

Case Planning Participant Manual

Version 5.0



Contents

Introduction	5
Training Objectives	6
The Stages of Change.....	8
What is Case Planning?.....	9
Case Planning Appointments.....	10
Responsivity	11
4-Step Appointment Structure	12
Cognitive Behavioral Interventions.....	13
Initial Appointment	18
Personal Bias.....	Error! Bookmark not defined.
Practitioner & Client Expectations.....	Error! Bookmark not defined.
Core Correctional Practices in Action	20
Initial Appointment.....	21
Observation Notes for INITIAL Appointment	22
Initial Appointment Debrief.....	29
Assessment Appointment	32
Formal and Informal Assessment	33
Assessing Responsivity Issues	34
Criminogenic Needs in Case Planning.....	35
Assessment Appointment.....	38
Preliminary Feedback.....	39
Feedback Appointment	42
Feedback	43
Preparing for Feedback.....	45
Preparing for Feedback Activity.....	47
Feedback Steps	49
Strength Based Assessment Feedback.....	50
Observation Notes for FEEDBACK Appointment	54
Feedback Appointment Debrief.....	59
Feedback Appointment.....	60
Focus and Alignment Appointment	63
Focus	64

Change Models	68
Motivational Interviewing in Case Planning	71
Observation Notes for FOCUS and ALIGNMENT Appointment	72
Focus and Alignment Skill Practice	73
Strength / Trigger / Barrier Questions	75
Strengths.....	75
Triggers.....	75
Barriers.....	75
Summary and Key Questions	75
Focus and Alignment Appointment Debrief	77
Goal Setting Appointment	81
Goal Setting.....	82
Skill Deficits	82
Goal Structure	84
Action Step Activity.....	85
Goal Setting Example & Activity	90
Goal Setting Debrief.....	93
Why Document Goals?	96
What to Document	97
Goal Setting Appointment	101
Recording Instructions for Tape #1	104
Tape #1 – Peer Review	111
Case Plan Tape Instructions	111
Tape #1 Feedback Session: OPTIONAL.....	113
Ongoing Skill Practice Appointment	114
Practice Sessions	115
How People Learn: Social Learning Theory.....	115
Backwards Brain Bicycle.....	115
Intended Outcome.....	116
Key Questions	116
Crisis	117
Skill Practice Appointment Structure.....	121
Skill Practice Activity	123

Ongoing Skill Practice Appointment Debrief	125
Shop Around for the Right Intervention	Error! Bookmark not defined.
Thinking Report Activity.....	126
Complete a Thinking Report on What Happened.....	126
Recording Instructions for Tape #2	133
Transition Appointment	138
Transition Appointment.....	139
Observation Notes for TRANSITION Appointment	144
Transition Appointment Feedback	146
Tape #2 – Peer Review	150
Case Plan Tape Instructions.....	150
Tape #2 Feedback Session: OPTIONAL	152
Appendix A	154
Cognitive Intervention Examples	154
Appendix B	178
50 Social Skills	178
Appendix C	188
Chris Profile.....	188
Appendix D	191
4-Step Meeting Structure	191
Appendix E	193
Initial Appointment (Amanda) Transcript.....	193
Appendix F	204
Case Planning Handbook	204
Research & Resources	237

Introduction

Training Objectives

Importance of Case Planning

4-Step Appointment Model

1. Engage: Role Clarification & Check-In
2. Focus: Previous Appointment & CBI Homework
3. Evoke & Conduct the intervention
4. Next Steps/Homework

Types of Appointments

1. Initial
2. Assessment
3. Feedback
4. Focus and Alignment
5. Goal Setting
6. On-going Skill Practice
7. Transition

Recorded Appointment with Feedback



I am hoping to learn _____

Remember to ask about:

Type notes here

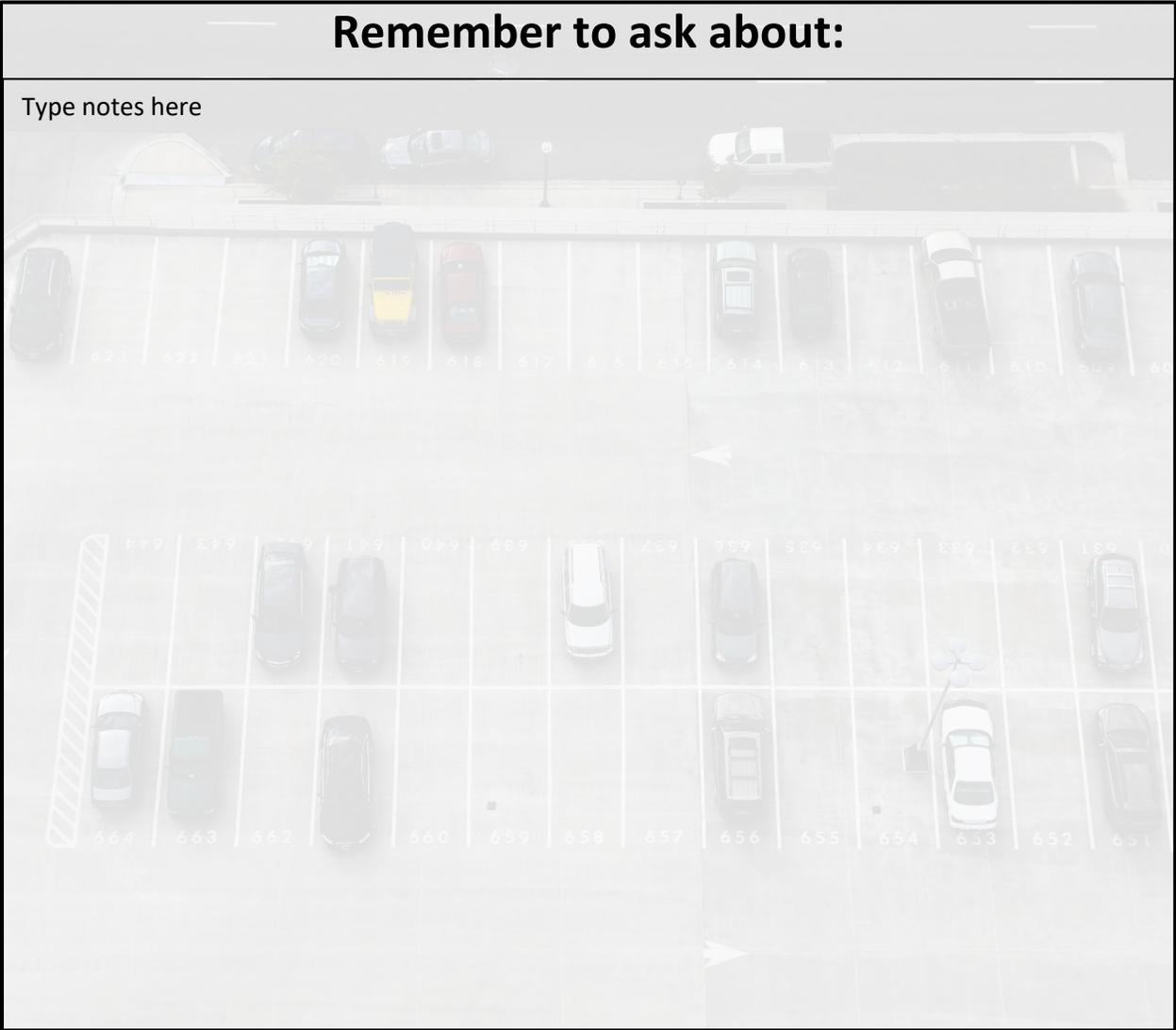
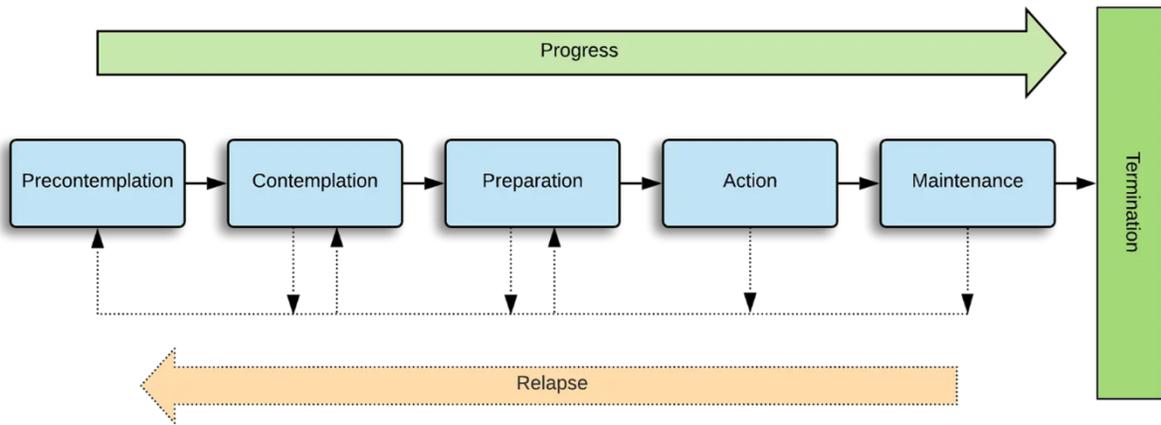


Photo by John Matychuk on Unsplash 1

The Stages of Change



Sutton, J. (2020, August 13). *The 6 stages of change: Worksheets for helping your clients*. Positive Psychology.com. <https://positivepsychology.com/stages-of-change-worksheets/>

- Individuals typically move back and forth between the stages.
- Change doesn't happen at the same rate for everyone.
- A person's stage of change may be different between issues.

Some examples of Statements at Each Stage
Precontemplation
Contemplation
Preparation
Action
Maintenance
Relapse

What is Case Planning?

Case planning provides a structured approach that helps the practitioner guide activities and achieve agreed upon tasks and goals. It is a living blueprint of how the client can achieve goals that will likely reduce recidivism.

- A way to _____ supervision
- A _____ and dynamic process
- Attentive to _____
- Focused on individual _____
- A plan to _____ skills
- A _____ of progress
- Able to _____ with the client



Case Planning Appointments



General Responsivity

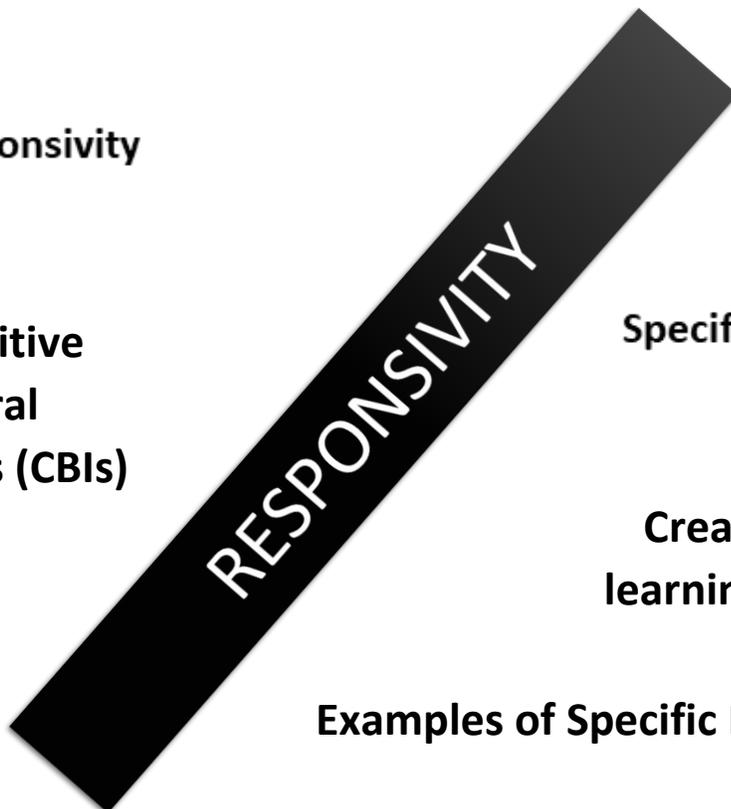
=

Using cognitive behavioral interventions (CBIs)

Specific Responsivity

=

Creating the ideal learning environment



Examples of Specific Responsivity

Structuring Appointments



Engage: Role Clarification & CheckIn



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention



Next Steps/Homework

4-Step Appointment Structure



Engage: Role Clarification & Check-In

- Check for new developments
- Address conditions of supervision
- Structure agenda

Practitioner: Hi Chris, thank you for making it in today. Tell me the good news.

Client: I made it to that class we were talking about.

Practitioner: That's awesome. I know you had to move some things around to make that happen. What ended up happening with that interview you had?

Client: I didn't get it, but all I can do is keep putting in applications at other places.

Practitioner: That's a great way to look at it.

Review: Previous Appointment & CBI Homework



- Review action steps and homework
- Affirm success and task completion
- Discuss any noncompletion and assess how to proceed.

Practitioner: How would your response have been different a few months ago when we started working together?

Client: I would have been pissed and probably just given up.

Practitioner: What's different?

Client: Some of the stuff we've worked on has really helped. I actually did that thinking report you asked me to do on not getting the job.

Practitioner: Oh, ok. So, the situation was not getting the job. What was the risky thought you identified?

Client: "Why won't anyone give me a chance." And I was feeling really angry and discouraged.

Practitioner: What new thinking did you use?

Client: Like I said, "All I can do is keep putting in at places." And I decided I felt determined after that.



Evoke & Conduct the Intervention

- Choose interventions that target criminogenic needs identified as driving individual behavior
- Use skill practice
- Not just a worksheet

Practitioner: I'm glad you are finding the thinking report helpful. What do you think about looking at a different tool?

Client: Hey, if it helps keep me on track, I'm game.

Practitioner: Cool. This one is called a decisional balance. It is a helpful way to lay out the pro's and con's of different decisions. It works for all kinds of things. What's a decision you are facing?

Client: Well, I've told you I want to quit smoking weed for good but I'm struggling with it. I still slip up here and there.

Practitioner: That's an excellent example to use. Hopefully laying it all out will help build some of that motivation you're looking for.

Cognitive Behavioral Interventions

(Step 3)

*CIRCLE THE
WORDS
THAT
STAND OUT
TO YOU IN
THE
DEFINITION.*

Cognitive behavioral interventions are activities that focus on linking the thoughts and feelings of clients/IPs to their choices and behaviors. They teach alternative behaviors and thought processes to change the outcomes for the client/IP. They are structured, often written, and require repetitive practice to implement the skills.

Introducing an Intervention

- Ask what experience they have with cog/CBI. Draw on that experience.
- Ask for permission and introduce the intervention.
- Explain the reason for the intervention.
- Walk through the intervention.
- Work together and provide space for homework.

Decisional Balance

Example: I Am on the Fence About This Change: Quit using drugs	
<p>A. What I Like About the Behavior</p> <ol style="list-style-type: none"> 1. Enjoy the high 2. Something I like doing with my friends 3. Relaxes me — helps me deal with stress 4. Gives me an appetite 	<p>B. What I Don't Like About the Behavior</p> <ol style="list-style-type: none"> 1. My boyfriend doesn't like it 2. Might lead to health problems 3. Expensive 4. Prevents me from getting jobs that require drug screens
<p>What I Would Lose if I Changed</p> <ol style="list-style-type: none"> 1. Spending time with my friends who get high 2. The high 3. Being able to escape from my problems 	<p>How I Would Benefit if I Changed</p> <ol style="list-style-type: none"> 1. Get a better job and pay 2. Use my money to buy other things 3. Get off probation 4. Might think better 5. My family would be glad

(Carey Group Publishing. (2011). *Decision making*. CG Tools Platform. <https://cgptools.com/ProdVw.aspx?wh=cgall&id=568&ptid=1>)

Next Steps/Homework



- Assign homework
- Create new, or modify existing, action steps
- Affirm successes

Practitioner: What do you think about the decisional balance?

Client: Yeah, I can see how that would be helpful.

Practitioner: Would you be willing to complete another one between now and the next time we meet?

Client: Maybe I should do one about if I should stay living with my mom or move in with my friends. I love my mom, but it's embarrassing living there still. But my friends still get up to shit that I don't want to get wrapped up in.

Practitioner: Sounds like a tough decision. One that you really want to find a solution for. So, you can have that completed by our next meeting?

Client: Sounds good.

Structuring Appointments



Engage: Role Clarification & CheckIn



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention



Next Steps/Homework

Personal Bias

Unconscious, or implicit, bias is a learned assumption, belief, or attitude that exists in the subconscious. Implicit biases are developed over time as we accumulate life experiences.

Gender bias	• Favoring of one gender over another. Sexism.
Ageism	• Stereotyping or discriminating against others based on their age.
Name bias	• Tendency to prefer certain names over others. Usually Anglo-sounding names.
Beauty bias	• Favorable of individuals who are considered more attractive.
Halo effect	• An overall positive impression of someone because of one of their qualities or traits.
Horns effect	• Having a negative impression of someone based on one trait or experience. Opposite of the halo effect.
Confirmation bias	• Tendency to seek out and use information that confirms one's views and expectations. Cherry-picking information.
Conformity bias	• When we change our opinions or behaviors to match that of the bigger group, even if it doesn't reflect our own opinions. Group Think.
Affinity bias	• Tendency to favor people who share similar interests, backgrounds, and experiences.
Contrast effect	• Judgments may be altered depending on what standard we're comparing something to.
Status quo bias	• Preference for the way things are or for things to remain as they are.
Anchor bias	• Overly relying on the first piece of information we receive as an anchor to base our decision-making upon.
Authority bias	• Tendency to believe in authority figures and follow their instructions.
Overconfidence bias	• Tendency for people to think they are better at certain abilities and skills than they actually are.
Perception bias	• When we judge or treat others based on often inaccurate, overly simplistic stereotypes and assumptions.
Illusory correlation	• When we associate two variables, events, or actions together even though they're unrelated to each other.
Affect heuristic	• Occurs when we rely on our emotions to make decisions.
Recency bias	• When we attribute greater importance to recent events over past events because they're easier to remember.
Idiosyncratic rater bias	• Rating others based on our interpretation of the assessment criteria and our definition of what "success" is. Rate others more harsh on things we are good at.

Borrowed from: Asana. (2022, October 9th). 19 unconscious biases to overcome and help promote inclusivity. <https://asana.com/resources/unconscious-bias-examples>

Practitioner & Client Expectations

Client

Group 1: What do you want to get out of this appointment?	Group 2: How do you want to feel when you leave this appointment?

Practitioner

Group 3: What do you hope to learn about your client?	Group 4: How do you want them to feel when they leave?

Initial Appointment

RESPONSIVITY	INITIAL APPOINTMENT	<h2>INITIAL APPOINTMENT</h2> <p>Engagement starts with the initial interactions and continues in on-going visits.</p> <p>Think about your 1st visit with your clients</p> 
	ASSESSMENT APPOINTMENT	
	FEEDBACK APPOINTMENT	
	FOCUS & ALIGNMENT APPOINTMENT	
	GOAL SETTING APPOINTMENT	
	ONGOING SKILL PRACTICE APPOINTMENT	
	TRANSITION APPOINTMENT	

Building Relationships

Reconciling one's helping/therapeutic/problem-solving role with one's controlling/surveillance role may be the most difficult and most important component of effective work with involuntary clients.

- Trotter

Role Clarification

The deliberate process of creating a balanced foundation of shared expectations.

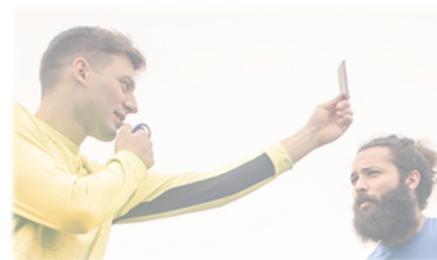
- Describe the purpose of working together
- Explain that you have different roles at different times
- Explain agency mission
- Inform them of your limits with authority
- Explain non-negotiable terms
- Discuss confidentiality
- Explore client's expectations and beliefs



Core Correctional Practices in Action

Effective Disapproval

Expressing disapproval of an unfavorable belief or pattern of behavior and intervening to change the belief or pattern.



Effective Disapproval Sounds Like

1. _____ tell them you didn't like the _____ or speech just exhibited.
2. Explain _____ you did not like what the person _____ or did.
3. Encourage them to _____ about why the behavior is _____ and what kinds of short- or long-term consequences will result from continuing that _____.
4. _____ and identify _____ alternatives that could be used in place of the undesirable behavior.

Effective Reinforcement

Encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward.



Effective Reinforcement Sounds Like

1. Immediately tell them that you _____ the behavior or _____ just exhibited.
2. _____ why you like what the person said or did.
3. _____ the person to think about why the behavior being reinforced is desirable and what kinds of short- or long-term _____ will result from continuing that behavior.

Initial Appointment



Engage: Role Clarification & Check-In



Review: Conditions & Resources



Evoke & Conduct the Intervention:
1-1 CBI Tool



Next Steps/Homework: Assign
practice/homework & set intent of next
visit

Identifying Your Strengths

Please circle your strengths:

Hard worker Determined Learner Confident Respectful Accountable Reliable Fair Creative Kind
Disciplined Insightful Honest Loyal Flexible Cooperative Empathetic Patient Ambitious Independent
Easy going Dedicated Thorough Organized Resourceful Spiritual Helpful Sociable Consistent

Others:

List at least three things (goals) you have accomplished with these strengths:

- 1.
- 2.
- 3.

How have these strengths helped you on a daily basis:

Name 2-3 new goals you would like to accomplish:

- 1.
- 2.
- 3.

How will these strengths help you achieve your goals:

Supportive people to help you achieve your goals:

- 1.
- 2.
- 3.

Brainstorming ideas on how to achieve your goals:

Chris Profile



Risk level: High

Offense: 1st Degree Assault

Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim’s face and threatened the victim. Then Chris got into the vehicle and “swerved” it at the victim. Chris was subsequently charged with the assault.

Criminal History

“Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago.”

Education/Employment

“Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment.” Chris didn’t really like school as there were issues with reading.

Family/Marital

“Chris is divorced and estranged from much of their family. Some of Chris’ family is supportive and positive yet holds strict boundaries with Chris due to Chris’ behaviors and abuse of chemicals.” Chris lives alone in an apartment.

Leisure / Recreational

“Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors.” Chris does like to work with hands-on projects when a friend needs help.

Companions

“Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time.”

Alcohol/Drugs

“Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life’s stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct.”

Anti-Social Thinking/ Attitudes

“Chris tends to believe that the ‘system’ is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong.”

Anti-Social Personality/ Behavior Pattern

“Chris tends to lash out with anger when ‘called-out’ on behaviors. When upset, Chris will also use chemicals to help ‘get by.’ Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job.”

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4

Talking Point Examples for Initial Appointment

Engage: Check-In

Role clarification

Agency mission

Non-negotiables

Explore client/IP expectations & beliefs

Frequency/length of appointments

Limits of authority/confidentiality

Discuss court-ordered conditions

Check for new developments that may require immediate attention

Mission, Values, Goals of Agency

- “One of my functions is to ensure public safety and ensure that the conditions of the court are met. I have other various roles as well that we will discuss throughout our time together. We will spend some time reviewing those orders so that you understand what is expected and talk about how you can accomplish those things. What are your thoughts about that?”

- Elicit from the client to ensure they understand

Roles and expectations of the Practitioner

- “What do you think my role is as your probation officer?”

- “I have different roles when working with clients. I definitely am here to assist on working with your changes in life, other times it is also important to have accountability, especially when it comes to court conditions. Other times, I’m a broker, where I may refer you to an agency that can assist you. Given what I just said, what are your expectations for me? What do I need to do or not do to ensure that we can work as a team?”

- Reflect the information back to the client to check for understanding)

Roles and Expectations of the Client

- “The goal is to work together, and honesty will be important. I understand no one is perfect and we all make mistakes. However, as mentioned one of my roles is to assist you so that you successfully transition off probation. What are your thoughts on your role during your time on supervision?”
- “What are some of your goals during our time together?”
- “What do you want me to know about you?”

Limits: Negotiables and Non-Negotiables

- “In the event that you aren’t able to meet the conditions of your probation agreement, you need to know that I will need to bring that information to the attention of the judge. Often, there is some type of consequence for those who don’t follow through with the conditions of probation. I will do my best to work with you and avoid having to return to court, but ultimately that is up to you. What do you think about that?”

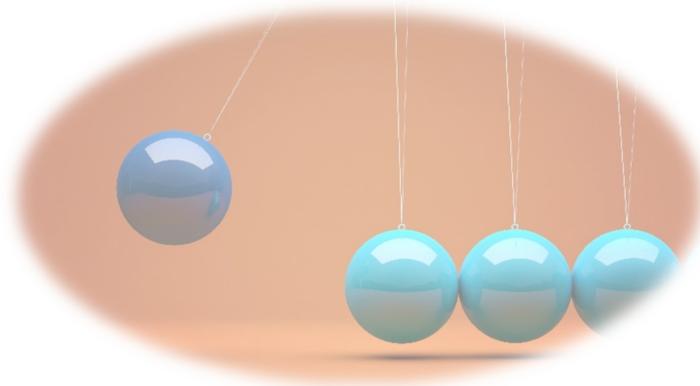
Confidentiality

- “I need you to know that I am a mandated reporter, which means I’m obligated by law to inform authorities when there has been a breach of the probation conditions, a new crime has been committed, or if I become aware that someone is in harm’s way. I need to be transparent about that and let you know I will follow through with the appropriate authority should I become aware of any of those things. Other than that, what is said between us, stays between us, and I

will do my very best to be respectful to you and keep the information you share with me private. What is your understanding of my role?"

Review Conditions

- "Let's take a few minutes to review your court ordered conditions and answer any questions you may have."
- "Are there any updates with your court ordered conditions?"



Review Homework

Review: Last session & homework

Review action steps and homework for completion (if any assigned)

Affirm any steps completed and acknowledge success

Discuss and problem solve any challenges/barriers

What is a priority for the client

What would be beneficial for the client to address in this meeting

What might be a good CBI to address the area of concerns

- "Let's take a look at your assigned homework and discuss things you learned."
- "Tell me what you thought about this homework assignment."
- "Our meetings will include working on certain skills together which may also include things to take home and work on."

Challenges/Barriers

- "Tell me about some of the challenges you've been having that seems to be getting in the way of being successful with"
- "How do you think this can be solved/addressed?"
- "Would you like to work on some solutions together?"

Affirmations

- "I can tell you are working hard at and that is a great quality I see in you."
- "I'm impressed with your ability to that's a great quality to have."
- "You should be proud of yourself for the accomplishments you've already achieved, that takes a lot of dedication and hard work."

Intervention

Focus on criminogenic needs that drive client's criminal behavior – choose intervention to address this behavior

Explain reason for intervention

Conduct structured skill practice

Use an intervention

Core Correctional Practices Tool

Carey Guide Tools

Change Companies Tools

Your own tools

Introduce-Explain-Complete Intervention

- “To help me learn a little more about you, would you be willing to work on this tool together?”
- “I have a tool that might help you identify (figure out) your strengths.... would you be willing to work on this with me today?”
- “Our meetings will include a lot of this type of work/discussions to help you build your skills and help me learn more about how I can help you.”
- “Would you be interested in hearing about some of the skill practices we will be working on together during your supervision?”
- “These assignments are focusing on areas in your life that you may have struggled with in the past.”

Next steps / homework

Reinforce the learning of new concepts – prosocial cognitions connected to case plan goals

Discuss any homework assignments

Date/time of completion

Discuss any conditions client needs to work on by next meeting

Action steps assigned and confirmed at end of session – limit 1-2 goals per session

Discuss date/time of next meeting

Provide copy of the case plan

Reinforce Learning New Concepts

- “Thank you for taking time today to work on this tool with me today. I’ve learned a lot more about you that I think will be very helpful during our time together.”
- “Hopefully doing this assignment together helped you see how your strengths can help you reach your goals.”

Discuss Homework Assignments

- “How did you feel about doing this assignment?” How do you feel about doing another one of these tools before we meet next?”
- “This next tool talks about..... (review assignment together before assigning it).”
- “What would be a good amount of time for you to complete this? (set specific date to complete)”

Action Steps Assigned

- “You talked about wanting to work on how about we set a goal on when to have this done?”

Next Meeting

- “Let’s schedule our next meeting and I can give you a copy of your homework and dates to have it completed.”

Initial Appointment Debrief

As the practitioner, I learned . . .

As the client, I liked . . .

. . . things I would have liked to be different are . . .

When I engaged role clarification, I liked . . .

. . . things I would have liked to be different are . . .

When I used the Identifying Strengths intervention, I liked . . .

. . . things I would have liked to be different are . . .

CASE PLAN						
Name:	OID #:	Agent/CM:		Date:		
	CSTS#:					
Risk Areas	High	Med	Low	Risk Area Working on:	Goal	
Criminal History				_Criminal History		
Education/Employment				_Education/Employment		
Family/Marital				_Family/Marital		
Leisure/Recreation				_Leisure/Recreation		
Companions				_Companions		
Alcohol/Drug Problem				_Alcohol/Drug Problem		
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation		
Antisocial Pattern				_Antisocial Pattern		
Personality/Behavior				_Personality/Behavior		
				_Other: _____		
Action Steps (SMART Goals)	Person Responsible	Target Date	Status			
			Completed	Not Completed	In Progress	
Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions			
Motivation: What is in it for me?						
Date Goal Completed:		Comments:				
<input type="checkbox"/> Completed						
<input type="checkbox"/> Not Completed						
<input type="checkbox"/> Goal Discontinued						
Signature:			Agent/Case Manager:			

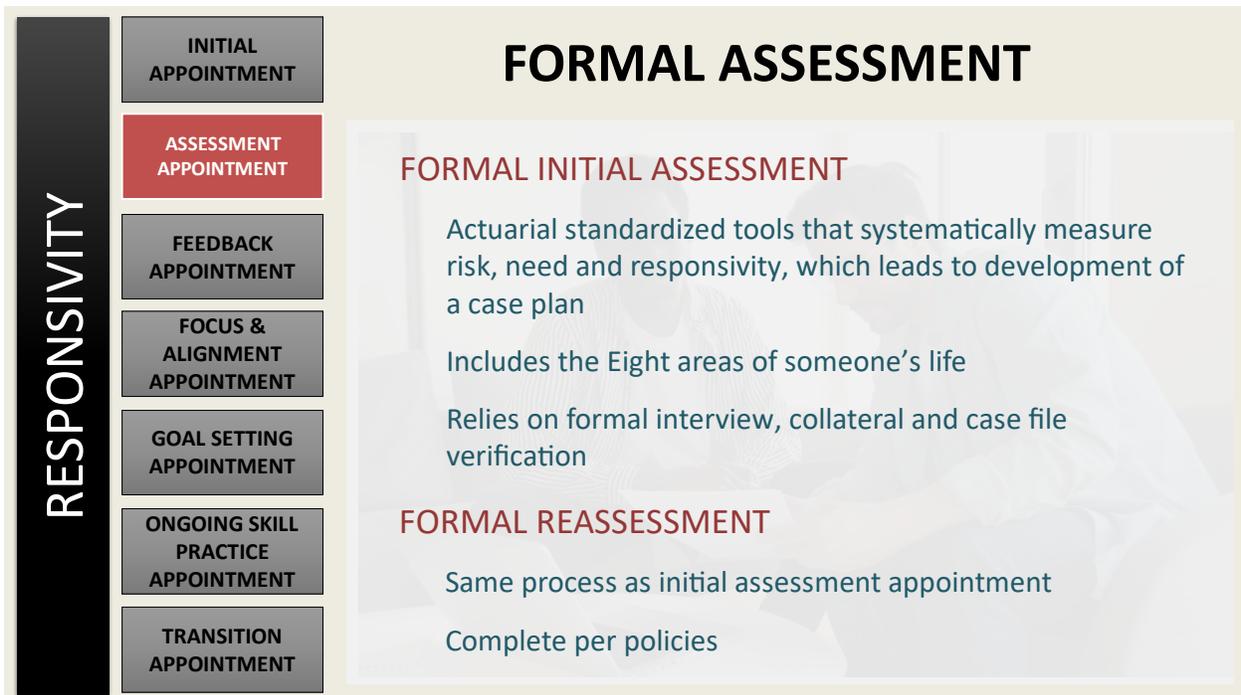


CBI FOR INITIAL APPOINTMENT

- MAXIMIZING STRENGTHS CAREY GUIDE (IDENTIFYING STRENGTHS TOOL #1)
- DECISION-MAKING CAREY GUIDE BIT
- YOUR GUIDE TO SUCCESS CAREY GUIDE (MY LIFE UNTIL NOW TOOL #1)
- RESPONSIVITY GUIDE (THE WAY I LEARN BEST & MAKING SUPERVISION WORK FOR ME)
- CBI STRENGTHS WORKSHEET (IN YOUR PARTICIPANT MANUAL)

Notes

Assessment Appointment

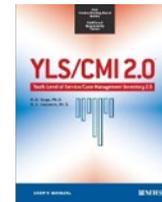


Formal Initial Assessment/Reassessment

Actuarial standardized tools that systematically measure risk, need and responsivity, which leads to development of a case plan

They take the “Central Eight” factors into account

They rely on formal interview, collateral, and case file verification



Informal Assessment

Not data driven. Information is provided in a quick, check-in type of conversation with client. Leads to the revision of a case plan

Based on what is currently going on with the client

Formal and Informal Assessment

When we informally assess, what are we looking for?

