“Developing Effective Case Plans Utilizing the Youth Level of Service (YLS)”
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Topics to cover in workshop

- Developing effective case plans
  - Why?
- Smart goals
- History of process
- Format of case plan
- JCMS
- Policy and practice
- Successful implementation
- Next Steps
Case Plans: Why?

Linking the Assessment to Services and Activities through a Case Plan

“At a minimum a Case Plan is a written document outlining the activities to be completed during a period of supervision.”

(Carey, 2010; Clear, 1981)
What is a Case Plan to you?

- Keep track of terms and conditions;
- A document to assist in behavior change;
- A roadmap to help identify and solve problems;
- The centerpiece of supervision;
- A best practice which incorporates evidence based principals.
Purpose of Case Plans

- Improvement in completion of conditions of supervision;
- Assists in long term behavior change and potential reduction in recidivism;
- Assists in establishing priorities for the myriad of areas a client must address;
- Helps a client gauge their progress;
- Clients take more ownership and are less resistant to interventions
• Help probation officers identify and prioritize issues;
• Focuses resources on main problematic areas;
• Keeps focus on evidence based principals of R-N-R;
• Assists in providing accountability of the client;
• Assists in identifying outcome measures for administration
Case Planning is part of effective case management and case management is:

- Based on assessment of risk and criminogenic needs;
- Is ongoing;
- Is dynamic;
- Is team based and includes the offender as part of team;
- Relies on appropriately targeting interventions;
- Supported by automation
Four components of effective case management

- Preparing for Case Planning
- Developing the Case Plan
- Delivering effective services
- Managing the Case
Case Plan research shows:

- Use of a good case plan can assist in reducing arrests and technical violations;

- Can enhance an offender’s perception of fairness and enhance offender compliance;

- Collaboration gets the best results
Importance of a Case Plan
What have we learned?

- Assessment and Prioritizing Needs
  - Plans should identify the top 2-3 criminogenic needs and risk levels

- Match proper services and interventions
  - Do these align with the YLS domains identified?
  - Don’t over service
  - What should we do with low risk youth?
• Develop goals and activities
  • Identify goals that are related to criminogenic needs

• Balanced and Restorative Justice

• Skill Building

• Bridge the Assessment to the Plan: Engaging Client and Family
Effective case planning is done with Probation Officer, Client and Family

- Establishing a rapport (Professional Alliance) with the client
- Timing of plan development is important
- Increases likelihood in understanding and buy in of the Case Plan
- Provides clarity in expectations
- Important to let client know you want them to succeed
Medical Profession
  • Look at symptoms, external signs, run tests, consult with others
  • Diagnosis
  • Do they discuss the results with you?
  • Do they develop a plan of action?
  • Do they follow up with you?
  • WHY

Share Assessment Results
• Identify criminogenic needs and risk levels;
• Includes strengths;
• Be aware of triggers or barriers which place a client at further risk;
• Identify client’s responsibilities clearly and concisely;
• Always remember victim issues;
• Strategies are specific, measurable, attainable, relevant and time limited;
• Review conditions and goals;
• Modify plan as needed—plans are dynamic: expected to change over time
The Case Plan: SMART Goals

What are SMART goals?

- Specific, Measurable, Attainable, Realistic, Time-Limited
SPECIFIC

- Goal should be clearly defined so anyone can understand what needs to be accomplished
- Answers the questions- WHO and WHAT
- Who is involved? What does that person need to accomplish?

Bad example: I want to get in shape
Good example: I will join a health club and workout 3 days a week
MEASURABLE

- Easily measure when the goal has been achieved, how will you know this?
- Answers the question- HOW?

Bad example: I want to be rich
Good example: I want to generate a $100,000 in income within one year of this date
- Identify goals most important to the youth
- Establish a time-frame that allows them to carry out the goal
- Create realistic goals based on youth’s situation and skill level

Bad example: I want to lose weight
Good example: I want to lose 1 lb a week for the next 5 weeks
REALISTIC

- The goal must be realistic and “do-able”
- The skills needed to do the work must be available
- A realistic goal should push the skills and knowledge of person

Bad example: I want to be a pro basketball player
Good example: I want to increase my shooting ability by 20% by first tournament
TIME LIMITED

- Set a timeframe
- Identify how often or by when
- Starting and ending points

Bad example: Client will apply for a job
Good example: Client will complete and submit 3 job applications by Dec 15th
What is Motivational Interviewing/Readiness to Change?

