

The Case Plan is the blueprint for working with the youth while under the Court’s supervision, and it is recommended for all youth that score overall moderate risk or higher on the Youth Level of Service (YLS). The Case Plan is designed to target strategies and interventions that address the top criminogenic needs identified by the YLS and incorporate Balanced and Restorative Justice (BARJ) goals. The Case Plan will evolve as the youth moves through supervision, and should build upon the youth’s strengths and needs to reduce their likelihood of recidivism and support behavior change. The case plan process is highly collaborative and requires active involvement from the youth, the family, the probation officer, and other stakeholders from start to finish.

BEST PRACTICES PRINCIPLES TO CONSIDER WHEN DEVELOPING THE CASE PLAN:

- *Dynamic: Review regularly*
- *Youth and family engagement*
- *Top two or three criminogenic needs*
- *Building rapport and professional alliance*
- *Incorporating responsivity factors*
- *Moderate and high risk youth*

- *SMART goals and activities*
- *Stages of Change*
- *Recognize: triggers, drivers, barriers and strengths*
- *Standard court ordered terms and conditions not included*

RESPONSIVITY FACTORS:

The Case Plan also considers responsivity factors when developing the youth’s activities. The following examples of responsivity factors must be considered in the development of the Case Plan to enhance the youth’s ability to succeed; *(Please note that these are only a few examples, and there is a full list provided on the YLS 2.0 in the responsivity section. This is not an exhaustive list.)*

- MENTAL HEALTH
- MOTIVATION
- DEVELOPMENTAL AGE
- CULTURE/ETHNIC ISSUES
- VICTIM OF BULLYING
- GENDER CONSIDERATIONS
- TRAUMA
- ENGAGES IN DENIAL
- LEARNING STYLE
- WITNESS OF ABUSE
- INTELLECTUAL DISABILITIES
- MANIPULATION



SKILL DEFICITS/SKILL DEVELOPMENT:

Criminogenic needs are broad and may include several different skill deficits/development areas of focus. Identify specific skill deficits/development that contribute to the problem behavior. Establish activities that will model, teach, and reinforce the new desired skill. In order to determine the skill deficit; ask ‘What skill could the youth be lacking in order to achieve this goal?’ or ‘What possible skill the youth could learn in order to achieve this goal?’. Below are a few examples of skill deficits/development areas.

- PROBLEM SOLVING
- CONTROLLING EMOTIONS
- REDUCING IMPULSIVITY
- COMMUNICATION
- DECISION MAKING
- AVOIDING TROUBLE
- GROUP/PEER PRESSURE
- ANGER CONTROL

GOALS AND ACTIVITIES:

Case Plan goals must be developed with the youth, their families or their identified support system, and service providers. The juvenile's strengths should be emphasized while triggers and barriers are addressed to ensure the greatest impact on reducing their risk to recidivate. The Case Plan goals should be continually updated and the activities should be tracked and modified based upon the youth's progress or lack thereof. Each activity should follow the **SMART** format.

GRADUATED RESPONSE:

Graduated response systems provide empirically based strategies to influence a youth's behavior. When properly administered, graduated response systems offer effective methods to promote and reinforce near-term achievement of goals identified in the Case Plan. Responses should be incremental, proportionate, and predictable to encourage desired behaviors, and to discourage undesired behaviors of youth under probation supervision. *(Please see the Graduated Response System Bench Card for more information.)*



STAGES OF CHANGE:

When a person begins their journey towards change they move through a series of five stages (*Pre-Contemplative, Contemplative, Preparation, Action, Maintenance*). The stages of change are often portrayed in a circular manner because an individual can move back and forth between the stages as the change occurs. It is important to consider a youth's current place in the Stages of Change model when selecting interventions to address the needs that have been identified. A youth's place in the Stages of Change model can have an impact on their success of the applied intervention(s). *(Please see the Motivational Interviewing Bench Card for more information.)*

EVALUATING PROGRESS:

Case Plans should be reviewed with the juvenile and the family on a regular basis and updated to reflect the completion of goals or progress towards completion (positive or negative). It is important that Case Plans are collaborative, and that the goals are focused on the juvenile's need area(s). Case plans are designed to be constantly updated and adjusted to ensure that there is a reduction in the identified risk area(s). The Case Plan has designated areas for dates relevant to the juvenile's progress, and should be updated according to your specific counties policy on their success of the applied intervention(s).

THE *Case Plan* BUILDS UPON THE JUVENILE'S STRENGTHS AND NEEDS TO REDUCE THEIR LIKELIHOOD OF RECIDIVISM WHILE SUPPORTING THEIR BEHAVIOR CHANGE.