Assessing Responsivity Issues

There are two parts to the responsivity principle: general and specific responsivity.

General responsivity calls for the use of cognitive social learning methods to influence behaviour. Cognitive social learning strategies are the most effective regardless of the type of offender (i.e., female offender, Aboriginal offender, psychopath, sex offender).



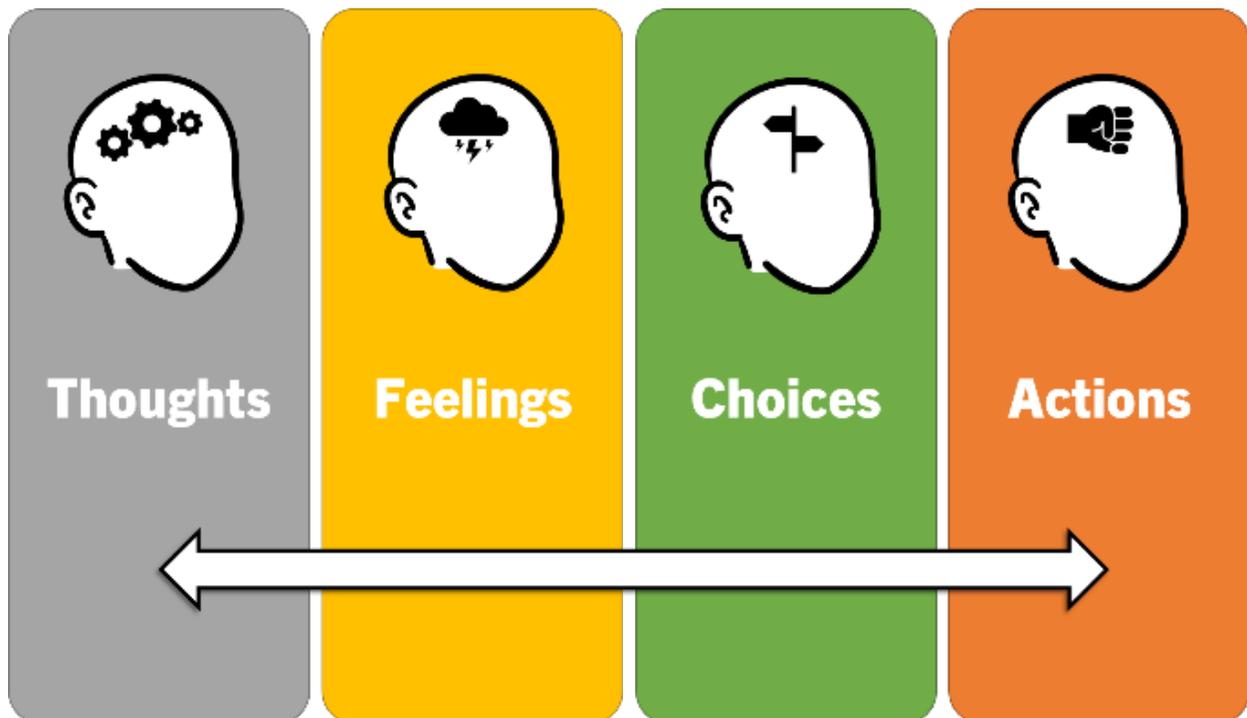
Specific responsivity is a "fine tuning" of the cognitive behavioural intervention. It takes into account strengths, learning style, personality, motivation, and bio-social (e.g., gender, race) characteristics of the individual.

(Bonta, J., & Andrews, D. A. (2007). Risk-need-responsivity model for offender assessment and rehabilitation 2007-06. Public Safety Canada. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rsk-nd-rspnsvty/index-en.aspx#a6>)

What are some additional responsivity factors to be aware of?

Criminogenic Needs in Case Planning

Case Plan efforts should be anchored in the concept of our **THOUGHTS** and **FEELINGS** driving our **CHOICES** and **ACTIONS**.



The best way to alter our client's choices and actions, is to help them understand that it all starts with changing the Thoughts and Feelings.

Thoughts in Words

What do we hear people say that clues us in on what criminogenic need area is important to address with them?

Write a statement that would indicate each domain.



Criminal History

Procriminal Attitude / Orientation

Antisocial Pattern

Companions

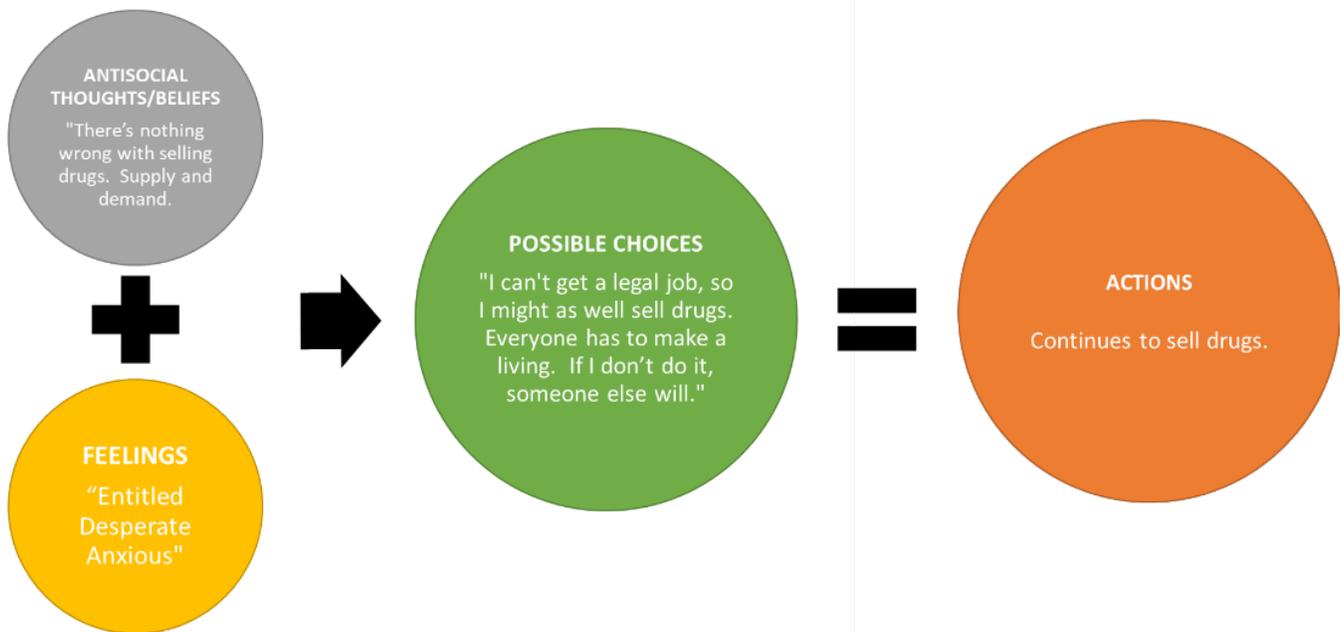
Family / Marital

Alcohol / Drug Problems

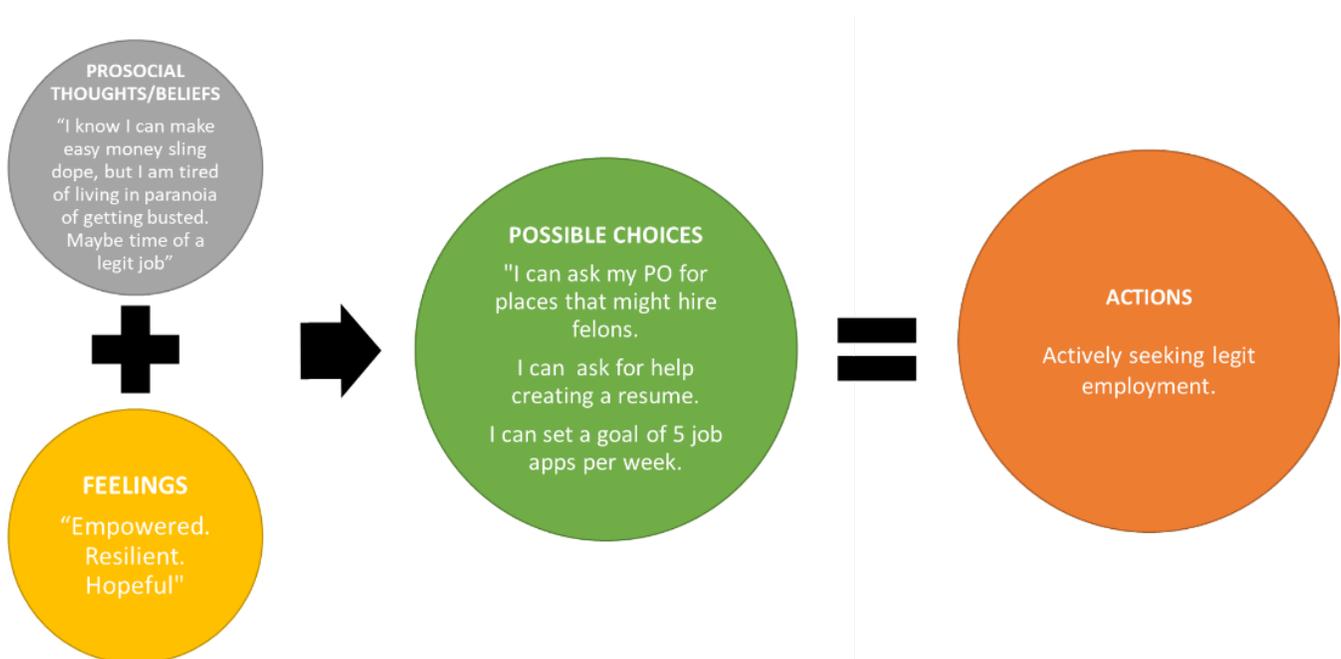
Education / Employment

Leisure / Recreation

With thinking that leads to trouble . . .



. . . and with a slight change in the original thought.



Assessment Appointment



Engage: Role Clarification & Check-in



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention: Explain purpose of and complete assessment



Next Steps/Homework: Assign practice/homework & set intent of next visit

Why does the client need to understand the purpose of the assessment?

What are some examples of how you might introduce the assessment and link it to case planning?

Preliminary Feedback



The process of giving the client some feedback after the formal assessment is completed. Offer before ending the interview.

“Preliminary Feedback”

- Done *immediately after* the interview – PSI or re-assessment.
- Occurs *prior* to scoring the assessment (Tabulating the official results).

“Normative Feedback”

- A score without meaning is not significant...it has no context for the client.
- Good Normative Feedback develops *internal discrepancy* with one’s current situation and a desire to get out of the CJ system.

Key Points for Preliminary Feedback

- 🔑 Criminogenic needs (big and moderate)
- 🔑 Strengths and challenges
- 🔑 Client motivation
- 🔑 Red flags

Preliminary Feedback Observations



INTERVENTIONS FOR ASSESSMENT APPOINTMENT

PERSON-CENTERED ASSESSMENT/SELF-REPORTED ASSESSMENT (DOC FACILITY)

YLS/CMI (YOUTH LEVEL OF SERVICE)

LS/CMI (LEVEL OF SERVICE/CASE MGMT INVENTORY)

DVI (DOMESTIC VIOLENCE INVENTORY)

ERASOR (ESTIMATED RISK ADOLESCENT SEX OFFENSE RECIDIVISM)

STATIC-99 (MALE SEX OFFENSE RECIDIVISM)

SAVRY (STRUCTURED ASSESSMENT OF VIOLENCE RISK IN YOUTH)

WRNA (WOMEN'S RISK NEED ASSESSMENT)

SARA (SPOUSE ASSAULT RISK ASSESSMENT)

DRA (DYNAMIC RISK ASSESSMENT)

ODARA (ONTARIO DOMESTIC ASSAULT RISK ASSESSMENT)

CASE PLAN

Name:	OID #: CSTS#:	Agent/CM:	Date:
--------------	--------------------------------	------------------	--------------

Risk Areas	High	Med	Low	Risk Area Working on:	Long Term Goal
Criminal History				_Criminal History	
Education/Employment				_Education/Employment	
Family/Marital				_Family/Marital	
Leisure/Recreation				_Leisure/Recreation	
Companions				_Companions	
Alcohol/Drug Problem				_Alcohol/Drug Problem	
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation	
Antisocial Pattern				_Antisocial Pattern	
Personality/Behavior				_Personality/Behavior	
				Other:	

Action Steps (SMART Goals)	Person Responsible	Target Date	Status		
			Completed	Not Completed	In Progress

Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions

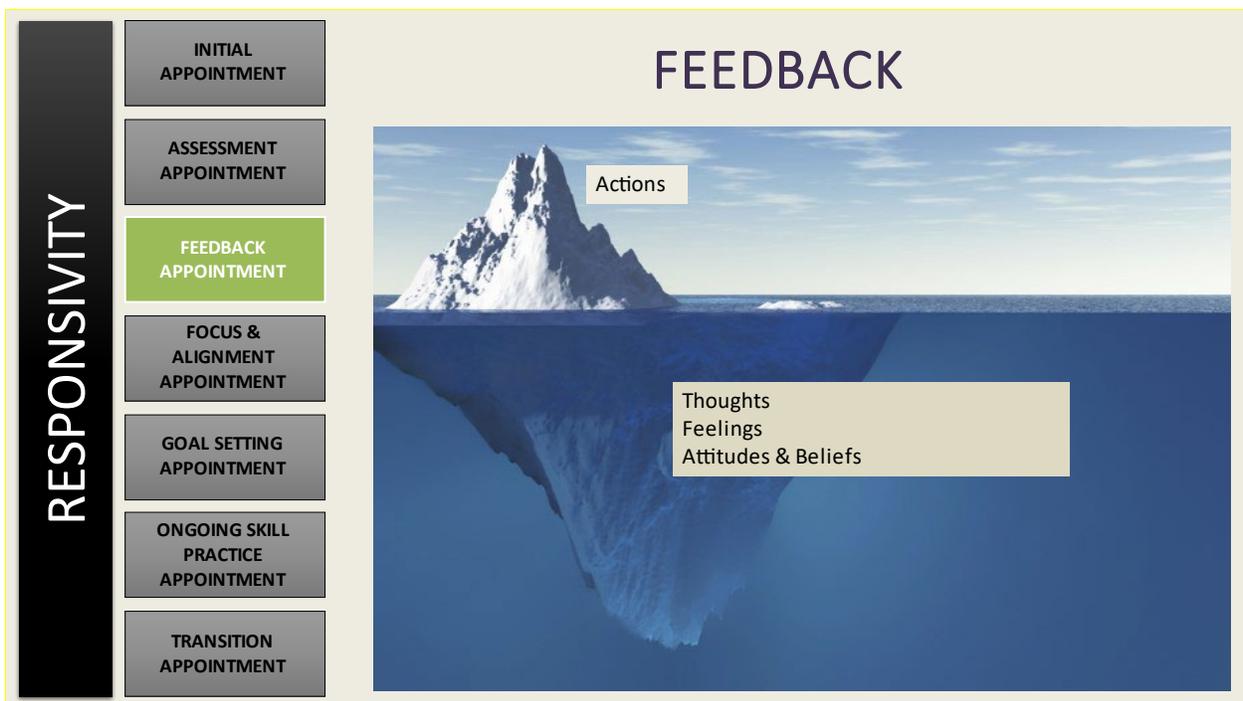
Motivation: What is in it for me?

Date Goal Completed: <input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued	Comments:
---	------------------

Signature:	Agent/Case Manager:
------------	---------------------

Notes

Feedback Appointment



Feedback

Assessment begins the dive into those things under the surface of the iceberg.

Feedback helps us start to bring those factors into better focus by inviting input and encouraging reflection.



Bush, J., Glick, B., & Taymans, J. (2023). *Thinking for a change (4.0)*. NIC. Preliminary | [Thinking for a Change 4.0 \(nicic.gov\)](https://www.nicic.gov)

Why is Feedback Important

1. Clients have a right to know what their supervision/custody level is based on. It provides _____.
2. _____ client in the process versus being a bystander.
3. Creates a meaningful _____ to keep appointments focused.
4. Provides an opportunity to talk about _____ and _____ the client may face.
5. Promotes _____ between the practitioner and client so there is a team approach rather than us vs. them.
6. Constructive feedback helps to increase _____ toward change.
7. The client gets an opportunity to clear up any _____ based on information from the assessment.

Dialogue

Transparency

Challenges

Motivation

Collaboration

Engages

Strengths

Discrepancies

Normative v Ongoing Feedback

Normative Feedback

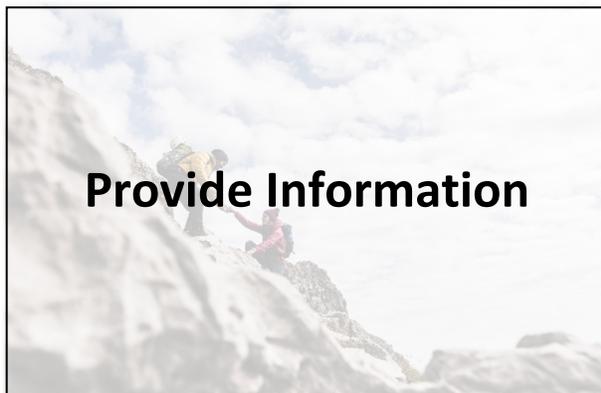
Completed after preliminary feedback, in appointment/s after assessment appointment/s.

Good Normative Feedback develops *internal discrepancy* with one's current situation and a desire to get out of the CJ system.

Ongoing Feedback

Done *throughout* the period of supervision.

Focuses on motivation, progress toward goals, accomplishments, etc.



Feedback Appointment Purpose





Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim’s face and threatened the victim. Then Chris got into the vehicle and “swerved” it at the victim. Chris was subsequently charged with the assault.

Criminal History

“Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago.”

Education/Employment

“Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment.” Chris didn’t really like school as there were issues with reading.

Family/Marital

“Chris is divorced and estranged from much of their family. Some of Chris’ family is supportive and positive yet holds strict boundaries with Chris due to Chris’ behaviors and abuse of chemicals.” Chris lives alone in an apartment.

Leisure / Recreational

“Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors.” Chris does like to work with hands-on projects when a friend needs help.

Companions

“Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time.”

Alcohol/Drugs

“Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life’s stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct.”

Anti-Social Thinking/ Attitudes

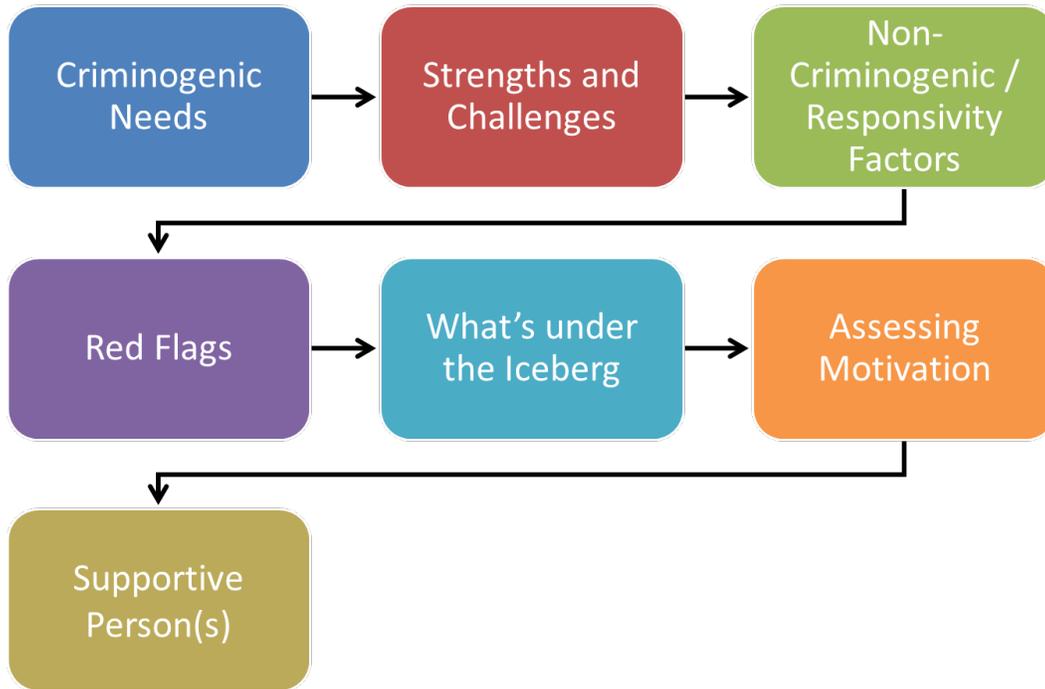
“Chris tends to believe that the ‘system’ is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong.”

Anti-Social Personality/ Behavior Pattern

“Chris tends to lash out with anger when ‘called-out’ on behaviors. When upset, Chris will also use chemicals to help ‘get by.’ Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job.”

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4

Preparing for Feedback



Things to Review

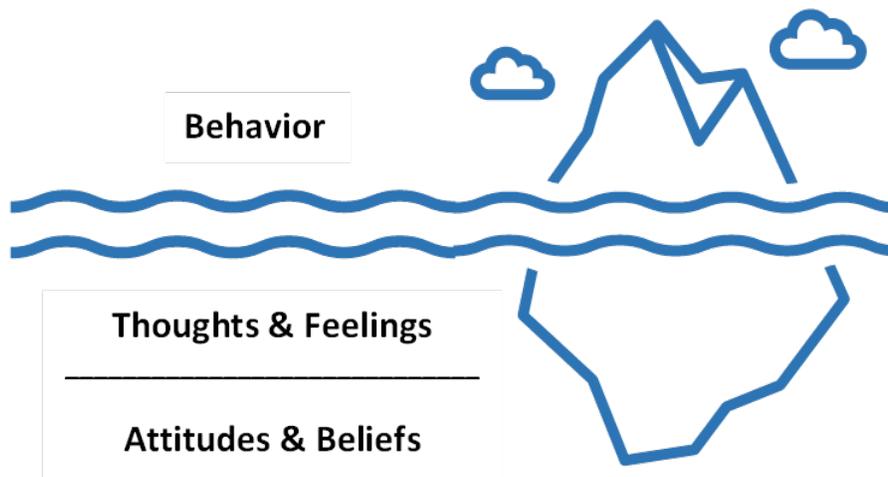
Preparing for Feedback Activity

Criminogenic Need		
Mark the highest scored items from the assessment & then highlight the top 1-3 concerning areas	<input type="checkbox"/> Criminal History	<input type="checkbox"/> Education/Employment
	<input type="checkbox"/> Peers	<input type="checkbox"/> Family/Marital
	<input type="checkbox"/> Attitude	<input type="checkbox"/> Leisure
	<input type="checkbox"/> Personality	<input type="checkbox"/> Alcohol/Drug

Strengths – What best supports this client?	Challenges – What may get in the way of this client’s success?

Responsivity Considerations	Red Flags

What is driving the behavior for this client?



Preparing for Feedback with Chris

Supportive people I can turn to		
Person	Phone	Other Contact (email, social media, etc.)

Motivation Scale – Assess where the client is with possible targeted areas for change:

Indicate on the scale, how motivated the client is, with one being not motivated, to 10 being very motivated.

List any change talk statements stated by the client.



measures how willing a person is to take an action

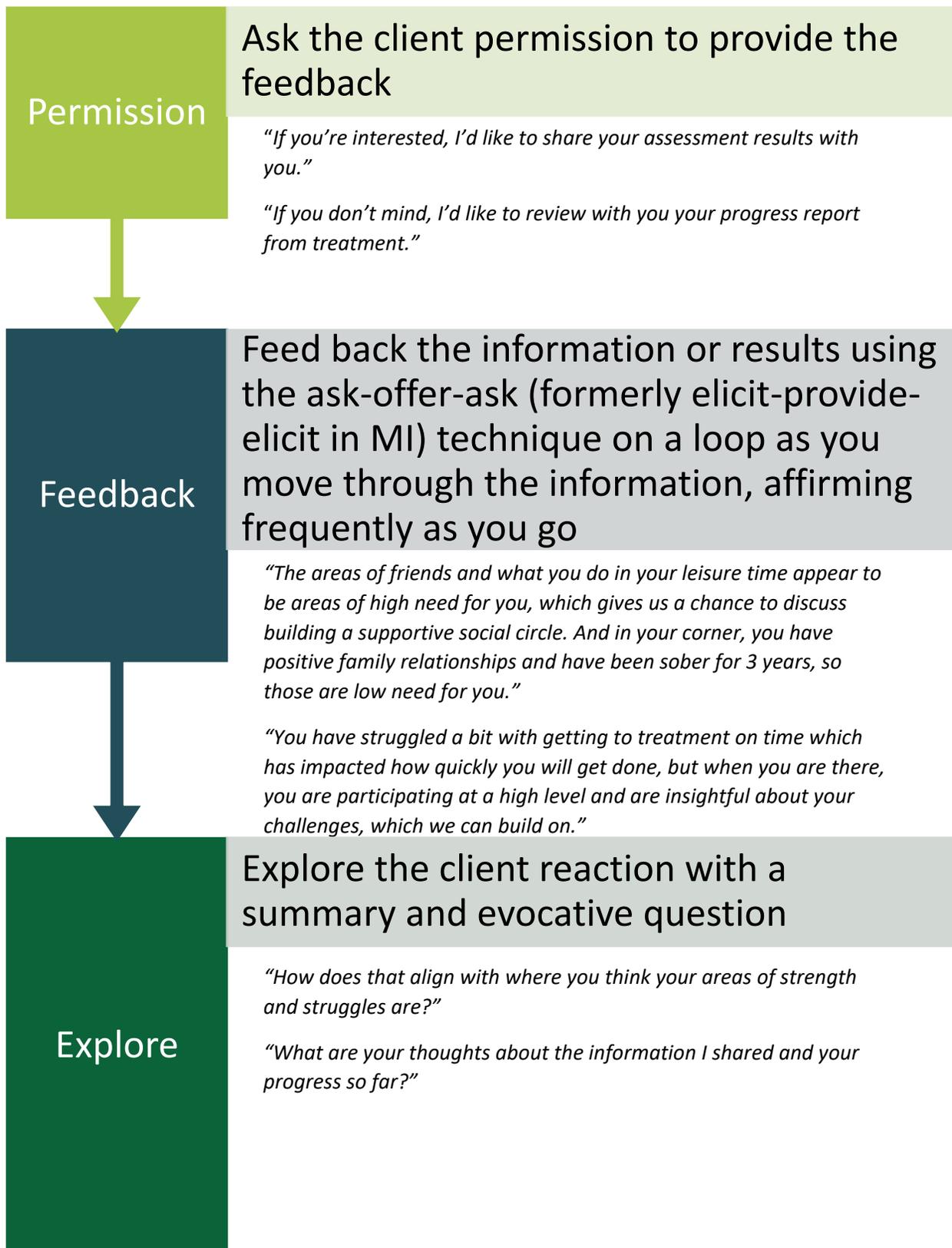


measures how confident a person is in his / her ability to perform or take the action



measures how ready the person is to take the action

Feedback Steps



Strength Based Assessment Feedback

Criminal History (Reflecting low self-regulation and impulsivity)

Reframe a client's criminal history as an opportunity to go back and review pivotal decision points in their lives. Rather than looking at these as mistakes, view them as a chance to learn from those stumbles.

A client's criminal history can be leveraged when Thinking Reports, Functional Analysis or Cost Benefits Analysis are being utilized.

Examples

- ✓ Looking at your past, we see quick decisions that have shaped your journey.
- ✓ These aren't just past actions but are key learning points for better self-control.
- ✓ We've all acted impulsively at times, but your experiences give you a unique chance to develop strong decision-making skills.
- ✓ Let's use your past to learn how to make more thoughtful choices.
- ✓ By recognizing patterns and triggers, you can start to make decisions that better align with your long-term goals.
- ✓ It's not just about avoiding negative outcomes, but actively choosing paths that lead to success and stability.

Education / Employment

Use a client's even minimal successes around Education or Employment as a crystal ball into their strengths and interest.

Reframe goals in this domain from a "Requirement" or "Obligation" to an "Opportunity" or the foundation for a "Set up for Success".

Examples

- ✓ Your experiences in education and employment are steppingstones, filled with untapped potential.
- ✓ We have great opportunities to explore and grow.
- ✓ Let's identify your strengths and interests to build a fulfilling career or educational path.
- ✓ It's about finding what motivates and excites you, and channeling that into opportunities for advancement and learning.
- ✓ By setting achievable goals and milestones, we can track your progress and celebrate your achievements.
- ✓ This isn't just about finding a job or a course; it's about building a future that you can be proud of and that truly reflects your capabilities and aspirations.

Family/Marital Relationships

Concentrate on strengthening family bonds, rather than focusing on the dysfunction.

By working on communication and conflict resolution (for example), a client's family structure can be a cornerstone of stability and support.

Examples

- ✓ Family and relationships provide a rich opportunity for growth and strengthening bonds. Let's focus on how you can improve these relationships, fostering mutual understanding and support.
- ✓ We'll work on communication strategies, building trust, and resolving conflicts in a healthy way.
- ✓ Your family life can be a source of strength and stability, helping you navigate other areas of your life more effectively.
- ✓ By valuing each other's perspectives and working together, you can create a supportive and nurturing environment.
- ✓ This isn't just about making things work; it's about building relationships that are truly enriching and supportive.

Leisure/Recreation

Reframe this domain in the context of self-care. It's not just about finding a hobby or a fun activity, it's about seeking out opportunities for building one's social capital and connections with others

Examples

- ✓ How you spend your free time is crucial for your overall well-being.
- ✓ Let's find activities that are not only enjoyable but also enriching.
- ✓ We want to find hobbies that fulfill you, help you relax, and offer opportunities to learn and grow.
- ✓ This is about more than just passing time; it's about finding passion and purpose in your leisure activities.
- ✓ Whether it's sports, arts, learning a new skill, or volunteering, these activities can provide a sense of accomplishment and connection with others.
- ✓ It's about creating a balanced lifestyle where leisure becomes a source of rejuvenation and personal growth.

Companions

Do not focus goals around extinguishing negative peers, but also growing one's social support network.