- Communication method (strategy) borrowed from drug and alcohol field
- Client-centered, directive method for facilitating change with offenders; collaborative rather than prescriptive approach
- Used to motivate (assist) offenders to comply with supervision plans or engage in treatment
- Used to actively engage offenders and families in order to encourage behavior change
- EBP principal of enhancing intrinsic motivation: not solely about compliance
- Gives officers tools for handling resistance
History

- Chiefs’ Assessment/Case Plan Committee
  - Decision not to use the YLS/CMI version
- Understand the Importance of a Case Plan
  - Assess and now what?
  - Cookie Cutter
  - Balanced and Restorative Justice focused
- NCJJ Model
- Two year process
  - Align with criminogenic needs
  - Client Focused
  - Combine BARJ and YLS domains

- First training June 30th, 2011
  - 17 counties involved
  - Follow up meeting October 7th, 2011
  - Feedback and Modifications

- Goal: January 2012
  - Webinars
  - Focus JCMS

- JJRI
Case Plan Format/Components

- Identifying Information
- YLS Risk Assessment Information
- Professional Override
- Progress Key (Scoring)
- Community Protection
- Accountability
- Competency Development-Risk/Criminogenic Need
- Competency Development- Non Criminogenic Need
- Signature/Collaboration
Review of the Case Plan: Page 1

- Demographics
- YLS Risk Assessment Results
- Professional Override
- Progress Key (Scoring)

- Special Points
  - Strengths
  - Barriers
- Plan expands as needed
- Only prints out sections that have been completed
Accountability and Community Protection

- Community Protection – manage risk through control measures
- Accountability – repair harm to victim, community
- **Standard and specific** conditions or rules of probation included in these sections

- Impact on Risk Level- low risk vs. moderate/high
- Pre-loaded activities/drop down screens
- Progress not necessarily scored in this area
Page 3- Criminogenic Needs

- Main part of plan
- Criminogenic needs outlined
  - Activities established
  - Incorporate RNR principals
  - Activity boxes
    - SMART
- Remember strengths
  - “Building on one’s assets can increase resiliency and add protective factors that prevent future crime” (Carey et al., 2000)
- Barriers and Triggers
Page 3 continued

- Readiness to Change
- Date Assigned
- Date Completed
- Scoring Date and Progress Key
- Crosswalk between BARJ and YLS
  - Matched nicely with Competency Development
• Independent Living

• Behavioral Health
  • Mental Health – County Policy will dictate activities to be included in this section. Some counties will include MH diagnosis and prescribed treatment in the activity section.
Getting Started: JCMS Activities

- Determine activities
- Loading activities
- Case Plan Screens
- Instructions
- Field version
- Future enhancements
Policy and Practice

- Importance of Implementation
- Importance of Proper Utilization
- Importance of Quality Assurance
  - Review, measure and reinforce policy and practices
- Process
Things to Consider

- Effective Date
- Overseeing the efforts: Master Trainer/Other
- Initial Training and Booster Training
- Completion of the initial Case Plan
• Engaging the Youth and Family

• Impact on Low Risk Youth

• Modifications and Updates to the Case Plan

• Non Compliance with the Case Plan

• Court Presentation
• Placement and the Case Plan
  • Providers/Referral
  • Reports

• Discharge from supervision and the Case Plan

• Quality Assurance
  • Supervisory Overview
  • Effective Linking to the Case Plan
  • Reports
A PO’s Perspective

- Early perspective
- Introduction to the juvenile and family
- Development of the Case Plan
  - Conditions of supervision
  - Linking to the YLS
- Continued engagement of the juvenile and family
  - Working document
  - Buy In
  - Tied back to the YLS
• Matching of Services

• Ease of activity development

• Low Risk and the Case Plan

• Updates and modifications to the Case Plan

• Scoring

• Final Thoughts
Organization Self-Reflection

- Assess organizations readiness in all of these stages
- Problems encountered:
  - Lack of necessary “buy in”
  - Resistance to change
  - Lack of appropriate training
  - Lack of service options
  - Unclear procedures
  - Disappointment in “lack of results”. It didn’t work!!
- Importance of Leadership
What’s next?

- Juvenile Probation Grant- JJSES Plan
- Child Welfare Resource Center
  - Curriculum
- Training
  - Train the Trainer Model
- Focus on content and goal development
- Questions?
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