



# ADVANCING EFFECTIVE CASE PLANNING

2016 JAMES E. ANDERSON  
PENNSYLVANIA CONFERENCE ON JUVENILE  
JUSTICE

Case Plan																																																	
Juvenile Name: _____		PO Name: _____			PO Contact #: _____			Ext. _____																																									
OVERALL TOTAL RISK LEVEL: <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> Very High Date: _____																																																	
INITIALS: _____																																																	
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Specific      Measurable      Achievable      Realistic      Time Limited																																																	

# Welcome and Introduction

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

# Resources

## CASE PLAN RESOURCES

**The Case Plan Handbook**

**Best Practice Recommendations and Appendices**

**Policy Development Checklist and Examples**

**Case Plan “Booster” Example**

**Instructions on the Booster Process**

**Carey Guide on Case Planning**

**Supervisors BriefCASE**

**JJSES Monograph**

**Quality Case Plan Curriculum**

# Best Practice Reminders

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



# Reminders

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

# Next steps

- **Training of Staff**
- **Implementation of the Case Plan and Policy**
- **Follow Up Calls**
- **Future Training via Articulate**
- **Future Case Plan Booster Examples**
- **Quality Assurance around Case Plan**
- **Data Collection**

# **POLICY DEVELOPMENT & BEST PRACTICES**

**ANGELA WORK  
MCKEAN COUNTY JPO**

**SCOTT SHEA  
CUMBERLAND COUNTY JPO**

**Important Things to Consider**

**POLICY DEVELOPMENT & BEST  
PRACTICE RECOMMENDATIONS  
DOCUMENT OVERVIEW:**



# Purpose

**For the purpose of providing best practices and resources to offer implementation support, assist in the advancement of effective case plan development and provide continuous quality improvements.**