Regardless of the eventual case plan goals, a client's level of social support is a strong (if not strongest) factor in success

Examples

- ✓ The people around you play a significant role in your life. Let's think about these relationships and their impact on you.
- ✓ Our goal is to help you build a social circle that is not only positive but also supportive and enriching.
- ✓ It's about surrounding yourself with people who inspire and encourage you, who reflect the kind of person you aspire to be.
- ✓ This involves sometimes making tough decisions about who to spend time with, but also actively seeking out new connections that align with your values and goals.
- ✓ A supportive social network can be a powerful force for positive change in your life.

Alcohol/Drug Problem

Reframe this domain from being viewed as a deficit a client has, to a lifestyle choice to be addressed.

Strive for a future in which substances do not play such a pivotal role.

Examples

- ✓ Addressing substance use is about building a healthier, more fulfilling life.
- ✓ This journey showcases your strength and resilience.
- ✓ We'll explore your relationship with substances, seeking to understand its roots and finding healthier coping strategies.
- ✓ This is about more than abstinence; it's about building a lifestyle where substances no longer play a central role.
- ✓ We'll work on developing new hobbies, building a supportive network, and learning stress management techniques.
- ✓ Each step you take is a move towards a life that is more aligned with your health and happiness.

Attitudes/Orientation

This domain is centered around changing the client's outlook and perspective.

Equipping the client to challenge past ways of viewing a situation, in a manner which is designed to get them closer to their hopes and dreams.

Examples

- ✓ Your attitudes and perspectives guide your actions and shape your future.
- ✓ Let's work on aligning your beliefs and values in a way that propels you forward positively.
- ✓ This involves challenging negative thoughts and fostering a mindset that embraces growth and learning.
- ✓ It's about seeing obstacles as opportunities to learn and grow.
- ✓ By cultivating a positive outlook, you can transform challenges into stepping-stones towards success.
- ✓ This isn't just about changing thoughts; it's about changing your trajectory in life, setting yourself up for success in all areas.

Anti-Social Pattern/Personality/Behavior

Present this as a chance to introduce the client to some coping strategies to assist them in getting more of what they want out of life.

Frame this as equipping the client with the tools they need to better address life's challenges.

Examples

- ✓ Your emotional health is a priority.
- ✓ Your resilience in facing life's challenges is commendable. Let's focus on building even greater emotional strength.
- ✓ This involves improving self-awareness, boosting self-esteem, and developing coping strategies for life's ups and downs.
- ✓ By understanding your emotions and reactions, you can start to take control of your responses and make choices that support your wellbeing.
- ✓ This is about equipping you with the tools to handle stress, build positive self-regard, and maintain emotional balance.

Feedback Example

I appreciate you sharing so much information about yourself during your assessment at your last appointment.

No sweat.

How would you feel about reviewing the results of the assessment today?

Sure. I'm fine with it.

Okay. Assessments help us get to know areas where you are doing well and areas we might want to work on where you need some support. This helps us to focus on important areas of your life to help you be successful. It also helps us to determine what services and supervision to provide.

What questions do you have about the assessment?

None right now. Maybe later.

Here is a graph to help us review. The higher areas could indicate concerns where you need support, while the lower scoring areas show things that are going well.

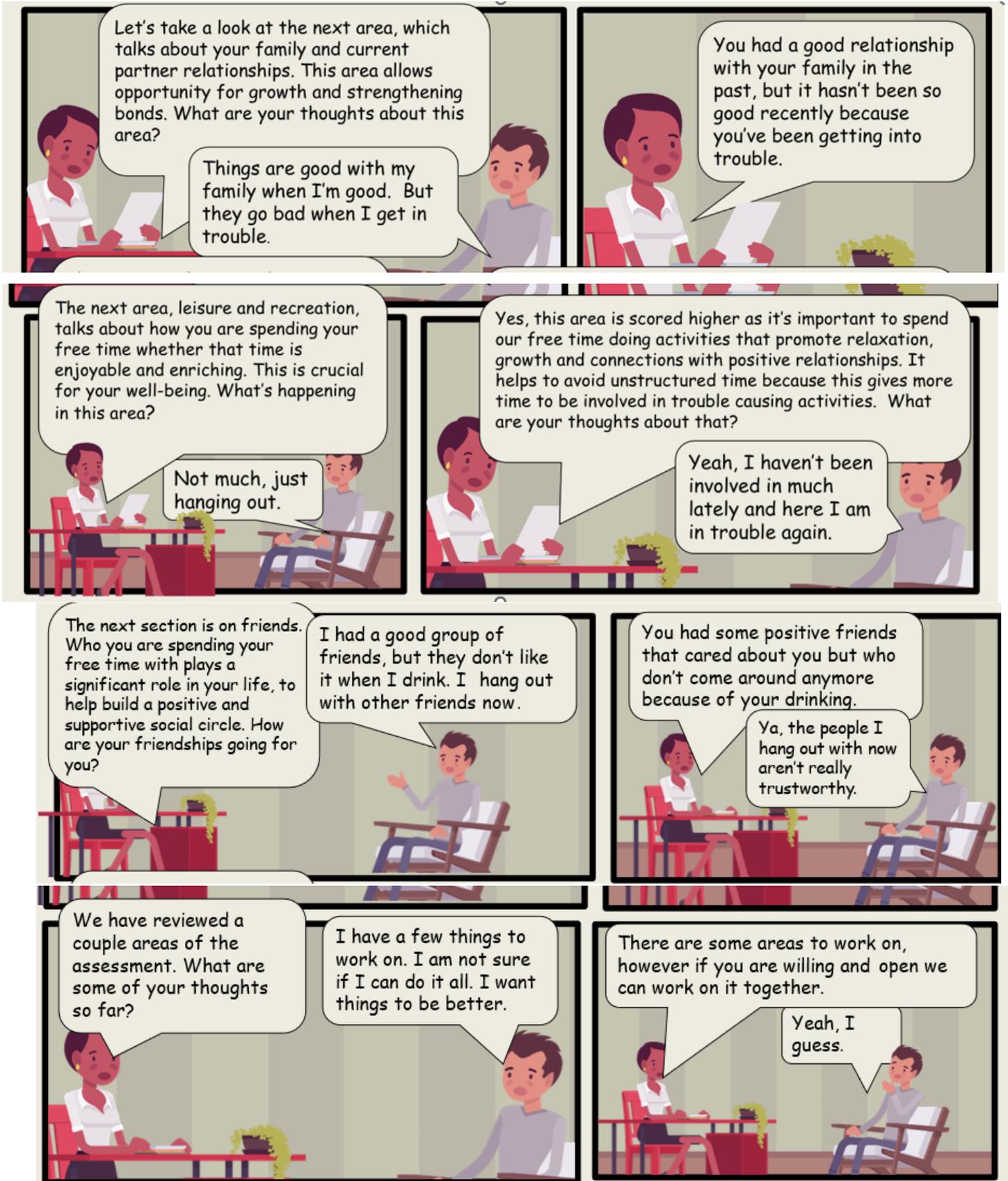
The first area is employment where you are doing well building stepping-stones but still some untapped potential. You scored high, meaning this is an area we could work on to build some more successes.

What concerns do you have about employment?

I can get jobs, but I get frustrated and leave. I don't stay around long, so I guess that could be a problem.

Your ability to obtain a job is a strength, and while employed, you are a hard worker. I would agree that frustration can be a barrier to you being successful at a job.

Yeah, it just never works out.



Let's take a look at the next area, which talks about your family and current partner relationships. This area allows opportunity for growth and strengthening bonds. What are your thoughts about this area?

Things are good with my family when I'm good. But they go bad when I get in trouble.

You had a good relationship with your family in the past, but it hasn't been so good recently because you've been getting into trouble.

The next area, leisure and recreation, talks about how you are spending your free time whether that time is enjoyable and enriching. This is crucial for your well-being. What's happening in this area?

Not much, just hanging out.

Yes, this area is scored higher as it's important to spend our free time doing activities that promote relaxation, growth and connections with positive relationships. It helps to avoid unstructured time because this gives more time to be involved in trouble causing activities. What are your thoughts about that?

Yeah, I haven't been involved in much lately and here I am in trouble again.

The next section is on friends. Who you are spending your free time with plays a significant role in your life, to help build a positive and supportive social circle. How are your friendships going for you?

I had a good group of friends, but they don't like it when I drink. I hang out with other friends now.

You had some positive friends that cared about you but who don't come around anymore because of your drinking.

Ya, the people I hang out with now aren't really trustworthy.

We have reviewed a couple areas of the assessment. What are some of your thoughts so far?

I have a few things to work on. I am not sure if I can do it all. I want things to be better.

There are some areas to work on, however if you are willing and open we can work on it together.

Yeah, I guess.

The next section is alcohol/drugs where we work on building a healthier lifestyle without substances. What are your thoughts about how you scored in this area?

Yeah, it's high. I was drinking last time I got in trouble and my family complains about my drinking. Just not sure I want to give it up. I can handle things most of the time.

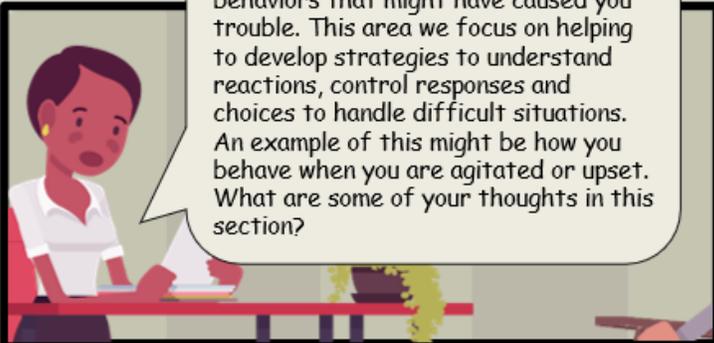


Okay, so you're unsure about committing to being sober, but you're starting to notice that family and friends aren't around much when you're drinking.

Yeah, I know I should quit, but I'm not sure if I'm ready to.



The last section is about a pattern of behaviors that might have caused you trouble. This area we focus on helping to develop strategies to understand reactions, control responses and choices to handle difficult situations. An example of this might be how you behave when you are agitated or upset. What are some of your thoughts in this section?

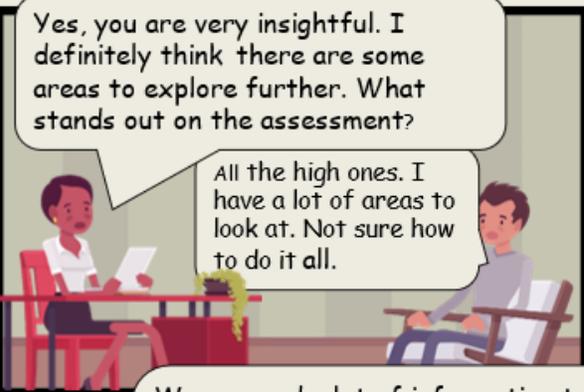


I get frustrated and lash out at others or just give up. This has caused me problems, and I'm pretty sure it's why I am here. Is that what you mean?



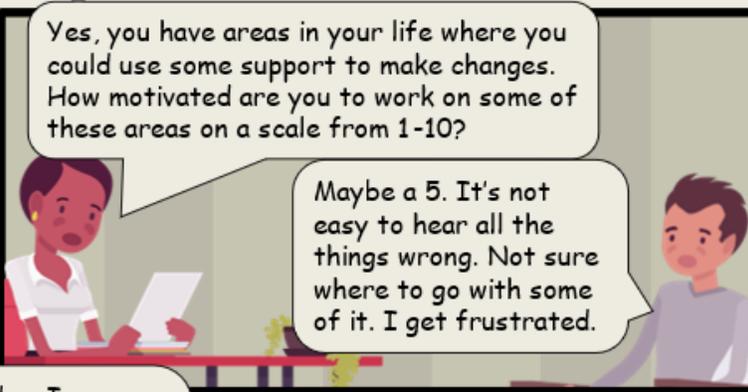
Yes, you are very insightful. I definitely think there are some areas to explore further. What stands out on the assessment?

All the high ones. I have a lot of areas to look at. Not sure how to do it all.



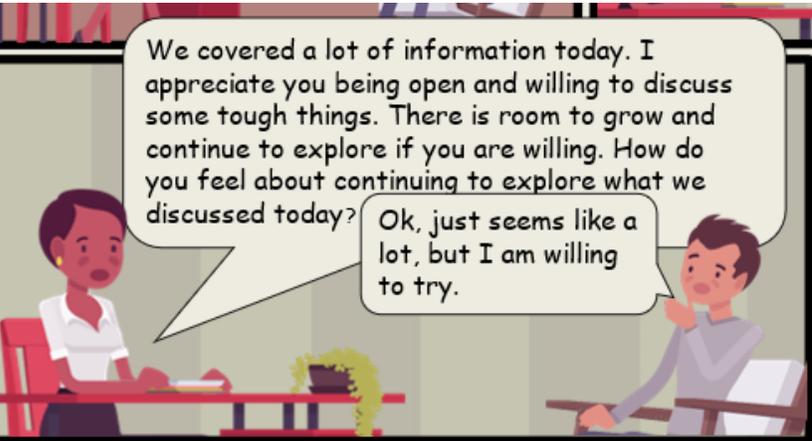
Yes, you have areas in your life where you could use some support to make changes. How motivated are you to work on some of these areas on a scale from 1-10?

Maybe a 5. It's not easy to hear all the things wrong. Not sure where to go with some of it. I get frustrated.

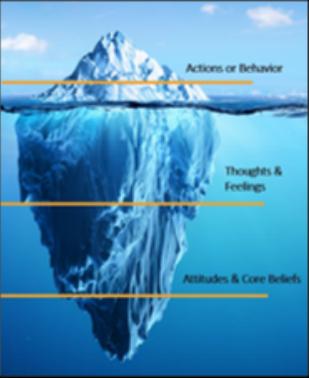


We covered a lot of information today. I appreciate you being open and willing to discuss some tough things. There is room to grow and continue to explore if you are willing. How do you feel about continuing to explore what we discussed today?

Ok, just seems like a lot, but I am willing to try.



She's trying to figure out what's the thinking going on below the actions and behaviors she can see!



Feedback Appointment Debrief

As the practitioner, I noticed . . .

Some areas of concern I identified are . . .

. . . and strengths I identified are . . .

When in the role of the client, I liked . . .

. . . things I would have liked to be different are . . .

How might this process engage the client during future meetings?

How might it help focus on areas that cause people trouble?

Feedback Appointment



Engage: Role Clarification & Check-in



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention: Normative Feedback, Informal Feedback or 1-1 CBI Tool



Next Steps/Homework: Assign practice/homework & set intent of next visit

CASE PLAN

Name:	OID #: CSTS#:	Agent/CM:	Date:
--------------	--------------------------------	------------------	--------------

Risk Areas	High	Med	Low	Risk Area Working on:	Long Term Goal
Criminal History				_Criminal History	
Education/Employment				_Education/Employment	
Family/Marital				_Family/Marital	
Leisure/Recreation				_Leisure/Recreation	
Companions				_Companions	
Alcohol/Drug Problem				_Alcohol/Drug Problem	
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation	
Antisocial Pattern				_Antisocial Pattern	
Personality/Behavior				_Personality/Behavior	
				Other:	

Action Steps (SMART Goals)	Person Responsible	Target Date	Status		
			Completed	Not Completed	In Progress

Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions

Motivation: What is in it for me?
--

Date Goal Completed: <input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued	Comments:
---	------------------

Signature:	Agent/Case Manager:
------------	---------------------

INTERVENTIONS FOR FEEDBACK APPOINTMENT

CAREY GUIDE YOUR GUIDE TO SUCCESS: TOOL #1

CAREY GUIDE CASE PLANNING: TOOL #1

PREPARING FOR FEEDBACK (PARTICIPANT MANUAL)

NORMATIVE FEEDBACK ON ASSESSMENT

Notes

Focus and Alignment Appointment

RESPONSIVITY	INITIAL APPOINTMENT	<h3>FOCUS</h3> <p>Guiding the client to a targeted change that is important to them within the assessed areas. Helping them work through the ambivalence to move ahead.</p> 
	ASSESSMENT APPOINTMENT	
	FEEDBACK APPOINTMENT	
	FOCUS & ALIGNMENT APPOINTMENT	
	GOAL SETTING APPOINTMENT	
	ONGOING SKILL PRACTICE APPOINTMENT	
	TRANSITION APPOINTMENT	

Focus



Photo by RDNE Stock project:
<https://www.pexels.com/photo/a-girl-holding-an-archery-bow-6655551/>

- May take more than one meeting
- One or two criminogenic domains
- Use forward focused reflections and questions
- Increase client commitment

Non-criminogenic Needs

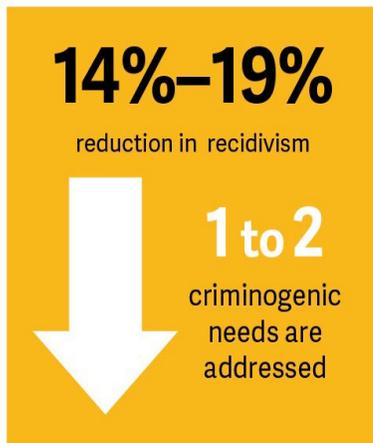
Not crime-producing but need to be addressed as they hinder success

- Housing
- Physical Health
- Trauma
- Emergencies

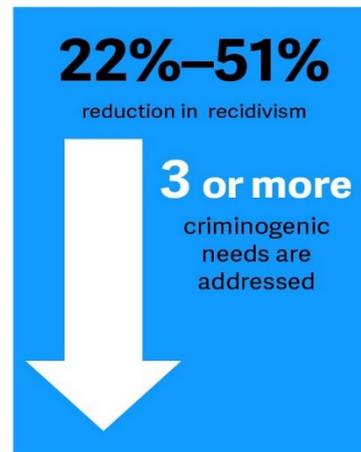


Criminogenic Needs

Focusing on criminogenic needs **decreases** criminal thinking.



The **more criminogenic needs** that are addressed, the **more impact** that we can make with clients.



Bonta, J., & Andrews, D. A. (2010, April 16). *The psychology of criminal conduct* (5th Ed.). Anderson.

Dive into client thinking that may lead to trouble

- What are the highest _____ assessed?
 - What _____ stick out?
 - What Client statements stick out?
 - What does the client _____ leads them to negative behaviors?
- The list is overlaid on a background image of two divers underwater, with bubbles rising around them.

RESPONSIVITY

INITIAL
APPOINTMENT

ASSESSMENT
APPOINTMENT

FEEDBACK
APPOINTMENT

FOCUS &
ALIGNMENT
APPOINTMENT

GOAL SETTING
APPOINTMENT

ONGOING SKILL
PRACTICE
APPOINTMENT

TRANSITION
APPOINTMENT

ALIGNMENT

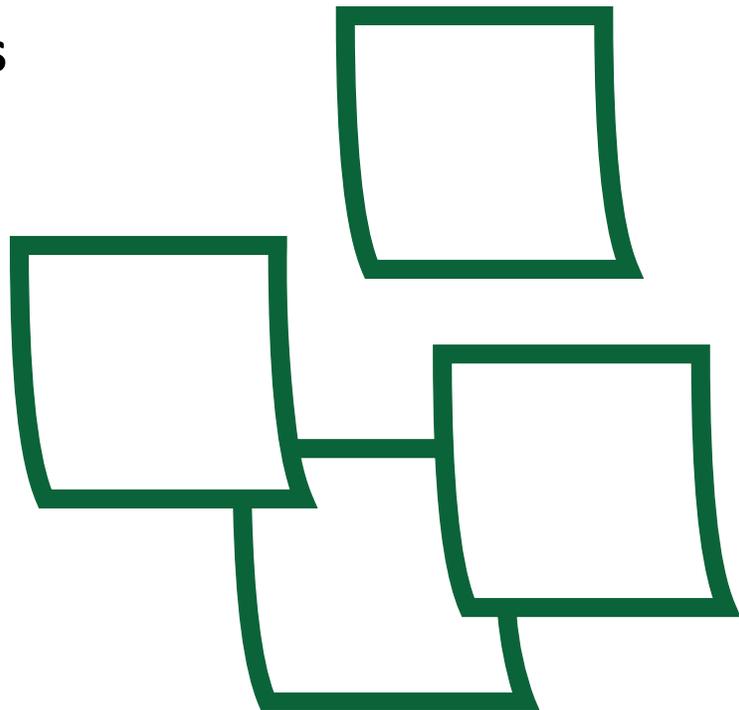
Is this really what the client wants to change?

Make every effort to align with what the client believes is important and reach a mutually agree upon goal.

Strategies for Checking for Alignment

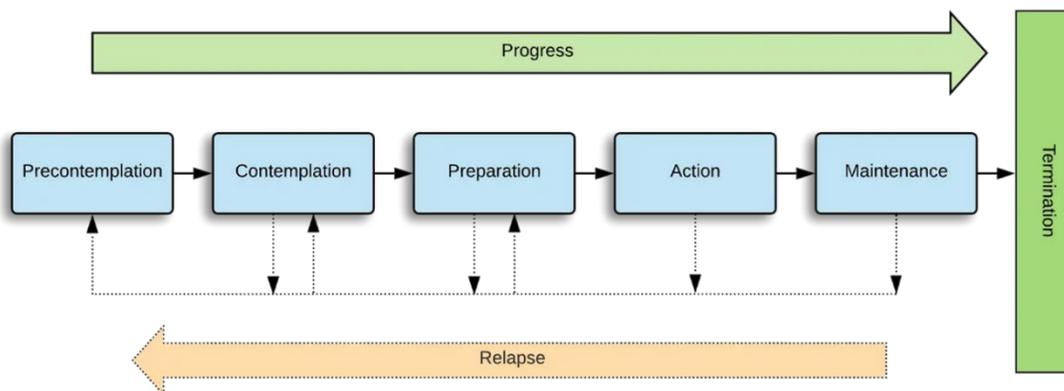


What strategies will you use?



Change Models

The Stages of Change



Sutton, J. (2020, August 13). *The 6 stages of change: Worksheets for helping your clients*. Positive Psychology.com. <https://positivepsychology.com/stages-of-change-worksheets/>



Precontemplation

- not yet considering change or is unwilling or unable to change, absent conscious awareness of a problem
- **Primary task:** raising awareness



Contemplation

- sees the possibility of change but is ambivalent and uncertain
- **Primary task:** resolving ambivalence/helping to choose change



Preparation

- committed to changing, still considering what to do
- **Primary task:** help identify appropriate change strategies



Action

- taking steps toward change but hasn't stabilized in the process
- **Primary task:** help implement change strategies and learn to eliminate potential relapse



Maintenance

- has achieved the goals and is working to maintain change
- **Primary task:** develop new skills for maintaining recovery



Relapse

- experience a recurrence of behavior/symptoms
- **Primary task:** cope with consequences and determine what to do next



Precursors of Change



A sense of necessity for change.

I really need to get my life together.

Awareness of the problem.

I know I have a problem with my anger.

Effort or will towards change.

I am making sure I keep my appointments.

Social support for change.

I really rely on my sponsor.

A willingness or readiness to experience anxiety.

This change is really hard. I don't know if I can keep going...

Confronting the problem.

Things are going to change with my drinking.

Hope for change.

I know I can do this.

A sense of necessity for change

- A recognized urgency or need that requires that change take place.
- Change is important and current conditions are not at all satisfactory.

A willingness or readiness to experience anxiety

- The simple surrender to the change process.
- Recognition that one will be willing to feel the discomfort that comes with change.
- Willingness to take risks.
- **Defensiveness is usually defined as an attempt to avoid anxiety.**

Awareness of the problem

- Knowing that a problem exists and having a good sense of what that problem or issue is.
- The opposite of denial.
- **Awareness also has to do with the ability to identify thoughts and feelings.**

Confronting the problem

- This is the steady and deliberate attending to and observing of anything intimidating, painful or confusing in spite of the tendency to avoid, act out or otherwise escape it.
- The culmination of awareness.

Effort or will toward change

- Effort takes place in the changing mind, behavior, or environment.
- Action has been taken to actually solve the problem.
- Involves the will, sense of commitment, and decision to change.

Hope for change

- The realistic expectation that change will occur (not wishing, longing, desiring, or yearning).
- When a person has hope, he or she can envision a positive outcome and how it can happen.

Social support for change

- Confiding, supportive relationships that are dedicated to the wellbeing of the person.
- Such relationships make change process much more tolerable and can inspire each of the previous precursors.

Motivation Ruler

Scaling questions are excellent tools to help you determine direction and focus with the client. We can assess the stages of change and the precursors, check for alignment, and more. What might it sound like to use each one of these?



measures how willing a person is to take an action

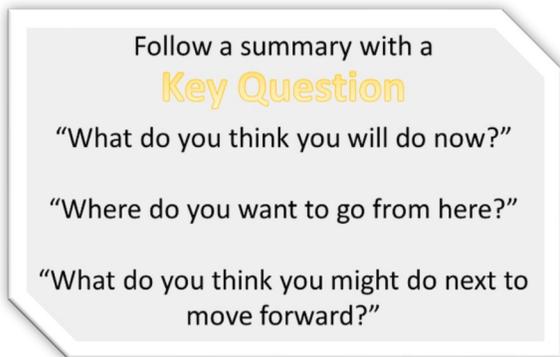
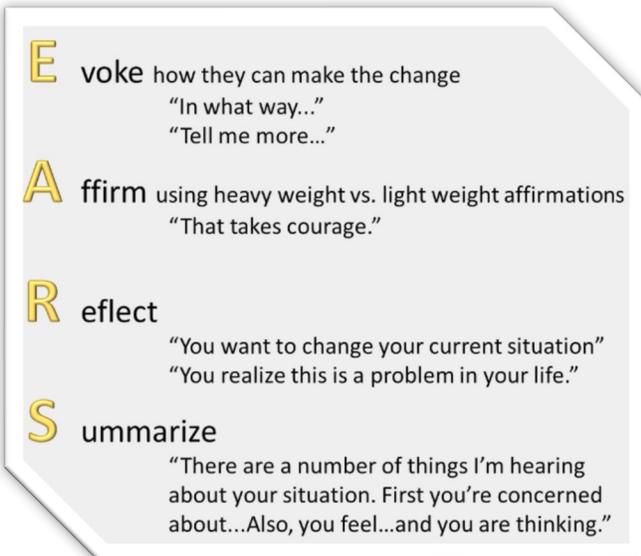
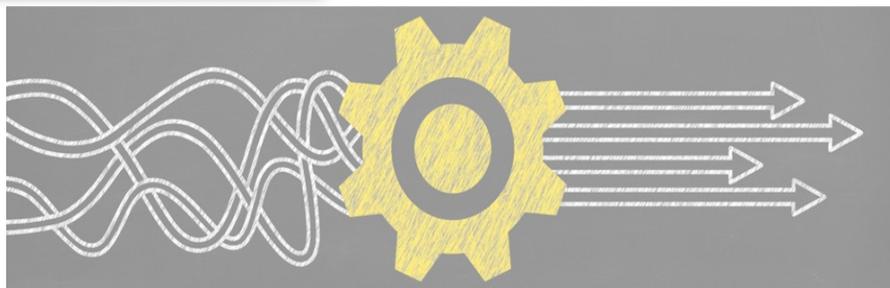
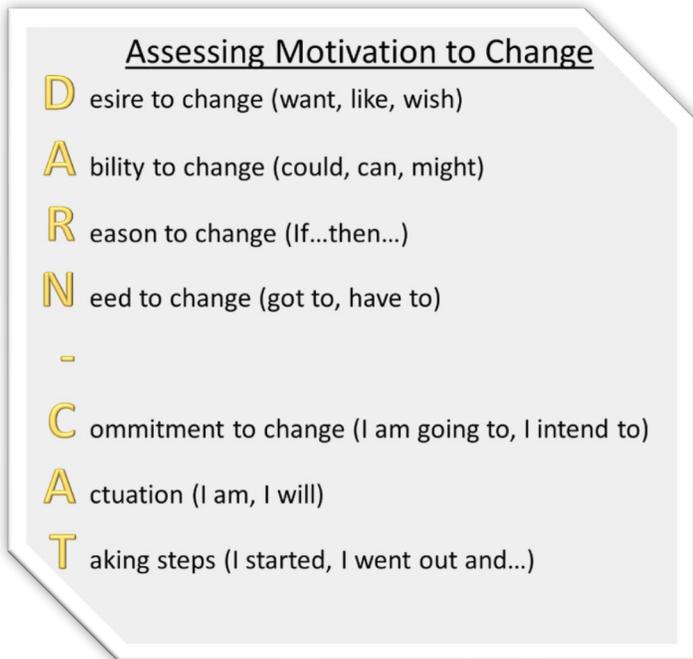
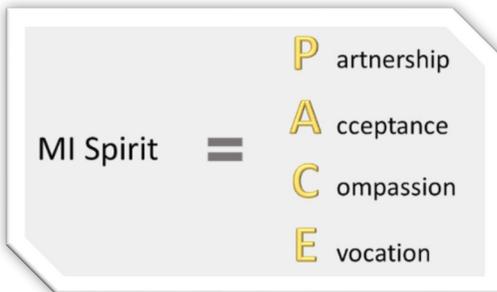


measures how confident a person is in his / her ability to



Motivational Interviewing in Case Planning

Utilizing your MI skills is essential throughout the entire case planning process. It is with these MI skills that you facilitate all the prior and future discussions related to case planning that prepare you for the future documentation of actual goals.



Focus and Alignment Skill Practice

Start Skill Practice: *“Hello Chris, thanks for being here on time today. The last time we talked, we went over that assessment. We talked about your relationships, your attitude, how you spend your time and so on. From that, it seemed that you were most interested in keeping a job and quitting drinking. So, you’ve had some time to think about all of this; what are your thoughts?”*



If you're stuck

OPEN ENDED FORWARD FOCUSED QUESTIONS:

- Looking Forward: i.e. “what do you want for yourself?...Where do you want to be in a year?...If you were able to do anything, what would it be?”
- Hypothetical Change: i.e. “So, if you were better able to handle some of the stressors in your life, how would that affect your job situation..... your ability to stay sober?”
- Ask for Elaboration: “Tell me more about that...What does that sound like/look like/feel like?”
- Evocative Question: i.e. “What is commonly happening right before you get into an argument at work?... Decide to drink?”...”And what are your thoughts at that time; right before something happens?”
- Reviewing Past Successes: i.e. “you’ve been able to hold a job for longer periods of time, so you can do it.”

COMPLEX FORWARD FOCUSED REFLECTIONS:

- “It’s almost like if you were able to better handle those tense situations, things would be better for you.”
- “You’re ready for something different.”
- “You’re worried about having to deal with this, yet willing to work on things.”

CHANGE THE DIRECTION (with autonomy):

- “It looks like you’re really worried about this and may be searching for answers. Can I make a suggestion?”
- “Can I talk to you about what has worked well for other people in your same situation?”
- “If you were better able to deal with some of these stressors, that might really help. What if we worked on your ability to deal with your ability to cope with all of these things?.....”

FOCUS USING THE 7 PRECURSORS OF CHANGE

Need for Change

Client: “I really need to get my life together.”

“You need this.”

“What do you think life would look like in a year, if you were able to deal better with these situations?” “And if you were to continue to deal with problems in this same way?”

“On a scale of 1 – 10, how willing are you to make these changes?” ... “OK, why not a 4?” ... “What would it take to get you to an 8?”

Willingness or readiness to experience anxiety

Client, “This this uncomfortable.”

“You’re willing to be uncomfortable to make lasting changes in your life.”

“There might be times when this will become stressful. How do you think that will work for you?”

“On a scale of 1 – 10, how ready are you to make this change?” ... “OK, why not a 4?” ... “What would it take to get you to an 8?”

Awareness of the Problem

Client: “I know I have a problem with my anger.”

“You know you need to do something different.”

“What do you think the real issues are, here?”

Confronting the problem

Client, “Things are going to have to change. I can do this.”

