



Quality Case Planning Participant Guide

**Developed for the
Juvenile Court Judges' Commission by:
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Resource Center**

**University of Pittsburgh,
School of Social Work**

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Appendix

YLS User’s Manual Case Studies
YLS/CMI Assessment Document

Case Plan Training

SECTION 1: INTRODUCTION



Welcome!

Full Course Agenda

Section 1: Introduction
Section 2: Assessment
Section 3: Strengths and Barriers
Section 4: Competency Development
Section 5: Goal-Setting
Section 6: Monitoring and Support
Section 7: Summary

Learning Objectives

At the conclusion of this course, participants will be able to:

- Explain the way a good case plan addresses the components of restorative justice: Accountability, Community Safety, and Competency Development
- Use the case plan as a framework for conversation with clients and families
- Collaborate with a juvenile to set goals related to a prioritized criminogenic need
- Utilize a service matrix to select individualized support

Section 1: Introduction

- The Balanced Approach to Restorative Justice
- What Work Does a Good Case Plan Do?
- 4 Core Competencies and Case Planning
- The YLS/CMI: Maximizing Benefits

Introductions
(page 9 of Participant Guide)



- Name
- County
- Experience as a JPO
- One thing you are really good at
- One thing you want to know or be able to do in regard to case plans by the end of this training

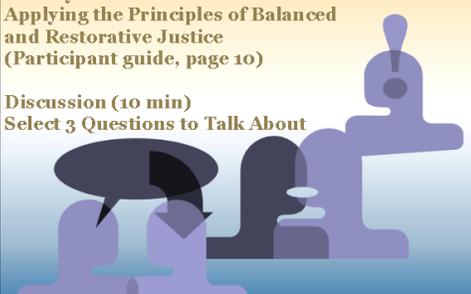
Balanced and Restorative Justice Principles



- Community Protection
- Offender Accountability
- Competency Development

Activity:
Applying the Principles of Balanced and Restorative Justice
(Participant guide, page 10)

Discussion (10 min)
Select 3 Questions to Talk About



Four Core Competencies

Professional Alliance	Skill Practice
Case Management	Reward and Sanction

Training in the Four Core Competencies and related topics is available. Check the schedule at:

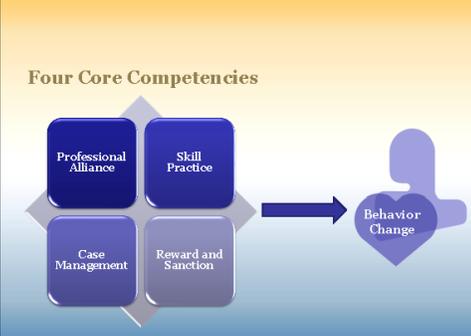
[JCJC Training Schedule](#)



Four Core Competencies

Professional Alliance	Skill Practice
Case Management	Reward and Sanction

→ Behavior Change



Professional Alliance

- Engage
- Communicate
- Motivate

Self-Assessment of Professional Alliance Traits

Skill Practice

- Target
- Teach
- Provide and guide practice

What are the qualities of a good coach?

Case Management

- Assess
- Set goals
- Monitor and adjust

MAP

Reward and Sanction

- Reward to encourage behavior
- Sanction to discourage behavior



Activity: YLS/CMI (10 min)

Benefits?	Challenges?
<ul style="list-style-type: none"> • List the benefits • Prioritize: most important (☆) • How to maximize benefit? 	<ul style="list-style-type: none"> • List the challenges • Prioritize: most urgent to address (☆) • How to minimize impact?

Quick Recap



- What are the three components of Balanced and Restorative Justice?
- What work does a case plan do?
- What is one way to maximize benefits of the YLS?
- What is your own objective for the day's training?



Introductions

Tell us your:

- Name
- County
- Experience as a JPO
- One thing you are really good at
- One thing you want to know or be able to do in regard to case plans by the end of this training

Notes:

Network!

Who in this training would you like to keep in touch with?

Here is space for email addresses and other contact info:

Quality Case Planning: Applying the Principles of Balanced and Restorative Justice

Discussion Guide

Directions: As a group, read through the questions below. **Select three of the six questions to discuss.** Make an effort within your group to **be sure that all members participate fully.** Be ready to **share a few key points of your discussion with the group at large.**

1. How would you describe the functions of a **case plan**: What work should it do? What is it for, who does it serve, and how does it help?
2. Of the three components of restorative justice: **community protection**, **offender accountability**, and **competency development**, which is the most straightforward to address in a case plan, and which is the most challenging? Explain the thinking behind your answer.
3. How does a good case plan help to ensure the **balance** in balanced and restorative justice? What needs to be balanced, and how?
4. There are two aspects to **offender accountability**: the fulfillment of the obligation to repair harm, and the process of both understanding and acknowledging wrongfulness, impact, and responsibility. What means do you employ in case planning to address both aspects?
5. How often are you able to involve families in the case planning process? When and how can an offender's family participate in supporting and achieving BARJ outcomes? Provide examples of **family involvement**, if possible, from your experience.
6. The YLS/CMI is based on research into factors that affect the degree of **risk** for delinquent behavior. The assessment identifies the degree of risk and associated areas of need. Taking that assessment into account, what else should go into the case plan that serves to either manage or minimize that identified risk?

The Four Core Competencies



My areas of strength:

Training I have completed:

Training I need/would like:

14 Professional Alliance Traits

Articulate - Able to communicate freely. Provides sufficient detail and context for true communication to occur. Neither speaks in short utterances nor dominates a discussion by being verbose.

Attentive - Non-verbal communication (e.g., direct eye contact, head nods, body leaning forward) indicates alertness. Is not easily distracted and, when distraction occurs, quickly returns focus.

Authentic - Comments and actions are honest and straightforward. Does not use manipulation or half-truths in order to gain compliance. Says what he/she means and means what he/she says.

Confident - Is not wishy-washy about what he/she says. Knows the business of juvenile justice and communicates it with out hesitation or apology. Is comfortable saying "I don't know," but then will find out the answer, if needed. Conveys a sense of self-confidence about his/her knowledge and ability.

Empathetic - Understands the past and present circumstances of juveniles and their families and how barriers may have contributed to difficulties. Does not accept misbehavior, but can relate to how that behavior comes about. Recognizes that behavior is heavily influenced by internal and external, conditions, that not all people have similar abilities and talents to overcome their circumstances, and that different people may require different interventions. Is non-judgmental, but does not excuse or sympathize with antisocial or criminal behavior.

Empowering - Believes that people can change and communicates this belief with conviction. Provides juveniles with reasons to try behavioral change programs and strategies, especially ones that may stretch their comfort zone.

Flexible - Is able to change strategy as soon as there appears to be a reason to do so. Does not get stuck on one approach when that approach is not working. Recognizes that circumstances often change and that intervention strategies and case plans should change accordingly.

Listens actively - Is highly attuned to words and non-verbal communication. Employs effective Motivational Interviewing techniques to encourage juveniles and their families to speak candidly. Asks open-ended questions and listens non-judgmentally.

People-oriented - Genuinely cares about juveniles and their families, even if the behavior that led to juvenile justice system involvement is troubling. Wants what is best for juveniles and their families and communicates that with sincerity.

Purposeful - Is intentional; has a goal for each session. Is clear about what is expected and communicates these expectations with clarity. Provides juveniles with behavioral choices and is clear about the consequences of choices.

Reinforcing - Supports progress toward change. Believes that behavioral change is possible. Discusses skills and information enthusiastically, thereby encouraging engagement and hope on the part of juveniles and their families,

Respectful - Respects the time and effort of juveniles and their families. Treats individuals with dignity. Does not use name-calling or disparage the character of others. Focuses on the behavior not the person; Uses manners and civility, as if offenders were acquaintances.

Sense of humor - Is able to enjoy interactions with others and to make light of situations when appropriate. Recognizes that humor can be used effectively to reduce stress/conflict or shed light on a subject.

Strength-based - Identifies the strengths of juveniles and their families, and encourages them to use their strengths to overcome barriers and accomplish goals. Recognizes that the strengths of juveniles and their families are often untapped because they don't always know how to apply them to current problems.

SECTION 2: ASSESSMENT

Learning Objectives

At the conclusion of this section, the participants will be able to:

- Identify a client's top three criminogenic needs
- Summarize a client's risk and need using YLS data
- Analyze YLS Part II to identify a pattern of need

Agenda

- Prioritization of Criminogenic Needs
- Analyzing YLS Data: Risk, Need, Contact Level
- YLS Part II: Pattern of Needs



Criminogenic Needs
Section I of the YLS

- > 42 Risk Items in 8 Categories
 - Predictive of criminal behavior
 - Some are criminogenic needs: can change and significantly impact behavior
- > Need Principle of Case Classification
 - Service and support should target criminogenic needs



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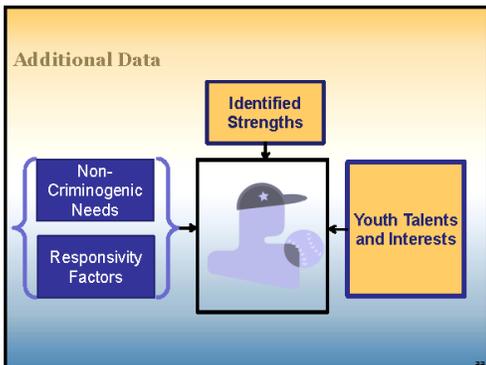
Review: Prioritization

**Top 4
 Criminogenic Needs
 (2,4,7,8 on YLS Part I):**

- Family Circumstances/Parenting
- Peer Relations
- Personality/Behavior
- Attitudes/Orientation

Plus One: Prior and Current Offenses

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Activity: Risk, Need and Contact Level Analysis for Sally/Michael (10 min)



- What are the priority Criminogenic Needs?
- What key info is found in the comments?
- What are other notable needs/strengths?

Appendix: YLS User's Manual Case Studies

YLS Part II: Pattern of Needs

- Higher level summary view
- Sub-scores for each area of risk indicate relative severity
- Sum across sub-scores indicates overall risk level
- Four categories of overall risk:
 - Low
 - Moderate
 - High
 - Very High



Consider both overall risk level and pattern of needs/strengths

Questions and Comments?

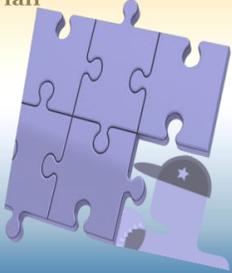


SECTION 3: STRENGTHS AND BARRIERS



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Engagement in the Plan



For improved outcomes:

- Share assessment results
- Ask questions
- Collaborate on case plan

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Learning Objectives

At the conclusion of this section, participants will be able to:

- Recognize and incorporate a strengths perspective in client interaction
- Explain the role of responsivity factors in formulating a successful and individualized plan
- Assist clients in identifying and accessing strengths
- Identify and address potential barriers when addressing a need
- Match client strengths to competency development and goal achievement

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A Strengths-Based,
Solution Focused Approach

**Bridging Gaps:
Connecting
Strengths to
Needs**



The diagram shows a blue bridge with a semi-circular arch. The top of the arch is labeled 'STRENGTHS' and the bottom is labeled 'NEEDS'. The bridge spans a gap between two points.

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Strength-Based
Questions



The icon shows a purple silhouette of a person's head and shoulders. A large black question mark is positioned above the head, and a light purple heart is positioned below the chest.

**Participant
Guide,
Page 18**

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Responsivity Review



The icon shows a purple silhouette of a person's head and shoulders. A black heart is positioned in front of the chest, with a jagged crack running through it, symbolizing a broken heart.

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Activity:
Think, Pair, Share



➤ Appendix: YLS User's Manual Case Studies
• Case Study 2 (Jack)

➤ Participant Guide
• Page 21 : Think-Pair-Share Worksheet

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Stages of Change



Change Model
Participant Guide, Page 22

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Key Take-Away?



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Strength-Based, Solution-Focused Questions

Strength-Based, Solution-Focused questions are types of questions that can be used to deepen understanding of the situation and explore solutions, ultimately leading to faster change.

Past Success Questions:

By focusing on past successes, you can learn when the young person was functioning well enough not to engage in criminal behavior, with the goal of helping the young person draw on their successes so they can again function as a productive member of society.

It is empowering to the individual to realize that there was a period in his/her life when he/she was more successful than he/she feels now. It also identifies strengths for you to build upon.

- What has worked for you to avoid using drugs or alcohol?
- How have you refrained from the use of physical aggression in the past when you have been in a confrontation?