## Best Practice Suggestions

Who Gets a Case Plan

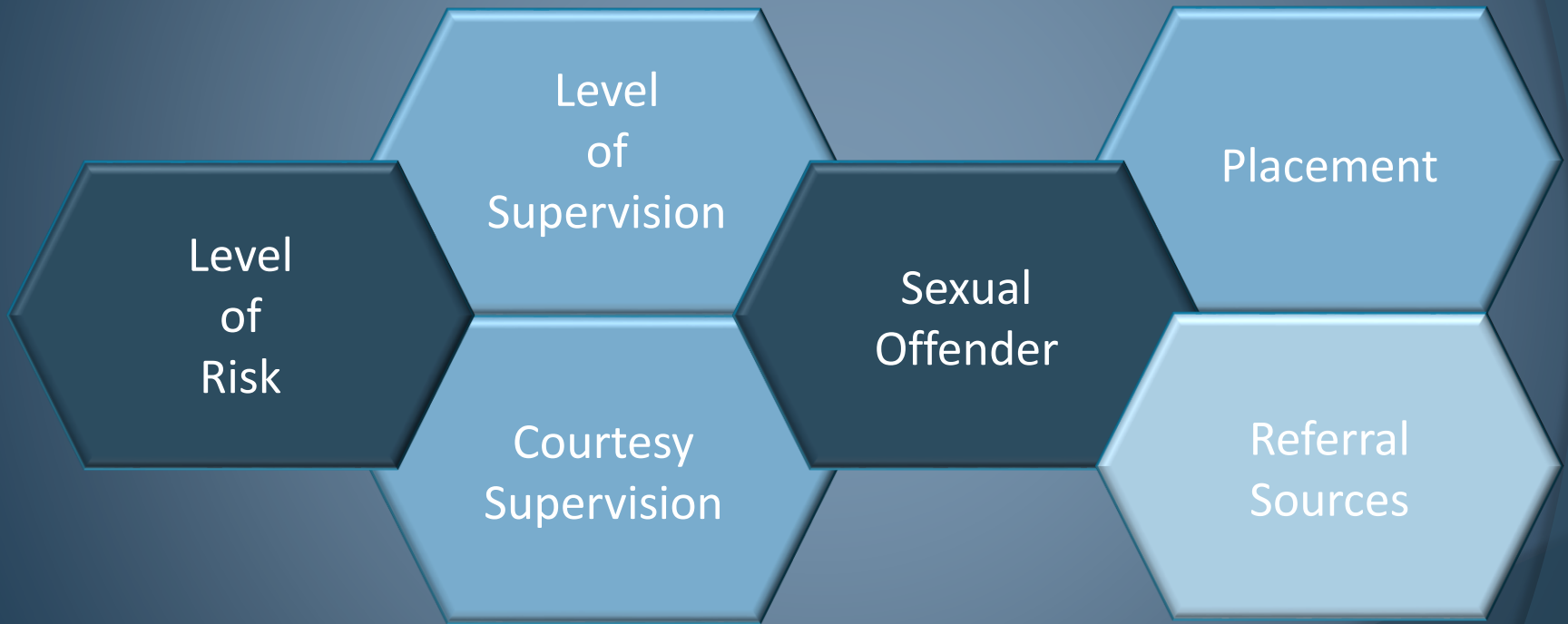
Case Plan Development

Progress of a Case Plan

Continuous Quality Improvements



# Who Gets a Case Plan



# Case plan development

Timeframe  
For  
Completion

Interventions

Goals  
&  
Activities

Introducing  
The  
Case Plan

Standard  
Conditions Of  
Supervision

# Progress of a case plan

Monitoring  
Progress

Measuring  
Progress

Graduated  
Responses

Closing A  
Case Plan

# Continuous quality improvements

**Quality  
Assurance**

**Training**

**Policy  
Development**

# appendix

Attached Resources

Additional Resource Handouts

Internet Based Resources

# SKILL DEFICITS

FABIOLA GERHARD

LEHIGH COUNTY JPO



# Juvenile:

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



# Peer Relationship

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



# Case Plan Goal 1

- ① Make more positive friends

# How to determine Skill Deficits

- ① What skills could the juvenile be lacking in order to achieve this goal?
- ② What are things that the juvenile could learn in order to achieve this goal?

# Examples- Skill Deficits for Goal 1: Make more positive friends

- Making good choices
- Develop healthy relationships
- Improve self-worth
- Ask for help
- Make responsible decisions
- Develop positive self-talk
- Be open-minded
- Courage to try something new
- Accepting constructive feedback
- Identify healthy community resources
- Listening skills
- Identify support network

# SMART Activities for Goal 1: Make more positive friends

## Develop Healthy Relationship

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

## Listening Skills

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

# One Step Further

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

- ① Carey Guides
- ① BITS
- ① Cognitive Behavior Group(s)
- ① Thinking For a Change
- ① Aggression Replacement Training
- ① Counseling
- ① Evaluations
- ① In-home Services

# COMPLETING A CASE PLAN

TONYA MILLER

MERCER COUNTY JPO



### Case Plan

Juvenile Name: \_\_\_\_\_ PO Name: Tonya Miller PO Contact #: (724) 662-3800 ext. 2500

OVERALL TOTAL RISK LEVEL:      Low    Med    High    Very High      Date: \_\_\_\_\_  
 INITIAL:                                      

	Low	Med	High	Strength		Low	Med	High	Strength
1. Prior and Current Offenses/Dispositions:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Substance Abuse:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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OVERALL TOTAL RISK LEVEL      Low    Med    High    Very High      Date: \_\_\_\_\_  
 Review 1:                                      

	Low	Med	High	Strength		Low	Med	High	Strength
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By signing this case plan, you acknowledge and agree that you and your child, with the assistance of the juvenile probation officer, have created the goals and activities outlined in this document.  
 \_\_\_\_\_  
*(Initials)*

Signatures:

Probation		Date:
Juvenile		Date:
Parent		Date:

Specific
Measurable
Achievable
Realistic
Time Limited

+	Risk/Criminogenic Need:	Attitudes/Orientation	Personality/Behavior	Peer Relation	Family/Parenting
		Substance Abuse	Education/Employment	Leisure/Recreation	
	Skill Deficit:				
	Goal:				

Activity/Action Step:

1.					Date:
	Not Yet Started	Started	Making Progress	Completed	Removed/Revised

Activity/Action Step:

2.					Date:
	Not Yet Started	Started	Making Progress	Completed	Removed/Revised

Activity/Action Step:

3.					Date:
	Not Yet Started	Started	Making Progress	Completed	Removed/Revised

Activity/Action Step:

4.					Date:
	Not Yet Started	Started	Making Progress	Completed	Removed/Revised

Specific

Measurable

Achievable

Realistic

Time Limited

By signing this document, I agree that I have reviewed the case plan with the juvenile probation officer assigned to the case.

KEY: 1 – Reviewed, no change  
2 – Review with changes  
3 – Incentive Offered  
4 – Incentive Given  
5 – Reward Given

Juvenile OR Parent Signature OR Phone Call

Date

Outcome: \_\_\_\_\_

Juvenile OR Parent Signature OR Phone Call

Date

Outcome: \_\_\_\_\_

Juvenile OR Parent Signature OR Phone Call

Date

Outcome: \_\_\_\_\_

Juvenile OR Parent Signature OR Phone Call

Date

Outcome: \_\_\_\_\_

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Date

Outcome: \_\_\_\_\_

Juvenile OR Parent Signature OR Phone Call

Date

Outcome: \_\_\_\_\_

Specific

Measurable

Achievable

Realistic

Time Limited

# Completing a Case Plan

## Things to Consider:

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

### Skill Deficit Examples

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

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

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

Client/Family: \_\_\_\_\_ JPO: \_\_\_\_\_ Date: \_\_\_\_\_

# Completing a Case Plan

## Things to Consider:

- What are the Goal(s) for the identified criminogenic need?
  - K.I.S.S.

*Example: Learn to control my anger.*

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

*Example: I will identify and write down five warning signs that tell me I am getting angry within the next seven days.*

# Summary: Linking the YLS Results with the Case Plan

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

**Properly match the services and interventions to the correct criminogenic needs and skill deficits through goals and activities**



**Q & A**  
**WITH THE PANEL**

# CONTACTS

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Fabiola Gerhard [fabiolagerhard@lehighcounty.org](mailto:fabiolagerhard@lehighcounty.org)

Tonya Miller [tmiller@mcc.co.mercer.pa.us](mailto:tmiller@mcc.co.mercer.pa.us)