“You’re determined to have a better life.”

“Tell me about some times in the past when you’ve been able to make tough changes like this.”

Effort towards Change

Client: “This is going to be hard.”

“You’re willing to put in the effort.”

“What do you think it will take to make this happen?”

Hope for Change

Client, "I know I can do this."

"You can see a better future ahead."

"On a scale of 1 – 10, how confident are you that you can make this change?" "OK, why not a 4?" "What would it take to get you to an 8?"

Social Support for change

Client: "My brother has tried to intervene."

"You've got people in your corner."

"Who can you count on to help you through this?"

Strength / Trigger / Barrier Questions

Strengths

- What are some personal strengths that you have that will help you make this happen?
- Who do you have in your corner that can help you?

Triggers

- What situations will you be in, in the next month, that will trip you up?
- How can you work around those situations?

Barriers

- What's standing in your way right now?
- What can we do to make that make more sense for you?

Summary and Key Questions

Participant reads: *"You're frustrated that you're in trouble again and you were thinking that if you had more money coming in and stayed away from alcohol that things would be better. And now, it seems like you believe that those problems come up when you're stressed or something happens that you don't like. So, what would your life be like if you were able to deal with those stressful times in a different, better way?....What if we worked on those skills together?"*

Chris Responds: *"I guess that sounds OK"*

Participant Continues: *"Great, now that we have a general area of focus for our time together, what would you think about doing some homework, between now and the next time we meet, that may help guide us to creating more specific goals related to what we talked about?"*

Chris Responds: *"That sounds fine."*

Participant Finishes: *"Awesome. Well, we got a lot done today and you should be proud of that. It's not easy to talk about these things and it's a reflection of just how much you want to change."*

Chris Profile



Risk level: High

Offense: 1st Degree Assault

Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim’s face and threatened the victim. Then Chris got into the vehicle and “swerved” it at the victim. Chris was subsequently charged with the assault.

Criminal History

“Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago.”

Education/Employment

“Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment.” Chris didn’t really like school as there were issues with reading.

Family/Marital

“Chris is divorced and estranged from much of their family. Some of Chris’ family is supportive and positive yet holds strict boundaries with Chris due to Chris’ behaviors and abuse of chemicals.” Chris lives alone in an apartment.

Leisure / Recreational

“Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors.” Chris does like to work with hands-on projects when a friend needs help.

Companions

“Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time.”

Alcohol/Drugs

“Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life’s stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct.”

Anti-Social Thinking/ Attitudes

“Chris tends to believe that the ‘system’ is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong.”

Anti-Social Personality/ Behavior Pattern

“Chris tends to lash out with anger when ‘called-out’ on behaviors. When upset, Chris will also use chemicals to help ‘get by.’ Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job.”

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4

Focus and Alignment Appointment Debrief

As the practitioner, I noticed . . .

What strategies were most effective in guiding Chris toward an initial focus?

What strategies were effective in helping Chris go deeper and toward what is driving the behaviors or the thinking behind the behaviors?

What strategies were most effective in guiding Chris to commit or align with that initial focus?

Focus and Alignment Appointment



Engage: Role Clarification & Check-in



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention: 1-1 CBI to Focus & Align



Next Steps/Homework: Assign practice/homework & set intent of next visit

INTERVENTIONS FOR FOCUS AND ALIGNMENT APPOINTMENT

- DRIVER WORKBOOK – CAREY GUIDES
- DRIVER WORKBOOK – THE CAREY GROUP
- VALUES CARDS (PARTICIPANT MANUAL)
- STAGES OF CHANGE: IDENTIFYING AND EXPLORING (PARTICIPANT MANUAL)
- PRE-CURSORS FOR CHANGE: IDENTIFYING AND EXPLORING (PARTICIPANT MANUAL)
- COST-BENEFIT ANALYSIS (CCP)
- DECISIONAL BALANCE
- BUBBLE CHART

CASE PLAN						
Name:	OID #: CSTS#:	Agent/CM:	Date:			
<u>Risk Areas</u>	<u>High</u>	<u>Med</u>	<u>Low</u>	<u>Risk Area Working on:</u>	<u>Long Term Goal</u>	
Criminal History				_Criminal History		
Education/Employment				_Education/Employment		
Family/Marital				_Family/Marital		
Leisure/Recreation				_Leisure/Recreation		
Companions				_Companions		
Alcohol/Drug Problem				_Alcohol/Drug Problem		
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation		
Antisocial Pattern				_Antisocial Pattern		
Personality/Behavior				_Personality/Behavior		
				Other:		
<u>Action Steps (SMART Goals)</u>			<u>Person Responsible</u>	<u>Target Date</u>	<u>Status</u>	
					Completed	Not Completed
					In Progress	
<u>Assets/strengths</u>			<u>People that can help me?</u>	<u>Challenge(s)</u>	<u>Possible Solutions</u>	
<u>Motivation: What is in it for me?</u>						
<u>Date Goal Completed:</u>			<u>Comments:</u>			
<input type="checkbox"/> Completed						
<input type="checkbox"/> Not Completed						
<input type="checkbox"/> Goal Discontinued						
<u>Signature:</u>				<u>Agent/Case Manager:</u>		

Notes

Goal Setting Appointment

RESPONSIVITY

- INITIAL APPOINTMENT
- ASSESSMENT APPOINTMENT
- FEEDBACK APPOINTMENT
- FOCUS & ALIGNMENT APPOINTMENT
- GOAL SETTING APPOINTMENT**
- ONGOING SKILL PRACTICE APPOINTMENT
- TRANSITION APPOINTMENT

INITIAL GOAL SETTING

The case plan should be the focal point of contacts with the client.

Goal Setting



Provides direction and purpose

We can see the bigger picture

Motivates us to act

Provides a sense of control over future

Provides a sense of accomplishment once achieved

Skill Deficits

... each criminogenic need encompass a number of potential skill deficits.

Our case planning goal, then, is to proactively and precisely address those skill deficits most likely contributing to the individual's illegal and antisocial conduct and to find opportunities to model, teach, and reinforce those skills in increasingly difficult situations.

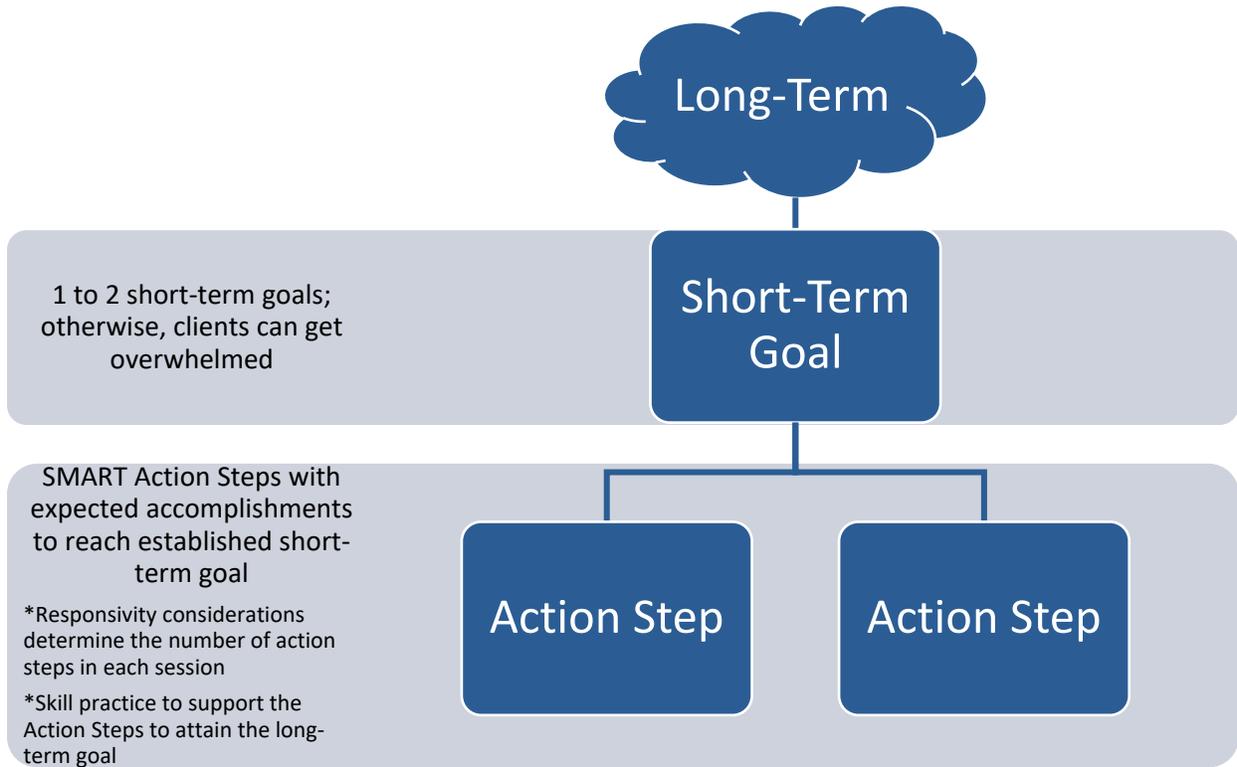
- From Case Planning Handbook YLS/CMI Version

The chart on the next page gives some suggestions for specific skills which could help address the top criminogenic needs.

CRIMINOGENIC NEED	SKILL EXAMPLES
Anti-Social Peers	How to be assertive
	Preparing for a stressful conversation
	How to recognize healthy and unhealthy relationships
	How to connect with new people
Anti-Social Personality/Behavior	How to control impulses
	How to manage anger
	How to manage stress
	How to apologize
Anti-Social Cognitions/Attitudes	How to brainstorm solutions to a problem
	How to replace thinking to reduce risk
	How to identify pros and cons
	How to increase empathy

A key point to remember during case planning is that our job as practitioners is to identify the skill deficits that are contributing to the illegal and anti-social behaviors and to find opportunities to teach, model, practice, and reinforce those skills in increasingly difficult situations

Goal Structure



SPECIFIC

WHAT DO YOU WANT TO ACCOMPLISH? WHO NEEDS TO BE INCLUDED? WHEN DO YOU WANT TO DO THIS? WHY IS THIS A GOAL?



MEASURABLE

THE SUCCESS TOWARD MEETING THE GOAL CAN BE MEASURED. ANSWERS THE QUESTION—HOW? HOW WILL YOU KNOW IF YOU’VE SUCCESSFULLY MET YOUR GOAL?



ATTAINABLE

GOALS ARE REALISTIC AND CAN BE ACHIEVED IN A SPECIFIC AMOUNT OF TIME AND ARE REASONABLE. DO THEY HAVE THE SKILLS REQUIRED TO ACHIEVE THE GOAL?



RELEVANT

THE GOALS ARE ALIGNED WITH CURRENT OBJECTIVES THAT ARE ALIGNED IN A SPECIFIC AREA; INCLUDE THE EXPECTED RESULT. WHY AM I SETTING THIS GOAL NOW?



TIME

GOALS HAVE A CLEARLY DEFINED TIME-FRAME INCLUDING A TARGET OR DEADLINE DATE. MAKE SURE THEY DON’T GO ON FOREVER.



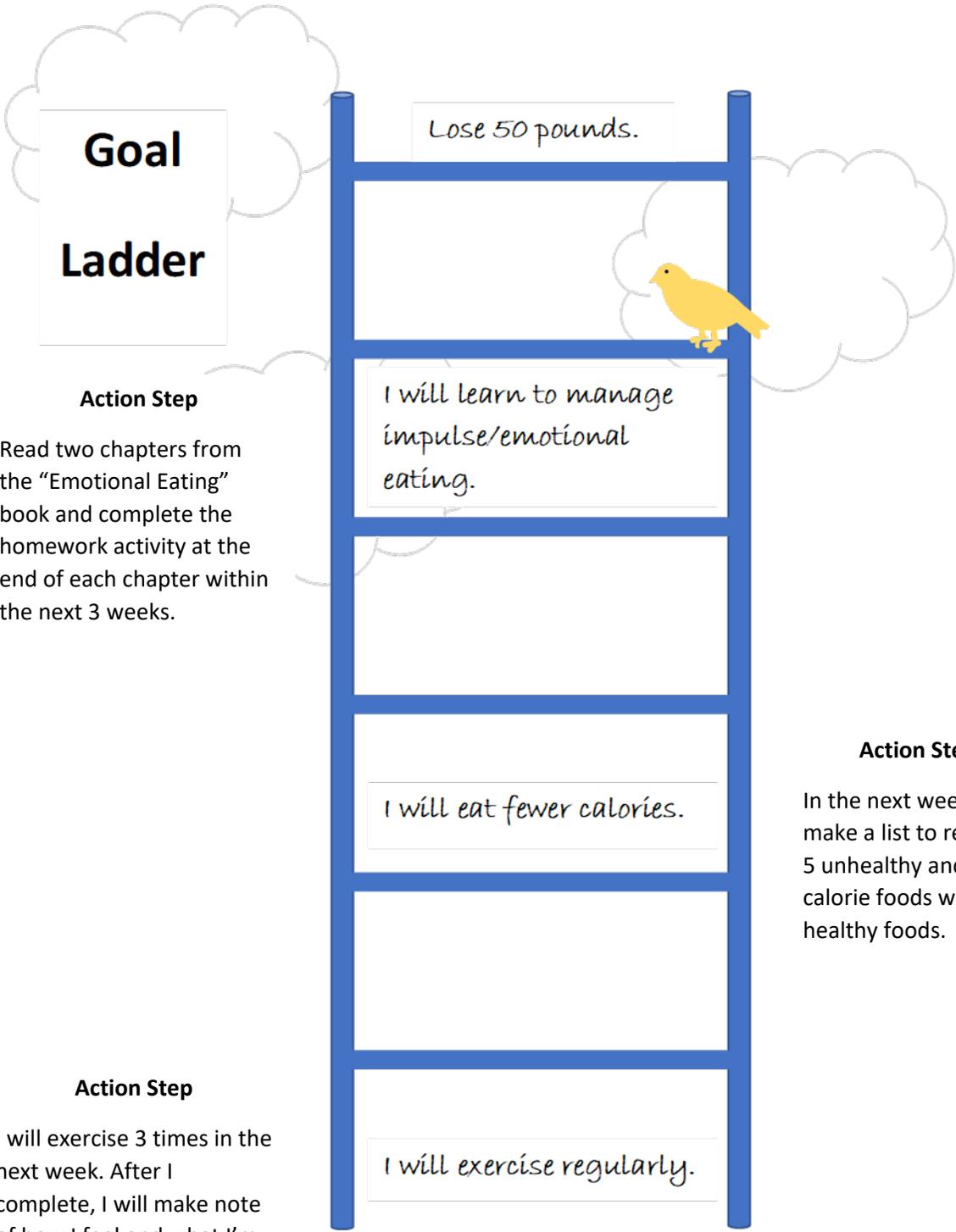
Chatterbox Therapy. Retrieved on 12/14/23 from <https://education.chatterboxtherapycenter.com/smart-goal-template>

Action Step Activity

Action Steps must be SMART. Please identify whether the following statements meet the SMART Action Step criteria. If not, what is missing?

Action Step	SMART?
1. Attend Intake/Orientation for cognitive behavioral programming.	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
2. Complete a list of 5 triggers related to conflict by the next appointment.	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
3. Complete EHM, then DAP and T4C.	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
4. Attend counseling sessions at the Family Counseling Center once a week, starting on January 11 th , for a minimum of 8 weeks.	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
5. Obtain my GED by December 20 th by attending classes twice a week.	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely

<p>6. Complete all tools in the Emotional Regulation Carey Guide by our next meeting in 2 weeks.</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
<p>7. Between each appointment with your agent, initiate assertive communication with your friend as we practiced in our appointment, and report back at each appointment.</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
<p>8. Get a job.</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
<p>9. I will seek full time employment by registering with the state job service by June 12th and meet with a representative to get information on how to use their computer job search program. Further, I will actively look for work once a week by using this program and providing verification to my PO.</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely
<p>10. To help ensure public safety, I will abstain from alcohol and illegal drugs.</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Relevant <input type="checkbox"/> Timely



Action Step
Read two chapters from the “Emotional Eating” book and complete the homework activity at the end of each chapter within the next 3 weeks.

Action Step
In the next week, I will make a list to replace 5 unhealthy and high calorie foods with 5 healthy foods.

Action Step
I will exercise 3 times in the next week. After I complete, I will make note of how I feel and what I’m thinking about.



Goal

Ladder

I want to be sober.

Action Step

I will complete the rest of the assignment, "How to Cope with Stress".

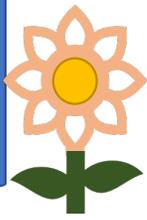
I will review with my agent at my next appointment in 2weeks.

I will learn how to better cope with stress.

I will identify and adjust my thinking that leads to drinking.

Action Step

When I am tempted to drink, I will make a note in my journal of what I am thinking about in that moment. If I do drink, I will make a note in my journal of what I was thinking before I drank and what I was thinking and feeling after.



Short-Term Goal or Action Step?

1. I will take my time to make decisions rather than acting impulsively. _____
2. I will attend Domestic Violence group starting in July. _____
3. Increase my assertiveness with peers. _____
4. Increase my ability to control my emotions. _____
5. I will attend NA weekly. _____
6. Increase my coping skills in stressful situations. _____
7. Increase time spent with sober peers and decrease my time spent with using peers.

8. I will become aware of my thinking that leads me to trouble and use new thinking.

9. Attend treatment outpatient program. _____
10. Learn how to ask for help rather than always depend on myself. _____
11. I will stay sober. _____

Goal Setting Example & Activity

Long-Term Goal:

Keep a job for more than 3 months

Criminogenic Need:

Antisocial Behavior/Personality

Short-Term Goal: (Skill related to criminogenic need)

Learn how to stop and think through risky situations before acting impulsively out of anger, and apply to my daily life.

Action Steps:

1. List 6 recent times when you acted impulsively by next appointment.
2. For 1 month, keep a log of times when you act impulsively. At your next appointment with your agent:
3. Identify 2 patterns of acting impulsively in response to an emotions and complete the Carey Guide BIT-Overcoming Automatic Responses.

Other Examples of Action Steps:

- For each pattern, identify your cues-what happens to your body before you act by completing the Carey Guide: Physical Signs of Anger-Making Connections and Emotional Triggers, by June 1st.
- Practice with your agent: 3 skills to slow down/get space when experiencing risky situations by August 15th.

Chris Profile



Risk level: High

Offense: 1st Degree Assault

Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim's face and threatened the victim. Then Chris got into the vehicle and "swerved" it at the victim. Chris was subsequently charged with the assault.

Criminal History

"Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago."

Education/Employment

"Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment." Chris didn't really like school as there were issues with reading.

Family/Marital

"Chris is divorced and estranged from much of their family. Some of Chris' family is supportive and positive yet holds strict boundaries with Chris due to Chris' behaviors and abuse of chemicals." Chris lives alone in an apartment.

Leisure / Recreational

"Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors." Chris does like to work with hands-on projects when a friend needs help.

Companions

"Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time."

Alcohol/Drugs

"Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life's stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct."

Anti-Social Thinking/ Attitudes

"Chris tends to believe that the 'system' is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong."

Anti-Social Personality/ Behavior Pattern

"Chris tends to lash out with anger when 'called-out' on behaviors. When upset, Chris will also use chemicals to help 'get by.' Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job."

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4



Practice
Activity

Instructions

Use the blank case plan forms in your participant manual

1. Using your assigned criminogenic need, document 1 short-term goal related to skill development that will result in achieving the Long-Term goal: Sobriety/Stay out of trouble.
2. Record 3 SMART action steps that will result in achieving the short-term goal.
3. Return to the large group to debrief.
Repeat.

CASE PLAN

Name:	OID #: CSTS#:	Agent/CM:	Date:
--------------	--------------------------------	------------------	--------------

Risk Areas	High	Med	Low	Risk Area Working on:	Goal
Criminal History				_Criminal History	
Education/Employment				_Education/Employment	
Family/Marital				_Family/Marital	
Leisure/Recreation				_Leisure/Recreation	
Companions				_Companions	
Alcohol/Drug Problem				_Alcohol/Drug Problem	
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation	
Antisocial Pattern				_Antisocial Pattern	
Personality/Behavior				_Personality/Behavior	
				_Other: _____	

Action Steps (SMART Goals)	Person Responsible	Target Date	Status		
			Completed	Not Completed	In Progress

Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions

Motivation: What is in it for me?

Date Goal Completed: <input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued	Comments:
---	------------------

Signature:	Agent/Case Manager:
-------------------	----------------------------

CASE PLAN

Name:	OID #: CSTS#:	Agent/CM:	Date:
--------------	--------------------------------	------------------	--------------

Risk Areas	High	Med	Low	Risk Area Working on:	Goal
Criminal History				_Criminal History	
Education/Employment				_Education/Employment	
Family/Marital				_Family/Marital	
Leisure/Recreation				_Leisure/Recreation	
Companions				_Companions	
Alcohol/Drug Problem				_Alcohol/Drug Problem	
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation	
Antisocial Pattern				_Antisocial Pattern	
Personality/Behavior				_Personality/Behavior	
				_Other: _____	

Action Steps (SMART Goals)	Person Responsible	Target Date	Status		
			Completed	Not Completed	In Progress

Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions

Motivation: What is in it for me?

Date Goal Completed: <input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued	Comments:
---	------------------

Signature:	Agent/Case Manager:
-------------------	----------------------------

Goal Setting Debrief

As the practitioner, what was difficult about developing short-term goals?

What strategies were most effective in developing action steps?

What is your main take-away from this activity?

How do you see this assisting your client with reaching their short-term goals?

Why Document Short-Term Goals?

Identify the three statements below as describing **clarity**, **progress tracking**, or **accountability**.

- Keeps practitioner and client on the same page and aligns action steps and short-term goals

- Illustrates the small steps and creation of habits that lead to accomplishing long-term goals

- Helps with responsibility and outlining tasks that both practitioner and client will complete

What to Document

- ✓ One or two _____ at a time
- ✓ Completion dates
- ✓ Who is _____
- ✓ _____ documentation to client

Document Do's

Clear and concise

In their own words

Tied to criminogenic need

Stated in the affirmative



Goal Setting is DYNAMIC

- Stage of change varies
- Priorities change
- Responsivity Factors
- Identity of new skill deficits
- Actions steps are completed, and new ones added
- Short-Term Goals are met! What's next?



Case Plan

Name: Chris	OID/CSTS#	Agent/CM: Agent X	Date: 10/9/2023
--------------------	------------------	--------------------------	------------------------

Risk Areas <input type="checkbox"/> Criminal History - Medium <input type="checkbox"/> Education/Employment - High <input type="checkbox"/> Family/Marital - High <input type="checkbox"/> Leisure/Recreation - High <input type="checkbox"/> Companions - Medium <input type="checkbox"/> Alcohol/Drug Problem - High <input type="checkbox"/> Procriminal Attitude/Orientation - Medium <input checked="" type="checkbox"/> Antisocial Pattern - Medium <input checked="" type="checkbox"/> Personality/Behavior - Choose an item.	Risk Area Working on: Antisocial Pattern	Short-Term Goal Become aware of thoughts and feelings that lead to getting into trouble, identify my thinking traps, and use new thinking.
---	--	--

Action Steps	Person Responsible	Target Date	Status
Get access to TOD (Tools on Devices)	PO	10/13/23	Completed
Complete the Anti-Social Thinking Carey Guide on TOD : Tool 1: Thought Feeling Action Link	Me and PO		In progress
Complete Tool 2: Thinking Patterns my skip this if BITS are adequate	Me and PO	11/13/23	No started
Complete Tool 3: Values and Beliefs	Me and PO	12/13/23	Not started
Complete Tool 4: Defeating Harmful Thoughts, Values, and Beliefs	Me and PO	1/13/24	Not started
Complete the Thinking Traps BIT each time I have an incident	Me and PO	ongoing	Not yet completed
Attend Decision Points Group Tuesdays time TBD	Me	11/15/23 start date	

Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions
Insightful	PO. mom	Forget to do assignments	Do them with PO
Hardworking			

Motivation: What is in it for me?
 Tired of getting in trouble; Avoid longer probation

Date Short-Term Goal Completed: Click here to enter a date. Choose an item.	Comments:
---	------------------

Signature: AGENT X	Agent/Case Manager
---------------------------	---------------------------

CASE PLAN

Name:	OID #: CSTS#:	Agent/CM:	Date:
--------------	--------------------------------	------------------	--------------

Risk Areas	High	Med	Low	Risk Area Working on:	Goal
Criminal History				_Criminal History	
Education/Employment				_Education/Employment	
Family/Marital				_Family/Marital	
Leisure/Recreation				_Leisure/Recreation	
Companions				_Companions	
Alcohol/Drug Problem				_Alcohol/Drug Problem	
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation	
Antisocial Pattern				_Antisocial Pattern	
Personality/Behavior				_Personality/Behavior	
				Other:	

Action Steps (SMART Goals)	Person Responsible	Target Date	Status		
			Completed	Not Completed	In Progress
Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions		
Motivation: What is in it for me?					

Date Goal Completed: <input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued	Comments:
---	------------------

Signature:	Agent/Case Manager:
------------	---------------------

Goal Setting Appointment



Engage: Role Clarification & Check-in



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention: 1-1 CBI Goal Setting



Next Steps/Homework: Assign practice/homework & set intent of next visit



BITS: OVERCOMING AUTOMATIC RESPONSES

BITS: PROBLEM SOLVING (BARRIERS TOO)

CAREY GUIDE: GUIDE TO SUCCESS-REQUESTING STABILIZATION SERVICES (TOOL 3)

CAREY GUIDE: RESPONSIVITY-ALL TOOLS

CAREY GUIDE: MOTIVATING OFFENDERS TO CHANGE (TOOLS 1-4)

CAREY GUIDE: REWARDS AND SANCTIONS

CAREY GUIDES: CASE PLANNING

Notes

Recording Instructions for Tape #1

We will return on ___ / ___ / _____ to review our first recorded case planning session with a client. It is required that you bring a recorded case planning appointment with a client that is at least 15 minutes in long.

Choose either an Initial Appointment, Feedback Appointment or Focus/Alignment Appointment. Do not record an assessment or PSI.

These recording should highlight you conducting an intervention. The suggested interventions here are not and exhaustive list.

If you think you may have difficulty completing the recording, it is your responsibility to talk to your trainer about it TODAY.

Next Steps-Recording Checklist



- At least 15 minutes long (we'll listen to 15 minutes)
- Sign release with client
- Use all 4 steps of the appointment structure
- Initial, Feedback or Focus/Alignment Appointment
- NO PSIs or ASSESSMENTS
- Use an intervention
- Listen on your own and complete self-observation
- Save to your computer

Intervention Options

Initial Appointment

Carey Guide Maximizing Strengths: Tool #1 & 2
Carey Guide Decision-Making BIT: Front Page
Carey Guide Responsivity: Tool #1 & 2
CBI Strengths Worksheet (Participant Manual)

Feedback

Carey Guide Your Guide To Success: Tool #1
Carey Guide Case Planning: Tool #1
Preparing for Feedback (Participant Manual)
Normative Feedback on Assessment

Focus and Alignment

Bubble Charting
Stages of Change: Identifying and exploring (Participant Manual)
Pre-Cursors for Change: Identifying and exploring (Participant Manual)
Carey Guide Driver Workbook
Carey Guide Anti-Social Thinking: Tool #3
Decisional Balance Worksheet (MI)
Cost-Benefit Analysis (CCP)
Values Cards (Participant Manual)

Tips for Your Case Planning Tape

Before the Interview

- Learn how to record and transfer an audio file on a recorder or your phone
- Think about a client who is **ambivalent** about a **change** or new to the process
- Feeling Nervous? Find some support from a trainer or another participant!

Setting Up the Interview

- Think about the intention of your appointment
- Review the 4-Step Appointment Structure
- Review the Authorization Form, obtain signatures, keep in Client folder
- Let the Client know you are being critiqued on the use of your own skills
- Place the recorder in a location that both you and the client will be recorded
- Press Record! Speak up!
- **Relax! Breathe!**

When the Interview is Happening

- Listen!
- Be intentional about the structure of the appointment and the intervention you choose
- Listen for & respond to Change Talk
- Honor and Soften Sustain Talk
- Heavyweight Affirmations
- Seek ways to Collaborate & look for opportunities to Emphasize Autonomy
- Guide!
- Remember – 15 minutes!

When the Interview is done

- Save the file to your computer
- Listen to your tape, complete the review form and bring to the next training day

Learning from the Interview

- Participate in your peer review feedback session
- Give yourself and others thoughtful feedback

AUTHORIZATION TO VIDEO or AUDIO RECORD SESSION

I, _____ date of birth _____ give my permission to _____ (agency name) to record an individual meeting or counseling session in which I am a participant.

It is my understanding that this recording will NOT be used to assess my progress as a client or program participant. I have been informed that the purpose of the recording is to provide supervision, support and training to the practitioner/counselor in relation to his/her own skill development. It may also be used to help other professionals engaged in similar work.

I understand that my participation in this recording is strictly voluntary. I understand that I may withhold my permission to participate. I also understand that I may revoke this consent at any time before the completion of the interview.

I have read and/or have had read to me the above information and I grant my permission to be recorded for the purposes listed above.

Client Signature

Date

Parent/Guardian (if under 18)

Date

Practitioner Signature

Date

When presenting your recording, let us know:

 What is the purpose of the appointment?

- Initial
- Feedback
- Focus/Alignment



 What is the client's risk level or what do you believe to be their current risk level?

 What are the client's criminogenic needs?

 Of the criminogenic needs, what might be the initial focus?

 What specific skill are you starting to identify that this client needs?

 What intervention did you use?

Tape #1 – Peer Review
Case Plan Tape Instructions

When presenting your recording, let us know:

 What is the purpose of the appointment?

- Initial
- Feedback
- Focus/Alignment



 What is the client's risk level or what do you believe to be their current risk level?

 What are the client's criminogenic needs?

 Of the criminogenic needs, what might be the initial focus?

What specific skill are you starting to identify that this client needs?

 What intervention did you use?

What Good Feedback Sounds Like

- Ask for Permission
- Start with Strengths
 1. Tape presenter first
 2. Group second
- End with Coaching Points
 1. Tape presenter first
 2. Group second
- Trainer Last!
- Give examples
- Suggest alternatives
- Behavior > Style/Personality
- Describe > Judge
- Observe > Infer
- Be sensitive



Tape #1 Feedback Session: OPTIONAL

Did it go as planned? If no, why not?