Notes: How, when, where, with whom, about what I might use a **past success question** to help identify strengths

Exception Questions:

Are there occasions in the person's life when their problems could have occurred but did not – or at least were less severe? Exception questions focus on who, what, when and where (the conditions that helped the exception to occur) - NOT WHY; exceptions should be related to goals.

- Are there times when you have been able to express your anger without hurting someone and if so what did it look like?
- When have you been able to manage your son's behavior and how did you do so?
- What happened one time when you overcame feelings of depression/anger/sadness?

Notes: How, when, where, with whom, about what I might use an **exception question** to help identify strengths

Scaling Questions:

Invite the young person to put their observations, impressions, and predictions on a scale from 0 to 10, with “0” being no chance and “10” being every chance. Questions need to be specific, citing specific times and circumstances.

- On a scale of 1 to 10, with 1 being not very much at all and 10 being as much as you can imagine, how confident are you about being able to do the tasks we listed in your case plan?
- What would help to move you one number higher on that scale?
- On a scale of 1 to 5, 1 being that it is a high priority and 5 being it is not a priority, how would you rank your priorities in resolving your current situation?

Notes: How, when, where, with whom, about what I might use a **scaling question** to help identify strengths

The Miracle Question:

The miracle question is the opening piece of the process of developing well-formed goals. It gives individuals permission to think about an unlimited range of possibilities for change. It begins to move the focus away from their current and past problems and toward a more satisfying life.

- If a miracle were to happen tonight while you were sleeping and when you woke up in the morning your life had changed, but you didn't know that it had changed, you had to discover the change, what would you first notice would be different?

Follow-up Questions:

The interviewer further extends and amplifies the impact of the miracle by a series of questions designed to guide the person in exploring the implications of the miracle in his/her life.

- What will be the first thing you notice that would tell you that a miracle has happened, that things are different?
- What might others (mother, father, spouse, partner, siblings, friends, work associates, teachers, etc.) notice about you that would tell them that the miracle has happened, that things are different or better?
- Have there been times when you have seen pieces of this miracle happen?

Notes: How, when, where, with whom, about what I might use a **miracle question** to help identify strengths

Coping Questions:

Attempt to help the young person and/or their family shift their focus away from the problem elements and toward what they are doing to survive the painful or stressful circumstances. They are related in a way to exploring for exceptions.

- What have you found that is helpful in managing this situation?
- Considering how depressed and overwhelmed you feel, how is it that you were able to get out of bed this morning and make it to our appointment (or make it to work)?
- You say that you're not sure that you want to continue working on your goals. What is it that has helped you to work on them up to now?

Notes: How, when, where, with whom, about what I might use a **coping question** to help identify strengths

Indirect Questions:

Indirect questions invite the individual to consider how others might feel or respond to some aspect of his/her life, behavior, or future changes. Indirect questions can be useful in asking the person to reflect on narrow or faulty perceptions without the Probation Officer directly challenging those perceptions or behaviors.

- At the coming court hearing, what changes do you think the judge will expect from you?
- How do you think your family and friends will react when you make the changes we talked about?

Notes: How, when, where, with whom, about what I might use an **indirect question** to help identify strengths

(Kim Berg, I., & Kelly, S., 2000; Saleeby, D., 2006; and, Shulman, L., 2006)

Taking a Strength-Based, Solution Focused Approach Think-Pair-Share Worksheet

Directions: Apply these strengths-based, solution-focused concepts to a case scenario. First, read **Case Study 2** in the Appendix of the Participant Manual. Then, complete this worksheet. When you have finished, find a partner and compare and discuss your responses.

1. For each identified Criminogenic Need, list the possible areas for strength exploration. Consider how those strengths can help to address areas of need.
2. List anyone you think holds information surrounding those areas of need and strength.
3. Select one identified area of potential strength/need. Develop one strength-based, solution-focused question for each person who might hold relevant information surrounding that area of need and/or strength.
4. What Responsivity Factors are present? How might you accommodate them?
5. Identify Responsivity Factors present in a case on your caseload. How have you addressed these factors?

Prochaska's and DiClemente's Change Model	
Stage	Description
Pre-contemplation	<p><i>Sees no need to change.</i></p> <p>At this stage, the person has not even contemplated having a problem or needing to make a change. This is the stage where denial, minimization, blaming, and resistance are most commonly present.</p>
Contemplation	<p><i>Considers change, but also rejects it.</i></p> <p>At this stage, there is some awareness that a problem exists. This stage is characterized by ambivalence; the person wants to change, but also does not want to. They will go back and forth between reasons for concern and justification for unconcern. This is the stage where persons feel stuck.</p>
Determination	<p><i>Wants to do something about the problem.</i></p> <p>At this stage, there is a window of opportunity for change: the person has decided to change and needs realistic and achievable steps to change.</p>
Action	<p><i>Takes steps to change.</i></p> <p>At this stage, the person engages in specific actions to bring about change. The goal during this stage is to produce change in a particular area or areas.</p>
Maintenance	<p><i>Maintains goal achievement.</i></p> <p>Making the change does not guarantee that the change will be maintained. The challenge during this stage is to sustain change accomplished by previous action and to prevent relapse. Maintaining change often may require a different set of skills than making the change.</p>
Relapse	<p><i>Person slips or returns to the pre-change state.</i></p> <p>At times, the person might "slip" and not regard the setback as serious enough to be concerned, yet someone may be at risk. Relapse is a normal and expected part of the change cycle.</p>

(Prochaska, J.O., and DiClemente, C.C., 1984

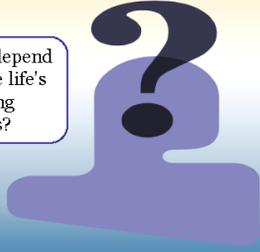
SECTION 4: DEVELOPING COMPETENCIES



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Think, Write, Share

What do you depend on to navigate life's challenging situations?



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Learning Objectives

At the conclusion of this section, the participants will be able to:

- Explain competency development as defined by Pennsylvania's balanced and restorative justice framework
- Identify the five competency domains most relevant to juvenile offenders
- Revise a case plan to improve support of competency development
- Cite at least two ways a JPO can actively support a juvenile in developing competencies
- Use the case plan to discuss and address competency development with a client

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What is Competency Development?

Under Pennsylvania's Balanced and Restorative Justice (BARJ) framework:

'The process by which juvenile offenders acquire the knowledge and skills that make it possible for them to live productively, pro-socially, and lawfully in their communities'



**Competency Development:
Achieving Targeted Outcomes**

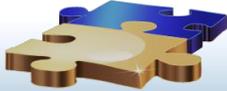


- What are the most important competency areas?
- How do we develop competencies?
- What does the JPO have to do to support competency development?
- How do we know we're getting results?

Jigsaw Reading Activity (45 minutes)

Each group will:

- Read
- Discuss
- Summarize
- Prepare members to share



Domain	Skills	Goal
1. Pro-social	<ul style="list-style-type: none"> • Problem-solving • Impulse control 	<ul style="list-style-type: none"> • Positive social interactions • Reduced conflict
2. Academic	<ul style="list-style-type: none"> • Study skills • Learning skills • Basic 3R's 	<ul style="list-style-type: none"> • Positive school performance • Diploma/GED
3. Workforce Development	<ul style="list-style-type: none"> • Get and keep a job • Advance in job • Tech skills 	<ul style="list-style-type: none"> • Self-sufficiency
4. Independent Living	<ul style="list-style-type: none"> • Basic life skills • Budgeting • Health and Housing 	<ul style="list-style-type: none"> • Self-sufficiency
5. Moral Reasoning	<ul style="list-style-type: none"> • Right vs Wrong • Values clarification • Purpose 	<ul style="list-style-type: none"> • Good decision-making • Develop values

Treatment ≠ Competency Development

Treatment	Competency Development
<ul style="list-style-type: none"> • Employs clinical techniques • Delivered by trained professionals • Remedy disorders • Goal is control, not competence • Not all youth need or can benefit from treatment 	<ul style="list-style-type: none"> • Skills acquisition • Delivered via multiple avenues, experiences • Goal is competence: proficiency and continued progress • All young people can benefit from competency development activity

It Takes More Than Skills Training Alone

Youth need opportunities to:

- Practice and demonstrate the skills they learn
- Use and grow the skill through experiential activities
- Use the skill to build relationships with people
- Use the skill to contribute to groups and institutions
- Access services and supports that help them continue to develop

**Unlocking Potential:
Advancing Youth Competencies**

- Skills training
- Skills practice
- Experiences
- Relationships
- Pro-social groups
- Services and Supports

**Limitations:
We Can't Do It All**

- Time: competency development is a process
- Focus must be on meeting realistic system goals
- Not our responsibility alone: other systems must also participate

Key Questions:

What best serves the youth and the case plan, given time constraints?

What connections to people and systems can be supported through goal-setting?

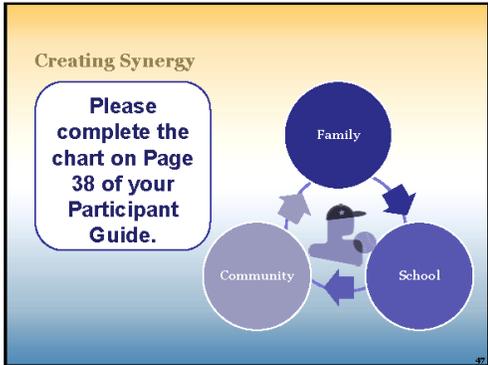
Supporting Competency Development

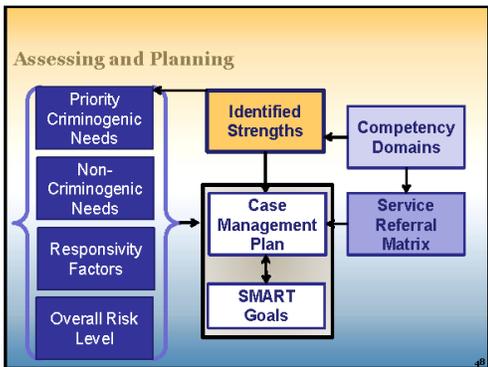
The Juvenile Justice System's Role:
 "to facilitate efforts that advance youths' competencies so that offenders are less likely to take part in antisocial, delinquent behaviors and better able to become productive members of their communities."

The JPO's Role

- Assess
- Plan
- Connect
- Oversee
- Motivate
- Document

From Torbet, P. and Thomas, D. (2005). Advancing Competency Development: A White Paper for Pennsylvania. Pittsburgh, PA: National Center for Juvenile Justice







Think, Write, Share

Directions: Read the prompt displayed by the instructor. In the space below, write your response. No one is going to read your response but you, so don't worry about neatness, spelling, or the finer points of writing. Just get your ideas down. Write until your instructor calls time. Then, we'll discuss the thoughts you captured.

Learning Objectives for Section 4: Developing Competencies

At the conclusion of this section, the participants will be able to:

- Explain competency development as defined by Pennsylvania's balanced and restorative justice framework
- Identify the five competency domains most relevant to juvenile offenders
- Revise a case plan to improve support of competency development
- Cite at least two ways a JPO can actively support a juvenile in developing competencies
- Use the case plan to discuss and address competency development with a client

Jigsaw Reading Activity: Competency Development

Directions: Your task is to develop the expertise of every member of your group in the content assigned, so that every member of the group is able to summarize it for others. Take the following steps:

1. Together, read and review the material assigned to your group.
2. Make sure you understand all of the material. Ask questions about and work through anything that is not clear.
3. Answer the questions below. This is the information you will share. Make sure you are each able to communicate the information to others. You may wish to take notes.
4. If time remains, practice delivering the information so that you will feel comfortable and confident

Summarization Guide:

1. Direct your peers to the pages in the participant guide that present this information.
2. Give a brief presentation of the key points. Try to give some examples to show when and how this information can be useful to a JPO and impact a youth's outcomes.
3. Relate the information to the YLS and to writing a quality case plan.
4. Are any of these elements more challenging or easier to employ than others? Which and why?
5. What questions, if any, does this information raise?

Reading 1: The Five Domains of Competency

Competency development is the process by which juvenile offenders acquire the knowledge and skills they need to become productive, connected, and law-abiding members of their communities.

These fall into five basic domains or skill areas:

1. Pro-Social Skills help adolescents increase their chances of navigating their interactions with others. Goals for this domain include better social interactions, problem-solving, and impulse control.

2. Moral Reasoning Skills help adolescents to understand how their thinking, values, and choices affect their behavior and recognize thought processes that rationalize negative behaviors. Efforts to strengthen skills in this domain involve teaching young people principles to live by and guidelines for making good choices. The goal is making the right decisions for the right reasons.

