. wife, partner or very close friend).
 - (ii) Ask the offenders to complete it by themselves in the office and to ask for help if they have difficulties. Other Probation Officers, Probation Service Officers, administrative staff or volunteers could assist the offender with this.
 - (iii) Complete the form with the offender or ask a colleague/volunteer to do so. Be careful to ensure the offender fully understands the self assessment process and that they express their own opinions, not those they think you want to hear.
4. Make sure that you go through the form carefully once completed to check that the offender understood what was required and to demonstrate that you are taking account of his/her views.
5. Completing the form can be a useful exercise at the start of supervision, prior to completing a case plan (to identify shared and agreed objectives for the plan) and at other times, to get an offender's view of things that might have changed.
6. It can also bring to your attention problem areas that you have not identified in the course of your own assessment.
7. Explain that the Offender that they will be asked to repeat this self assessment process at each review date..
8. This is an important feature of the assessment and good practice requires this self assessment to be completed.

Assessment Summary

This page is intended to provide an easily accessible summary of the results of the assessment process.

Offence analysis

Please give a summary of the key features of his/her offending behaviour. This includes both current and previous offences.

Traumatic/significant experiences

Please give *brief* details of any information which you have recorded on the 'traumatic and significant past experiences' section.

Criminogenic factors

The table provides a visual summary of the factors which have been identified – both by your assessment and by the offender's own views - as problematic.

The table is completed as follows:

1. Officer's assessment

This is made up of the 'problem' and 'offending related' columns which correspond to the problem scores and offending related scores on the ACE form. Please enter the scores and total the offending related scores.

2. Offender's views

- A = the offender agrees with your assessment as to whether this factor is/is not problematic
- D = the offender disagrees with your assessment as to whether this factor is/is not problematic
- N = you do not yet have enough knowledge of the offender's views on this particular factor to complete the box reliably

You are expected to complete the boxes in this column for each factor. If the offender has not completed a 'how do you see things going?' form, please fill in this column using any other knowledge of the offender's views that you have. If, however, there are some cases where you do not feel you can complete the box in a meaningful way please indicate this by inserting 'N'.

You may find the following example helpful.

	Problem Score	Offending Related	*Offender (A, D or N)		Problem Score	Offending Related	*Offender (A, D or N)
Accommodation	0	1	D	Boredom/excitement	2	2	A
Community	3	3	A	Impulsive/risk taking	2	2	A
Employment/education	2	2	A	Self esteem/image	1	1	N
Finances	2	0	A	Sexuality/sex	0	0	A
Family/relationships	0	3	D	Discriminatory attitudes	2	2	D
Substance use	2	2	A	Responsibility/control	2	2	A
Obsessions/habits	1	1	A	Stress/frustration	2	2	A
Physical health	0	0	A	Maturity (juveniles only)			
Mental/emotional health	0	0	A	Lifestyle/associates	3	3	A
Personal skills	2	2	A	Attitudes		2	D
Aggression/temper	2	3	A	Motivation		2	A
TOTAL						35	

Accommodation: the officer does not consider this to be a significant problem, but the offender does.

Community: the offender agrees with the officer's assessment that this is a significant problem

Aggression/temper: the officer assesses this is as problematic and the offender agrees

Self esteem/image: the officer does not rate this as a significant issue, but is not yet sure what the offender thinks about it.

Discriminatory attitudes: the officer assesses this is problematic but the offender disagrees

Likelihood of re-offending

To establish the likelihood of re-offending please total the scores entered in the 'ORS' column only. According to the totals of offending related scores, indicate (by ✓) whether you consider the offender to be: High (30+); Medium (16-29); Low (0-15) likelihood of reoffending within next 2 years.

Risk of Serious Harm Filter.

The Risk of Serious Harm filter (page 20 below) shall be completed in all cases where an ACE assessment is undertaken. A full RA1 Risk of Serious Harm assessment shall be completed in each and every occasion where the ACE filter records at least one 'Yes' unless an exemption applies.⁴

⁴ Section 2.7 of the current PBNI Risk of Serious Harm to Others Procedures

RISK OF SERIOUS HARM FILTER

Risk of Serious Harm is defined as ‘death or serious personal injury, whether physical or psychological’

For each area listed below, please indicate a response (Yes, No)

Pattern of Serious Offending	
Is the current offence or previous offence murder?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the current offence in the CJO (NI) 2008 schedules of serious and/or specified offences?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are any previous offences which are now in the CJO(NI) 2008 schedules of serious and/or specified offences?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has there been an escalation in the frequency/seriousness of offending e.g. expressed threats, intention to reoffend?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Victims (previous and potential) Are you concerned about the impact, targeting, type, safety, vulnerability of the offender’s victims or potential victims?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other Evidence/Concerns Is there other evidence the offender may be at risk of causing serious harm?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If any of the above have been answered “Yes”, an RA1/r risk assessment must be completed unless an exemption applies- (Refer to section 2.7 of the current PBNI Risk of Serious Harm to Others Procedures).	
<i>(Careworks: Associated RA1/r form number):</i>	