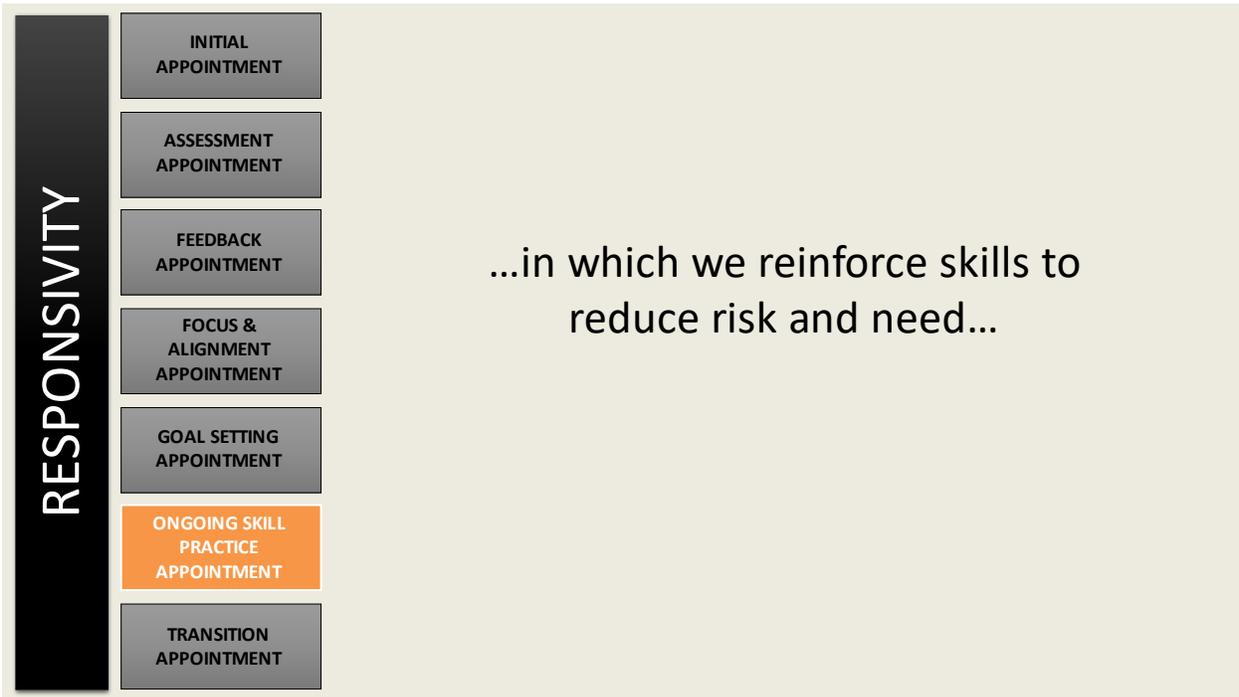
If you were doing it again, what would you do the same/differently?

How do you think the client felt? What makes you think that?

How might you approach your next conversation with this person?

What did you learn from doing this?

Ongoing Skill Practice Appointment



Practice Sessions

In the On-Going Skills Practice appointment, the client is going to learn and practice skills with the practitioner that will help to reduce risk and address needs.

How People Learn: Social Learning Theory

Albert Bandura,

- Teach
- Model
- Practice
- Feedback



Backwards Brain Bicycle



Intended Outcome

Have a specific intention for each meeting with the client.



Intention is important when we meet. We set agendas to make sure everyone's intentions are being addressed.

In Ongoing Skill Practice appointments we focus on skill building. The following questions can help narrow our focus to a more specific intention.

Key Questions

What is the _____ level?

What are the criminogenic _____?

Which criminogenic need is your _____ focus?

What _____ are you working on?

How are you implementing that skill _____?



Crisis



Can the crisis be addressed in the intervention section of the meeting where skill building can be used to address the crisis?

We may break from the intention of our meeting, but we are still doing skill building.

Some skill building activities I could use are:

REMEMBER - there MAY be a crisis that needs attention that takes up your entire meeting – may need mental health mobile unit etc. Red flag/emergency – suicidal intentions, homicidal, safety planning, hurt self or someone else

Ongoing Skill Practice Appointment



Engage: Role Clarification & Check-In



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention:
1-1 CBI Tool for Skill Development



Next Steps/Homework: Assign
practice/homework & set intent of next visit

Shop Around for the Right Intervention



Skill Practice Appointment Structure

Engage- (Role clarification & check-in)

- Build rapport
- Role clarification
- Checking for crises
- Monitor compliance with conditions
- Set intention for the appointment
- Less than 5 minutes

Review- (Previous appt and homework)

- Ensure homework assignment was completed: Five ways to slow myself down
- Check for learning
- Less than 5 minutes

Evoke and conduct the intervention

- Teach new skill: Using Self-Control
- Model new skill
- Client practice new skill
- Practitioner give feedback

Next Steps/Homework

- Transfer skill to day-to-day environment by giving an assignment related to the skill practice.
- Increase dosage (through repetition and complexity)

Chris Profile



Risk level: High

Offense: 1st Degree Assault

Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim's face and threatened the victim. Then Chris got into the vehicle and "swerved" it at the victim. Chris was subsequently charged with the assault.

Criminal History

"Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago."

Education/Employment

"Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment." Chris didn't really like school as there were issues with reading.

Family/Marital

"Chris is divorced and estranged from much of their family. Some of Chris' family is supportive and positive yet holds strict boundaries with Chris due to Chris' behaviors and abuse of chemicals." Chris lives alone in an apartment.

Leisure / Recreational

"Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors." Chris does like to work with hands-on projects when a friend needs help.

Companions

"Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time."

Alcohol/Drugs

"Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life's stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct."

Anti-Social Thinking/ Attitudes

"Chris tends to believe that the 'system' is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong."

Anti-Social Personality/ Behavior Pattern

"Chris tends to lash out with anger when 'called-out' on behaviors. When upset, Chris will also use chemicals to help 'get by.' Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job."

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4

Skill Practice Activity

Big/Outcome Goal:

Keep a job for more than 3 months

Criminogenic Need:

Antisocial Behavior/Personality

Goal: (Skill related to criminogenic need)

Learn how to stop and think through risky situations before acting impulsively out of anger, and apply to my daily life.

Structured Learning

Teach the skill

Model the skill

Client practices the skill

Provide feedback to the client

List 5 ways you can slow yourself down when you are being impulsive.

1. Deep breaths
2. Visualize a relaxing place for me
3. Count backwards from 50.
4. Go for a walk
5. New thinking: I need to stop and think.

Sample Returned Homework

Skill to Teach

Skill 26: Using Self-Control

SKILL STEPS

1. Tune in to what is going on in your body that helps you know you are about to lose control of yourself.
2. Decide what happened to make you feel this way.
3. Think about ways in which you might control yourself.
4. Choose the best way to control yourself and do it.

Chris' Skill Practice

Name: <i>Chris</i>	Date: <i>Today</i>
Skill to Practice: <i>Using Self-Control</i>	
Steps to Follow:	
1. <i>Tune into what is going on in my body that helps me notice I'm going to lose control.</i>	
2. <i>Decide what happened to make me feel this way.</i>	
3. <i>Think about ways to help control myself.</i>	
4. <i>Choose the best way to control myself and do it.</i>	
Anticipated Situation:	
With Whom:	
When:	
Where:	

Post-Skill Practice

What did you do to follow the skill:				
1.				
2.				
3.				
4.				
5.				
6.				
Describe the situation when you used the skill and what happened:				
How well did you follow the steps:	Excellent	Good	Fair	Poor
What would you do differently next time you use this skill:				

Ongoing Skill Practice Appointment Debrief

What went well in this practice?

What was most challenging for you in practicing on-going skill practice?

What would you do differently next time?

Thinking Report Activity

Complete a Thinking Report on What Happened

1. Write a brief, factual description of the situation
2. Write down as many thoughts as you can remember
3. Write down all the feelings you remember having at the time
4. List one or two beliefs that underlie your thinking in this situation
5. Circle the thought, feeling, and belief that most influenced you in this situation

Thinking Report

(page 1)

Paying Attention to Our Thinking

Situation (brief, factual description of the situation)

Thoughts (circle the thought most likely to lead to trouble)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings (circle the feeling most likely to lead you to trouble)

Attitudes and Beliefs (circle the attitude or belief most likely to lead to trouble)

Thinking Report

(page 2)

New Thinking

What did/would this thought lead you to do?

What new of thinking did/could you use to reduce the risk of trouble?

Thinking Report Instructions

1. Write a brief, factual description of the situation
2. Write down as many thoughts as you can remember
3. Write down all the feelings you remember having at the time
4. List one or two beliefs that underlie your thinking in this situation
5. Circle the thought, feeling, and belief that most influenced you in this situation

Remember to focus on the thinking leading to or during the situation, as opposed to what you thought and felt afterward.

Thinking Report

(page 1)

Paying Attention to Our Thinking

Situation (brief, factual description of the situation)

Thoughts (circle the thought most likely to lead to trouble)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings (circle the feeling most likely to lead you to trouble)

Attitudes and Beliefs (circle the attitude or belief most likely to lead to trouble)

Thinking Report

(page 2)

New Thinking

What did/would this thought lead you to do?

What new of thinking did/could you use to reduce the risk of trouble?

Thinking Report Instructions

1. Write a brief, factual description of the situation
2. Write down as many thoughts as you can remember
3. Write down all the feelings you remember having at the time
4. List one or two beliefs that underlie your thinking in this situation
5. Circle the thought, feeling, and belief that most influenced you in this situation

Remember to focus on the thinking leading to or during the situation, as opposed to what you thought and felt afterward.

CAREY GUIDE: BEHAVIOR TECHNIQUES, TOOLS 1 AND 2

50 SOCIAL SKILLS (AGGRESSION REPLACEMENT TRAINING: A COMPREHENSIVE INTERVENTION FOR AGGRESSIVE YOUTH, 3RD ED. BARRY GLICK AND JOHN C GIBBS)

CHANGE JOURNALS

CAREY GUIDES

THINKING REPORTS

CASE PLAN						
Name:		OID #:		Agent/CM:		Date:
		CSTS#:				
<u>Risk Areas</u>	<u>High</u>	<u>Med</u>	<u>Low</u>	<u>Risk Area Working on:</u>	<u>Goal</u>	
Criminal History				_Criminal History		
Education/Employment				_Education/Employment		
Family/Marital				_Family/Marital		
Leisure/Recreation				_Leisure/Recreation		
Companions				_Companions		
Alcohol/Drug Problem				_Alcohol/Drug Problem		
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation		
Antisocial Pattern				_Antisocial Pattern		
Personality/Behavior				_Personality/Behavior		
				_Other: _____		
Action Steps (SMART Goals)				Person Responsible	Target Date	Status
						Completed Not Completed In Progress
Assets/strengths				People that can help me?	Challenge(s)	Possible Solutions
Motivation: What is in it for me?						
Date Goal Completed:				Comments:		
<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued						
Signature:				Agent/Case Manager:		

Notes

Recording Instructions for Tape #2

We will return on ___ / ___ / _____ to review our second recorded case planning session with a client. It is required that you bring a recorded case planning appointment with a client that is at least 15 minutes in long.

For this tape, you must do an On-going Skill Practice Appointment. Do not record an Assessment or PSI Appointment.

These recording should highlight you conducting an intervention. The suggested interventions here are not an exhaustive list.

If you think you may have difficulty completing the recording, it is your responsibility to talk to your trainer about it TODAY.

Next Steps-Recording Checklist



- At least 15 minutes long (we'll listen to 15 minutes)
- Sign release with client
- Use all 4 steps of the appointment structure
- On-Going Skill Practice Appointment
- NO PSIs or ASSESSMENTS
- Use an intervention
- Listen on your own and complete self-observation
- Save to your computer

Intervention Options

On-going Skill Practice

- Carey Guide Behavior Techniques: Tool #1 & Tool #2
- Fifty Social Skills from Aggression Replacement Training (in your CCP manual)
- The Courage to Change - Journals
- Thinking Reports
- Carey Guide: Anti-Social Thinking
- Carey Guide: Emotional Regulation
- Carey Guide: Anger Management

Tips for Your Case Planning Tape

Before the Interview

- Learn how to record and transfer an audio file on a recorder or your phone
- Think about a client who is **ambivalent** about a **change** or new to the process
- Feeling Nervous? Find some support from a trainer or another participant!

Setting Up the Interview

- Think about the intention of your appointment
- Review the 4-Step Appointment Structure
- Review the Authorization Form, obtain signatures, keep in Client folder
- Let the Client know you are being critiqued on the use of your own skills
- Place the recorder in a location that both you and the client will be recorded
- Press Record! Speak up!
- **Relax! Breathe!**

When the Interview is Happening

- Listen!
- Be intentional about the structure of the appointment and the intervention you choose
- Listen for & respond to Change Talk
- Honor and Soften Sustain Talk
- Heavyweight Affirmations
- Seek ways to Collaborate & look for opportunities to Emphasize Autonomy
- Guide!
- Remember – 15 minutes!

When the Interview is done

- Save the file to your computer
- Listen to your tape, complete the review form and bring to the next training day

Learning from the Interview

- Participate in your peer review feedback session
- Give yourself and others thoughtful feedback

AUTHORIZATION TO VIDEO or AUDIO RECORD SESSION

I, _____ date of birth _____ give my permission to _____ (agency name) to record an individual meeting or counseling session in which I am a participant.

It is my understanding that this recording will NOT be used to assess my progress as a client or program participant. I have been informed that the purpose of the recording is to provide supervision, support and training to the practitioner/counselor in relation to his/her own skill development. It may also be used to help other professionals engaged in similar work.

I understand that my participation in this recording is strictly voluntary. I understand that I may withhold my permission to participate. I also understand that I may revoke this consent at any time before the completion of the interview.

I have read and/or have had read to me the above information and I grant my permission to be recorded for the purposes listed above.

Client Signature

Date

Parent/Guardian (if under 18)

Date

Practitioner Signature

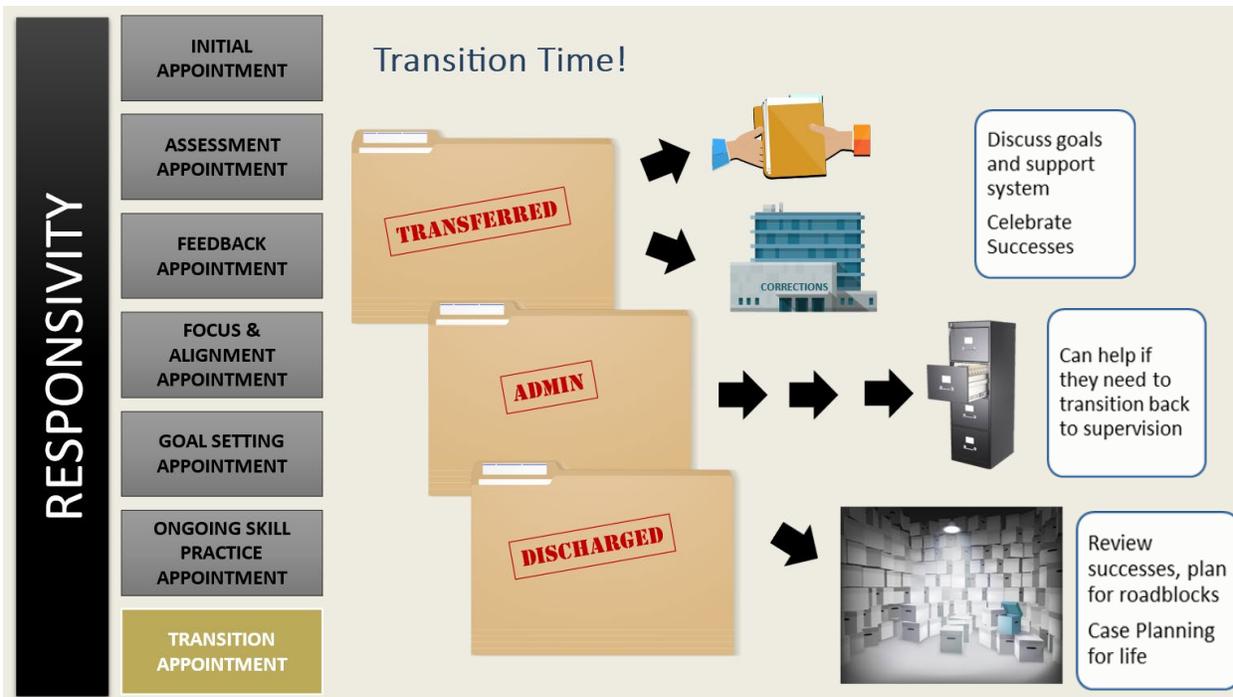
Date

When presenting your recording, let us know:



1. What is the client risk level or what do you believe to be their current risk level?
2. What are the client's criminogenic needs?
3. Of the criminogenic needs, what is your focus?
4. What specific skill are you working on that this client needs?
5. What intervention did you use?

Transition Appointment



Transition Appointment



Engage: Role Clarification & Check-In



Review: Previous Appointment & CBI Homework



Evoke & Conduct the Intervention:
1-1 CBI Tool-Transition Worksheet



Next Steps/Homework: Assign
practice/homework & set intent of next visit

Chris Profile



Risk level: High

Offense: 1st Degree Assault

Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim's face and threatened the victim. Then Chris got into the vehicle and "swerved" it at the victim. Chris was subsequently charged with the assault.

Criminal History

"Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago."

Education/Employment

"Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment." Chris didn't really like school as there were issues with reading.

Family/Marital

"Chris is divorced and estranged from much of their family. Some of Chris' family is supportive and positive yet holds strict boundaries with Chris due to Chris' behaviors and abuse of chemicals." Chris lives alone in an apartment.

Leisure / Recreational

"Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors." Chris does like to work with hands-on projects when a friend needs help.

Companions

"Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time."

Alcohol/Drugs

"Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life's stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct."

Anti-Social Thinking/ Attitudes

"Chris tends to believe that the 'system' is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong."

Anti-Social Personality/ Behavior Pattern

"Chris tends to lash out with anger when 'called-out' on behaviors. When upset, Chris will also use chemicals to help 'get by.' Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job."

	Criminal History	Education/ Employment	Family/ Marital	Leisure / Recreation	Companions	Alcohol/ Drugs	Anti-Social Thinking/ Attitudes	Anti-Social Personality	Total
Very High	8	8-9	4	-	4	7-8	4	4	30+
High	6-7	6-7	3	2	3	5-6	3	3	20-29
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19
Low	2-3	2-3	1	-	1	1-2	1	1	5-10
Very Low	0-1	0-1	0	0	0	0	0	0	0-4

Case Plan

Name: Chris	OID/CSTS#	Agent/CM: Agent X	Date: 10/9/2023
--------------------	------------------	--------------------------	------------------------

Risk Areas <input type="checkbox"/> Criminal History - Medium <input type="checkbox"/> Education/Employment - High <input type="checkbox"/> Family/Marital - High <input type="checkbox"/> Leisure/Recreation - High <input type="checkbox"/> Companions - Medium <input type="checkbox"/> Alcohol/Drug Problem - High <input type="checkbox"/> Procriminal Attitude/Orientation - Medium <input checked="" type="checkbox"/> Antisocial Pattern - Medium <input checked="" type="checkbox"/> Personality/Behavior - Choose an item.	Risk Area Working on: Antisocial Pattern	Goal Become aware of thoughts and feelings that lead to getting into trouble, identify my thinking traps, and use new thinking.
---	--	---

Action Steps	Person Responsible	Target Date	Status
Get access to TOD (Tools on Devices)	PO	10/13/23	Completed
Complete the Anti-Social Thinking Carey Guide on TOD : Tool 1: Thought Feeling Action Link	Me and PO		In progress
Complete Tool 2: Thinking Patterns my skip this if BITS are adequate	Me and PO	11/13/23	No started
Complete Tool 3: Values and Beliefs	Me and PO	12/13/23	Not started
Complete Tool 4: Defeating Harmful Thoughts, Values, and Beliefs	Me and PO	1/13/24	Not started
Complete the Thinking Traps BIT each time I have an incident	Me and PO	ongoing	Not yet completed
Attend Decision Points Group Tuesdays time TBD	Me	11/15/23 start date	
Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions
Insightful	PO. mom	Forget to do assignments	Do them with PO
Hardworking			
Motivation: What is in it for me?			
Tired of getting in trouble; Avoid longer probation			
Date Goal Completed: Click here to enter a date. Choose an item.	Comments:		
Signature: AGENT X		Agent/Case Manager	

Supplemental for Transition Plan

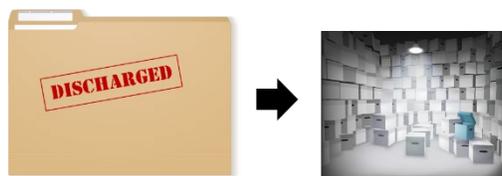
No matter which transition is taking place, the transition appointment gives your client autonomy by allowing them to talk about areas they have been or are currently working on and what goals and supports they have. This is also an opportunity to celebrate your client's successes during their supervision with you by using effective reinforcement! This transition process is for your client!



If this transition is a **transfer** because the client is going to a different agent or agency, this is a great time to discuss how to set them up to continue with their next steps. This can benefit the client in not feeling like they must start completely over at step one with a new practitioner. Whether this is a new caseload or a transition to a facility and a new case manager, the client will benefit from that person knowing what they're working on, what goals and supports they have, and what successes they've had.



If this is a **transfer** to an **administrative** caseload, discussing their progress or doing this CBI can help ease that transition to more independence. In the unfortunate circumstance that they return to supervision, this will give you a tool to use with your client to discuss previous goals and supports.



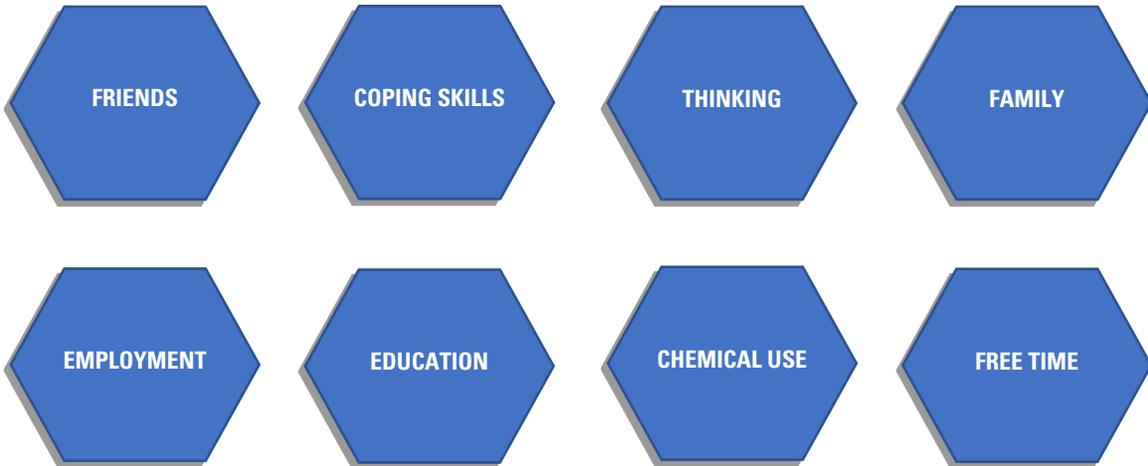
If this is a **discharge** transition, there is a CBI tool for the appointment that we will practice together today. If this transition is their discharge, this is where they can hopefully see their hard work paying off. It creates transparency for them across all their time on supervision. This is case planning for their life – not just during supervision.

Remember, this process is FOR your CLIENT!

TRANSITION PLAN

I will be transitioning or being discharged on: _____

I have worked to improve the following areas of my life:



WHAT ARE THE SKILLS AND GOALS THAT YOU ACHIEVED:

FUTURE GOALS & PLANS:

SKILLS I WILL USE TO ACCOMPLISH THE GOALS AND PLANS:

WAYS I CAN SUCCESSFULLY AVOID OR RESPOND TO CHALLENGES:

STRENGTHS THAT WILL HELP ME:

SUPPORTIVE PEOPLE IN MY LIFE:

1. _____ # _____
2. _____ # _____
3. _____ # _____
4. _____ # _____

Transition Appointment Feedback

What went well when you were in the role of the practitioner?

What did you see your partner do well as the practitioner?

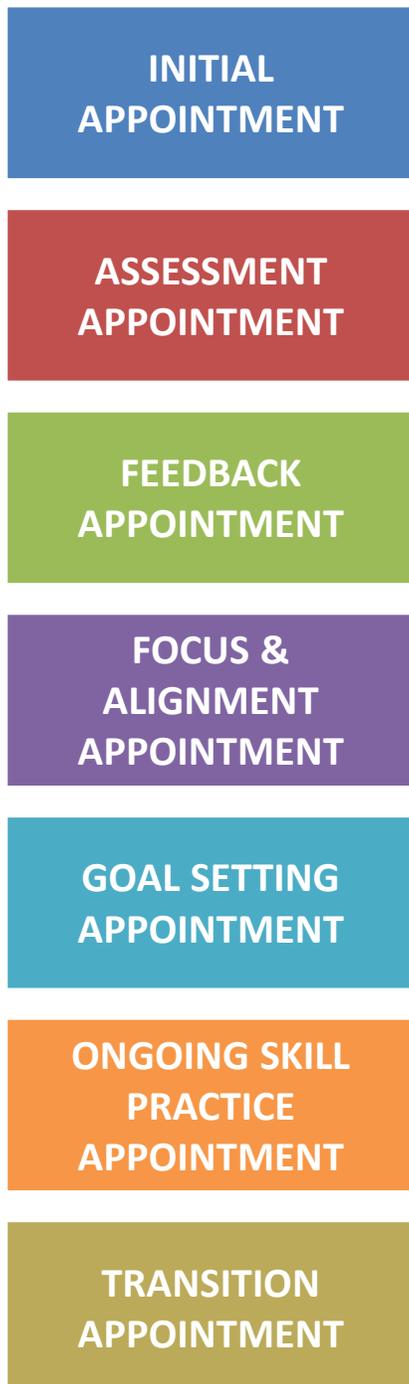
What was challenging when you were the practitioner?

What did notice your partner could do differently as the practitioner?

What impact did this have on you when you were in the client role?

How do you think this type of conversation could impact your clients?

Case planning requires a big skill set, as it incorporates many of the aspects of EBP.



CASE PLAN						
Name:	OID #:	Agent/CM:	Date:			
	CSTS#:					
Risk Areas	High	Med	Low	Risk Area Working on:	Goal	
Criminal History				_Criminal History		
Education/Employment				_Education/Employment		
Family/Marital				_Family/Marital		
Leisure/Recreation				_Leisure/Recreation		
Companions				_Companions		
Alcohol/Drug Problem				_Alcohol/Drug Problem		
Procriminal Attitude/Orientation				_Procriminal Attitude/Orientation		
Antisocial Pattern				_Antisocial Pattern		
Personality/Behavior				_Personality/Behavior		
				_Other: _____		
Action Steps (SMART Goals)	Person Responsible	Target Date	Status			
			Completed	Not Completed	In Progress	
Assets/strengths	People that can help me?	Challenge(s)	Possible Solutions			
Motivation: What is in it for me?						
Date Goal Completed:			Comments:			
<input type="checkbox"/> Completed <input type="checkbox"/> Not Completed <input type="checkbox"/> Goal Discontinued						
Signature:			Agent/Case Manager:			

The Case Plan Module can be accessed through CSTS Web. This allows efficient communication of case plan goals and action steps to clients and transfer of active case plans between agents and agencies. Tutorials on operating the Case Plan Module can be found at the following links:

Adult: <https://www.youtube.com/watch?v=wnmphHcNO54>

Juvenile: <https://www.youtube.com/watch?v=mqBpgP0DvVE>

TRANSITION PLAN

Notes

Tape #2 – Peer Review

Case Plan Tape Instructions

When presenting your recording, let us know:



1. What is the client risk level or what do you believe to be their current risk level?
2. What are the client's criminogenic needs?
3. Of the criminogenic needs, what is your focus?
4. What specific skill are you working on that this client needs?
5. What intervention did you use?
- 6.

What Good Feedback Sounds Like:

- Ask for Permission
 - Start with Strengths
 1. Tape presenter first
 2. Group second
 - End with Coaching Points
 1. Tape presenter first
 2. Group second
 - Trainer Last!
- Give examples
 - Suggest alternatives
 - Behavior > Style/Personality
 - Describe > Judge
 - Observe > Infer
 - Be sensitive



Tape #2 Feedback Session: OPTIONAL

Did it go as planned? If no, why not?

If you were doing it again, what you would do the same/differently?

How do you think the client felt? What makes you think that?

How might you approach your next conversation with this person?

What did you learn from doing this?



Next steps...

THINK GROWTH!

Appendix A

Cognitive Intervention Examples

Conducting the Intervention

Resources

Earlier in our training, we listed some of the tools you can use during your check-in sessions with clients when updating and revising the case plan.

For those of you who have had some type of cognitive behavioral programming training, most of these tools will look familiar.

For other staff, using these tools most likely will require additional training, particularly the Precursors Assessment tool.

We encourage you to seek out the trained Cognitive Behavioral group facilitators in your agency to assist you with learning how to incorporate these tools into your one-on-one sessions with your clients.

We include them here as a resource and reminder that when working with clients, especially in the role of a change agent, these tools are a valuable resource in assisting the clients toward change and assisting them with the development of skills they can carry in their pocket, well after their time on supervision.



www.shutterstock.com - 62071531

Identifying Your Strengths

Please circle your strengths:

Hard worker Determined Learner Confident Respectful Accountable Reliable Fair Creative Kind
Disciplined Insightful Honest Loyal Flexible Cooperative Empathetic Patient Ambitious Independent
Easy going Dedicated Thorough Organized Resourceful Spiritual Helpful Sociable Consistent

Others: _____

List at least three things (goals) you have accomplished with these strengths:

- 1.
- 2.
- 3.

How have these strengths helped you on a daily basis:

Name 2-3 new goals you would like to accomplish:

- 1.
- 2.
- 3.

How will these strengths help you achieve your goals:

Supportive people to help you achieve your goals:

- 1.
- 2.
- 3.

Brainstorming ideas on how to achieve your goals:

Precursor Assessment

Nature of the Problem or Issue:					
Precursor	None(0)	Trace(1)	Small(2)	Adequate(3)	Abundant(4)
1. Sense of Necessity					
2. Willingness for Anxiety					
3. Awareness					
4. Confronting					
5. Effort Toward Change					
6. Hope for Change					
7. Social Support					

General Scoring and Treatment Guide

1. Rate the client on each precursor, using definitions in the book
2. Get the client to participate in the rating if possible, to learn change.
3. Be sure to rate the client's problem not the client as a person.
4. Note the lowest rated or missing precursors. These are inhibiting change.
5. Arrange treatment plan to increase the lowest rated precursors (0s and 1s)
6. Use the techniques and strategies in the book to increase the precursors.
7. When the precursors are implemented change will occur.
8. Note: A trace amount is when the precursor is present intermittently

General Numerical Scoring Guide*

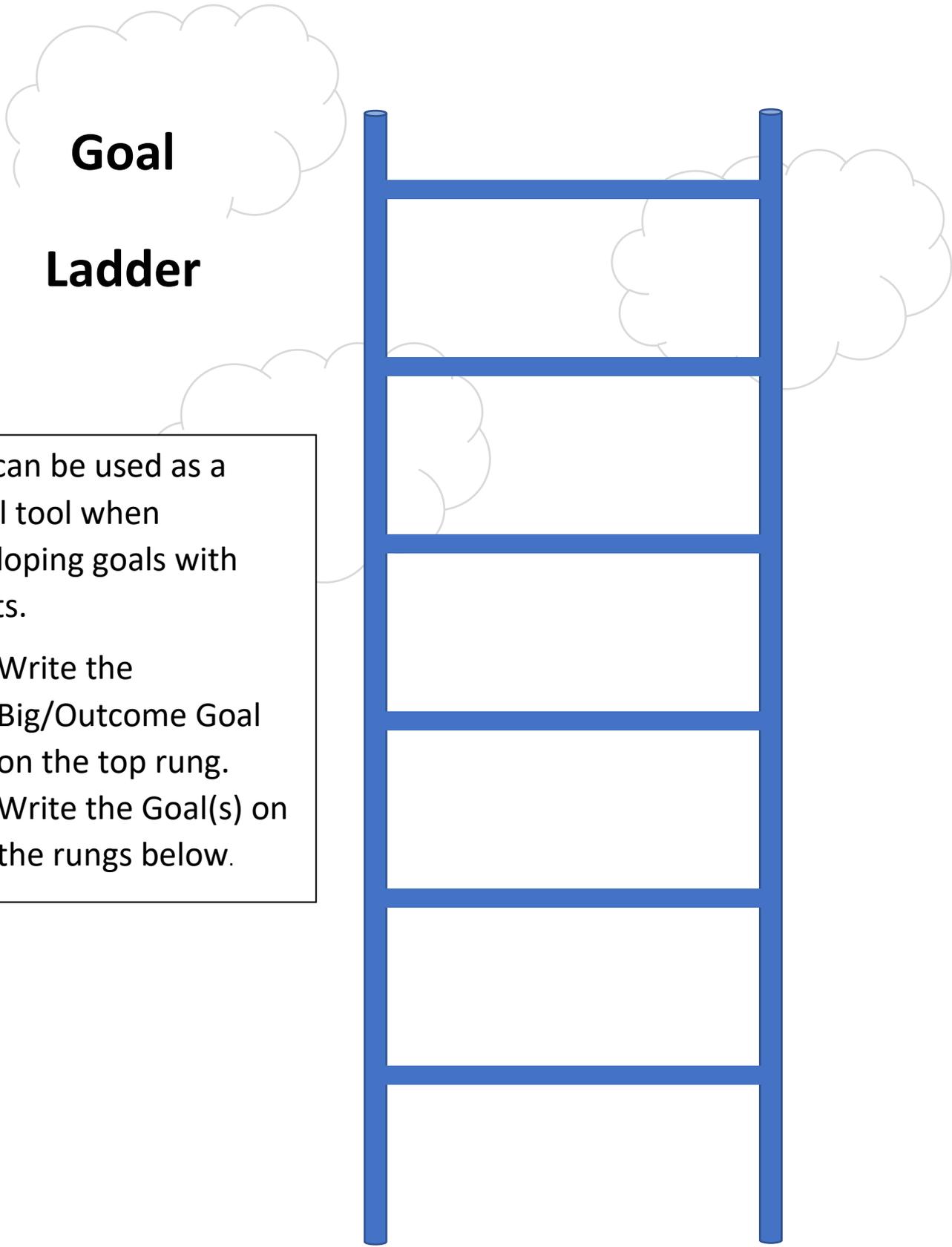
- 0-6: Change unlikely: Educate client on change: Focus on precursors with lowest ratings
- 7-14: Change limited or erratic: Educate client and focus on precursors with lowest ratings.
- 15-21: Change is steady and noticeable: Use the lowest rated precursors to stay on track.
- 22-28: Highly motivated to inspired client: Change occurs easily: Standard approaches work well.
- *Scoring is intended only as a general guide to a complex process: Some precursors may be more potent.