3. Academic Skills include basic reading, writing, and math skills as well as general study and learning skills that help adolescents improve their chances of having a successful educational experience. Although the juvenile justice system is not responsible for “fixing” failing students or failing schools, it should take responsibility for advocating on behalf of offenders with educational gaps. Goals for this domain include catching up with peers in school and advancing to the highest possible level of academic achievement.

4. Workforce Skills help older teens improve their chances of being economically self-sufficient after schooling is completed. This domain includes a set of general skills for getting jobs, keeping jobs, and achieving promotions, as well as specialized skills needed for particular types of jobs. The goal for this domain is economic self-sufficiency.

5. Independent Living Skills help older teens, particularly those coming out of placement/foster care who are unable to return home, to improve their chances of living successfully on their own. Skills in this domain relate to such things as money management and budgeting, educational and career planning, and knowing how to get financial aid, housing assistance, and medical insurance. The goal for this domain is self-sufficient living.

Excerpted from:
Torbet, P. and Thomas, D. (2005). *Advancing Competency Development: A White Paper for Pennsylvania*. Pittsburgh, PA: National Center for Juvenile Justice.

Reading 2: Six Things Juvenile Probation Must Do

Probation departments, working under the direction of juvenile courts, play a central role in advancing competency development. Though that role may vary from case to case, juvenile probation officers should, at a minimum, do the following six things for every delinquent youth, whether the youth is placed on probation or ordered into a residential program:

- 1. Assess.** Conduct a structured assessment across all five domains for the purpose of identifying competency development strengths and needs (especially those closely associated with the juvenile's offending behavior).
- 2. Plan.** Develop a supervision plan based upon the assessment results. Clearly state expectations regarding the competency development goal and identify specific activities that each party (juvenile, parent, probation, provider) will engage in pursuant to the goal. Explain criteria for success or failure, how the youth's progress will be monitored, and consequences for noncompliance.
- 3. Connect.** Provide opportunities to practice and demonstrate new skills (e.g., community service projects) and make connections with pro-social adults and peers and community groups (e.g., mentoring, clubs, church groups). Identify services and supports in the community that will facilitate mastery of skills and make referrals to them.
- 4. Oversee.** Monitor participation and progress and make adjustments as needed.
- 5. Motivate.** Encourage and support individual's participation in the selected skill-training curriculum and reinforce learning. Apply incentives and sanctions to reinforce accountability.
- 6. Document.** Record intermediate outcomes at case closing.

Excerpted from:
Torbet, P. and Thomas, D. (2005). *Advancing Competency Development: A White Paper for Pennsylvania*. Pittsburgh, PA: National Center for Juvenile Justice.

Reading 3: Skill Practice

Tell, Show, Do: 8 Steps in Effective Skill Training

The primary activity used to advance competency development is skill training. Effective skill training programs incorporate the following trainer techniques:

- **Present the idea:** Sell the benefits of using the skill.
- **Modeling:** Demonstrate/exhibit use of the skill and verbalize own thinking process when arriving at a decision on how to behave.
- **Role-play/Guided practice:** Engage adolescents in active, experiential learning along with time to reflect on their experiences and discuss how the concepts being presented apply to their own lives.
- **Corrective feedback:** Help trainees identify what they did well in the role-plays and what aspects of their skill production need to be changed or improved.
- **Generalization training:** Help trainees identify a variety of settings or situations where the skill can be used.
- **Coaching:** Encourage and remind trainees to use a specific skill in a specific situation, follow-up to see how things went, and re-teach a point or principle as necessary.
- **Reinforcement/Consequences:** Hand out positive reinforcement so that pro-social behavior will be repeated in the future. Reinforcers can be tangible (money, material goods, or participation in recreation, sports, cultural activities) or social (attention, encouragement and praise).
- **Recycle learning:** As necessary, model the skill and have youth role-play skill with feedback.

Skill training programs cannot be done off-the-cuff or haphazardly. They should be research-based and developed or adapted for an at-risk or delinquent population. They should employ a curriculum/manual/tool designed to improve a specific skill or set of skills and be conducted over several sessions of an hour or so in duration. Finally, skill training programs must be delivered with integrity—competent and qualified staff must be trained to deliver the curriculum and supervised to ensure fidelity to it.

Excerpted from:
Torbet, P. and Thomas, D. (2005). *Advancing Competency Development: A White Paper for Pennsylvania*. Pittsburgh, PA: National Center for Juvenile Justice.

Developing Competencies

Reading 4: Outputs and Outcomes: Measuring Competency Development

If the juvenile justice system is to take its full measure of responsibility for competency development, it must begin by consistently measuring its own performance and the results it achieves. For this purpose, measurement at case closing—the point of service termination, at which the direct and immediate effect of service delivery is knowable and relatively easy to document—makes the most sense. One basic kind of competency-related information that must be collected at case closing is **output** information. Outputs include any skill-building or reinforcing activities engaged in while under supervision. A probation officer recording outputs related to competency would indicate:

- (1) Whether individual juveniles were assessed with respect to each of the five competency domains described on page 10,
- (2) Whether activities addressing needs in any of these domains were included in the case plan, and
- (3) Whether those activities were partially or successfully completed.

Probation departments must also collect **outcome** information at case closing. Outcomes include all goal-related results, at least as far as they can be known as of the time a case is closed. Specifically, probation officers should document evidence of goal attainment—the degree to which an offender is leaving the system more competent in terms of being productive, connected and law-abiding.

- **Indicators of productivity** at the time of case closing would include the juvenile's attending school and passing, attending a GED preparation or alternative education program, participating in vocational training, working or actively seeking work.
- **Indicators of connection** with the community would include such things as active engagement with a mentor, positive peer group, club or other organized school or community group or activity.
- **Indicators of being law-abiding** would include having completed the term of supervision without new adjudications, convictions or pending court cases.

Excerpted from:
Torbet, P. and Thomas, D. (2005). *Advancing Competency Development: A White Paper for Pennsylvania*. Pittsburgh, PA: National Center for Juvenile Justice.

The 5 Competency Domains Most Relevant to Juvenile Offenders

Domain	Skills	Goal
1. Pro-social	<ul style="list-style-type: none"> • Problem-solving • Impulse control 	<ul style="list-style-type: none"> • Positive social interactions • Reduced conflict
2. Academic	<ul style="list-style-type: none"> • Study skills • Learning skills • Basic 3R's 	<ul style="list-style-type: none"> • Positive school performance • Diploma/GED
3. Workforce Development	<ul style="list-style-type: none"> • Get and keep a job • Advance in job • Tech skills 	<ul style="list-style-type: none"> • Self-sufficiency
4. Independent Living	<ul style="list-style-type: none"> • Basic life skills • Budgeting • Health and Housing 	<ul style="list-style-type: none"> • Self-sufficiency
5. Moral Reasoning	<ul style="list-style-type: none"> • Right vs Wrong • Values clarification • Purpose 	<ul style="list-style-type: none"> • Good decision-making • Develop values

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Case Planning Support

Competency Domains	Correlated Skills	Development Goals
1. Pro-social	<ul style="list-style-type: none"> • Problem-solving • Impulse control 	<ul style="list-style-type: none"> • Positive social interactions • Reduced conflict
2. Academic	<ul style="list-style-type: none"> • Study skills • Learning skills • Basic 3R's 	<ul style="list-style-type: none"> • Positive school performance • Diploma/GED • Work readiness
3. Workforce development	<ul style="list-style-type: none"> • Get a job • Keep a job • Advance in a job • Technical skills 	<ul style="list-style-type: none"> • Self-sufficiency • Stability
4. Independent living	<ul style="list-style-type: none"> • Basic life skills • Budgeting and money management • Health • Housing 	<ul style="list-style-type: none"> • Self-sufficiency • Stability
5. Moral reasoning	<ul style="list-style-type: none"> • Right versus wrong • Values clarification • Purpose and direction 	<ul style="list-style-type: none"> • Good decision-making • Values development

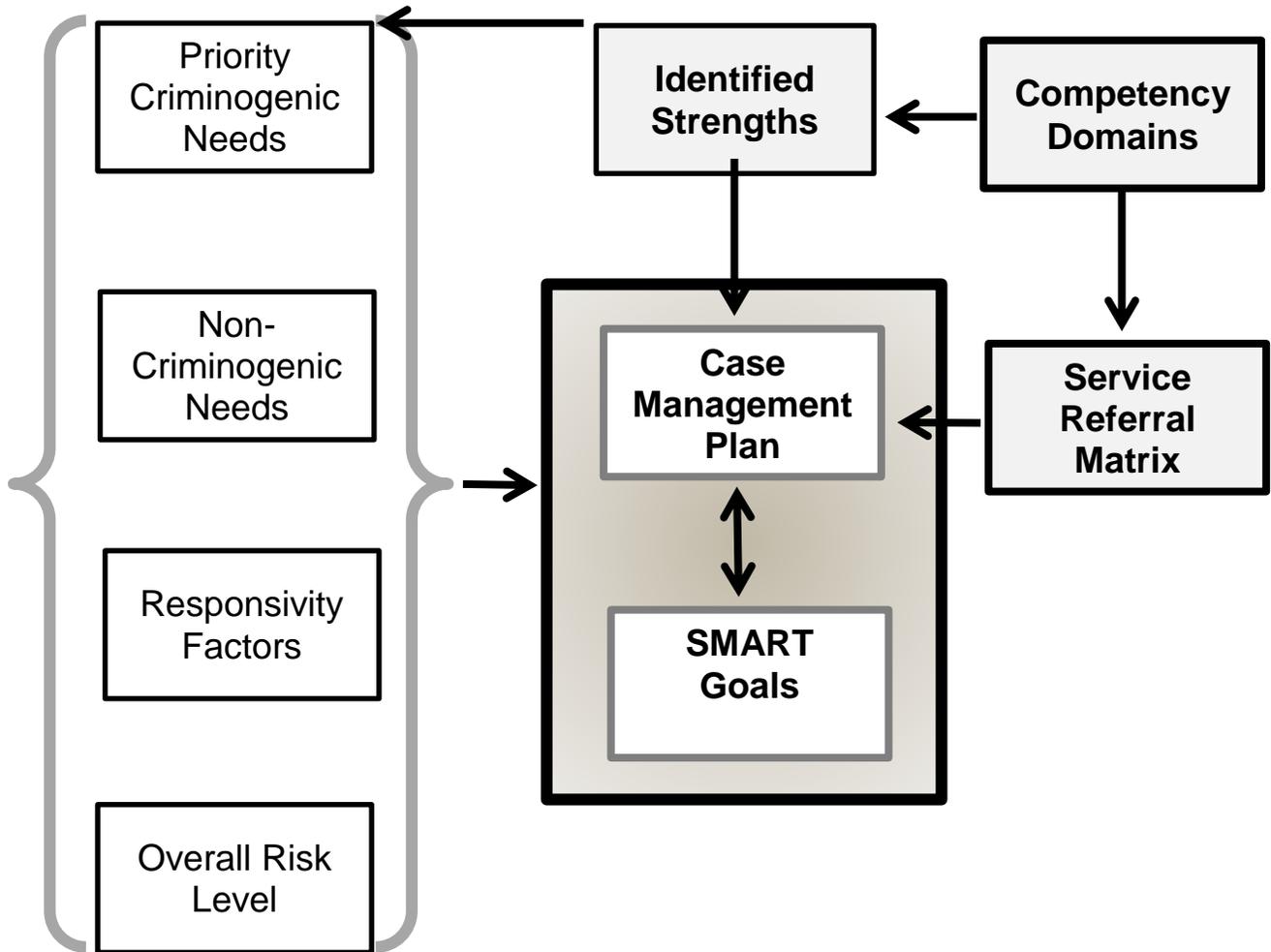
Client Responsivity Factors	
General	Resulting challenges common in offenders
Gender Age (developmental vs chronological) Intelligence/Functional Ability Motivation Mental Health Culture	Poor social skills Inadequate problem-solving skills Concrete-oriented thinking* Poor verbal skills <div style="text-align: right; font-size: small;">*As opposed to abstract thinking: unable to generalize</div>

Supporting Competency Development		
Competency Domain	Associated Skills	JPO Roles, Actions, Strategies, Resources
Pro-social	<ul style="list-style-type: none"> • Problem-solving • Impulse control 	
Academic	<ul style="list-style-type: none"> • Study skills • Learning skills • Basic 3R's 	
Workforce Development	<ul style="list-style-type: none"> • Get and keep a job • Advance in job • Tech skills 	
Independent Living	<ul style="list-style-type: none"> • Basic life skills • Budgeting • Health and Housing 	
Moral Reasoning	<ul style="list-style-type: none"> • Right vs Wrong • Values clarification • Purpose 	

Directions: Use this chart to note go-to services, supports and activities for each of the five competency domains.

