

Case Plan Development

Quick Tips & Guidelines

2020

- **Current YLS/CMI**
 - Review most recent YLS/CMI result prior to development of Case Plan
 - Identify at least one domain of Moderate/High needs to address on the plan, but no more than four
 - DO NOT target areas with a “0” score
 - Target the dynamic three of the big four domains **FIRST** if they are present
- **Problems related to treatment**
 - Problems statement should be behavior related, specific, and neutral
 - Focus on the behavior and be non-judgmental
 - Problem statement should mostly involve criminogenic needs
 - Always use simple language
- **Treatment Goals**
 - Goal must be directly related to the problem statement
 - Must have multiple objectives
 - Clear, concise, and use strength-based language
 - The goal will be accomplished by the youth
- **Objectives**
 - Written in SMART format; **Specific Measurable Attainable Relevant Time Bound**
 - Related to the goal, short but not complicated
 - Challenging, but achievable, and written in easy to follow action steps
 - Can include CBI, problem solving tools, and bridging skills to assist with reaching the goal
- **Strengths**
 - Include a strength of the youth as it relates to the domain
 - Recognize what the youth does well
 - Skills, talents, experience, and support systems
 - Strengths help the youth build self-efficacy
- **Responsivity Factors**
 - If a responsivity factor is not present, then this item can be left blank
 - Personality and a youth’s demeanor are not responsivity factors
 - General Responsivity factors can overlap domains; like barriers to childcare and transportation
 - Specific responsivity refers to the individual characteristics of youth. This can make youth likely or unlikely to engage with a specific treatment referral. (language skills, interpersonal skills, education level, or mental health) Have a plan to address barriers if they are present

Case Planning Guide

The issues, topics and services listed below may be appropriate for discussion or referral when working with youth offenders in specified domains. This list is not exclusive but merely options and ideas for consideration. Decisions about what areas need to be addressed and the objectives to address the area of need should be determined on an individual basis.

<p>FAMILY CIRCUMSTANCES</p> <ul style="list-style-type: none"> • Parenting Class • Individual Counseling • Functional Family therapy • Communication Skills • Problem Solving Skills • Anger Management • Development of Rules in the home 	<p>EDUCATION/EMPLOYMENT</p> <ul style="list-style-type: none"> • Literacy Programs • GED Programs • Tutoring • Junior College Courses • University Courses • Technical College • Job Skills Classes • Workforce Development Center 	<p>PEER RELATIONS</p> <ul style="list-style-type: none"> • Cognitive Skills • Communication Skills • Problem Solving Skills • Civic Organization • Mentoring Programs • Social Skill Development • Support Groups • Identify (+) Peers • Boundary Setting • Handling Peer Pressure 	<p>SUBSTANCE ABUSE</p> <ul style="list-style-type: none"> • Assessment • Treatment • Support Groups • Identify Stressor • Identify Warning signs • Identify Risk Factors • Mentor • Sponsor • Coping Skills • Problem Solving Skills
<p>LEISURE/RECREATION</p> <ul style="list-style-type: none"> • Assess areas of Skill • Assess areas of interest • Community Clubs • School Clubs • School Activities • Sports Teams • Library • Mentor • Recreation Centers • Exercise • Table Games • Musical Instruments • Singing • Arts & Crafts 	<p>PERSONALITY/BEHAVIOR</p> <ul style="list-style-type: none"> • Mental Health Evaluation • Mental Health Counseling • Individual Counseling • Group Counseling • Anger Management • Cognitive Skills • Communication Skills • Problem Solving Skills • Coping Skills 	<p>ATTITUDES/ORIENTATION</p> <ul style="list-style-type: none"> • Clarify Values • Clarify Beliefs • Cognitive Skills • Communication Skills • Problem Solving Skills • Address Thinking Errors • Awareness in criminal thinking patterns 	<p>SIDE NOTES:</p> <p>Every interaction with the youth provides supervision staff an opportunity to assist in learning, reinforcing pro-social behavior, and addressing anti-social behavior.</p> <ol style="list-style-type: none"> 1. Model pro-social behavior, and reinforce pro-social behavior 2. Use role playing to allow the youth to practice new skills 3. ALWAYS reinforce positive behavior change