REFERENCES

Research and Scholarly Publications on the Precursors Model

- Hanna, F. J. (2002). *Therapy with difficult clients: Using the precursors model to awaken change*. Washington, DC: American Psychological Association.
- Hanna, F. J. (1996). Precursors of change: Pivotal points of

CRIMINOGENIC NEED	SKILL EXAMPLES	TOOLS TO DEVELOP SKILLS
		Carey Guides, BITS, Thinking Reports, Decisional Balance, 50 Social Skills, Problem Solving Skills, Decision Points Skill Steps, etc.
Anti-Social Peers	How to be assertive	
	Preparing for a stressful conversation	
	How to recognize healthy and unhealthy relationships	
	How to connect with new people	
Anti-Social Personality/Behavior	How to control impulses	
	How to manage anger	
	How to manage stress	
	How to apologize	
	How to brainstorm solutions to a problem	
Anti-Social Cognitions/Attitudes	How to replace thinking to reduce risk	
	How to identify pros and cons	
	How to increase empathy	



Goal

Ladder

This can be used as a visual tool when developing goals with clients.

- Write the Big/Outcome Goal on the top rung.
- Write the Goal(s) on the rungs below.

Skill Practice

Name:	Date:
Skill to Practice:	
Steps to Follow:	
1.	
2.	
3.	
4.	
5.	
6.	
Anticipated Situation:	
With Whom:	
When:	
Where:	

Post-Skill Practice

What did you do to follow the skill:				
1.				
2.				
3.				
4.				
5.				
6.				
Describe the situation when you used the skill and what happened:				
How well did you follow the steps:	Excellent	Good	Fair	Poor
What would you do differently next time you use this skill:				

Thinking Report

(page 1)

Paying Attention to Our Thinking

Situation (brief, factual description of the situation)

Thoughts (circle the thought most likely to lead to trouble)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings (circle the feeling most likely to lead you to trouble)

Attitudes and Beliefs (circle the attitude or belief most likely to lead to trouble)

Thinking Report

(page 2)

New Thinking

Reflecting again, what did this thought lead you to do?
What new thought could you use to change the outcome next time?

Thinking Report Instructions

1. Write a brief, factual description of the situation
2. Write down as many thoughts as you can remember
3. Write down all the feelings you remember having at the time
4. List one or two beliefs that underlie your thinking in this situation
5. Circle the thought, feeling, and belief that most influenced you in this situation

Remember to focus on the thinking leading to or during the situation, as opposed to what you thought and felt afterward.

Scenarios for Thinking Report Role Play

Scenario 1: Conflict at Work

- **Situation:** The client got into an argument with a coworker after feeling disrespected during a meeting. They raised their voice and walked out, which led to a formal warning from their manager.
- **Key Focus:** Help the client reflect on their thoughts and feelings that led to the argument and explore alternative responses.

Scenario 2: Missed Curfew

- **Situation:** The client failed to return home by their court-ordered curfew, claiming they lost track of time while out with friends.
- **Key Focus:** Encourage the client to identify why they prioritized socializing over compliance and develop strategies to manage time better in the future.

Scenario 3: Skipped Probation Meeting

- **Situation:** The client missed a scheduled meeting with their probation officer, stating they were overwhelmed by personal issues and didn't feel up to attending.
- **Key Focus:** Guide the client in understanding how their avoidance impacted the situation and identifying ways to address their feelings differently next time.

Scenario 4: Family Argument

- **Situation:** The client got into a heated argument with a family member after being accused of not contributing to household chores. The argument escalated to yelling and threats to leave.
- **Key Focus:** Help the client reflect on their emotional triggers and explore how to respond more constructively in future conflicts.

Scenario 5: Shoplifting Incident

- **Situation:** The client was caught shoplifting, explaining they were "just trying to get something they couldn't afford."
- **Key Focus:** Encourage the client to think through the decisions leading to this behavior and consider alternative ways to address their needs.

Scenario 6: Peer Pressure

- **Situation:** The client got into trouble for being present during a friend's illegal activity, stating they didn't want to look weak by leaving.
- **Key Focus:** Work with the client on identifying their underlying fears of peer rejection and developing assertive responses.

Scenario 7: Substance Use

- **Situation:** The client violated probation by drinking alcohol at a party, saying they "didn't want to seem boring in front of friends."
- **Key Focus:** Assist the client in uncovering the thought processes that led to this choice and in building strategies to resist peer pressure.

Scenario 8: Road Rage

- **Situation:** The client got into a verbal altercation with another driver after being cut off in traffic. This escalated to tailgating and making threats.
- **Key Focus:** Explore how the client's thoughts and feelings contributed to the escalation and identify ways to stay calm in similar situations.

Name: _____

Date: _____

Thinking Check-in

Situation:

Risky Thought:

Risky Feeling:

Risky Attitude or Belief:

Replacement Thought:

Replacement Attitude or Belief:

How might this reduce my risk?

Problem Solving Steps

Skill 1: Stop and Think

Step 1; Pay attention to my warning signs:

- What my risky physical warning signs?
- What are my risky thoughts?

Step 2: Think – Reduce my risk:

- Be quiet:
- Stay calm:
- Get some space:

Skill 2: State the Problem

Step 1: Identify a warning sign

Step 2: Describe what happened objectively

Step 3: Describe your risk reaction

Put it together in a problem statement starting with “I”:

I (think or feel) _____
because _____, *and my risk reaction is to*
_____.

Problem Solving Steps

Step 3: Set a Goal and Gather Information

Step 1: Identify a positive and realistic goal:

I want _____ OR

I want _____, but I don't want _____.

Step 2: Gather Information:

- What are the facts in this situation?
- What do you think the other person is/was thinking?
- What do you think the other person is/was feeling?

Step 4: Think of Choices and Consequences:

Step 1 :Choices	Step 2: Consequences (+ / -)	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Step 3: Pick the best choice to get to your goal:

Problem Solving Steps

Step 5: Make a Plan:

Step 1: Identify who, where and when

Step 2: Choose keys social skills that can help you

Step 3: Identify what you will do or say

Step 4: Identify how you will do and say it

Step 5: Decide on a thought to get you started

Step 6: Do and Evaluate:

Step 1: Do it

Step 2: Ask Questions:

- Are you closer to your goal?
- What parts of the plan worked best?

Step 3: Decide what to do next

- What do you think you should do next?

Decisional Balance

The choice or behavior I am thinking about is:

<p>Benefits of current CHOICE / BEHAVIOR.</p> <p><i>“What do you like about _____?”</i></p> <p><i>“And what else?”</i></p>	<p>Concerns about current CHOICE / BEHAVIOR.</p> <p><i>“What, if anything, concerns you about the _____ (problem)?”</i></p> <p><i>“What concerns do others have about the _____ (problem)?”</i></p>
<p>Concerns about CHANGE.</p> <p><i>“What concerns do you have about making this change?”</i></p> <p><i>“What effects would _____ have on you?”</i></p> <p><i>“What questions do you have if you were to _____?”</i></p>	<p>Benefits of CHANGING</p> <p><i>“How do you think the _____ (problem) would improve if you were to _____?”</i></p> <p><i>“In what way would you benefit from _____?”</i></p>

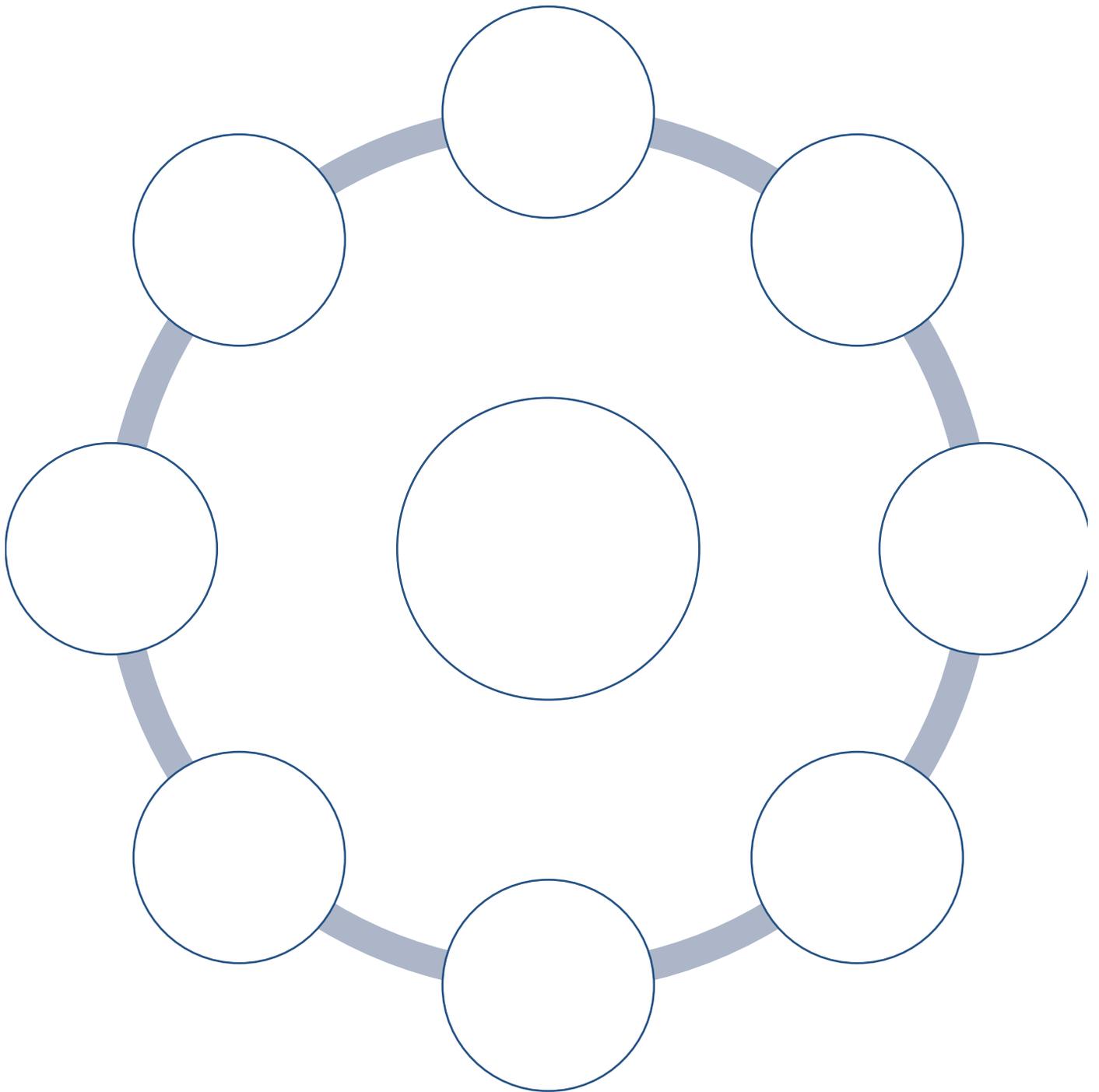
<p>How important is it to you to change this behavior?</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Not important Very important</p>
<p>How confident are you that it is possible to change the behavior?</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Not confident Very confident</p>

Plus, Minus, Interesting (PMI)

Instructions: Much like brainstorming, this worksheet requires you to ask questions to get to what would be the plus, minus or interesting observations of making a change, doing a certain task, etc. You can record the client's responses, while they are free to come up with the answers.

Plus	Minus	Interesting

Brainstorming Worksheet



Value Cards

Terminal Values: The goals that a person would like to achieve during his or her lifetime. These values vary among different groups of people in different cultures.

Instrumental Values: Preferable modes of behavior, or means of achieving terminal values. How you get things done.

The values identified on the cards include all of the 36 values that Milton Rokeach and his colleagues found to be universal regardless of country or subculture.

Prompting Statement: Ask yourself which of these values do I truly believe are important and necessary to honor in order to achieve my goals/dreams in life.

Step 1: Sort value cards into 3 stacks of similar size.

1. “Hot” or important values
2. “Cold”, or least important
3. A residual stack of values that are “luke warm”, or somewhere between the top and bottom priority.

Step 2: Once you have sorted into 3 stacks, take the “hot” stack and spread them on the table before you and order them from top priority (descending order) and place them aside.

Then go to the other two piles and do the same thing.

Step 3: Using the “cold” stack of ranked values as a foundation (or bottom of the pile), place the “luke warm” stack on top of it followed by the “hot” stack.

Step 4: Number the cards starting with 1, so the direction is clear.

Step 5: On paper, list the values so you can identify and discuss values that are most important to you and why.

HOT VALUES

COLD VALUES

CHEERFUL

CAPABLE

AMBITION

COURAGE

LOVE

POLITE

CLEANLINESS

HONESTY

SELF-CONTROL

IMAGINATIVE

INDEPENDENT

INTELLEGENT

OPEN MINDED

LOGICAL

OBEDIENT

HELPFUL

RESPONSIBLE

FORGIVING

**TRUE
FRIENDSHIP**

**MATURE
LOVE**

SELF-RESPECT

HAPPINESS

**INNER
HARMONY**

EQUALITY

FREEDOM

PLEASURE

**SOCIAL
RECOGNITION**

WISDOM

SALVATION

**FAMILY
SECURITY**

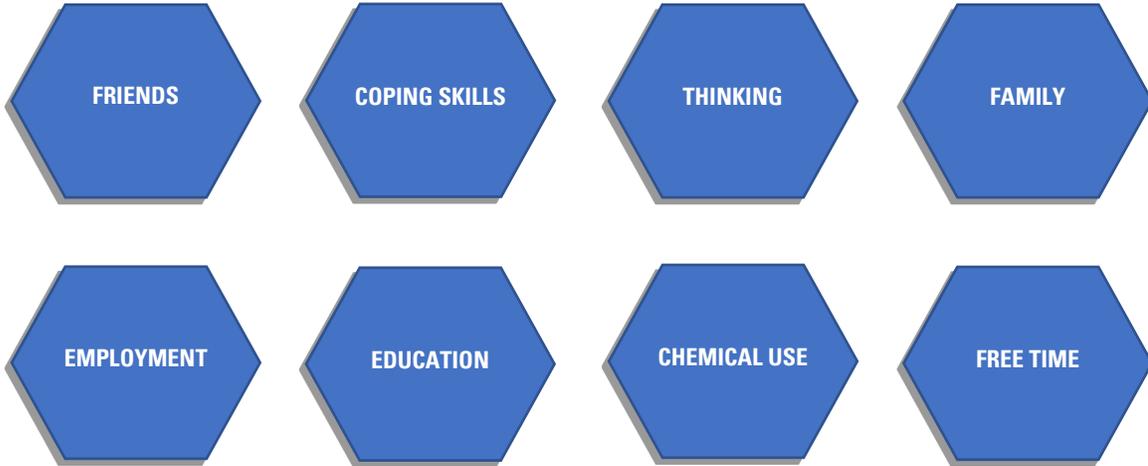
**NATIONAL
SECURTIY**

**A SENSE OF
ACCOMPLISHMENT**

TRANSITION PLAN

I will be transitioning or being discharged on: _____

I have worked to improve the following areas of my life:



WHAT ARE THE SKILLS AND GOALS THAT YOU ACHIEVED:

FUTURE GOALS & PLANS:

SKILLS I WILL USE TO ACCOMPLISH THE GOALS AND PLANS:

WAYS I CAN SUCCESSFULLY AVOID OR RESPOND TO CHALLENGES:

STRENGTHS THAT WILL HELP ME:

SUPPORTIVE PEOPLE IN MY LIFE:

1. _____ # _____
2. _____ # _____
3. _____ # _____
4. _____ # _____

Appendix B

50 Social Skills

From ***Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth, Third Edition***, by Barry Glick and John C. Gibbs (Champaign, IL: Research Press, 2011). Reprinted by permission of the publisher. Copyright 2011 by Barry Glick and John C. Gibbs.

Social Skills

There are 50 different social skills that we can teach, practice and coach our clients on. These 50 social skills are copyrighted material and cannot be displayed here without proper authorization.

However, for staff who've been trained in Thinking for a Change (T4C), these 50 skills are listed in the facilitator's manual. Again, in order to practice these skills with your clients, please have a conversation with a trained T4C facilitator.

A few tips about role playing around the use of social skills:

- The various steps within a social skill are either a Thinking Step or an Action Step. The big difference is:
 - A Thinking Step is a thought we have inside our head. During a T4C session, clients are instructed to put their fingers to their head when demonstrating a thinking step. This is in order for us to "hear" their thoughts to ensure they followed the step correctly
 - An Action Step requires some type of "observable" behavior. For example, if a step says "Look at the person talking", this would indicate an action step, as we can observe the person doing that.
- It is helpful to provide the client with a Skill Card (which lists all of the steps for that skill) and to quickly review the steps prior to setting up the role play.
- Make the role play as realistic as possible. This means that we need to get some details about where, when and how the situation to be role played is taking place.
- If a client misses a step, this is our opportunity to coach them. After corrective coaching has taken place, have them try it again from the beginning.
- When a client follows the steps nicely, this is our opportunity to affirm them.
- Ask the client to fill out the homework sheet for that social skill. They fill out the top half, which prepares them for the actual event. They then fill out the second half, which is a form of self-evaluation of how they saw themselves doing. Please require them to bring this back to again either coach or affirm after they've practiced the skill in the real-life setting.
- Have fun! This can be a tremendous learning experience for our clients and support them through changes they are attempting to make.



Group 1: Beginning Social Skills

Skill 1: Listening

SKILL STEPS

1. Look at the person who is talking.
2. Think about what is being said.
3. Wait your turn to talk.
4. Say what you want to say.

Skill 5: Saying Thank You

SKILL STEPS

1. Decide if the other person said or did some-thing that you want to thank him/her for.
2. Choose a good time and place to thank the other person.
3. Thank the other person in a friendly way.
4. Tell the other person why you are thanking him/her.

Skill 2: Starting a Conversation

SKILL STEPS

1. Greet the other person.
2. Make small talk.
3. Decide if the other person is listening.
4. Bring up the main topic.

Skill 6: Introducing Yourself

SKILL STEPS

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.

Skill 3: Having a Conversation

SKILL STEPS

1. Say what you want to say.
2. Ask the other person what he/she thinks.
3. Listen to what the other person says.
4. Say what you think.
5. Make a closing remark.

Skill 7: Introducing Other People

SKILL STEPS

1. Name the first person and tell him/her the name of the second person.
2. Name the second person and tell him/her the name of the first person.
3. Say something that helps the two people gets to know each other.

Skill 4: Asking a Question

SKILL STEPS

1. Decide what you'd like to know more about.
2. Decide whom to ask.
3. Think about different ways to ask your ques-tion and pick one way.
4. Pick the right time and place to ask your question.
5. Ask your question.

Skill 8: Giving a Compliment

SKILL STEPS

1. Decide what you want to compliment about the other person.
2. Decide how to give the compliment.
3. Choose the right time and place to say it.
4. Give the compliment.

Group 2: Advanced Social Skills

Skill 9: Asking for Help

SKILL STEPS

1. Decide what the problem is.
2. Decide if you want help for the problem.
3. Think about different people who might help you and pick one.
4. Tell the person about the problem and ask that person to help you.

Skill 12: Following Instructions

SKILL STEPS

1. Listen carefully while you are being told what to do.
2. Ask questions about anything you don't understand.
3. Decide if you want to follow the instructions and let the other person know your decision.
4. Repeat the instructions to yourself.
5. Do what you have been asked to do.

Skill 10: Joining In

SKILL STEPS

1. Decide if you want to join in an activity others are doing.
2. Decide the best way to join in.
3. Choose the best time to join in.
4. Join in the activity.

Skill 13: Apologizing

SKILL STEPS

1. Decide if it would be best for you to apologize for something you did.
2. Think of the different ways you could apologize.
3. Choose the best time and place to apologize.
4. Make your apology.

Skill 11: Giving Instructions

SKILL STEPS

1. Decide what needs to be done.
2. Think about the different people who could do it and choose one.
3. Ask that person to do what you want done.
4. Ask the other person if he/she understands what to do.
5. Change or repeat your instructions if you need to.

Skill 14: Convincing Others

SKILL STEPS

1. Decide if you want to convince someone about something.
2. Tell the other person your idea.
3. Ask the other person what he/she thinks about it.
4. Tell why you think your idea is a good one.
5. Ask the other person to think about what you said before making up his/her mind.

Group 3: Skills for Dealing with Feelings

Skill 15: Knowing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Skill 19: Expressing Affection

SKILL STEPS

1. Decide if you have good feelings about the other person.
2. Decide if the other person would like to know about your feelings.
3. Choose the best way to express your feelings.
4. Choose the best time and place to express your feelings.
5. Express your feelings in a friendly way.

Skill 16: Expressing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body.
2. Decide what happened to make you feel that way.
3. Decide what you are feeling.
4. Think about the different ways to express your feeling and pick one.
5. Express your feelings.

Skill 20: Dealing with Fear

SKILL STEPS

1. Decide if you are feeling afraid.
2. Think about what you might be afraid of.
3. Figure out if the fear is realistic.
4. Take skill steps to reduce your fear.

Skill 17: Understanding the Feelings of Others

SKILL STEPS

1. Watch the other person.
2. Listen to what the other person is saying.
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way and do it.

Skill 21: Rewarding Yourself

SKILL STEPS

1. Decide if you have done something that deserves a reward.
2. Decide what you could say to reward your-self.
3. Decide what you could do to reward your-self.
4. Reward yourself.

Skill 18: Dealing with Someone Else's Anger

SKILL STEPS

1. Listen to the person who is angry.
2. Try to understand what the angry person is saying and feeling.
3. Decide if you can say or do something to deal with the situation.
4. If you can, deal with the other person's anger.

Group 4: Skills Alternatives to Aggression

Skill 22: Asking Permission

SKILL STEPS

1. Decide what you would like to do for which you need permission.
2. Decide whom you have to ask for permission.
3. Decide how to ask for permission.
4. Pick the right time and place.
5. Ask for permission.

Skill 25: Negotiating

SKILL STEPS

1. Decide if you and the other person are having a difference of opinion.
2. Tell the other person what you think about the problem.
3. Ask the other person what he/she thinks about the problem.
4. Listen openly to his/her answer.
5. Think about why the other person might feel this way.
6. Suggest a compromise.

Skill 23: Sharing Something

SKILL STEPS

1. Decide if you might like to share some of what you have.
2. Think about how the other person might feel about your sharing.
3. Offer to share in a direct and friendly way.

Skill 26: Using Self-Control

SKILL STEPS

1. Tune in to what is going on in your body that helps you know you are about to lose control of yourself.
2. Decide what happened to make you feel this way.
3. Think about ways in which you might control yourself.
4. Choose the best way to control yourself and do it.

Skill 24: Helping Others

SKILL STEPS

1. Decide if the other person might need and want your help.
2. Think of the ways you could be helpful.
3. Ask the other person if he/she needs and wants your help.
4. Help the other person.

Skill 27: Standing Up for Your Rights

SKILL STEPS

1. Pay attention to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. Decide what happened to make you feel dissatisfied.
3. Think about ways in which you might stand up for yourself and choose one.
4. Stand up for yourself in a direct and reasonable way.

Skill 28: Responding to Teasing

SKILL STEPS

1. Decide if you are being teased.
2. Think about ways to deal with the teasing.
3. Choose the best way and do it.

Skill 30: Keeping Out of Fights

SKILL STEPS

1. Stop and think about why you want to fight.
2. Decide what you want to happen in the long run.
3. Think about other ways to handle the situation besides fighting.
4. Decide on the best way to handle the situation and do it.

Skill 29: Avoiding Trouble with Others

SKILL STEPS

1. Decide if you are in a situation that might get you into trouble.
2. Decide if you want to get out of the situation.
3. Tell the other people what you decided and why.
4. Suggest other things you might do.
5. Do what you think is best for you.

Group 5: Skills for Dealing with Stress

Skill 31: Making a Complaint

SKILL STEPS

1. Decide what your complaint is.
2. Decide whom to complain to.
3. Tell that person your complaint.
4. Tell that person what you would like done about the problem.
5. Ask how he/she feels about what you've said.

Skill 35: Dealing with Being Left Out

SKILL STEPS

1. Decide if you are being left out.
2. Think about why the other people might be leaving you out of something.
3. Decide how you could deal with the problem.
4. Choose the best way and do it.

Skill 32: Answering a Complaint

SKILL STEPS

1. Listen to the complain
2. Ask the person to explain anything you don't understand.
3. Tell the person that you understand the complaint.
4. State your ideas about the complaint, accepting the blame if appropriate.
5. Suggest what each of you could do about the complaint.

Skill 36: Standing up for a Friend

SKILL STEPS

1. Decide if your friend has not been treated fairly by others.
2. Decide if your friend wants you to stand up for him/her.
3. Decide how to stand up for your friend.
4. Stand up for your friend.

Skill 33: Being a Good Sport

SKILL STEPS

1. Think about how you did and how the other person did in the game you played.
2. Think of a true compliment you could give the other person about his/her game.
3. Think about his/her reactions to what you might say.
4. Choose the compliment you think is best and say it.

Skill 37: Responding to Persuasion

SKILL STEPS

1. Listen to the other person's ideas on the topic.
2. Decide what you think about the topic.
3. Compare what he/she said with what you think.
4. Decide which idea you like better and tell the other person about it.

Skill 34: Dealing with Embarrassment

SKILL STEPS

1. Decide if you are feeling embarrassed.
2. Decide what happened to make you feel embarrassed.
3. Decide on what will help you feel less embarrassed and do it.

Skill 38: Responding to Failure

SKILL STEPS

1. Decide if you have failed at something.
2. Think about why you failed.
3. Think about what you could do to keep from failing another time.
4. Decide if you want to try again.
5. Try again using your new idea.

<p><i>Skill 39: Dealing with Contradictory Messages</i> SKILL STEPS 1. Decide if someone is telling you two oppo-site things at the same time. 2. Think of ways to tell the other person that you don't understand what he/she means. 3. Choose the best way to tell the person and do it.</p>	<p><i>Skill 41: Getting Ready for a Difficult Conversation</i> SKILL STEPS 1. Think about how you will feel during the conversation. 2. Think about how the other person will feel. 3. Think about different ways you could say what you want to say. 4. Think about what the other person might say back to you. 5. Think about any other things that might happen during the conversation. 6. Choose the best approach you can think of and try it.</p>
<p><i>Skill 40: Dealing with an Accusation</i> SKILL STEPS 1. Think about what the other person has accused you of. 2. Think about why the person might have accused you. 3. Think about ways to answer the person's accusation. 4. Choose the best way and do it.</p>	<p><i>Skill 42: Dealing with Group Pressure</i> SKILL STEPS 1. Think about what the group wants you to do and why. 2. Decide what you want to do. 3. Decide how to tell the group what you want to do. 4. Tell the group what you have decided.</p>

Group 6: Planning Skills

Skill 43: Deciding on Something to Do

SKILL STEPS

1. Decide whether you are feeling bored or dissatisfied with what you are doing.
2. Think of things you have enjoyed doing in the past.
3. Decide which one you might be able to do now.
4. Start the activity.

Skill 47: Gathering Information

SKILL STEPS

1. Decide what information you need.
2. Decide how you can get the information.
3. Do things to get the information.

Skill 44: Deciding What Caused a Problem

SKILL STEPS

1. Define what the problem is.
2. Think about possible causes of the problem.
3. Decide which are the most likely causes of the problem.
4. Check out what really caused the problem.

Skill 48: Arranging Problems by Importance

SKILL STEPS

1. Think about the problems that are bothering you.
2. List these problems from most to least important.
3. Do what you can to hold off on your less important problems.
4. Go to work on your most important problems.

Skill 45: Setting a Goal

SKILL STEPS

1. Figure out what goal you want to reach.
2. Find out all the information you can about how to reach your goal.
3. Think about the skill steps you will need to take to reach your goal.
4. Take the first step toward your goal.

Skill 49: Making a Decision

SKILL STEPS

1. Think about the problem that requires you to make a decision.
2. Think about possible decisions you could make.
3. Gather accurate information about these possible decisions.
4. Reconsider your possible decisions, using the information you have gathered.
5. Make the best decision.

Skill 46: Deciding on Your Abilities

SKILL STEPS

1. Decide which abilities you might want to use.
2. Think about how you have done in the past when you have tried to use these abilities.
3. Get other people's opinions about your abilities.
4. Think about what you found out and decide how well you use these abilities.

Skill 50: Concentrating on a Task

SKILL STEPS

1. Decide what your task is.
2. Decide on a time to work on this task.
3. Gather the materials you need.
4. Decide on a place to work.
5. Decide if you are ready to concentrate.

Appendix C

Chris Profile

Chris Profile

Risk level: High

Offense: 1st Degree Assault



Chris is 29 years of age and recently sentenced for a 1st Degree Assault stemming from a situation where they initially got into a verbal altercation at a gas station. It began when someone pulled into the gas pump that they were intending on using. Chris then got in the victim's face and threatened the victim. Then Chris got into the vehicle and "swerved" it at the victim. Chris was subsequently charged with the assault.