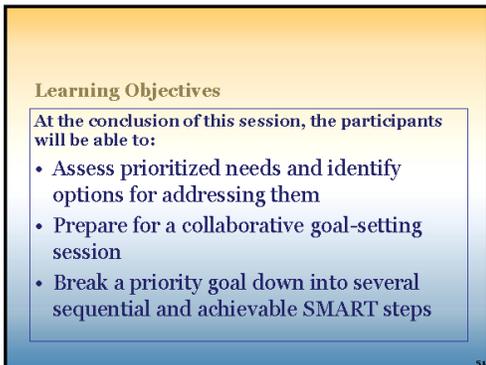
Endeavor to promote linking youths to people and organizations in the community, to emphasize opportunities to practice associated skills, and to create possibilities for youth to assume the role of service provider in addition to being a service consumer.

Assessing and Planning (YLS Parts I-VI)









Reflect:

What is the most important thing to keep in mind when setting a goal?

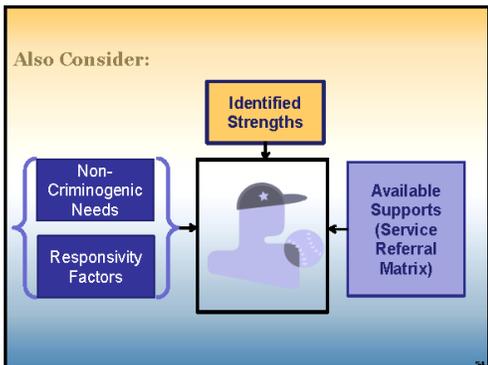


Review: Prioritization

**Top 4
Criminogenic Needs
(2,4,7,8 on YLS Part I):**

- Family Circumstances /Parenting
- Peer Relations
- Personality/Behavior
- Attitudes/Orientation

Plus One: Prior and Current Offenses



Collaborative Goal-Setting



Share Information • Select Action/Direction • Commit

Activity: Talk with Jack
(20 min)



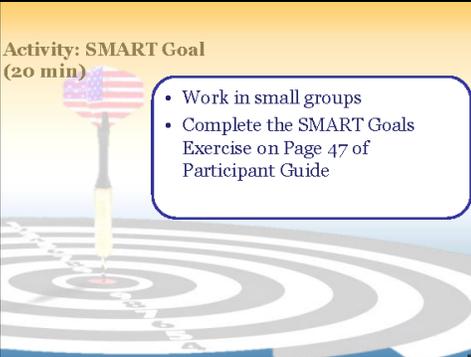
- Work with a partner
- Mine Jack's YLS Data
- Plan a Conversation with Jack
- Reflect and Discuss

SMART Goals: Review

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-bound**



Activity: SMART Goal
(20 min)



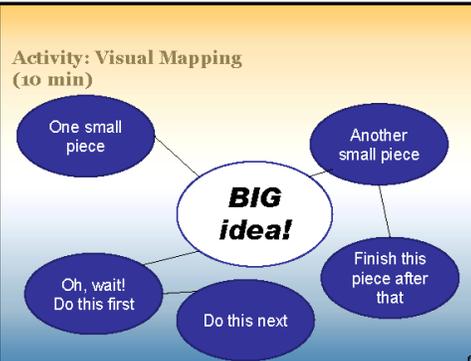
- Work in small groups
- Complete the SMART Goals Exercise on Page 47 of Participant Guide

Reaching Big Goals



- Visual Mapping
- Actionable Steps
- Keeping it all SMART

Activity: Visual Mapping
(10 min)



One Actionable Step at a Time...

- **Chunk into single steps**
- **Write the steps out**
- **Sequence the steps**
- **Check your SMARTs**
- **Start climbing!**



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Questions or Comments?



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Resources

- Torbet, P. and Thomas, D. (2005). *Advancing Competency Development: A White Paper for Pennsylvania*. Pittsburgh, PA: National Center for Juvenile Justice.
- YLS/CMI User's Manual

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Section 5: Goal-Setting

Activity: Talking with Jack

Directions: Work with a partner. Review Case Study 2 in the Appendix of the Participant Guide (Jack). Review Sections I-IV of Jack's YLS. Identify and list Jack's top three criminogenic needs. Review Part VI of Jack's YLS, the Case Management Plan. Which needs do the three existing goals address?

Jack is making good, consistent progress and can handle some additional structure and activity. Select an appropriate area of need to address. Determine what other information you need to consider to foster Jack's continued development and connections to people and community.

Use the nine-step **Collaborative Goal-Setting Worksheet** that follows to plan a conversation with Jack, to discuss his competency development, and to work with him to come up with a fourth goal for his case management plan.

Reflect and discuss with your partner upon completion of this activity. How did your planning go? Do you feel ready to engage Jack in a conversation? Do you have any concerns? Prepare to share your perspective about this process with the group at large. What did you learn? How will you use it?

Jack's top three criminogenic needs:

- 1.
- 2.
- 3.

Other important information to consider:

Collaborative Goal Setting Worksheet

Remember: Case Planning is a PROCESS and it begins with the assessment results and continues throughout the period of Probation.

Step One: Review the results of the YLS Part II and Part III of the Jack case study.

Step Two: List the Criminogenic Needs, the strengths and the Core Competencies deficits in this case.

Step Three: Prioritize the criminogenic needs in terms of those which are most likely contributing to criminal behavior. Look to see how the Core Competencies are included in this criminogenic need.

Step Four: Prepare your assessment feedback to the youth beginning with all the areas of strength.

Step Five: Offer the youth a choice between two or three of the prioritized criminogenic needs to begin working on.

Step Six: When the youth decides which area he/she would like to work on, ask them to start to brainstorm a list of activities that would help accomplish the goal. The PO can also add items to the “brainstorm list”.

Step Seven: When the PO and the youth have exhausted all ideas, ask the youth to circle three of the activities he would like to accomplish before the next appointment.

Step Eight: Write the goal and the SMART action steps and have the individual sign and keep a copy that will be brought to the next appointment with the PO. The PO will bring back the information and enter it into JCMS.

Optional: Step Nine: When the goal and action steps are complete, ask the youth “On a scale of 1 to 10 how important is the accomplishment of this goal to you?” and “On a scale of 1 to 10 how confident are you that you can do these activities before we meet again?” (This is something which is discussed in the strength based section of training. It is offered as a strength based question in the participant guide, page 18. This is commonly referred to as a “scaling question and is founded in Motivational Interviewing).

SMART Goals Exercise

Directions: After your group is assigned a goal, use the flip chart paper to record your group's SMART action steps/activities.

Action steps/activities should address the following:

- a formal program (ART, T4C, BITS, Carey Guide etc.) if one is available and appropriate;
- something the youth can physically do (make a list... keep a journal... talk with mom... any homework assignment); and
- involve someone in the youth's life who is pro-social (grandma, Uncle or Aunt, neighbor).

Obviously this will not be possible in ALL cases but we should strive to include steps/activities from those three areas in our work with youth and their families.

Example:

Goal: Learn to control my anger

1. Attend and participate in ART class on Tues and Thursdays at 6:00pm in the next two weeks. (an example of a formal program)
2. Write down times during the next two weeks when someone made me angry and I didn't lose it and bring list to the next appointment with the PO (strength based activity for the youth to do)

SECTION 6: MONITOR AND SUPPORT



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- Learning Objectives**
- At the conclusion of this section, participants will be able to:
- Employ a service matrix to select interventions supporting competency development
 - Identify competency development tools and techniques to use in meetings with a client
 - Update and coordinate services and support in response to change in a client's risk/need
- 65

- Section 6 Agenda**
- **Dynamic Planning**
 - **Tracking**
 - **Supports**
 - **Assess and Adjust**
- 
- 66

Plan Implementation

- What comes up?
- What do you watch?
- What do you do?



A graphic showing the letters 'MAP' in a blue box next to a stylized map of a region with various colored areas and lines.

Dynamic Planning



A graphic of a blue truck with a sign that says "WE ARE MOVING!".

Review every session:

Recognize Gains and Address Challenges

Tracking

Use:

- SMART Goal Measures
- Visuals

Participant Guide, Page 53



A graphic of a clipboard with a checklist and a pen.

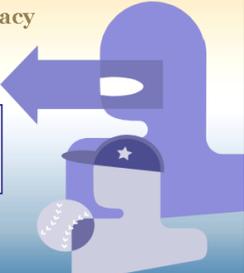
Assess and Adjust



Is the Plan Working?

Participant Guide, Page 55

Supports and Advocacy



Q & A Strategy Session

Jack's Progress



Participant Guide, Page 56

- Work with a group
- Discuss questions
- Revise and update Jack's plan



Learning Objectives for Section 6: Monitoring and Support

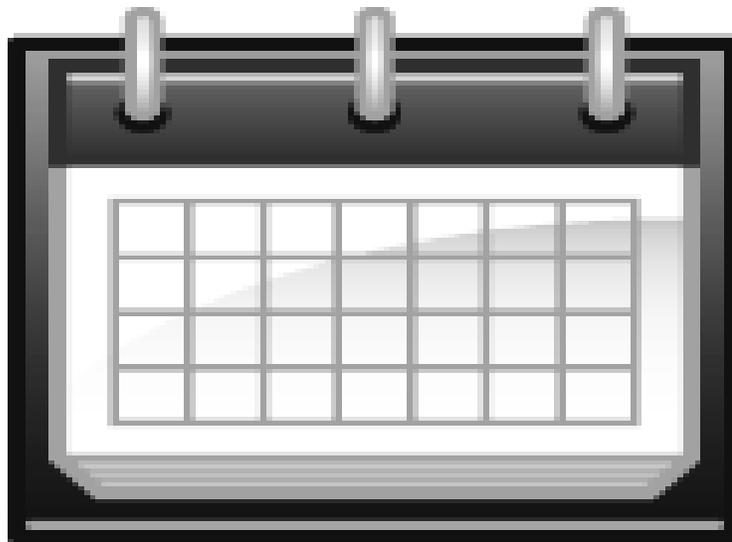
At the conclusion of this section, the participants will be able to:

- Employ a service matrix to select interventions supporting competency development
- Identify competency development tools and techniques to use in meetings with a client
- Update and coordinate services and support in response to change in a client's risk/need

Tracking Plan Implementation and Progress

Progress can be captured using many methods. Consideration should be given to what works best for you, the young person, and their family. Below are examples of methods to track plan follow-through and progress.

- **Calendar:** A calendar serves as an excellent visual tool. It allows team members to record their tasks on a day-to-day basis and to check them off when they are completed.



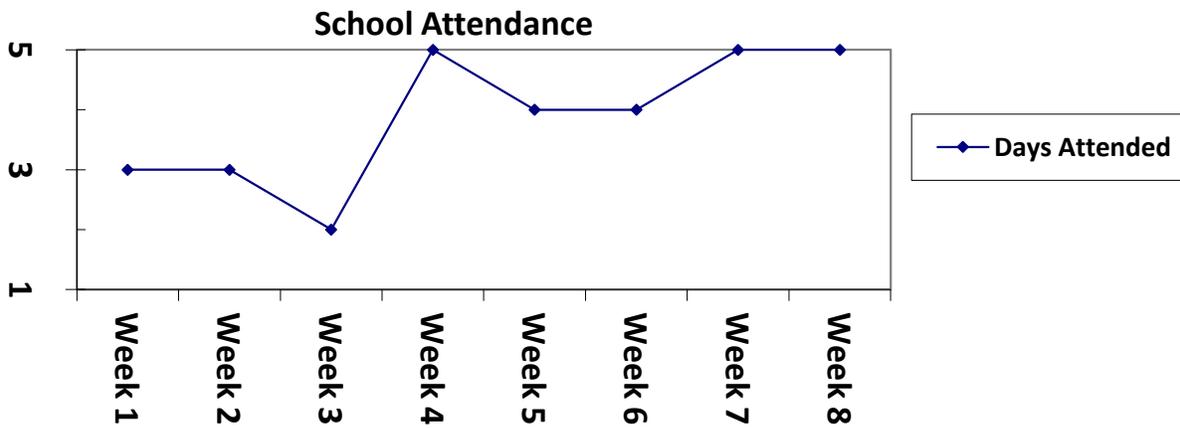
- **Scaling Journal:** In the example on the next page, the first column represents the day of the week. The next column represents the rating scale. The third column offers a place for the monitor of progress to offer comments about the circumstances surrounding the rating given.
 - This example monitors a youth with recurring behavioral issues. A willing parent could track, on a scale from one to five, with one being a good day and five being a bad day, what happened on a daily basis. This allows the team to assess for cause and effect relationship (i.e. what trigger might have caused a high or low rating on a given day).

