## ADVANCING EFFECTIVE CASE PLANNING

### 2016 JAMES E. ANDERSON
### PENNSYLVANIA CONFERENCE ON JUVENILE JUSTICE

[Case Plan Table]

By signing this case plan, you acknowledge and agree that you and your child, with the assistance of the juvenile probation office, have created the goals and activities outlined in this document.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent</td>
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<td>Juvenile</td>
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<td>Foster</td>
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Specific | Measurable | Achievable | Realistic | Time Limited
Welcome and Introduction

- Make up of audience
- Case Plan Forum/Resources
  - Case Plan Coordinators
  - Documents forwarded to counties
- Best Practices
- Skill Deficits
- Writing Good Case Plans: Example
- Panel Discussion/ Q&A
## Resources

<table>
<thead>
<tr>
<th>CASE PLAN RESOURCES</th>
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<tbody>
<tr>
<td>The Case Plan Handbook</td>
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<tr>
<td>Best Practice Recommendations and Appendices</td>
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<tr>
<td>Policy Development Checklist and Examples</td>
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<tr>
<td>Case Plan “Booster” Example</td>
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<tr>
<td>Instructions on the Booster Process</td>
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<td>Carey Guide on Case Planning</td>
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<td>Supervisors BriefCASE</td>
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<td>JJSES Monograph</td>
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<tr>
<td>Quality Case Plan Curriculum</td>
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</table>
Best Practice Reminders

- Field Based Case Plan
- Dynamic: Changing and regular review
- Family and Youth engagement and development
  - Introducing the concept of case plan
- Building rapport/professional alliance
- Individualized
- Target moderate and high risk
- Top two or three criminogenic needs
- Skill deficits
- Goals and Activities
  - Breaking it down to small doable activities
- Activities are SMART (Specific, Measureable, Attainable, Realistic/Relevant, Time Sensitive/Time-Bound)
Reminders

- Interventions: Referrals Out or One on One: Use of Tools/Role Play/Skill Building
- Scoring, Quality Assurance and Data
- Stages of Change
- Remember triggers, drivers, strengths, responsivity
- Not terms and conditions
- Case Planning is Goal Planning
Next steps

- Training of Staff
- Implementation of the Case Plan and Policy
- Follow Up Calls
- Future Training via Articulate
- Future Case Plan Booster Examples
- Quality Assurance around Case Plan
- Data Collection
POLICY DEVELOPMENT & BEST PRACTICES

ANGELA WORK
MCKEAN COUNTY JPO

SCOTT SHEA
CUMBERLAND COUNTY JPO
Important Things to Consider

POLICY DEVELOPMENT & BEST PRACTICE RECOMMENDATIONS DOCUMENT OVERVIEW:
For the purpose of providing best practices and resources to offer implementation support, assist in the advancement of effective case plan development and provide continuous quality improvements.
Best Practice Suggestions

Who Gets a Case Plan

Case Plan Development

Progress of a Case Plan

Continuous Quality Improvements
Who Gets a Case Plan

- Level of Supervision
- Courtesy Supervision
- Sexual Offender
- Placement
- Referral Sources
Case plan development

- Timeframe For Completion
- Interventions
- Introducing The Case Plan
- Goals & Activities
- Standard Conditions Of Supervision
Progress of a case plan

- Monitoring Progress
- Graduated Responses
- Measuring Progress
- Closing A Case Plan
Continuous quality improvements

- Quality Assurance
- Training
- Policy Development
Appendix

Attached Resources

Additional Resource Handouts

Internet Based Resources
SKILL DEFICITS

FABIOLA GERHARD

LEHIGH COUNTY JPO
Juvenile:

- Juvenile: Johnny
- Age: 16
- Gender: Male
- YLS Score: Moderate (20)
- Top 3 Criminogenic Needs:
  - Peer Relationship (High)
  - Education and Employment (Moderate)
  - Attitudes and Orientation (Moderate)
Peer Relationship

- YLS Score: High
  - a. Some delinquent acquaintances  X
  - b. Some delinquent friends  X
  - c. No/few positive acquaintances  X
  - d. No/few positive friends  X
Case Plan Goal 1

- Make more positive friends
How to determine Skill Deficits

- What skills could the juvenile be lacking in order to achieve this goal?
- What are things that the juvenile could learn in order to achieve this goal?
Examples - Skill Deficits for Goal 1: Make more positive friends

- Making good choices
- Develop healthy relationships
- Improve self-worth
- Ask for help
- Make responsible decisions
- Develop positive self-talk
- Be open-minded

- Courage to try something new
- Accepting constructive feedback
- Identify healthy community resources
- Listening skills
- Identify support network
## SMART Activities for Goal 1: Make more positive friends

### Develop Healthy Relationship
- Over the next week, write down the definition of “effective communication”, and submit to your PO by 9/23/2016.
- By next week define 5 characteristics of what makes a relationship healthy.
- By 9/23/2016 identify 5 positive people to start to build relationships with.
- Participate in the Forward Thinking Journaling Program: Relationships and Communication, as scheduled.