Criminal History		"Chris has been in trouble in the past, but this is the first felony. Chris has a disorderly conduct, which was a domestic situation that was pled down. Chris also has a Misd. DWI, and a trespassing from several years ago."
MEDIUM		
Dynamic Criminogenic Needs	Education/ Employment	"Chris is a hard worker and is currently working. However, Chris tends to work at a job for a number of months and leaves prior to finding new employment. Chris is tired of always having to look for employment." Chris didn't really like school as there were issues with reading.
	HIGH	
	Family/Marital	"Chris is divorced and estranged from much of their family. Some of Chris' family is supportive and positive yet holds strict boundaries with Chris due to Chris' behaviors and abuse of chemicals." Chris lives alone in an apartment.
	HIGH	
	Leisure / Recreational	"Chris has no organized activities and spends a lot of unstructured time with peers who use chemicals and engage in anti-social behaviors." Chris does like to work with hands-on projects when a friend needs help.
	HIGH	
	Companions	"Chris has some old friends who are pro-social and care for Chris. However, Chris also spends time with people who are in trouble and use chemicals in their free time."
	MEDIUM	
Alcohol/Drugs	"Chris has a previous DWI. Chris tends to drink alcohol or use marijuana when life's stressors are high. Chris has also used meth, on occasion, when with risky friends. Chris was using alcohol before the previous disorderly conduct."	
HIGH		
Anti-Social Thinking/ Attitudes	"Chris tends to believe that the 'system' is unfair and that, if only left alone, things would be better. Chris also admits that the assaultive behavior that led to the current charges were wrong."	
MEDIUM		
Anti-Social Personality/ Behavior Pattern	"Chris tends to lash out with anger when 'called-out' on behaviors. When upset, Chris will also use chemicals to help 'get by.' Chris finds it difficult to deal with workplace conflicts which often leads to feelings of isolation and Chris will ultimately quit work or just walk off the job."	
MEDIUM		

Chris Profile

Risk level: High

Offense: 1st Degree Assault



HIGH
MEDIUM
LOW

		VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW
Dynamic Criminogenic Needs	Criminal History	8	6-7	4-5	2-3	0-1
	Education/ Employment	8-9	6-7	4-5	2-3	0-1
	Family/Marital	4	3	2	1	0
	Leisure / Recreational	-	2	1	-	0
	Companions	4	3	2	1	0
	Alcohol/Drugs	7-8	5-6	3-4	1-2	0
	Anti-Social Thinking/ Attitudes	4	3	2	1	0
	Anti-Social Personality/ Behavior Pattern	4	3	2	1	0
	R/N	30+	20-29	11-19	5-10	0-4

Appendix D

4-Step Meeting Structure

Engage- (Role clarification & check-in) 5 min

- Build rapport
- Role clarification
- Checking for crises
- Monitor compliance with conditions
- Set intention for the appointment
- Less than 5 minutes

Review- (Previous appt and homework) 5 min

- Ensure homework assignment was completed: Five ways to slow myself down
- Check for learning
- Less than 5 minutes

Evoke and conduct the intervention 20 min

- Teach new skill: Using Self-Control
- Model new skill
- Client practice new skill
- Practitioner give feedback

Next Steps/Homework 1 min

- Transfer skill to day-to-day environment by giving an assignment related to the skill practice.
- Increase dosage (through repetition and complexity)

Appendix E

Initial Appointment (Amanda) Transcript

Amanda: OK. So um, you are transferring here to me from what county?

Client: Washington County.

A: OK. And can you just tell me a little bit about yourself to start out with?

C: Um ya, I...sorry.

A: Oh ya, don't worry about the recording.

C: That's OK, um, ya I don't know, like just from when I was younger to now, or just like how I got here, or-

A: Ya, well OK, ya, tell me about-Well, let's start with this: have you been on probation before or is this new for you?

C: No. I've been on probation um ever since 2017 I think is when I got my first charge. It was like first degree.

A: OK.

C: And then I was sober for like for about two years, and then I ended up relapsing, and went to jail, and then I lost custody of my daughter, um, so I haven't seen her.

A: You've had a rough few years.

C: Ya, yep.

A: So most recently what's going on in your life?

C: Um, well right now I'm doing good. I'm two months and- so it's like 73 days or something like that.

A: Sober?

C: Ya.

A: Good for you.

C: Ya. I did have 10 months, and then I don't know, I relapsed. My daughter got um-my aunt and uncle took kinda like custody-she's in foster care technically right now with my aunt and uncle.

A: With family?

C: Ya. But they live in Oregon, and they're not letting me see her and stuff so, it was like around the time, a month or two after she left is when I- I was mentally relapsing then I actually relapsed, so-

A: It's hard to have her so far away.

C: Ya, and like not being able to see her, them not giving her presents and cards that I've sent. So it's just hard, ya know, because I miss my daughter-

A: Hmm mmm. Absolutely.

C: And I was doing good for so long because I wanted to see her and reconnect and it just hasn't happened. And so I just, I struggled for a little bit, and then I realized that I *cannot* do drugs, because, you know, it just controls me.

A: Hmm mmm.

C: And then the last-and then I was a like heroin addict, an IV user. At the time I relapsed for a little while, I couldn't find any heroin, and I didn't want to shoot up anymore because it's dangerous, ya know. I was off my Suboxone, and all there is out there is fentanyl, so I didn't want to shoot up because it's more likely to overdose, you know. So then, all I could get was those blue, thick blue pills or whatever, the fentanyl pills-

A: OK

C: -those 30's or whatever, and I was smoking those, but it was so hard to come off of those, like I got physically, ya know, the withdrawals, but also, like I could not eat, I would throw up, even if I drank anything, my vision, I would have double vision, like when I got sober I had double vision for like a week and a half (inaudible.)

A: This is your most recent relapse-

C: Ya.

A: This is just before you got the 73 days sober you have now?

C: Yup. Ya.

A: Got it.

C: So I was sober for 10 months and then I was relapsing. And that was all because- I know it was all because my daughter and stuff and I was just going through that and...

A: Stress is definitely a trigger for you to relapse.

C: Ya. But I told my PO, and she didn't violate me. She said I have to get to treatment and this was my last time. I tried going back to outpatient-that didn't work, so that was like, I called her and I told her that I need inpatient.

A: OK.

C: So then I set up a Rule 25 and then I went like a few days later.

A: You must have wanted it.

C: I did. Ya. Right.

A: People don't ask for inpatient unless they are serious.

C: Right. So I went to Meadow Creek and that was-

A: Oh, right here.

C: Ya, and so it was interesting there. I liked it. I didn't mind it. It was good.

A: All right. And now you decided to relocate her too.

C: Ya.

A: And who are you living with?

C: I'm living with my grandparents right now.

A: OK.

C: So- and eventually I want to find my own place or, you know, get something.

A: Oh yes.

C: I might want to stay out here. It's kind of nice. I like it out here.

A: It is, especially if you connect with people who are good for you.

C: Right. Ya, and I have a lot of support right now.

A: Awesome!

C: I go to Empower Treatment and love it there. There's a lot of great people (inaudible.)

A: I've heard that a lot from people.

C: Ya.

A: I'm glad to hear. So, all right. So, I look at my role working with you is, um of course I have responsibilities to the Court that transferred you here.

C: Yep.

A: So you know, I'm gonna make sure that you and I are working together to accomplish your conditions that the Court ordered.

C: Yep.

A: And of course, I have that piece where if you are in violation of those conditions, I have to inform the Court.

C: Yep.

A: And the other piece though that actually is the reason I do this job is because I want to help you reach the goals that you have for yourself.

C: Ya.

A: So what do you think of that when I tell you that?

C: Ya, I'm completely fine that.

A: OK.

C: I'll cooperate with that.

A: OK, cool. Great. So, what would you say your role is then, in working with probation?

C: Just abiding by the rules, no substance use, or any mood-altering substances, just getting my conditions met, going to my therapy, just abiding by the law, ya know. And making sure if there's like police contact, contact my PO, even if I just got pulled over, like even if I got a seatbelt or something like that.

A: Right. We want to know. We're gonna notice, and we're like, hmmm, what was going on.

C: Right, right, so you know any kind of police contact, so-

A: All right. And I do like to know that, and like I said, I like to-ya, we've got this list of conditions, but if there are other things you want to work towards, I like to help you access those resources and those skills so that you feel prepared and ready to move forward.

C: Ya. Right.

A: So you're not back here again. I'm sure you don't want to be.

C: No. Um, I think my only condition left on-'cause I think my PO signed an early discharge for my 5th Degree, right?

A: I can take a look.

C: OK. 'Cause I think she was gonna do it for um, send an early discharge for-

A: Ya, I'm assuming she did, because I only got one file here out of transfer, and it was a 1st degree drug.

C: Yep. OK.

A: Um that looks like it was sentenced in '17 like you said.

C: Yep.

A: So that's the only one I have.

C: Ya. I think I just-the only conditions- 'cause we talked about that a lot, and my conditions and stuff, we went over it. And she said, I think my only other condition left is um getting my GED, and that's been one thing that I've like procrastinated on, and I don't know why I do that. I think it was just-

A: Well, I can tell after talking to you for three minutes that you're going to be more than capable of following through on that.

C: OK. Ya. People say that, like "you sound smarter than- you don't have your GED? Sounds like your college level talking so-

A: You're gonna be able to do it.

C: OK.

A: Um so you're in Hinkley. There is a program in Hinkley that actually does GED adult education.

C: (inaudible) OK.

A: It's right by the high school and I can-you actually call the high school.

C: Hinkley High School?

A: (yes.) Hinkley High School, and they have to transfer you. There's not a direct number to call over. It's called Empower Learning.

C: OK.

A: You'll remember now since you're going to Empower outpatient. So definitely that's one of the things that we can talk about if you need my support on that. (Phone rings) Oh, sorry about that.

C: No problem. Ya, so I think that's the last condition so.

A: So it's one of your conditions. How do you feel about doing that?

C: Well I've procrastinated on it for many many years, so, and I don't know why I do that. I think it's just, maybe it's 'cause I've never really had success, and once I do that- 'cause I want to go to school. I wanna have all that stuff, but then I'm afraid of it, 'cause I'm afraid I might not be able to do it. Like I feel like I'm bad at math, and like, I don't know how I'm gonna beat the math, ya know what I mean? So it's just like-

A: (In audible) Um, almost everyone who come in here and wants their GED says they're bad at math. I couldn't pass the math today unless I learn and studied, right?

C: Right.

A: You know, it's one of those things that -

C: You just gotta do (inaudible.)

A: Ya, you practice. Because it's maybe been some time and-and you're gonna be able to do it. They'll walk with you through it.

C: Right.

A: So um, you're kind of on the fence, like I want to, I'm a little worried.

C: Ya.

A: What does it hurt for you to try?

C: I mean, I've tried before. Well, I was so close to passing. I got, I think I did the reading one, and she said I was at-I got a 140, and passing was like 145.

A: Oh, super close.

C: So she's like, "You, that's just a couple questions...so I'm like, fuck. So then I got discouraged.

A: Hmm hmm.

C: Then you know I think I'm stupid, you know, and whatever, but I-

A: You almost made it!

C: Ya, I know. So-

A: So I hear that, and I'm like, dang, girl, you almost did it, you know. A few more weeks practicing and you would have passed that test.

C: Right.

A: So, um, but your brain was like feeling discouraged about it.

C: Ya. So, I think I should just get back on it. If I call the high school- I could probably call them today and get something set up, because then you know, it would just be good. And then I could go to college or school or something and then I don't know what I want to do yet, but I was talking about like maybe being a CO, because eventually, once my-once I'm off probation, both my felonies drop to misdemeanors and I don't know if they would still do that, but I don't know.

A: This one I can see right now definitely does. Um let me look at the other one.

C: The other one does too, I think.

A: You didn't get the stay of adjudication on that one maybe?

C: Um, no, I think it- once I complete probation, I, um, ya I think a stay of-something like that, or stay of imposition.

A: It happened after your 1st Degree was (inaudible.) That was your Washington County file. The one that came to me was Ramsey.

C: Oh ya. That would be the Washington County file, 5th Degree, then there's the first degree, is ya, Ramsey County.

A: OK. It was a stay of imposition, and is it discharged? Yes, it was discharged on 12/14. Did you get a letter in the mail saying it was?

C: Umm.

A: It's been over a month.

C: Really? No, I don't think I did.

v5 Rev. 12/15/25 RLM

A: Hmm. You-we mail them out, I'm not sure if they would or not, but it says it's signed.

C: OK, awesome!

A: So that one should be all closed up.

C: So that's good.

A: Absolutely!

C: I'm mean that's like an accomplishment. That's good.

A: Yes! So now at Empower, the program in Pine City, Empower, are you attending just therapy or outpatient as well?

C: Uh, I'm doing outpatient. I'm doing Monday through Friday.

A: OK.

C: Well, ya, Monday through Friday. I do Tuesday. They don't have room for me in the morning group so I just do the co-dependency group, which is really- I really need that so, and it's good. I really like the group a lot. It's like my favorite group.

A: Ya. Mmm hmm.

C: So ya, I go every day.

A: You're pretty involved over there.

C: Ya.

A: OK. You must like it a lot.

C: Ya, I like it. I don't go to night groups, and I kinda want to do that, but eventually maybe once-because I don't have my license yet so.

A: K.

C: I mean I did. I lost it, but I'm trying to, ya. I just have to take the test.

A: It's a process. Yes, and then you do therapy as well over there.

C: No. I do therapy at Love the Journey, so that's in –

A: Oh, in Hinkley.

C: Ya. They have one in Hinkley.

A: Oh, I didn't know they had an office in Hinkley. OK.

C: And I got a great therapist there too, so-

A: You really are connecting with others then.

C: Ya. Yep.

A: OK. That sounds really nice. Um. Where would you like to see yourself in 4 months? What would you like to see happen?

C: Um, I would like to see that I got my GED, or at least worked towards like (inaudible.)

A: Have some solid effort? Ya.

C: Ya, I would like to have at least 2 of them done if not all of them, you know, 2 tests done, completed.

A: OK.

C: And um, maybe like kinda saving up some money and hopefully trying to get my own place. I know the economy right now is just shit, so it's kinda hard to do anything, you know. But, I mean, I can do it, I know I can do it and save money and you know-

A: You're gonna rock it!

C: Ya.

A: Because you have a fam- you're staying with family who is going to support you through that.

C: Ya.

A: That's a really nice opportunity.

C: Ya.

A: It's gonna go good.

C: Ya.

A: Absolutely. Um, ya, the economy is, everything is expensive right now.

C: I know, it's crazy. Oh my gosh.

A: But you're gonna get a little let up there.

C: Ya.

A: That'll be nice. Um, so the GED, a job, um, anything else?

C: Um, and that's just in the 4 months, right?

A: Just, I'm just talking 4 months.

C: Ya, OK.

A: What about like on a recovery level, or personal level?

C: Um just being like more, 'cause I've been kinda depressed, but I've been on Prozac for like 2 weeks now.

A: It's pretty new still?

C: Ya, pretty new. He said it wouldn't start working maybe 2 weeks to a month, so I mean I'm still kinda-

A: Who prescribes that for you?

C: Um my doctor.

A: Like your medical doctor?

C: Ya, just a medical one, not like, I don't know, not like a psych-, or wait, maybe no, it is a psychiatrist 'cause he does the Suboxone too, so pretty sure that's-

A: Well, the Suboxone can be a medical doctor sometimes.

C: OK, it's just at Gateway.

A: At Gateway?

C: Ya.

A: Ya, OK. It could be either, I suppose.

C: OK. Ya.

A: Um, so how often do you end up meeting with him?

C: Um, I've been going twice, or no, once every 2 weeks, so

A: OK. Um, well it sounds like you're already moving forward on a lot of positive things.

C: Ya.

A: And I see you having a good attitude about treatment and having some good family that supports you, and you have some positive goals, things that you're serious about doing. So that means that you and I are gonna work together really well.

C: Ya.

A: 'Cause I'm gonna want to support you in doing these things. If you're having a struggle, if you're having a problem, you have a few people you can call.

C: Ya.

A: And go ahead and add me to that list.

C: Oh ya.

A: Because I'm gonna help you talk through or work through that stuff so we can keep you moving in the direction-

C: Ya.

A: And I think you know it's OK to have hard days.

C: Yep. Oh ya, I'm human. Even you have hard days. I know, I get it.

A: Ya, exactly. Um, so, if it's OK with you, I'm going to-I'd like to start some of our meetings by focusing on your strengths.

C: Mmm Hmm.

A: So I have just a super short-

C: Little packet?

A: Ya, we'll call it, ya, a packet, and this particular one is focusing on your strengths. I know already I can see some of the things that I would note in here for you, but I-this is for you to look at, and identify your strengths. All right. I do like to do the first part with you.

C: OK.

A: And it says "what have you done in the past year that you are proud of?"

C: Um, going to treatment. In the past year, I was, well I started December 6th I think is when I went there, and I was in a really rough place. It was, I like hit rock bottom. I was homeless, living in my car, and like bouncing from house to house. I ended up losing my license. I couldn't really drive and then, ya. Going to jail that time was probably the best thing that

happened to me. And then I went into outpatient treatment after that and stayed for 10 months. So that's what I'm proud of is just staying there and doing really good.

A: Putting in the effort-

C: Ya.

A: Ya. Absolutely. Will you write that down please?

C: Oh ya.

A: And you know, that's all about attitude. Again, you're showing your willingness to put the effort in.

C: Oh my gosh I forgot what the hell the name was of it. Going to Reflections. That was a good program, but I like Empower better.

A: Ya?

C: Ya.

A: Which town was Reflections in? I've never heard-

C: Um, they actually have one-there's-it opened up in Stillwater, it started in Stillwater and then they have one in St. Paul too with a couple houses they're getting, but-

A: OK.

C: It's starting to get bigger. It was more like one-on-one stuff 'cause it was small, and then it's like it's getting bigger, so you know what I mean, kinda like -

A: OK.

C: Ya. Like stuff gets different, you know.

A: So in doing that, in putting yourself into Reflections and putting all your energy into doing that, what are the personal strengths you can think of that contributed to you finishing?

C: Um, I didn't really graduate there, but I -

A: But the effort you put in-

C: Ya, the effort I put in, um, just like being motivated

A: OK!

C: Um, and willing.

A: Yes. It's such a big one, isn't it? We don't think it is. I think we just miss willingness way too often but

C: Right. Ya.

A: It just doesn't happen without it.

C: And um. Motivated, willing, acceptance, right? That could be one.

A: Absolutely. It's kinda like open mindedness, right?

C: Right. Ya. It's kind of accepting, like, OK, I just can't, you know, can't keep doing this. I gotta get, get a (inaudible.)

A: What about determined? Do you think you're determined?

C: Oh ya. Determined for sure. Yep.

A: Any others you'd like to add?

C: Can I think-I'll think of some at home and I'll definitely put some on there.

A: That's great! You can definitely do that.

C: Ya.

A: So the rest of this isn't gonna take you a ton of time. It's looking at your personal qualities, your interpersonal skills, talents, abilities, and you're just gonna go through and circle the ones you feel identify you over the next couple pages. And then this final page is asking you to do what we just did together 6 more times.

C: OK.

A: So it can go as far back as you want it to or it can be as recent as you want it to be, but things that you've accomplished, and what were your strengths.

C: Even if they're small, like (inaudible.)

A: Absolutely. (Inaudible) It doesn't have to be astonishing. I don't think I could make a list of 6 (inaudible) things!

C: Right.

Appendix F

Case Planning Handbook

Case Planning Handbook – YLS/CMI Version



Developed by the Pennsylvania Council of Chief Juvenile Probation Officers, Juvenile Court Judges' Commission and the Carey Group under the Juvenile Justice System Enhancement Strategy (JJSES).

**Achieving Our
Balanced and Restorative Justice Mission
Through Evidence-Based Policy and Practice**

April 2015

“Case plans are written documents that articulate goals and activities that are to be completed during a period of a youthful offender’s supervision.

Supervision levels, services, and interventions that are attentive to the principles of Balanced and Restorative Justice are fundamental to the development of case plans in the Commonwealth.”

Quote from the Juvenile Justice System Enhancement Strategy Implementation Manual, Stage Two

The preparation of the Case Plan Handbook was supported by the Pennsylvania Commission on Crime and Delinquency (PCCD) sub-grants 2011-J-04-25568 and 2013-J-04-25690, awarded to the Pennsylvania Council of Chief Juvenile Probation Officers

Case Planning Handbook – YLS/CMI Version

The Case Planning Handbook augments the case planning efforts of the Juvenile Justice System Enhancement Strategy (JJSES), as described in the Quality Case Planning Curriculum. The Handbook was developed through the joint efforts of representatives from the Pennsylvania Council of Chief Juvenile Probation Officers, the Juvenile Court Judges' Commission, and The Carey Group.

The Handbook is designed to assist staff who have been trained through the Quality Case Planning Curriculum to select case plan goals and activities that align with criminogenic needs and that meet the SMART objectives (specific, measurable, achievable, realistic, and timebound). As such, the Handbook is intended to be used as a guideline or point of reference. The probation officer will need to exercise judgment as to which goals and activities to select based on the unique traits and circumstances of the individual.

The reader will notice a few things that are noteworthy:

1. The goals are written in *strength-based* terms. Although the objective is to teach skills that address skill deficits, the strength-based wording is intended to maximize motivation and desire to engage.
2. The activities listed follow the SMART format, except for the “T” portion of SMART (“timebound”). An example of a timebound activity is “*By September 30, identify five times in the last 30 days that you lost control of your anger.*” For the purposes of this document, this activity will simply read “Identify five times in the last 30 days that you lost control of your anger.” The corrections professional will need to insert specific times based on what is realistic for the individual.
3. Some community service referral interventions are listed in the Handbook. Community-based services are location-specific; therefore, each department will need to insert their own local programs. In doing so, departments are urged to not list every possible service, as some services tend to fall short of risk reduction objectives; staff should be encouraged not to use these unless there are extenuating circumstances.
4. Many traditional interventions are not listed in the Handbook because the evidence does not support their efficacy (e.g., awareness classes, programs that use lecture or insight to teach). The *intent is to include in the Handbook only those interventions that will lead to behavior change* and not to encourage placement in those programs that do not significantly contribute to risk reduction.
5. The case plan goals, activities, and interventions listed in the Handbook are not all-inclusive. Departments are urged to add to the listing as they discover other goals and activities that are useful to the probation officer and offender.

Instructions: The Case Planning Handbook is organized according to the eight criminogenic needs. The selected goals for each criminogenic need are ones to which a medium or high risk offender might

commonly aspire. Case plan activities are built around these goals. These activities include short assignments that offenders can do as homework between appointments.

Skill Deficits. As we discussed, unlawful acts are influenced by dynamic risk factors, or criminogenic needs. If we can address those needs we can reduce the likelihood of future illegal behavior. We address them through teaching skills. Skill deficits may exist because the individual's environment did not afford the opportunity for role models to teach, demonstrate, or model prosocial skills. Or, in some cases, the very skills that were taught and modeled were counterproductive to a legal lifestyle such as learning how to fence goods, expressing anger to gain influence over others, using power over individuals against their will, or physically assaulting others to establish a reputation.

Criminogenic needs are fairly broad when determining what to target in a case plan. For example, teaching a skill to address the need of antisocial personality could include anger management, impulsivity, problem solving, or risk taking just to name a few. The criminogenic need of antisocial peers might require us to teach skills around knowing the difference between a positive and negative influence, assertiveness, or recognizing high risk situations. In other words, each criminogenic need encompass a number of potential skill deficits. It is unlikely that the conditions of supervision will identify specific skills that need to be addressed; this requires probation officer judgment usually exercised during the case planning process. If we are going to help reduce risk of antisocial conduct we need to zero in on the right skill deficit(s) for each individual based on their criminogenic needs. Our case planning goal, then, is to proactively and precisely address those skill deficits most likely contributing to the individual's illegal and antisocial conduct and to find opportunities to model, teach, and reinforce those skills in increasingly difficult situations.

Interventions. Following each list of goals and activities is a table with common interventions. While all of these options may not be available to every probation department, most will be. In addition, departments are encouraged to insert those interventions that are unique to their area. The list should be narrow enough so as not to overwhelm readers, and it should include only those interventions that will have the greatest impact on recidivism, but it should be diverse enough to meet the unique needs of individual offenders.

Finally, interventions cluster around the criminogenic need that they are best suited to address. While some of these interventions may have value in addressing other criminogenic needs, they are not specialized enough to warrant their placement there. For example, it could be argued that employment is a way to fill one's day with prosocial activities; therefore, "employment" could be listed under "Leisure." While this is a logical statement, the goal of leisure is to fill one's free time (outside of work and school) with recreational activities that build physical, mental, and spiritual well-being. It is for that reason that "employment" is not listed as an intervention under "Leisure."

The probation officer should use the Case Planning Handbook as follows:

1. Identify the criminogenic need that will be part of the case plan.
2. With the offender's input, select the case plan goal that best addresses that criminogenic need; the Handbook provides some common examples.

-
3. With the offender's input, select the skill that could help the offender meet their goal; the Handbook provides some common examples.
 4. With the offender's input, select a few activities that will lead the offender toward their goal. These activities should be listed on the case plan with a timeframe that indicates when each one will be completed. The probation officer should avoid recording too many activities at once; circumstances may change as the offender works toward the goal, so activities may have to change. The Handbook provides a number of suggestions for activities, all of which tend to build on the previous activity. The probation officer and offender may wish to use some of those activities and not others, or develop their own wording based on the offender's circumstances.
 5. Finally, the table at the end of each criminogenic need lists interventions that can be selected in lieu of, or in addition to, some of the proposed case plan activities. These interventions are deemed to be effective in reducing risk and can be useful in helping the probation officer and offender address the case plan goal.

Attitudes and Orientation

Attitudes and Orientation Definition:

Offenders are more likely to recidivate if their attitudes, thoughts, and beliefs justify harmful behaviors that result in illegal activities. These attitudes, thoughts, and beliefs include minimizing the consequences of their actions, blaming others, desiring control and power over others, having a sense of entitlement, etc. Offenders with attitudes, thoughts, and beliefs that put them at risk for illegal behavior often view the world as being unfair, which can lead them to rationalize stealing or hurting others, or they may believe that the world is a place where only aggressive people survive. Offenders who do not engage in justifications or make excuses for their behavior, who try to act responsibly toward others, who respect society's laws and rules and think that they are mostly fair, and who regret their past illegal behavior are more likely to steer away from crime or delinquency.

Case Plan Goal A: Develop thinking skills that help me make decisions that will support lawful behavior and a healthy, successful life

Skill 1: Take full responsibility for actions (e.g., be truthful even when there might be negative consequences; don't minimize/make excuses)

Possible Activities:

- Identify and write down five times when you attempted to avoid taking responsibility
- For each of the five times, write down what you were trying to avoid
- For each of the five times, describe the worst thing that could have happened if you had accepted responsibility and possible positive results had you accepted responsibility
- For four weeks, keep a journal of every time you 1) avoid responsibility (describe the results) and 2) are tempted to avoid responsibility but, instead, take responsibility (describe the results)
- Practice making amends for negatively impacting someone by admitting what you did wrong to the affected person; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Avoid thinking traps that can lead to things that are harmful to self

Possible Activities:

- Identify which of the eight thinking trap(s) you tend to fall into
- List the consequences you could or have experienced for each of your traps
- Provide three examples when you fell into one of your thinking traps, and describe what happened as a result
- List at least three times in the past 30 days when you stopped yourself from falling into the thinking trap, and describe what happened as a result; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 3: Understand the thought–feeling–action link and how to apply it to my life circumstances

Possible Activities:

- Identify five times you made a decision that resulted in a loss of privileges or freedom
- For each time, list your thoughts that led to your decision; then, list three replacement thoughts for each of those five times that could have led to more positive outcomes
- Apply the thought–feeling–action link to a new situation where your thoughts led to a positive outcome; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 4: Understand what triggers thinking that is harmful, and develop a plan to prevent negative, automatic responses to those triggers

Possible Activities:

- Make a list of at least five people, places, or things that trigger your ____ behavior
- For each of those triggers, identify at least two possible responses that would likely lead to a positive outcome for you
- Select two of your most positive trigger responses
- Review your relapse plan with two people who want you to be successful; get their input; write down how those two people can support you in preventing relapse; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Identify and act on values to live by that will support my success

Skill 1: Hold a set of values that uphold the dignity, safety, and independence of self and others

Possible Activities:

- Identify two people with ethical values and list their values and characteristics; give one observed example for each value
- Identify which values you hold and which you do not
- Write a personal code of ethics; ask two people to review it and give you feedback
- For a month, keep a journal of every time you uphold your personal code of ethics and every time you do not; for those times when you did not uphold your personal code of ethics, discuss with your PO what prevented you from doing so; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Make responsible, moral choices when confronted with ethical dilemmas

- Define what it means to make a good moral choice; list what conditions must be met for an action to be considered a good moral choice

- Identify five examples when you would find it difficult to make a good moral choice, and explain why
- List five rules that you want to live by
- For a month, list each time you are able to live by your five rules and each time you are not; decide whether you want to modify your five rules; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Attitudes and Orientation	
One-on-One Supervision Appointments	Community Service Referral Options
Accountability Ladder	Aggression Replacement Training (CBT)
BITS: <ul style="list-style-type: none"> – Overcoming Automatic Responses – Thinking Traps – Overcoming Thinking Traps 	Hazelden resources: <ul style="list-style-type: none"> – Criminal & Addictive Thinking (CBT)
Carey Guides: <ul style="list-style-type: none"> – Antisocial Thinking – Drug Dealers – Empathy – Moral Reasoning 	Moral Reconciliation Therapy (CBT)
<ul style="list-style-type: none"> – The Change Companies Journals: – Behavior Check Pad – Changing Course – Responsible Behavior – Responsible Thinking – Social Values – Victim Awareness 	NCTI Crossroads (CBT)
Character assessment	Thinking for a Change (CBT)
Hazelden resources: <ul style="list-style-type: none"> – Criminal & Addictive Thinking (CBT) 	Truthought (CBT)
NCTI Crossroads: <ul style="list-style-type: none"> – Cognitive Life Skills – High Risk Offender 	
Thinking for a Change modules: <ul style="list-style-type: none"> – Lesson 6: Thinking Controls Our Behavior – Lesson 7: Pay Attention to Our Thinking – Lesson 8: Recognize Risk – Lesson 9: Use New Thinking – Lesson 10: Thinking Check-in 	Possible others: <ul style="list-style-type: none"> – Mentoring
Thinking report	
Value clarification worksheet	

Peer Relations

Peer Relations Definition:

Associates can have a significant influence on offenders' behavior. Prosocial associates can discourage illegal behavior and reward prosocial conduct, while antisocial associates can both encourage criminal or delinquent conduct and reward it. Having meaningful relationships with prosocial associates reduces the likelihood that individuals will commit future illegal acts. Offenders with many antisocial associates are more likely to remain entrenched in a life of crime or delinquent behavior.