Scaling Journal

Title: Tim's Behavior

Day of the Week	Scale (1-5)	Details
Sun.	1	Tim had a great day today. He didn't act up at all. His dad took him fishing.
Mon.	4	Tim was bouncing off the walls. He refused to take his meds. I couldn't control his behavior no matter what I did. I tried yelling at him, sending him to his room, and took away his PlayStation – nothing worked!
Tues.	2	Tim had a pretty good day today. I let him play PlayStation all day long. He only gave me an attitude once when I told him that he had to stop playing PlayStation to clean his room. But, he did it anyway.
Wed.	3	Tim refused to take his meds again today. It was a repeat of Monday.
Thurs.	3	Tim took his medication but was still acting out. It was raining outside and Tim wouldn't leave me alone. He wanted to have a friend over, but I told him that he couldn't because I wasn't feeling well. He got angry, threw a fit, slammed his door and stayed in his room all day.
Fri.	1	Tim got to go over to a friend's house for the day. It was a great day!

- Line Graph:** A line graph is a great way to portray progress. In the example that follows, one axis represents the days of school attended per week and the other axis represents the weeks of school. Measures are plotted on the graph and connected with a line that displays the pattern of change over time.



Is the Plan Working?

To be successful, team members will need to check in regularly to review progress and make sure that the plan is still working or if changes need to be made. The following questions can help you with these decisions.

- Do we have the right plan to meet the young person's needs? If not, what needs to change? How does it need to change?
- Are we focused on the right need first?
- Do we fully understand the Responsivity Factors as they relate specifically to this young person?
- Have we considered/addressed court dates and other timeframes? How do they affect the plan?
- Do we need more time? If so, why?
- Do we have the supports (family, friends, church, teachers, counselors, etc.) and resources (money, transportation, etc.) that we need to make the plan work? If not, what needs to be done?
- If we have supports and resources, are they the right ones and are they being used effectively? If not, what do we need to do to use the resources we have and/or find others?
- Is everyone on the team (service providers, child welfare agency, family, others) focused on helping us make the plan work? If not, what do we need from them?
- Is everyone telling us what we need to know? Are they updating us along the way or only at the last minute? If not, who do we need to talk to and what do we need from them? Have we learned anything new that would help us make the plan work? If so, how do we include what we learned?
- Are we meeting often enough to talk about how the plan is going? If not, what do we need to do to make sure that we are meeting often enough?
- Is everyone who needs to be at the meetings coming to the meetings? If not, what do we need to do to get them there?
- Does everyone on the team feel like he or she is an active member? If not, what needs to change?
- How are we keeping track of our progress? Is our monitoring method detailed enough to let us see our growth and what affected it?
- Who needs to know about our progress?

What other thoughts do we have?

- _____
- _____
- _____
- _____

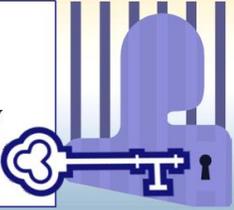
SECTION 7: SUMMARY



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How Does a Case Plan Address:

- **Community Protection**
- **Offender Accountability**
- **Competency Development**



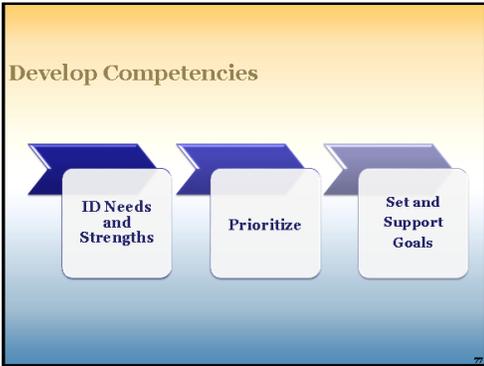
75

How Does a Case Plan Serve:

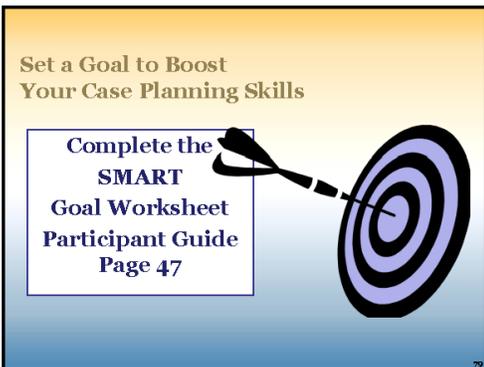
- **The JPO**
- **The Juvenile Offender**
- **The Family**



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Review
Learning Objectives

Are you now able to:

- Explain the way a good case plan addresses the components of restorative justice: Accountability, Community Safety, and Competency Development
- Use the case plan as a framework for conversation with clients and families
- Collaborate with a juvenile to set goals related to a prioritized criminogenic need
- Utilize a service matrix to select individualized support

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Questions and Comments?



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Chapter 3

Interpretation and Use

This chapter describes the main steps in the interpretation of the YLS/CMI results, followed by three case studies. For each case study, the interpretation of the YLS/CMI results is described in detail.

Main Interpretive Steps

The YLS/CMI is designed to assist the caseworker in assessing risk and needs in the client and in developing a case plan.

Step 1: Examine the risk/need level and the total risk/need score

The specific items in the eight domains of risk/need are identified in Part I of the YLS/CMI, and the risk/need level for each domain and the total risk/need score are identified in Part II. The risk/need level and the total risk/need score provide an overall estimate of the risk for continued criminal activity by the youth. The normative data provided in appendix D can also aid in this interpretation, since this data shows the percentage of youths in the normative sample with scores lower than the individual. If, for example, the youth's total risk score is at the 30th percentile, then his or her total score was higher than 30% of those in the normative sample. It is important to remember that the normative data are based on a specific sample of juvenile offenders. Consequently, it might be important to develop normative scoring systems that are more relevant to the youths being interviewed. Also, it is important to make use of the professional override (Part IV) if modification is required to the level of risk/need assigned to the youth.

The client's overall level of risk and need determines the level of supervision (Part V) and the appropriate intensity or extent of programming (Part VI). The latter should be consistent with the Risk Principle of Case Classification.

Step 2: Examine the levels of risk/need

After the risk/need levels and total risk/need score are identified in Part II, the levels of risk/need are summarized in a convenient table. Appendix D contains normative data for evaluating the level of risk/need for a youth, relative to the normative sample. Remember that the risk/needs identified in Part I might be modified by the professional override provided in Part IV.

The goals and the means of achieving those goals, identified in Part VI, should be a direct reflection of the specific risk/need items identified in Part I. This is consistent with the Need Principle of Case Classification. In addition, the case plan that is developed should reflect the strengths identified in Part I.

Step 3: Examine other needs and special considerations

Other needs and special considerations, identified in Part III of the YLS/CMI, should be carefully examined. The effects of an intervention can be modified by the characteristics of the youth and by the particulars of his or her circumstances. These considerations might have a bearing on the means used for achieving the selected goals, consistent with the Responsivity Principle of Case Classification.

Remember that the purpose of the YLS/CMI is to aid the professional in formulating and managing a case plan. It is not designed to dictate decisions or replace professional judgments. Final decisions about the client must rest with the professional responsible for the youth.

Case Study 1*: Low Risk

The subject of the first case study is Sally, a 15-year-old female. Parts I–IV of the YLS/CMI results for Sally are illustrated in Figures 3.1 to 3.4.

Reason for the YLS/CMI Assessment

To aid the disposition decision, the Family Court Judge has directed that a pre-disposition report be prepared. The YLS/CMI forms the basis for this report.

Sources of Information

The YLS/CMI was completed on the basis of information from the following sources: an interview with the mother and father, a telephone interview with the school principal, an interview with the victim, and a 2-hour interview with Sally.

*The case studies exemplify YLS/CMI usage, but the case data are a composite and the clients as named are fictitious.

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Background

Sally is a 15-year-old youth convicted of one count of assault. The conviction relates to a fight Sally had with another girl after school. She admits to initiating the fight and says it was in response to the victim teasing her about her weight. The victim suffered a cut to her lip and a loosened tooth. Sally accepts responsibility for her actions and appears to express genuine remorse. She has apologized to the victim and her parents and has recently become friendly with the victim (e.g., they went shopping together). The fighting was an uncharacteristic act for this young woman and seems to relate in part to the distress she is experiencing over the break-up of her parents.

Interpretation of Results

1. Prior and Current Offenses/Dispositions

This is the first contact Sally has had with the justice system. As noted, the conviction relates to an assault on another young woman.

2. Family/Parenting

Sally is the youngest of three children. The two older boys have never been involved in antisocial activities, and the three siblings relate well to one another. Sally's mother is a nurse who works part-time and her father is manager of an appliance store. Sally's mother and father separated three months ago. The separation is reasonably amicable and was not preceded by major conflicts. Sally's parents mutually decided to go their own way. No formal custody arrangements have been made, and the children seem free to move back and forth between their parents, although their mother is the primary caregiver.

Both the mother and father care about the welfare of the children and appear to make every effort to provide support. However, Sally was surprised by the separation and she has reacted badly to it. She became quite depressed. Her parents consulted the family physician who prescribed a mild anti-depressant, although Sally decided she didn't want the medication. Sally was also counseled by the family's pastor. She seemed to be coming out of the depression, although she was still often in a "bad mood," which seemed to account for her lashing out at the victim.

Sally and her parents are meeting with the pastor, and Sally seems to be coming to terms with the separation. Her parents and teachers report that she is returning to her usual cheerful self.

3. Education/Employment

Sally has always performed well in school. She relates well to other students and she is involved in school activities. Her performance deteriorated in the weeks after her parents' separation and she became uncharacteristically withdrawn. However, the situation has now improved and there are no current concerns about her schoolwork. The school took no action on the assault because it did not occur on school property.

4. Peer Relations

Sally has always been a popular girl with a wide range of positive relationships.

5. Substance Abuse

Sally reports that she drank two beers twice at parties. She has never used illegal drugs and has no interest in experimenting with them. Drug use is not an issue in her circle of friends.

6. Leisure/Recreation

Sally has always been involved in youth activities at her church and is an avid floor hockey player.

7. Personality/Behavior

With the exception of the assault associated with the current conviction, Sally has no history of aggressive behavior. She is widely regarded as an intelligent, mature, and well-adjusted young woman.

8. Attitudes/Orientation

Sally's orientation reflects the positive values and beliefs of her family. She recognizes that her recent actions have caused pain to the victim, the victim's family, and her own family, and she is willing to accept help to get her through this difficult time.

Appendix: YLS User's Manual Case Studies

Interpretation and Use

Figure 3.1
Sally's YLS/CMI Form Part I

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: <u>Sally</u>	Gender: M <input type="radio"/> F <input checked="" type="radio"/>	Age: <u>15</u>
Date of Birth: <u>02</u> / <u>11</u> / <u>1987</u>	Today's Date: <u>05</u> / <u>15</u> / <u>2002</u>	

Part I: Assessment of Risks and Needs

YLS/CMI is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. The items are explained in Appendix A of the User's Manual.