### Listening Skills
- Before the next time we meet, write down the definition of “listening”.
- Before our next appointment determine 5 ways someone can show you that they are listening.
- By 9/23/2016, identify 3 ways to show others that you are listening to them. Also record when you use them, and the results.
- Complete the Blue Carey Guide; Emotional Regulations: Tool 1 and
One Step Further

Based upon the activities, what referral sources could be used:

- Carey Guides
- BITS
- Cognitive Behavior Group(s)
- Thinking For a Change
- Aggression Replacement Training
- Counseling
- Evaluations
- In-home Services
COMPLETING A CASE PLAN

TONYA MILLER

MERCER COUNTY JPO
**Case Plan**

<table>
<thead>
<tr>
<th>Juvenile Name:</th>
<th>PO Name:</th>
<th>PO Contact #: (724) 662-3800 ext. 2500</th>
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<tr>
<th>OVERALL TOTAL RISK LEVEL</th>
<th>Low</th>
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<th>Very High</th>
<th>Date:</th>
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<th>1. Prior and Current Offenses/Dispositions:</th>
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<td>8. Attitudes/Orientation:</td>
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<tr>
<td>Review 1:</td>
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1. Prior and Current Offenses/Dispositions: | Low | Med | High | Strength | Low | Med | High | Strength |
2. Family Circumstances/Parenting:          |     |     |      |          |     |     |      |          |
3. Education/Employment:                   |     |     |      |          |     |     |      |          |
4. Peer Relations:                         |     |     |      |          |     |     |      |          |
5. Substance Abuse:                        |     |     |      |          |     |     |      |          |
6. Leisure/Recreation:                     |     |     |      |          |     |     |      |          |
7. Personality/Behavior:                   |     |     |      |          |     |     |      |          |
8. Attitudes/Orientation:                  |     |     |      |          |     |     |      |          |

By signing this case plan, you acknowledge and agree that you and your child, with the assistance of the juvenile probation officer, have created the goals and activities outlined in this document.

(Initials)

**Signatures:**

<table>
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<th>Probation</th>
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<td>Juvenile</td>
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<td>Parent</td>
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**Specific** || **Measurable** || **Achievable** || **Realistic** || **Time Limited**
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<tr>
<th>Risk/Criminogenic Need:</th>
<th>Attitudes/Orientation</th>
<th>Personality/Behavior</th>
<th>Peer Relation</th>
<th>Family/Parenting</th>
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<td>Substance Abuse</td>
<td>Education/Employment</td>
<td>Leisure/Recreation</td>
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**Goal:**

**Activity/Action Step:**

1. Not Yet Started | Started | Making Progress | Completed | Removed/Revised | Date |
2. Not Yet Started | Started | Making Progress | Completed | Removed/Revised | Date |
3. Not Yet Started | Started | Making Progress | Completed | Removed/Revised | Date |
4. Not Yet Started | Started | Making Progress | Completed | Removed/Revised | Date |

**Specific** | **Measurable** | **Achievable** | **Realistic** | **Time Limited**
By signing this document, I agree that I have reviewed the case plan with the juvenile probation officer assigned to the case.

<table>
<thead>
<tr>
<th>Juvenile OR Parent Signature OR Phone Call</th>
<th>/   / Date</th>
<th>Outcome:</th>
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Specific  Measurable  Achievable  Realistic  Time Limited

KEY: 1 - Reviewed, no change  
2 - Review with changes  
3 - Incumbent Offered  
4 - Incumbent Given  
5 - Reversal Given
Completing a Case Plan

Things to Consider:

- Identify the Top 3 Criminogenic Needs and Rank.
- What is the Driver?
- What are the youth’s Skill Deficits?

### Skill Deficit Examples

- Problem Solving
- Moral Reasoning
- Controlling emotions
- Dealing with anger
- Resisting peer pressure
- Developing empathy
- Reducing impulsivity
- Asking for help
- Starting a conversation
- Saying thank you
- Introducing yourself
- Giving a compliment
- Convincing others
- Negotiating
- Making a decision
- Dealing with boredom
- Respecting authority
- Communication/listening
- Following instructions
- Dealing with Fear
- Expressing affection
- Dealing with someone else’s anger
- Knowing/expressing your feelings
- Standing up for yourself
- Avoiding trouble with others
- Keeping out of fights
- Sportsmanship after a game
- Standing up for a friend
- Responding to Failure
- Dealing with group pressure
- Making new friends
- Concentrating on a task
- Setting a Goal
- Apologizing
- Asking permission
- Other: _______________________
- Other: _______________________
- Other: _______________________

*One way to identify skill deficits is to ask the youth and/or family to answer the question: What skill could you have used, in this incident, which would have resulted in a better outcome for you?*

*Knowing the skill deficit will help the youth and family identify meaningful activities for the Case Plan.*

Client/Family: _________________________  JPO: ________  Date: ___________
Completing a Case Plan

Things to Consider:

- What are the Goal(s) for the identified criminogenic need?
  - K.I.S.S.
  
  Example: Learn to control my anger.

- Write Activities in the S.M.A.R.T. format.
  - Specific
  - Measurable
  - Attainable
  - Realistic
  - Time Limited

Example: I will identify and write down five warning signs that tell me I am getting angry within the next seven days.
Summary: Linking the YLS Results with the Case Plan

1. Criminogenic Needs
2. Skill Deficits
   - How to make better decisions, how to handle an interview, how to control emotions, how to ask for help, how to apologize, how to handle conflict
   - May find it easier to address skill deficits when it is a concrete skill like finding a job as opposed to activities to address pro-criminal thinking, attitudes or beliefs
3. Goals
4. Activities
5. Interventions: Tools, Skill Practice, Role Play and Cognitive Based Curriculum
   - One on One Interventions
   - Referrals

Properly match the services and interventions to the correct criminogenic needs and skill deficits through goals and activities
Q & A
WITH THE PANEL
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Tonya Miller tlmiller@mcc.co.mercer.pa.us