List of offences to be taken into account

- | | |
|--|---|
| <p>Murder / Attempted Murder</p> <p>Schedule 1 Offence</p> <p>Arson/Criminal Damage – Endangered Life</p> <p>Malicious Wounding</p> <p>False Imprisonment/Kidnapping</p> <p>Motoring Offences Endangering Life</p> <p>Other Offences of concern (specify)</p> | <p>Manslaughter</p> <p>Rape/Other serious sex offence</p> <p>GBH With Intent to Endanger Life</p> <p>Any Offence Involving Use of Weapons</p> <p>Threats to Kill</p> |
|--|---|

Significant Past or Traumatic Experiences Guidance Notes

An understanding of past or 'static' factors, as well as the dynamic factors identified by ACE, is important for explaining current criminal behaviour. The questions below are intended to help you think about the way in which the offender's current attitudes and behaviour may be influenced by previous life experiences.

The first section looks at the offender's early life experiences. The second focuses on specific traumatic events that the offender may have experienced at any time in his/her life.

A. SIGNIFICANT PAST EXPERIENCES

The questions in this section are based on research that has identified key factors which contribute to the development of anti-social and criminal behaviour. Many offenders will have been affected by difficulties in the areas listed below and an understanding of these past experiences can inform current assessment and supervision. For this section, consider the offender's life experiences up to statutory school leaving age.

1. Family Factors

Was the offender's family life characterised by any of the following:-

- Rejection by parents?
- Lack of interest or limited involvement by parents?
- Erratic or harsh discipline?
- Parental conflict and/or separation?
- Parent(s)/siblings engaged in criminal activity?
- Parental addiction to alcohol/drugs/gambling/other?

Were there any other significant or disturbing aspects of his/her family life?

2. Early Behavioural Problems

Are there any indications that the offender's early behaviour was characterised by:-

- Hyperactivity?
- Impulsivity?
- Conduct Disorder?

Are there any other significant or disturbing features about his/her early behaviour (e.g. persistent bullying, obsessions, precocious sexual behaviour).

3. **Socio-Economic Factors**

- Was the offender's family on a low income or dependent on benefits?
- Were the offender's parents unemployed or in unstable jobs?
- Did he/she live in poor or overcrowded housing conditions?

4. **Educational Factors**

- Was the offender involved in persistent truancy from school?
- Was he/she ever excluded from school?
- Did he/she leave school at the earliest opportunity?
- Did he/she leave school without gaining any formal qualifications?
- Did he/she attend special school?

5. **Peer Influences**

- Did the offender have criminal friends or acquaintances from an early age?
- Has there been persistent association with criminal friends or acquaintances?
- Did the offender have an early association with quasi- or paramilitary organisations

6. **Community Factors**

Was the offender's early life spent in a community with any of the following features:-

- A high level of offending?
- A lack of community networks?
- A lack of investment in the community infrastructure?
- A transitory population?
- A significant paramilitary presence?

Did the offender have links with community networks that existed?

B. TRAUMATIC EXPERIENCES

In this section it is helpful to distinguish between events that may have happened recently and events which the offender may have experience sometime ago.

1. **Violence**

2. **Sexual Abuse**

3. **Other serious incident or crime**

Has the offender been a direct victim of any of these? Please give details of these incidents if known.

Has the offender witnessed any of these? Did he/she witness 'general violence' or incidents within the family setting? Please give details if known.

Was it an isolated incident or something that persisted over time?

If the offender know the perpetrator of these incidents, what was the significance of the relationship between them?

What impact does the offender think these experiences have had on his/her life?

What is your assessment of the significance of these experiences for him/her?

4. Institutional Experiences/Agency Interventions

- What type of institutions has the offender experienced? (For example - prisons, children's home, psychiatric hospital).
- How much time has he/she spent in institutions?
- Has the offender experienced any events/incidents inside institutions which he/she regards as particularly traumatic? What happened and why was it so traumatic?
- In your assessment, what has been the impact on the offender of institutional life?
- Has the offender experienced significant involvement with Social Services, the police or other statutory agencies? If so, what effect has this had on him/her?

5. Discrimination/Sectarian Disadvantage/Exclusion

- Has the offender been the victim of discrimination on the grounds of race, gender, religion, age, disability or any other factor?
- Has the offender experienced significant sectarian disadvantage? What form did this take?
- What effect has this had on the offender's life?
- Has he/she felt excluded from society? What were the reasons for this? (For example - experience of homelessness, harassment, ostracism by family or friends).

6. Family Breakdown/Significant Bereavement

- Has the offender experienced significant family breakdown or loss of contact with close family members?
- Have there been other events in the offender's family life that he/she regards as traumatic (eg unexpected death of close relative)? What were they? What has been the impact of these events?
- Has the offender been affected by the loss of other significant people in his/her life?

Summary – Case Plan

This should be used to summarise the case plan at PSR stage or commencement of supervision in relation to the whole period of supervision and review stages.