1. Prior and Current Offenses/Dispositions:

- a. Three or more prior convictions
- b. Two or more failures to comply
- c. Prior probation
- d. Prior custody
- e. Three or more current convictions

2. Family Circumstances/Parenting:

- a. Inadequate supervision
- b. Difficulty in controlling behavior
- c. Inappropriate discipline
- d. Inconsistent parenting
- e. Poor relations (father - youth)
- f. Poor relations (mother - youth)

Strength

3. Education/Employment:

- a. Disruptive classroom behavior
- b. Disruptive behavior on school property
- c. Low achievement
- d. Problems with peers
- e. Problems with teachers
- f. Truancy
- g. Unemployed/not seeking employment

Strength

4. Peer Relations:

- a. Some delinquent acquaintances
- b. Some delinquent friends
- c. No/few positive acquaintances
- d. No/few positive friends

Strength

Comments:

First offense (assault)

Source(s) of information:

Parents; youth

Comments:

Positive and supportive family environment
Recent parental separation

Source(s) of information:

Comments:

No performance / behavior problems
Participates in activities
Well liked

Source(s) of information:

School; parents

Comments:

Source(s) of information:

Parents; youth

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.2

Sally's YLS/CMI Form Part I (Continued)

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use
- b. Chronic drug use
- c. Chronic alcohol use
- d. Substance abuse interferes with life
- e. Substance use linked to offense(s)

Strength

6. Leisure/Recreation:

- a. Limited organized activities
- b. Could make better use of time
- c. No personal interests

Strength

7. Personality/Behavior:

- a. Inflated self-esteem
- b. Physically aggressive
- c. Tantrums
- d. Short attention span
- e. Poor frustration tolerance
- f. Inadequate guilt feelings
- g. Verbally aggressive, impudent

Strength

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes
- b. Not seeking help
- c. Actively rejecting help
- d. Defies authority
- e. Callous, little concern for others

Strength

Comments:

Source(s) of information:

Parents; youth

Comments:

Active girl
Interest in sports and church activities

Source(s) of information:

Parents; youth

Comments:

Recent depression over parents' break-up,
otherwise intelligent
Mature young woman

Source(s) of information:

Parents; school; victim

Comments:

Displays prosocial values and beliefs;
willing to accept help

Source(s) of information:

Parents; youth

Appendix: YLS User's Manual Case Studies

Figure 3.3
Sally's YLS/CMI Form Part II

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Sum the total number of items marked with an "X" within each subscale and mark the risk level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Risk Level, at the bottom of the page. Checkmarks in the boxes labelled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low	<input checked="" type="checkbox"/>							
Moderate								
High								
Strength		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk Level:
 Low (0)
 Moderate (1-2)
 High (3-5)

5. Substance Abuse

Risk Level:
 Low (0)
 Moderate (1-2)
 High (3-5)

S

2. Family Circumstances/Parenting

Risk Level:
 Low (0-2)
 Moderate (3-4)
 High (5-6)

6. Leisure/Recreation

Risk Level:
 Low (0)
 Moderate (1)
 High (2-3)

3. Education/Employment

Risk Level:
 Low (0)
 Moderate (1-3)
 High (4-7)

7. Personality/Behavior

Risk Level:
 Low (0)
 Moderate (1-4)
 High (5-7)

4. Peer Relations

Risk Level:
 Low (0-1)
 Moderate (2-3)
 High (4)

8. Attitudes/Orientation

Risk Level:
 Low (0)
 Moderate (1-5)
 High (4-5)

Overall Total Risk Level:

Sum of Column A and Column B Totals=

Low: (0-8) Moderate: (9-22)
 High (23-34) Very High (35-42)

Column A Total

Column B Total

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.4
Sally's YLS/CMI Form Part III

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|---|--|
| <input type="checkbox"/> Chronic History of Offenses | <input type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input checked="" type="checkbox"/> Significant Family Trauma
(specify): <u>Parents separated</u> |
| <input type="checkbox"/> Drug/Alcohol Abuse | <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Marital Conflict | <input type="checkbox"/> Abusive Father | |

Comments:

2. Youth

- | | | |
|---|---|--|
| <input type="checkbox"/> Health Problems | <input checked="" type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Physical Disability | <input checked="" type="checkbox"/> Depressed | <input type="checkbox"/> History of Sexual/Physical Assault |
| <input type="checkbox"/> Low Intelligence/Developmental Delay | <input type="checkbox"/> Low Self-esteem | <input type="checkbox"/> History of Assault on Authority Figures |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> History of Weapons Use |
| <input type="checkbox"/> Underachievement | <input type="checkbox"/> Racist/Sexist Attitudes | <input type="checkbox"/> History of Fire Setting |
| <input type="checkbox"/> Poor Problem-Solving Skills | <input type="checkbox"/> Poor Social Skills | <input type="checkbox"/> History of Escapes |
| <input type="checkbox"/> Victim of Physical/Sexual Abuse | <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> Protection Issues |
| <input type="checkbox"/> Victim of Neglect | <input type="checkbox"/> Suicide Attempts | <input type="checkbox"/> Adverse Living Conditions |
| <input type="checkbox"/> Shy/Withdrawn | <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> Other (specify): _____ |

Comments: (Note any special responsivity considerations including the need for culturally specific services)

Part IV: Your Assessment of the Juvenile's General Risk/Need Level

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Risk Level:

- Low
Moderate
High
Very High

Reasons: _____



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Appendix: YLS User's Manual Case Studies

Case Study 2*: Moderate Risk

The subject of the second case study is Jack, a 14-year-old male, convicted of three counts of breaking and entering and theft. Jack's YLS/CMI results are illustrated in Figures 3.5-3.11.

Reason for Assessment

To aid the disposition decision, the Family Court Judge has directed that a pre-disposition report be prepared. YLS/CMI forms the basis for this report.

Sources of Information

The YLS/CMI was completed on the basis of information from a review of file information (including prior probation and police reports), an interview with Jack's mother, telephone interviews with the school principal and two teachers, an interview with Jack's previous probation officer, and a 2-hour interview with Jack.

Background

Jack is a 14-year-old youth convicted of three counts of breaking and entering and theft. He has seven prior convictions for similar offenses and has served two periods of probation. He has not been in custody. Unlike previous offenses, the current ones were carried out in association with another youth. Jack admits to the crimes but has no explanation for his actions. Jack was generally friendly and cooperative during the interview, although reluctant to reveal information.

Interpretation of Results

1. Prior and Current Offenses/Dispositions

As indicated, Jack has been convicted of three counts of breaking and entering and theft. These involved breaking into garages and stealing items of relatively small value. He has seven prior convictions for similar offenses and two periods of probation. There were numerous infractions during the probation sentences, including reporting problems, truancy, and reoffending. Jack has served no periods in detention or custody.

2. Family/Parenting

Jack is an only child. He is living with his mother. The family has had no contact with his biological father for some years. There is a positive bond between Jack and his mother, but the latter has a history of psychiatric and drinking problems. Her common-law partner was living in the home until 2 years ago and this person was verbally abusive toward Jack and his mother. Jack may have some continuing emotional problems from that situation.

Jack's mother has a great deal of difficulty coping and over the past few years she and Jack have frequently moved. Jack's maternal grandfather lived nearby until his death within the past year. His passing was unfortunate because he was one of the few elements of stability in the family.

While Jack's mother seems to care about him, her ability to supervise him is very inadequate. She is very inconsistent in her parenting, ranging from punitive to permissive practices. Jack seems to generally ignore her efforts to regulate his behavior. The Children's Aid Society has been involved in the home in the past.

3. Education/Employment

School reports indicate that Jack is of average or slightly above average ability. His behavior has never been a problem at school and he is always described as a polite and slightly withdrawn youth. Although not particularly sociable, he appears to have no problems in relating to other students. Nevertheless, his academic performance has always been below average. Jack appears to lack the motivation to do his school work and he has frequently been truant from school. His mother has generally been uninterested in cooperating with the school on these issues. In the past, the school authorities have contacted the Children's Aid Society about the possibility that Jack is neglected by his mother.

4. Peer Relations

Jack has generally been described as a "loner" with few close friends. He appears to spend a great deal of time by himself. When things are difficult at home, he spends time alone in a "fort" he has constructed in a woodland near his home. On the other hand, he does not seem to be actively rejected by his peers. His most recent offenses were carried out in association with a boy of his own age who has a minor criminal history.

5. Substance Abuse

There is no evidence that Jack has ever used drugs or alcohol, and he seems to express no interest in them.

6. Leisure/Recreation

Jack has expressed some interest in outdoor activities such as fishing, wood carving, and hiking, but he has received little opportunity or encouragement to engage in these activities. Little of his time is spent in constructive activity.

*Case Study 2: Moderate Risk provides an example of a full assessment (see Figures 3.5-3.11).

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

7. Personality/Behavior

Jack might have unresolved issues because of the verbal abuse inflicted by his stepfather and, perhaps, the absence of his biological father. However, he does not exhibit serious emotional, behavioral, or social adjustment issues and he shows no signs of passive or active anger or aggression. He has no issues with self-control or attention, and he seems capable of experiencing normal levels of guilt. Adults generally see Jack as bright, cooperative, and friendly and this should be considered an area of strength.

8. Attitudes/Orientation

Jack seems to have little respect for the justice system, but he does not have strong antisocial attitudes or feelings. Rather, his rejection of the system seems to be passive, consistent with his lack of concern for his own welfare. Jack is not an oppositional or defiant young man, but he seems to have little interest in addressing his problems and, at times, he has actively rejected his mother's attempts to help him.

Appendix: YLS User's Manual Case Studies

Interpretation and Use

Figure 3.5
Jack's YLS/CMI Form Part I

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: <u>Jack</u>	Gender: <input checked="" type="radio"/> M <input type="radio"/> F	Age: <u>14</u>
Date of Birth: <u>04 / 27 / 1988</u>	Today's Date: <u>05 / 13 / 2002</u>	

Part I: Assessment of Risks and Needs

YLS/CMI is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. The items are explained in Appendix A of the User's Manual.

1. Prior and Current Offenses/Dispositions:

- a. Three or more prior convictions
- b. Two or more failures to comply
- c. Prior probation
- d. Prior custody
- e. Three or more current convictions

2. Family Circumstances/Parenting:

- a. Inadequate supervision
- b. Difficulty in controlling behavior
- c. Inappropriate discipline
- d. Inconsistent parenting
- e. Poor relations (father - youth)
- f. Poor relations (mother - youth)

Strength

3. Education/Employment:

- a. Disruptive classroom behavior
- b. Disruptive behavior on school property
- c. Low achievement
- d. Problems with peers
- e. Problems with teachers
- f. Truancy
- g. Unemployed/not seeking employment

Strength

4. Peer Relations:

- a. Some delinquent acquaintances
- b. Some delinquent friends
- c. No/few positive acquaintances
- d. No/few positive friends

Strength

Comments:
Multiple charges of break-enter-theft over in past 2 years
7 convictions
2 prior probation orders

Source(s) of information:
Police; probation officer; CIC

Comments:
Lives with mother; no contact with biological father or stepfather for 2 years; abusive stepfather
Warm relations with mother, but very inadequate parenting; CAS referral because of neglect and physical conditions of the home

Source(s) of information:
Probation officer; mother; youth

Comments:
No behavior problems in school
Child is polite and easy to manage
Appears to be average intelligence
Frequent truancy, poor attitude towards school
Low achievement

Source(s) of information:
Teacher; principal

Comments:
Described as a loner with few friends
Recent association with delinquent peers
Most recent offense with peer accomplice

Source(s) of information:
Police; probation officer; mother

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.6
Jack's YLS/CMI Form Part I (Continued)

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use
- b. Chronic drug use
- c. Chronic alcohol use
- d. Substance abuse interferes with life
- e. Substance use linked to offense(s)

Strength

6. Leisure/Recreation:

- a. Limited organized activities
- b. Could make better use of time
- c. No personal interests

Strength

7. Personality/Behavior:

- a. Inflated self-esteem
- b. Physically aggressive
- c. Tantrums
- d. Short attention span
- e. Poor frustration tolerance
- f. Inadequate guilt feelings
- g. Verbally aggressive, impudent

Strength

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes
- b. Not seeking help
- c. Actively rejecting help
- d. Defies authority
- e. Callous, little concern for others

Strength

Comments:

Source(s) of information:

Probation officer; youth

Comments:

Spends most of his time alone
Some interest in outdoor activity, but
little opportunity to pursue

Source(s) of information:

Probation officer; mother; youth

Comments:

Child is usually described as bright, cooperative
and friendly individual who does have a
sense of personal responsibility

Source(s) of information:

Probation officer; police; teacher; youth

Comments:

Not a callous or defiant person, but
has little respect for the justice system
and little concern for his own welfare

Source(s) of information:

Probation officer, police, youth

Appendix: YLS User's Manual Case Studies

Figure 3.7
Jack's YLS/CMI Form Part II

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Sum the total number of items marked with an "X" within each subscale and mark the risk level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Risk Level, at the bottom of the page. Checkmarks in the boxes labeled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/Recreation	Personality/Behavior	Attitudes/Orientation
Low					✓		✓	
Moderate			✓	✓				✓
High	✓	✓				✓		
Strength							✓	

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk Level:
 Low (0)
 Moderate (1-2)
 High (3-5)

X
X
X

S

5. Substance Abuse

Risk Level:
 Low (0)
 Moderate (1-2)
 High (3-5)

2. Family Circumstances/Parenting

Risk Level:
 Low (0-2)
 Moderate (3-4)
 High (5-6)

X
X
X
X
X

S

X
X
X

S

6. Leisure/Recreation

Risk Level:
 Low (0)
 Moderate (1)
 High (2-3)

3. Education/Employment

Risk Level:
 Low (0)
 Moderate (1-3)
 High (4-7)

X

X

S

X
X

S

7. Personality/Behavior

Risk Level:
 Low (0)
 Moderate (1-4)
 High (5-7)

4. Peer Relations

Risk Level:
 Low (0-1)
 Moderate (2-3)
 High (4)

X
X
X

S

X
X

S

8. Attitudes/Orientation

Risk Level:
 Low (0)
 Moderate (1-3)
 High (4-5)

Overall Total Risk Level:

Sum of Column A and Column B Totals= **18**

Low: (0-8) Moderate: (9-22)
 High (23-34) Very High (35-42)

Column A Total **13**

S

Column B Total

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.8
Jack's YLS/CMI Form Part III

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|--|--|
| <input type="checkbox"/> Chronic History of Offenses | <input checked="" type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input checked="" type="checkbox"/> Significant Family Trauma (specify): _____ |
| <input type="checkbox"/> Drug/Alcohol Abuse | <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input checked="" type="checkbox"/> Marital Conflict | <input checked="" type="checkbox"/> Abusive Father | |

Comments: *Mother has serious emotional and drinking problems and history of involvement with abusive men. Home is physically inadequate; recent death of grand father, who was a stabilizing force in life of mother and child.*

2. Youth

- | | | |
|---|--|--|
| <input type="checkbox"/> Health Problems | <input type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Sexual/Physical Assault |
| <input type="checkbox"/> Low Intelligence/Developmental Delay | <input type="checkbox"/> Low Self-esteem | <input type="checkbox"/> History of Assault on Authority Figures |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> History of Weapons Use |
| <input checked="" type="checkbox"/> Underachievement | <input type="checkbox"/> Racist/Sexist Attitudes | <input type="checkbox"/> History of Fire Setting |
| <input type="checkbox"/> Poor Problem-Solving Skills | <input checked="" type="checkbox"/> Poor Social Skills | <input type="checkbox"/> History of Escapes |
| <input checked="" type="checkbox"/> Victim of Physical/Sexual Abuse | <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> Protection Issues |
| <input checked="" type="checkbox"/> Victim of Neglect | <input type="checkbox"/> Suicide Attempts | <input checked="" type="checkbox"/> Adverse Living Conditions |
| <input checked="" type="checkbox"/> Shy/Withdrawn | <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> Other (specify): _____ |

Comments: (Note any special responsivity considerations including the need for culturally specific services)

Part IV: Your Assessment of the Juvenile's General Risk/Need Level

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Risk Level:

- Low
- Moderate
- High
- Very High

Reasons: _____



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Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.8
Jack's YLS/CMI Form Part III

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|--|--|
| <input type="checkbox"/> Chronic History of Offenses | <input checked="" type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input checked="" type="checkbox"/> Significant Family Trauma (specify): _____ |
| <input type="checkbox"/> Drug/Alcohol Abuse | <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input checked="" type="checkbox"/> Marital Conflict | <input checked="" type="checkbox"/> Abusive Father | |

Comments: *Mother has serious emotional and drinking problems and history of involvement with abusive men. Home is physically inadequate; recent death of grand father, who was a stabilizing force in life of mother and child.*

2. Youth

- | | | |
|---|--|--|
| <input type="checkbox"/> Health Problems | <input type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Sexual/Physical Assault |
| <input type="checkbox"/> Low Intelligence/Developmental Delay | <input type="checkbox"/> Low Self-esteem | <input type="checkbox"/> History of Assault on Authority Figures |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> History of Weapons Use |
| <input checked="" type="checkbox"/> Underachievement | <input type="checkbox"/> Racist/Sexist Attitudes | <input type="checkbox"/> History of Fire Setting |
| <input type="checkbox"/> Poor Problem-Solving Skills | <input checked="" type="checkbox"/> Poor Social Skills | <input type="checkbox"/> History of Escapes |
| <input checked="" type="checkbox"/> Victim of Physical/Sexual Abuse | <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> Protection Issues |
| <input checked="" type="checkbox"/> Victim of Neglect | <input type="checkbox"/> Suicide Attempts | <input checked="" type="checkbox"/> Adverse Living Conditions |
| <input checked="" type="checkbox"/> Shy/Withdrawn | <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> Other (specify): _____ |

Comments: (Note any special responsivity considerations including the need for culturally specific services)

Part IV: Your Assessment of the Juvenile's General Risk/Need Level

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Risk Level:

- Low
- Moderate
- High
- Very High

Reasons: _____



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Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.10

Jack's YLS/CMI Case Management Form Part VII

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: <u>Jack</u>	Gender: <input checked="" type="radio"/> M <input type="radio"/> F	Age: <u>14</u>
Date of Birth: <u>04 / 27 / 1988</u> <small>mm dd yyyy</small>	Today's Date: <u>08 / 13 / 2002</u> <small>mm dd yyyy</small>	

Part VII: Case Management Review

Prior Risk Rating (Check One)

Changes in Risk Level (Check One)

A. Risk Level	Prior Risk Rating (Check One)				Changes in Risk Level (Check One)			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
Offenses and Dispositions			✓				✓	
Family Factors			✓				✓	
Education and Employment		✓				✓		
Peer Relations			✓			✓		
Substance Abuse	✓				✓			
Leisure/ Recreation			✓				✓	
Personality/ Behavior		✓			✓			
Attitudes/ Orientation			✓			✓		

Overall Rating	
Prior <input type="checkbox"/> Low <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> High <input type="checkbox"/> Very High	Current <input type="checkbox"/> Low <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High

Contact Level

<input type="checkbox"/> Administrative	<input type="checkbox"/> Minimum	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Maximum
---	----------------------------------	--	----------------------------------

B. Other changes

Indicate any other changes in circumstances, including new charges, court appearances, or contacts since last review:

There has been no new criminal activity.

C. Non-compliance with court orders (action taken/comments)

Jack has been cooperating fully with all probation direction



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Appendix: YLS User's Manual Case Studies

Interpretation and Use

Figure 3.11

Jack's YLS/CMI Case Management Form Part VII (Continued)

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part VII: Case Management Review (Continued)

D. Progress/Revisions in Case Management Plan

Review the current case management goals and any progress/revisions to the plan:

Goal One: <u>Activities</u>	<input type="checkbox"/> Achieved	<input checked="" type="checkbox"/> Partly Achieved	<input type="checkbox"/> Not Achieved
-----------------------------	-----------------------------------	---	---------------------------------------

Comments:

Jack has not joined the boys & girls club, but he has been attending the afterschool program four days a week where he has been playing basketball and participating in the photography club; he has also been helping a neighbor on the weekend with odd jobs

Goal Two: <u>School</u>	<input type="checkbox"/> Achieved	<input checked="" type="checkbox"/> Partly Achieved	<input type="checkbox"/> Not Achieved
-------------------------	-----------------------------------	---	---------------------------------------

Comments:

The after school program seemed to have had some effect; his interest and attention in class has improved somewhat; the school is encouraged that he is making some progress, although it is slow

Goal Three: <u>mother</u>	<input type="checkbox"/> Achieved	<input checked="" type="checkbox"/> Partly Achieved	<input type="checkbox"/> Not Achieved
---------------------------	-----------------------------------	---	---------------------------------------

Comments:

The mother has been receiving counseling from the community mental health worker and is making some progress in addressing her issues; she has also joined the support group and seems to enjoy the weekly meetings; Jack seems pleased that his mother is trying to address her problems; the home seems more stable than previous.

Goal Four:	<input type="checkbox"/> Achieved	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Not Achieved
------------	-----------------------------------	--	---------------------------------------

Comments:

Probation Officer's Signature/Date

Hawaii 08/13/02

Supervisor's Signature/Date

Alan Ceballos 08/13/02



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Appendix: YLS User's Manual Case Studies

Case Study 3: High Risk

The subject of the third case study is Michael, a 17-year-old male. Parts I–III of Michael's YLS/CMI results for this case study are illustrated in Figures 3.12–3.15.

Reason for Assessment

To aid the disposition decision, the Family Court Judge Potter has directed that a pre-disposition report be prepared. The YLS/CMI results form the basis for this report.

Sources of Information

The YLS/CMI was completed on the basis of information from a review of file information (prior probation and police reports), an interview with Michael's mother, a telephone interview with the school principal, a telephone interview with the juvenile police officer, and a 2½-hour interview with Michael.

Background

Michael is a 17-year-old youth who has convictions for two counts of felony and one count of misdemeanor assaults. He has a lengthy criminal history, having served periods of probation and custody. He has been held in detention since his arrest. As documented below, there are significant problems in Michael's family and he has associations with antisocial gang members.

There have been no disciplinary concerns during Michael's current period of detention and he seems to have adjusted well to his confinement. He presented as friendly and cooperative during the interview.

Interpretation of Results

1. Prior and Current Offenses/Dispositions

Michael has been convicted of two counts of felony and one count of misdemeanor assaults. The assaults relate to two incidents where he was part of a group of 4 or 5 youths who forced themselves into homes and assaulted the occupants. The accused, as well as the victims, are known to be involved in the drug trade to a minor extent. Michael neither admitted nor denied the offenses.

Michael's criminal history began at 12 years of age. He has been convicted of robbery, burglary, four counts of disorderly conduct, and seven counts of assault. Most of the crimes have been in association with a loosely organized gang. There is no evidence that any of the assaults produced significant physical injuries. Michael claims that most of the assaults have resulted from efforts to protect family or friends.

Michael has received one secure custody disposition (8 months) and four probation dispositions, and he has three violations for failure to observe court orders.

2. Family/Parenting

Michael lives with his mother, three younger sisters, and two younger brothers. Although the family is dysfunctional in many respects, the family members are close to one another and Michael seems to have a protective attitude toward his siblings. Michael's biological father has not contacted the family for some years and Michael appears to be psychologically affected by the perception that his father has deserted the family.

Michael's mother is on probation for welfare fraud and possession of cocaine. She has a minor criminal history and a history of drug and alcohol abuse, although she has apparently been abstinent for several months. Michael's two younger brothers have minor criminal histories and his biological father has served some time in prison. The family has been supported mainly through social assistance and has moved often because of evictions.

Although Michael and his mother appear to care for each other, his mother has provided very inadequate parenting. She sets rules, but does not enforce them consistently. Her primary form of discipline is to yell at her children and their usual response is to ignore her and do what they please. On the other hand, Michael's mother is committed to her children and wishes to address the family problems.

Special note should be made of the strong and cohesive bond between Michael's mother and her children. This is a potential strength factor in the situation.

3. Education/Employment

Michael was frequently truant from school and his academic performance was generally rated as poor to adequate (mostly Cs and Ds). The teachers felt that he was performing significantly below his capacity, but he shows no indications of attention span problems or learning disabilities. He is able to focus on the task at hand and he can perform well when he chooses to do so and when the environment is structured and supportive.

While Michael's behavior has presented no serious problems in the classroom setting, his relations with other students outside of the classroom have been troubled. Sometimes he exhibits good social skills and relates easily to others, but he has been involved in serious physical confrontations with some students. Michael claims these fights were justified to protect his "honor" and that of his family. The school recently expelled Michael for his fighting.

Appendix: YLS User's Manual Case Studies

since they have a zero-tolerance policy towards violence. Since his expulsion, Michael has been urged to seek either full-time or part-time employment, but he has shown no interest in doing this, so far.

4. Peer Relations

Most of Michael's friends are 3–4 years older than Michael and most of them have a criminal history. They are members of a loose-knit gang, and Michael's most recent convictions resulted from actions carried out with this gang. Michael has virtually no positive relationships and claims that he is not seriously involved with any girls at the present time.

5. Substance Abuse

Michael denies having any problems with drugs or alcohol and his drug screens have consistently been negative. He admits to having used marijuana on occasion. There are suspicions that he may be dealing in drugs, but there is no evidence to support this.

6. Leisure/Recreation

Michael is not involved in any positive organized activities. Mostly, he plays basketball or just hangs out with his friends. The family has limited funds and this has probably hindered efforts to involve Michael in organized sports or hobbies. He expresses some interest in sports, motorcycles, and photography but has not acted on those interests.

7. Personality/Behavior

Michael has a history of verbal and physical assaults against youths. He does not seem to tolerate frustration well and he does not behave in a mature fashion when dealing with perceived insults to himself and his family. He has shown little evidence of sympathy for his victims, generally feeling they have got what they deserved. On the other hand, Michael can behave in a pleasant manner and adults generally feel some sympathy for his problems and a willingness to help him. The latter characteristic is a potential strength factor in the situation.

8. Attitudes/Orientation

Michael expresses a lack of respect for the police and the judicial system. He feels that the system is racist, that he has often been harassed because of his color, and that he was convicted of assault simply for defending his personal or family honor. While some of these attitudes and feelings may be justified, Michael must learn to respond to these situations with nonviolent strategies. Based on Michael's attitude to his family, he does not seem to lack empathy, which would prevent him from adopting such strategies.

Michael is not actively seeking help, but he has been willing to participate in court-directed programming, and he has responded well to previous interventions.

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.12

Michael's YLS/CMI Form Part I

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: <u>Michael</u>	Gender: <input checked="" type="radio"/> M <input type="radio"/> F	Age: <u>17</u>
Date of Birth: <u>03 / 21 / 1985</u>	Today's Date: <u>05 / 13 / 2002</u>	

Part I: Assessment of Risks and Needs

YLS/CMI is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. The items are explained in Appendix A of the User's Manual.

1. Prior and Current Offenses/Dispositions:

- a. Three or more prior convictions
- b. Two or more failures to comply
- c. Prior probation
- d. Prior custody
- e. Three or more current convictions

2. Family Circumstances/Parenting:

- a. Inadequate supervision
- b. Difficulty in controlling behavior
- c. Inappropriate discipline
- d. Inconsistent parenting
- e. Poor relations (father - youth)
- f. Poor relations (mother - youth)

Strength

3. Education/Employment:

- a. Disruptive classroom behavior
- b. Disruptive behavior on school property
- c. Low achievement
- d. Problems with peers
- e. Problems with teachers
- f. Truancy
- g. Unemployed/not seeking employment

Strength

4. Peer Relations:

- a. Some delinquent acquaintances
- b. Some delinquent friends
- c. No/few positive acquaintances
- d. No/few positive friends

Strength

Comments:

Current convictions - 2 felony & 1 misdemeanor assault; 12 prior convictions; 4 probation & 1 secure custody dispositions; 3 probation violations

Source(s) of information:

Official records; probation officer

Comments:

Lives with mother & siblings; no contact with father; strong & cohesive family unit but very dysfunctional; mother history of drug/alcohol abuse & minor criminal history; mother's parenting very inadequate; frequent moves

Source(s) of information:

Probation officer; mother; youth

Comments:

Low achievement
Assaults against students
Expelled for assaults
No serious effort to find a job

Source(s) of information:

School & youth

Comments:

Associates with antisocial gang
Current conviction related to gang activities
No prosocial friends

Source(s) of information:

Probation officer; mother; youth

Appendix: YLS User's Manual Case Studies

Figure 3.13
Michael's YLS/CMI Form Part I (Continued)

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use
- b. Chronic drug use
- c. Chronic alcohol use
- d. Substance abuse interferes with life
- e. Substance use linked to offense(s)

Strength

6. Leisure/Recreation:

- a. Limited organized activities
- b. Could make better use of time
- c. No personal interests

Strength

7. Personality/Behavior:

- a. Inflated self-esteem
- b. Physically aggressive
- c. Tantrums
- d. Short attention span
- e. Poor frustration tolerance
- f. Inadequate guilt feelings
- g. Verbally aggressive, impudent

Strength

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes
- b. Not seeking help
- c. Actively rejecting help
- d. Defies authority
- e. Callous, little concern for others

Strength

<p>Comments: Admits to occasional marijuana use Suspicion of minor drug dealing, but no evidence</p> <p>Source(s) of information: Probation officer; youth; police</p>
<p>Comments: A few interests but does not participate in them, mostly just hangs around with friends Watches TV, plays video games, basketball</p> <p>Source(s) of information: Probation officer; youth</p>
<p>Comments: History of verbal and physical assaults. Little remorse for the harm done to victims Difficulty in controlling emotions/anger</p> <p>Source(s) of information: Probation officer; school, mother, youth</p>
<p>Comments: Lack of respect for police/justice system (complains of racism); general lack of respect for authority; not seeking help but has been cooperative with interventions in past</p> <p>Source(s) of information: Probation officer; youth</p>

Appendix: YLS User's Manual Case Studies

Youth Level of Service/Case Management Inventory (YLS/CMI)

Figure 3.14
Michael's YLS/CMI Form Part II

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Sum the total number of items marked with an "X" within each subscale and mark the risk level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Risk Level, at the bottom of the page. Checkmarks in the boxes labeled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low								
Moderate					✓		✓	
High	✓	✓	✓	✓		✓		✓
Strength		✓					✓	

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk Level:

Low (0)

Moderate (1-2)

High (3-5)

X
X
X
X
X

X
S

5. Substance Abuse

Risk Level:

Low (0)

Moderate (1-2)

High (3-5)

✓

2. Family Circumstances/Parenting

Risk Level:

Low (0-2)

Moderate (3-4)

High (5-6)

X
X
X
X
X

X
X
X
S

6. Leisure/Recreation

Risk Level:

Low (0)

Moderate (1)

High (2-3)

✓

3. Education/Employment

Risk Level:

Low (0)

Moderate (1-3)

High (4-7)

X
X
X
X

X
X
X
X
✓

7. Personality/Behavior

Risk Level:

Low (0)

Moderate (1-4)

High (5-7)

✓

4. Peer Relations

Risk Level:

Low (0-1)

Moderate (2-3)

High (4)

X
X
X
X

X
X
X
X
S

8. Attitudes/Orientation

Risk Level:

Low (0)

Moderate (1-3)

High (4-5)

✓

Overall Total Risk Level:

Sum of Column A and Column B Totals= **31**

Low: (0-8)

High (23-34)

Moderate: (9-22)

Very High (35-42)

Column A
Total

19

12

Column B
Total

Appendix: YLS User's Manual Case Studies

Interpretation and Use

Figure 3.15
Michael's YLS/CMI Form Part III

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Chronic History of Offenses | <input checked="" type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input type="checkbox"/> Significant Family Trauma (specify): _____ |
| <input checked="" type="checkbox"/> Drug/Alcohol Abuse | <input checked="" type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Marital Conflict | <input type="checkbox"/> Abusive Father | |

Comments:

2. Youth

- | | | |
|---|---|--|
| <input type="checkbox"/> Health Problems | <input checked="" type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Sexual/Physical Assault |
| <input type="checkbox"/> Low Intelligence/Developmental Delay | <input type="checkbox"/> Low Self-esteem | <input type="checkbox"/> History of Assault on Authority Figures |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> History of Weapons Use |
| <input checked="" type="checkbox"/> Underachievement | <input type="checkbox"/> Racist/Sexist Attitudes | <input type="checkbox"/> History of Fire Setting |
| <input type="checkbox"/> Poor Problem-Solving Skills | <input type="checkbox"/> Poor Social Skills | <input type="checkbox"/> History of Escapes |
| <input type="checkbox"/> Victim of Physical/Sexual Abuse | <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> Protection Issues |
| <input type="checkbox"/> Victim of Neglect | <input type="checkbox"/> Suicide Attempts | <input type="checkbox"/> Adverse Living Conditions |
| <input type="checkbox"/> Shy/Withdrawn | <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> Other (specify): _____ |

Comments: (Note any special responsivity considerations including the need for culturally specific services)

Part IV: Your Assessment of the Juvenile's General Risk/Need Level

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Risk Level:

- Low
Moderate
High
Very High

Reasons: _____



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YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: _____

Gender: M F Age: _____

Date of Birth: ____/____/____
mm dd yy

Today's Date: ____/____/____
mm dd yy

Part I: Assessment of Risks and Needs

YLS/CMI is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. The items are explained in Appendix A of the User's Manual.

1. Prior and Current Offenses/Dispositions:

- a. Three or more prior convictions
- b. Two or more failures to comply
- c. Prior probation
- d. Prior custody
- e. Three or more current convictions

Comments:

Source(s) of information:

2. Family Circumstances/Parenting:

- a. Inadequate supervision
- b. Difficulty in controlling behavior
- c. Inappropriate discipline
- d. Inconsistent parenting
- e. Poor relations (father - youth)
- f. Poor relations (mother - youth)

Strength

Comments:

Source(s) of information:

3. Education/Employment:

- a. Disruptive classroom behavior
- b. Disruptive behavior on school property
- c. Low achievement
- d. Problems with peers
- e. Problems with teachers
- f. Truancy
- g. Unemployed/not seeking employment

Strength

Comments:

Source(s) of information:

4. Peer Relations:

- a. Some delinquent acquaintances
- b. Some delinquent friends
- c. No/few positive acquaintances
- d. No/few positive friends

Strength

Comments:

Source(s) of information:

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use
- b. Chronic drug use
- c. Chronic alcohol use
- d. Substance abuse interferes with life
- e. Substance use linked to offense(s)

Strength

6. Leisure/Recreation:

- a. Limited organized activities
- b. Could make better use of time
- c. No personal interests

Strength

7. Personality/Behavior:

- a. Inflated self-esteem
- b. Physically aggressive
- c. Tantrums
- d. Short attention span
- e. Poor frustration tolerance
- f. Inadequate guilt feelings
- g. Verbally aggressive, impudent

Strength

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes
- b. Not seeking help
- c. Actively rejecting help
- d. Defies authority
- e. Callous, little concern for others

Strength

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part II: Summary of Risks and Needs

Sum the total number of items marked with an "X" within each subscale and mark the risk level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Risk Level, at the bottom of the page. Checkmarks in the boxes labelled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low								
Moderate								
High								
Strength								

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk Level:

- Low (0)
- Moderate (1-2)
- High (3-5)

S

5. Substance Abuse

Risk Level:

- Low (0)
- Moderate (1-2)
- High (3-5)

6. Leisure/Recreation

Risk Level:

- Low (0)
- Moderate (1)
- High (2-3)

7. Personality/Behavior

Risk Level:

- Low (0)
- Moderate (1-4)
- High (5-7)

8. Attitudes/Orientation

Risk Level:

- Low (0)
- Moderate (1-3)
- High (4-5)

2. Family Circumstances/Parenting

Risk Level:

- Low (0-2)
- Moderate (3-4)
- High (5-6)

S

3. Education/Employment

Risk Level:

- Low (0)
- Moderate (1-3)
- High (4-7)

S

4. Peer Relations

Risk Level:

- Low (0-1)
- Moderate (2-3)
- High (4)

S

Overall Total Risk Level:	
Sum of Column A and Column B Totals=	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
Low: (0-8) <input type="checkbox"/>	Moderate: (9-22) <input type="checkbox"/>
High (23-34) <input type="checkbox"/>	Very High (35-42) <input type="checkbox"/>

**Column A
Total**

**Column B
Total**

YLS/CMI

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|---|--|
| <input type="checkbox"/> Chronic History of Offenses | <input type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input type="checkbox"/> Significant Family Trauma
(specify): _____ |
| <input type="checkbox"/> Drug/Alcohol Abuse | <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Marital Conflict | <input type="checkbox"/> Abusive Father | |

Comments:

2. Youth

- | | | |
|---|--|--|
| <input type="checkbox"/> Health Problems | <input type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Sexual/Physical Assault |
| <input type="checkbox"/> Low Intelligence/Developmental Delay | <input type="checkbox"/> Low Self-esteem | <input type="checkbox"/> History of Assault on Authority Figures |
| <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> History of Weapons Use |
| <input type="checkbox"/> Underachievement | <input type="checkbox"/> Racist/Sexist Attitudes | <input type="checkbox"/> History of Fire Setting |
| <input type="checkbox"/> Poor Problem-Solving Skills | <input type="checkbox"/> Poor Social Skills | <input type="checkbox"/> History of Escapes |
| <input type="checkbox"/> Victim of Physical/Sexual Abuse | <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> Protection Issues |
| <input type="checkbox"/> Victim of Neglect | <input type="checkbox"/> Suicide Attempts | <input type="checkbox"/> Adverse Living Conditions |
| <input type="checkbox"/> Shy/Withdrawn | <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> Other (specify): _____ |

Comments: (Note any special responsivity considerations including the need for culturally specific services)

Part IV: Your Assessment of the Juvenile's General Risk/Need Level

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Risk Level:

- Low
- Moderate
- High
- Very High

Reasons: _____



YLS/CMI: Case Management

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Name of Assessed: _____	Gender: M F	Age: _____
Date of Birth: _____ / _____ / _____ <small>mm dd yyyy</small>	Today's Date: _____ / _____ / _____ <small>mm dd yyyy</small>	

Part V: Contact Level

- Administrative/Paper _____
- Minimum Supervision _____
- Medium Supervision _____
- Maximum Supervision _____

Probation Officer's Signature/Date	Supervisor's Signature/Date
------------------------------------	-----------------------------

Part VI: Case Management Plan

Goal One	Means of Achievement
Goal Two	Means of Achievement
Goal Three	Means of Achievement
Goal Four	Means of Achievement