Case Plan Goal A: Avoid places and people that have a bad influence on me

Skill 1: Learn the difference between positive and negative traits in people

Possible Activities:

- Define six circumstances when loyalty to others is a positive trait and six circumstances when loyalty is a negative trait; based on this, list three things you learned about loyalty
- Make a list of five successful people who have a positive, healthy outlook on life and five people who are less positive, healthy, and successful
- For the ten people you identified, list the character traits that make them either positive/successful or negative/unsuccessful
- Circle traits of the five positive/successful people that you want to model; for each trait, rate how confident you are that you can develop this trait in yourself, using a scale of 1–5, with 1 being “not confident” and 5 being “very confident”
- Make a list of the people you spend the most time with and identify how many of the positive and negative traits they have; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Avoid high risk situations

Possible Activities:

- List the last ten times you got into trouble or could have gotten into trouble, and the circumstances (people, places, things) that put you in that position
- List three patterns you notice about the circumstances that did or could have led to trouble
- For each of the times you could have gotten into trouble, list one or two things that you could have done to avoid getting into trouble

- Pick three things that, in the future, would most likely influence you to get into trouble; for each of those three things, choose two strategies you could use to avoid getting into trouble; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 3: Improve refusal skills

Possible Activities:

- Make a list of situations that could result in conflict or violence
- Identify four times others influenced you to do something that got you into trouble or could have gotten you into trouble
- Develop two action strategies to avoid problems for each of the four scenarios identified
- Practice with your PO how to say no and how to redirect a negative idea
- Write an action plan for improving your refusal skills; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Spend more time with people and activities that will keep me out of trouble

Skill 1: Develop long-lasting relationships with positive people

Possible Activities:

- List eight traits you want in a positive peer relationship
- Identify four people you already know who have most of those eight traits
- Name three places where it is possible to meet people who likely have these eight traits
- Develop a plan to spend more time with people you already know who have these eight traits
- Identify a plan to get involved in activities that would increase the amount of time you spend with people who possess these eight traits
- With your PO, practice introducing yourself to a new, potential friend
- Pick two social skills that you would like to improve upon, and develop a plan to practice these skills in different settings; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Break off relationships that lead to trouble

Skill 1: End unhealthy relationships without harming self or others

Possible Activities:

- List five reasons why it is in your best interest to break off the relationship and three reasons why you might have some anxiety about doing so

- Write a paragraph on the best outcomes if you broke off the relationship and a paragraph on the worst outcomes; for each scenario, use a scale of 1 to 10 to indicate the likelihood that the best or worst thing would happen, with 1 being “not likely” and 10 being “very likely”
- Develop a plan to reduce the chances that the worst thing would happen if you broke off the relationship
- Write a script of what you would say to the person you want to break ties with
- Practice with your PO what you would say to the person you want to break ties with
- Put the relationship break-off plan in place and discuss next steps with your PO; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Peer Relations	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards: 1, 2, 5, 8, 10, 17, 18, 22–26, 28, 30, 35–37, 41, 42	Aggression Replacement Training (CBT)
BITS: <ul style="list-style-type: none"> – Overcoming Automatic Responses – Who I Spend Time With 	Mentoring
Carey Guides: <ul style="list-style-type: none"> – Antisocial Peers – Engaging Prosocial Others – Interpersonal Skills 	NCTI Crossroads (CBT)
The Change Companies Journals: <ul style="list-style-type: none"> – Peer Relationships – Relationships and Communication 	Thinking for a Change (CBT)
NCTI Crossroads: <ul style="list-style-type: none"> – Cognitive Life Skills – Gang Involvement – High Risk Offender 	Possible others:
Peer mapping worksheet	
Thinking for a Change modules: <ul style="list-style-type: none"> – Lesson 11: Understanding the Feelings of Others 	

Personality/Behavior

Personality/Behavior Definition:

Many higher risk offenders are impulsive and take risks, acting with little thought of the consequences. They can be impatient, easily bored, and easily angered. They typically have one or more significant skill deficits, such as problem solving, coping, or demonstrating appropriate social skills. As a result, their lives are frequently unstable and they tend to make poor choices. Offenders who have self-management skills, who think before acting, who consider the consequences of their actions, and who are skilled problem solvers are at less risk to reoffend.

Case Plan Goal A: Improve my problem solving skills

Skill 1: Learn the five steps of problem solving and successfully apply them in daily life

Possible Activities:

- List three times when you made a decision that resulted in negative consequences
- Learn the five steps of problem solving
- Apply the second and third steps of problem solving (brainstorm five possible solutions to the problem and select the one that will result in the best outcome) to the three decisions you made that resulted in negative consequences
- Select a current problem you are facing and write down how you would apply the five steps of problem solving to it; review your writing with your PO
- Repeat the five steps of problem solving ten times over a period of six weeks; *or*
- *Complete one or more of the worksheets listed in the interventions table below*

Case Plan Goal B: Improve my decision making (i.e., reduce impulsivity)

Skill 1: Learn how to think through a risky situation before acting and successfully apply this way of thinking in my daily life

Possible Activities:

- List six times in the past year when you acted impulsively and later determined that you could have handled the situation better had you thought more before acting
- For one month, keep a daily log of times when you act impulsively; from this, identify three patterns of when you act impulsively (e.g., when your pride is challenged, when you want to have fun, when you feel anxious)
- For each of the three patterns, describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, excitement, “don’t care,” flushed face)
- List four ways you can slow yourself down when you first notice the patterns and thoughts/body reactions (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)

- Continue the daily log for one month; list each time you stop yourself from acting before thinking, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Increase my empathy for others

Skill 1: Learn how others are affected by my actions or inaction

Possible Activities:

- Ask family members or friends to give you four examples of times when you did something that benefited them and four examples of times when your actions negatively affected them, and ask them to explain how your actions impacted them; write down what they tell you
- Thinking back on the last two times you were arrested, write down all of the people who were impacted by your behavior (e.g., family, school, employer, neighbor, victim, police officer, tax payer), and how they were affected; if you don't know how your actions affected others, ask them (excluding the victim)
- Fill out a ripple chart showing how your action (center circle) affected others significantly (inner circle) or less so (outer circle)
- Interview three of the people who were impacted and ask them how they were impacted; don't argue or disagree, just listen and write down what they tell you; ask them what you could do, if anything, to restore what was lost due to your behavior
- Develop a plan with your PO to give back to those you affected (e.g., write a letter of apology, do community service, make a donation, change your future behavior)
- After implementing your plan, interview those you sought to "restore" and ask them how they were impacted by your restoration actions; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal D: Gain control of my emotions (i.e., control anger, regulate emotions)

Skill 1: Learn and apply the skills I need to manage my temper to avoid unnecessary conflicts (arguments, problems, fights)

Possible Activities:

- Keep a log for four weeks of every time you get angry; record the incident, the severity of your anger from 1 to 5 (1=irritation; 3=display of anger; 5=out of control), and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don't get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way or when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, flushed face)

- List four ways you can slow yourself down when you first notice your thoughts/body reactions to anger (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., “It’s not that big of a deal,” “I have too much to lose,” “I won’t let someone else get me down,” “No one can make me angry without my permission”)
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Learn and apply the skills I need to manage my internal anger

Possible Activities:

- For four weeks, keep a log of every time you get angry and “swallow that anger”; record the incident, the severity of your anger from 1 to 5 (1=irritation; 3=strong reaction; 5=ruminating on the issue to the point it affects your emotional well-being) and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don’t get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way? What about when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body (e.g., racing thoughts, panic, sweat, flushed face)
- List four ways you can slow yourself down when you first notice your thoughts/body reactions to anger (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., “It’s not that big of a deal,” “I have too much to lose,” “I won’t let someone else get me down,” “No one can make me angry without my permission”)
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Personality/Behavior

One-on-One Supervision Appointments	Community Service Referral Options
BITS: <ul style="list-style-type: none"> – Overcoming Automatic Responses – Problem Solving 	Aggression Replacement Training (CBT)
Carey Guides: <ul style="list-style-type: none"> – Anger – Emotional Regulation – Female Offenders – Interpersonal Skills – Problem Solving 	Individual counseling
The Change Companies Journals: <ul style="list-style-type: none"> – Anger – Coping Skills – Handling Difficult Feelings – Relationships and Communication – Self-control – The Impact of Crime on Victims 	Mentoring
Cost–benefit analysis worksheet	NCTI Crossroads (CBT)
Decisional balance worksheet	Possible others:
NCTI Crossroads: <ul style="list-style-type: none"> – Cognitive Life Skills 	
Thinking for a Change modules: <ul style="list-style-type: none"> – Lesson 2: Active Listening – Lesson 3: Asking Questions – Lesson 4: Giving Feedback – Lesson 5: Knowing Your Feelings – Lesson 11: Understanding the Feelings of Others – Lesson 12: Making a Complaint – Lesson 13: Apologizing – Lesson 14: Responding to Anger – Lesson 15: Negotiating – Lessons 16–24: Problem Solving 	

Family Circumstances/Parenting

Family Circumstances/Parenting Definition: Family members or intimate partner relationships can be risk factors for offenders if

- these relationships are marked by high levels and protracted periods of stress and conflict (e.g., tension; arguments; physical, sexual, or emotional abuse);
- there is neglect and avoidance (e.g., individuals do not feel cared for or supported); or
- family members and intimate partners engage in illegal or otherwise destabilizing behaviors or are supportive of antisocial attitudes.

For youth, family can be additionally problematic if caregivers provide little supervision or are harsh or inconsistent in their discipline. On the other hand, family and intimate partners can be strengths if they are readily accessible, emotionally and physically supportive, warm, encouraging, interested in offenders' well-being, prosocial role models, and accountable to one other.

Case Plan Goal A: Set and keep healthy boundaries

Skill 1: Recognize healthy and unhealthy relationships

Possible Activities:

- List as many words as you can to describe what it is like to live in your family (e.g., loud, calm, kind, abusive, lenient, strict, apathetic, stressful); circle the words that are good for your emotional health and put an x through the words that are not good for your emotional health
- Describe how you feel when life in your family is like the circled words and when it is like the words with an x through them; give a percentage of time when it is like the circled words and when it is like the words with an x
- Write down at least three circumstances that, when present, tend to result in a more supportive home environment and three circumstances that result in a more stressful home environment
- Make a plan with your PO for what you could do to increase healthy interactions and decrease unhealthy ones
- Practice with your PO how you would communicate parts of this plan to one or more of your family members; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Set healthy boundaries for yourself

Possible Activities:

- Research on the web what “healthy boundaries” are (e.g., issues that deal with privacy, criticism, yelling, respect) and write down your “boundary rules”

- Write down five things that are currently happening in your home that are not healthy for you, that you cannot change on your own, and that you no longer wish to tolerate
- For each of the five things, develop a plan for what you will do when they happen in the future
- Tell your family members what you plan on doing if these negative events occur again; practice with your PO first
- Put the plan in action and review the results with your PO; revise as needed; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Manage family conflict effectively

Skill 1: Apply effective communication skills to family conflict

Possible Activities:

- With your PO, list tips for effective listening and communication (e.g., maintain eye contact, wait to speak, use “I” statements, summarize what the other person said)
- Pick three situations that do not involve your family where you have been struggling with communication; practice the effective listening and communication skills with the people involved in these situations
- Identify three areas where family conflict often occurs and describe how you normally handle it
- With your PO, define how you want to improve the way you communicate in these three conflict areas; write a possible script of what you might say
- Practice with your PO how you would apply effective listening and communication skills in these three family conflict areas
- Use the skills in actual family conflict and report the results to your PO; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Negotiate compromise

Possible Activities:

- Research on the web definitions of “negotiate” and “compromise”; write each definition on an index card
- Identify up to four areas of family conflict where you are not satisfied with the outcome and would like to negotiate
- Divide a sheet of paper into three columns; on the left side, list the reasons you think your position is reasonable and, on the right side, list the reasons you think the other person thinks their position is reasonable; in the middle, write a potential solution that would satisfy both you and the other person
- With your PO, practice discussing one of the compromises; develop a plan to talk with your family member about the proposed compromise; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 3: Make amends effectively

Possible Activities:

- List on paper the reason(s) you think your family member is upset with you, their feelings (if known), and what the person will likely need from you in order to renew a positive relationship
- Write a script of what you would say to the person who is upset with you; list the things they could say that might trigger a negative response in you
- Practice with your PO what you will say to your family member to make amends; ask your PO to say those things that could trigger a negative response in you so you can practice keeping calm; or
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Increase emotional support from family members

Skill 1: Give appreciation effectively

Possible Activities:

- For two weeks, keep a log of times when each family member expresses gratitude for something, and record what triggers each expression
- Find a pattern for when each family member expresses gratitude, and list what each family member most appreciates
- Pick one family member and list three ways you can respond to them in a way that they most appreciate (e.g., compliments, doing chores, sense of humor, gift)
- If possible and appropriate, practice with your PO providing sincere appreciation through one of the three ways you listed
- Make and put in place a plan to show appreciation, starting with one family member; or
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Receive appreciation effectively

Possible Activities:

- Write on a sheet of paper the five ways you most often receive appreciation from others
- For four weeks, keep track of what you think when you receive appreciation (e.g., “That is not true,” “You are saying this because you want something,” “It’s about time,” “It felt good to hear that”) and what you do when you receive appreciation (e.g., say nothing, nod head, disagree, thank the person)
- Find a pattern of what you tend to do when you receive appreciation and rank your response on a scale of 1 to 10, with 1 being “I don’t receive appreciation well or I reject it” and 10 being “I receive appreciation with gratitude and accept it”
For those areas where you do not receive appreciation well, write three statements that you could say to yourself that would increase the likelihood that you would accept the compliment
- Practice using the statements over four weeks and discuss with your PO how well this worked; or
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Family Circumstances/Parenting	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1–8, 15, 17	Family counseling
Assertiveness worksheet	Family Group Decision Making
BITS: – Overcoming Automatic Responses	Functional Family Therapy
Carey Guides: – Involving Families – Overcoming Family Challenges	Mentoring
The Change Companies Journals: – Family Ties – Social Values	Multi-Systemic Therapy
Equality wheel worksheet	NCTI Crossroads (CBT)
NCTI Crossroads: – Domestic Violence – Parenting	Wraparound
Power and control wheel worksheet	Possible others:
Thinking for a Change – Lesson 11: Understanding the Feelings of Others – Lesson 14: Responding to Anger – Lesson 16: Introduction to Problem Solving	

Substance Abuse

Substance Abuse Definition:

Offenders who have substance abuse disorders are at a higher risk to recidivate than offenders who do not. The instability that tends to result from substance abuse weakens ties with prosocial family members, intimate partners, and friends and often encourages ties with antisocial people. The instability also makes it difficult to pursue education or maintain employment. Without a legitimate source of income, offenders may turn to illegal behavior.

The tendency of substance abusers to become impulsive and erratic and to do things under the influence of alcohol or drugs that they might not otherwise do increases the chances that they will reoffend. In addition, the use of drugs and the underage use of alcohol are illegal behaviors in and of themselves.

Case Plan Goal A: Live a sober life – Without treatment

Skill 1: Build refusal skills

Possible Activities:

- Identify all of the ways that drugs and alcohol have negatively impacted your life (e.g., financial, job/school, family, mental health, friendships)
- List the primary reasons you chose to use substances in the past (e.g., to calm down) and provide alternative choices (e.g., get involved in a fitness class)
- List the people in your life who influenced you to use substances and explain how they influenced you; for each person, develop a plan to reduce that influence (e.g., avoid, tell the person you stopped using, find new friends)
- Practice with your PO what you will say to those who try to influence you to use in the future
- For 60 days, keep a daily log of the level of temptation to use (none, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your PO
- After you have been sober for 60 days, list all the benefits you have experienced due to your sobriety; list all the future benefits you expect if you continue your sobriety
- List three things that your PO could do with you to help you maintain sobriety; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Live a sober life – Getting and staying sober with treatment

Skill 1: Acquire the treatment necessary to live a sober life

Possible Activities:

- Enroll in the [Name] treatment program in the next 14 days and begin treatment within 30 days

- Develop a transportation plan to ensure that you will be able to attend each treatment session; review your plan with your PO
- Develop a childcare plan to ensure that your children’s daycare needs do not interfere with your treatment; review your plan with your PO
- Every two weeks, discuss with your PO what you are learning and how you are applying treatment to your life
- Develop an aftercare and relapse prevention plan three weeks before discharge; review your plan with your PO
- After you have been sober for 60 days, list all the benefits you have experienced due to your sobriety; list all the future benefits you expect if you continue your sobriety
- List three things that your PO could do to help you maintain sobriety; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Avoid getting in trouble due to alcohol or drugs

Skill 1: Recognize indicators of addictive behavior

Possible Activities:

- For each of the following areas—family, work/school, finances, and social life—list four signs that might indicate that substance abuse is getting you into trouble (e.g., your family is on your case, you lose your motivation for work/school)
- Circle those signs that you have experienced
- Complete the alcohol screening tools entitled [name] and review with your PO
- Identify three risky circumstances when you might use more than you want (e.g., when I am unemployed, when I have money, when I hang around Manuel too much) and, for each of these circumstances, list two ways you can prevent yourself from abusing substances
- List two things that your PO could do with you to help you avoid abusing substances; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Learn how to cope with stress without the use of alcohol or drugs

Possible Activities:

- *See the skills and activities under the criminogenic needs of antisocial personality and leisure*

Case Plan Goal D: Avoid relapse

Skill 1: Recognize how easy it can be to relapse and have a plan to avoid it

Possible Activities:

- Interview three people you know who have managed to stay sober after a struggle with addiction; ask them what triggered their relapses and how they overcame more relapses
- List your triggers (people, places, and things) for relapse
- For each trigger, identify two avoidance/coping skills, or ask for help strategies
- Practice scenarios where you turn down offers/pressure to use drugs or alcohol

- For 60 days, keep a daily log of the level of temptation to use (none, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your PO
- Participate in at least two fun, action-oriented activities each week where substances are not permitted
- List two things that your PO could do with you to help you avoid relapse; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Substance Abuse	
One-on-One Supervision Appointments	Community Service Referral Options
Autobiography Substance Abuse Paper	Mentoring
BITS: <ul style="list-style-type: none"> – Overcoming Automatic Responses 	NCTI Crossroads (CBT) <ul style="list-style-type: none"> – Drugs & Alcohol – DUI – Substance Abuse Intervention
Carey Guides: <ul style="list-style-type: none"> – Co-occurring Disorders – Impaired Driving – Meth Users – Substance Abuse 	Possible others:
The Change Companies Journals: <ul style="list-style-type: none"> – Changing Course – Coping Skills – Life Management – Marijuana – Methamphetamine – Prescription Drugs – Recovery Maintenance – Substance Use – Substance Using Behaviors – Women in Recovery 	
Cost-benefit analysis worksheet	
Decisional balance worksheet	
Hazelden resources: <ul style="list-style-type: none"> – Criminal & Addictive Thinking – Meth: The Basics – Quitting Meth – Relapse Prevention – Stop the Chaos 	
Refusal skills worksheet	

Education

Education Definition:

Offenders who have successful educational experiences have the opportunity to develop social and life skills that can help them succeed and nurture relationships with prosocial others (e.g., teachers, classmates, coaches, tutors). On the other hand, offenders who lack educational success may find it difficult to obtain legitimate, satisfying work that provides a living wage. This may contribute to an inability to support themselves, a lack of self-efficacy, and other negative consequences.

Case Plan Goal A: Develop a commitment to learn and succeed in school

Skill 1: Learn how to persevere

Possible Activities:

- Make a list of your five-year goals (e.g., related to job, home, family, location, car, hobbies) and how much money it will take to achieve and maintain those goals
- Research on the web a person’s average income based on education level
- List four reasons you find it difficult to keep up with school requirements and four conditions that, when present, make it easier
- Pick a relative, friend, or famous person who is a role model (e.g., your sister, your best friend, Rosa Parks, Michael Jordan, Thomas Edison, Oprah Winfrey) and write two paragraphs on how this person overcame obstacles to be successful (i.e., list the traits that they possessed)
- Look up the word “grit” and write down a definition; describe “grit” in your own words and explain why it is an important character trait
- Select three times you faced obstacles but overcame them; what trait did you possess that allowed you to do this?
- Write two statements you can say to yourself to help you stay focused on persevering in school
- Develop a collage of images that reminds you of succeeding in school; post it above your desk at home or on your mirror; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Overcome behavioral barriers to succeeding in school

Skill 1: Manage conflicts and disappointments

Possible Activities:

- Make a list of every time in the past two years when your behavior got you into trouble at school or resulted in poor school performance

- Go through the list and identify the major reason why you got into trouble or performed poorly (e.g., you were bored, you felt disrespected, someone started a fight, you used drugs/alcohol, you skipped class, you could not get a ride)
- For each reason, write a 1 if the reason was fully your responsibility, a 2 if it was partially your responsibility, and a 3 if it was fully someone else’s responsibility
- For the items marked 1 or 2, identify the three skills that would best help you overcome those barriers to success
- Select the most useful skill and work with your PO to learn the skill, practice the skill, and use the skill at school; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Seek assistance when you need help

Possible Activities:

- Write down five areas where you have struggled at school; for each area, write a sentence about how you asked for help and, if you did not, what stopped you from asking for help
- Fill out a thinking report on the thoughts that prevented you from asking for help
- With your PO, learn the steps for how to ask for help; practice the steps
- Practice asking for help in three emotionally safe settings, such as asking a store clerk where you can find shoelaces
- Select one area where you need help in school; use your skill to ask for help; write down what went well and what did not
- Based on your experience asking for help, modify your steps, if needed; select the next area to ask for help; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Find a passion that helps you strive and focus

Skill 1: Learn how to find goals that excite you

Possible Activities:

- Make three columns on a piece of paper; in Column A, write every time you remember getting excited about something you participated in; in Column B, write what it was about that event that made you excited (e.g., you were with people you enjoyed, it was risky, you laughed a lot, you learned something); in Column C, write down what patterns you notice in Column B
- Think about music, movies, and books you have experienced and write down which of these made you excited; add them to the three columns
- For 30 days, keep a log of your activities and make notes about things that made you feel satisfied or rewarded; add them to the three columns
- Make an appointment to see the counselor from [name] to set up a vocational interest/aptitude test; share the results with your PO

- From all of the information you collected from earlier activities, pick two goals that excite you; make a collage of images that reminds you of reaching those goals and post it above your desk at home or on your mirror
- Keep a daily or weekly log to assess whether you got closer to your goals that day or week and, if not, what needs to change; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Education	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1– 6, 34, 35, 38, 45–50	Mentoring
ART Skill Streaming worksheets	
BITS: <ul style="list-style-type: none"> – Making a Decision – Thinking Traps 	NCTI Crossroads: <ul style="list-style-type: none"> – Truancy
Carey Guides: <ul style="list-style-type: none"> – Interpersonal Skills – Your Guide to Success 	Possible others:
The Change Companies Journals: <ul style="list-style-type: none"> – Skills for Successful Living 	
Cost–benefit analysis worksheet	

Employment

Employment Definition: Offenders who are gainfully employed recidivate less often than offenders who are not. If offenders have stable employment and take satisfaction in their work, they will have the opportunity to develop social and life skills that can help them succeed; nurture relationships with prosocial others (e.g., supervisors, coworkers); foster prosocial attitudes, thoughts, and beliefs; and garner the resources to support themselves and their families. On the other hand, offenders who lack stable, legitimate employment may not experience these benefits, often have a great deal of unscheduled and/or unproductive time, and may be vulnerable to antisocial or illegal activity.

Case Plan Goal A: Acquire a job that is satisfying and rewarding

Skill 1: Position yourself to get a job that you want

Possible Activities:

- Make an appointment at the local work resource center to take a vocational interest/aptitude test and to understand local job growth and opportunities
- Make a list of jobs that would be both satisfying (i.e., you would enjoy the work) and rewarding (i.e., sufficient pay or benefits); circle your top five jobs and determine if you have sufficient education to compete (if not, see educational case plan goals)
- Develop a resume that is targeted toward the jobs you are most interested in
- Conduct web research to learn about the companies that are hiring for the jobs you are most interested in
- Arrange for a job interview
- Get feedback on the way you intend to dress for the interview
- Write the ten job interview questions you are most likely to be asked and practice answering them in front of a mirror
- Practice greeting the employer and answering interview questions with your PO (or another individual who can give you feedback)
- For jobs you do not get, call the potential employer to find out what was lacking that would have led to a job offer
- Attend a class on job-seeking skills; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Maintain a job

Skill 1: Know what an employer is looking for and meet expectations

Possible Activities:

- Complete the following statement in writing and review it with your PO: The way I can make it nearly impossible for an employer to want to lay me off is _____
- List the top ten reasons why an employer would likely fire an employee (e.g., stealing, dishonesty, laziness, argumentative, late to work, conflict with co-workers, poor effort)
- Honestly rate how likely those reasons might apply to you by marking each one as follows: 1 – not possible; 2 – not likely; 3 – possible; think about past times you had jobs and what happened that caused you to lose them
- For each area you marked 3, write down three ways you can overcome this; if necessary, ask others how they managed to overcome this
- If one of the areas you marked requires a skill (e.g., avoiding conflict, avoiding being argumentative), work with your PO to learn this skill
- Practice the skill with your PO using real examples in your life that could occur at work (e.g., someone pushes your buttons, you are treated disrespectfully, your boss does not like you)
- If appropriate, after 30 days, ask your employer how you are doing on the job and where you could make improvements
- If needed, ask your employer or a co-worker for help with an area in which you are not doing as well as you would like
- After 60 days on the job, write down all of the pet peeves and irritations that are building; for each one, write two statements that you could say to yourself to reduce the strength of the irritation
- After 90 days on the job, write down all of the things that you appreciate about working at that job site; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Build skills and rewards in a job

Skill 1: Advance in a job

Possible Activities:

- Ask the human resource department what is required to get promoted, or acquire opportunities to learn new skills
- Make a list of things you could volunteer to do when your work is done
- Ask your employer for opportunities to learn other tasks for the company
- Ask a co-worker who does a different job than you if you could job shadow for a while to see what they do
- For 30 days, watch others who are successful on the job and write down what they do to be successful
- Volunteer for work and duties that others don't want to do (e.g., stay late, work on weekends, work on holidays, do inventory)
- Ask your employer if there are training programs you could participate in
- Once a month, offer a new idea that could help the business run more effectively or efficiently; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Employment	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1–6, 34, 35, 38, 45–50	CareerLink
ART Skill Streaming worksheets	
Carey Guides:	GED program
– Interpersonal Skills	
The Change Companies Journals:	Job Corps and Job Readiness
– Employment Skills	
– Skills for Successful Living	
NCTI Crossroads:	Possible others:
– JOBTEC	

Leisure/Recreation

Leisure/Recreation Definition: If offenders spend their free time engaged in rewarding activities with prosocial people, they are likely to have a positive sense of themselves and be exposed to prosocial ways of thinking and behaving, such as cooperating, demonstrating self-control, and problem solving effectively. Offenders who have a great deal of unstructured free time are more likely to be bored or drawn to antisocial people and/or illegal activities.

Case Plan Goal A: Develop rewarding, prosocial interests

Skill 1: Know how to find fun, healthy things to do

Possible Activities:

- Take a leisure interest survey
- Write down the sixty things you want to do before you turn sixty years of age (if needed, go on the web or visit the library and read book titles for ideas), without considering money restraints
- Based on these activities, pick the five patterns you notice (e.g., you like to be outdoors, do quiet activities, do things with others, participate in food-related activities); go back to your list and circle six things that are fun and healthy that you would like to start doing or doing more often in the next year
- Divide a paper into three columns; in the left column, write the six activities; in the middle column, write down what is preventing you from doing each activity; in the right column, write down any ideas you have to overcome the barrier in the middle column
- Tell your PO which two of the activities you want to start doing or doing more often, and develop a plan
- For three months, keep a log of how you feel as you participate in the activities (use a scale of 1–5, with 1 being “dissatisfied” and 5 being “extremely satisfied”); *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Skill 2: Have the courage to begin something new

Possible Activities:

- Make a list of three fears or concerns you have about trying something new
- Develop two strategies for combating each fear or concern
- For each of the three fears or concerns, write down the best thing and the worst thing that could happen if you put your strategy in place; answer “What is the likelihood that the worst thing or best thing will happen?” (i.e., very likely, likely, not very likely, not likely)
- From your list, pick the easiest strategy for helping you start to overcome your fear or concern and put your plan in motion
- Pick the next strategy to put in place; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal B: Occupy free time without getting in trouble

Skill 1: Be intentional with using my free time in a way that is good for me

Possible Activities:

- Keep track of what you do every hour of the day for two weeks
- Circle the hours of the day that are unstructured (i.e., do not involve a formal activity such as school, work, or sleeping); count how many hours of each day are free and unstructured
- Think about the last three times you got into trouble and answer the question, “Would I likely have gotten into this trouble if I was involved in something structured?”
- Take a leisure interest survey
- Go back to your tracking sheet and look for the larger blocks of time (i.e., two hours or more) that tend to be open; fill in activities from the leisure interest survey that you could do and that would be rewarding
- Make a plan to fill those time blocks with your selected leisure activities; report to your PO about your success filling in those time blocks with those activities
- After two weeks, select the activities that you want to do on a routine basis; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Case Plan Goal C: Engage in leisure activities with others

Skill 1: Meet and engage others who have similar leisure interests

Possible Activities:

- Identify the four most difficult barriers to meeting other people or finding ways to join others in a leisure activity you would enjoy
- For each of the four barriers, identify two things you could do to overcome them
- Select the barrier that gets in the way most often and one of your strategies to overcome it; if possible, practice the strategy first in an easy setting (e.g., if you’re working on fear of rejection, ask your brother to go to a movie with you)
- Agree on an activity you want to do and the person who is a positive influence that you want to do it with; make a plan to invite the person; practice the invitation with your PO first
- Put the plan in practice and review it with your PO to make any possible modifications
- Continue to work through your other strategies as you experience success; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Leisure/Recreation	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills cards: 2, 6, 10–12, 33, 43	Mentoring
BITS: – Making a Decision	YMCA/YWCA
Carey Guides: – Prosocial Leisure Activities	Possible others:
Decisional balance worksheet	
The Change Companies Journals: – Life Management – Skills for Successful Living – Transition Skills	

Appendix: Intervention Resource Websites

Intervention	For More Information
Accountability Ladder	http://associatesmind.com/2013/06/17/a-critical-factor-for-success-accountability/
Aggression Replacement Training (CBT)	http://www.aggressionreplacementtraining.com/
Assertiveness worksheet	http://psychology.tools/assertiveness.html
BITS (Brief Intervention Tools)	www.careygrouppublishing.com
Carey Guides	www.careygrouppublishing.com
The Change Companies Journals	https://www.changecompanies.net/products/
Character assessment	http://www.letitripple.org/character_strengths
Cost–benefit analysis worksheet	www.careygrouppublishing.com
Decisional balance worksheet	http://motivationalinterview.net/clinical/decisionalbalance.pdf
Equality wheel worksheet	http://safe.unc.edu/get-info/healthy-relationships/
Family Group Decision Making	https://www.childwelfare.gov/topics/famcentered/decisions/

Functional Family Therapy	http://www.fftlc.com
Hazelden resources	http://www.hazelden.org/web/public/store.page
Moral Reconciliation Therapy (CBT)	http://www.moral-reconciliation-therapy.com
Multi-Systemic Therapy	http://mstservices.com
NCTI Crossroads (CBT)	http://www.ncti.org/programs/crossroads_juvenile
Peer mapping worksheet	http://www.do2learn.com/organizationtools/socialskillsorganizers/RelationshipTarget.htm
Power and control wheel worksheet	http://www.theduluthmodel.org/training/wheels.html
Thinking for a Change	http://static.nicic.gov/Library/025057/default.html
Thinking report	http://static.nicic.gov/Library/025057/Documents/_Complete%20T4C%203.1.0.pdf
Truthought (CBT)	https://www.truthought.com
Wraparound	http://nwi.pdx.edu/wraparound-basics/

Research & Resources

Andrews, D. A., & Bonta, J. (2017). *The psychology of criminal conduct* (6th ed.). Newark, NJ: LexisNexis.

Bogue, B., Campbell, N., Carey, M., Clawson, E., Faust, D., Florio, K., Guevara, M., Joplin, K., Keiser, G., Solomon, E., Wasson, B., Woodward, W., Department of Justice, National Institute of Corrections, Crime and Justice Institute (2009). *Implementing Evidence-Based Policy and Practice in Community Corrections: The Principle of Effective Intervention*. 1-91.

Bonta, J., & Andrews, D.A. (2007-06). *Risk-need-responsivity model of offender assessment and rehabilitation*. Ottawa: Public Safety Canada.

Bonta, J., Bourgon, G., Ruge, T., Scott, T.L., Yessine, A.K., Gutierrez, L., Li, J., Public Safety Canada. (January 2010). Strategic Training Initiative in Community Supervision: Risk-Need-Responsivity in the Real World.

Bonta, J., Ruge, T., Scott, T.-L., Bourgon, G., & Yessine, A. K. (2008). Exploring the black box of community supervision. *Journal of Offender Rehabilitation*, 47(3), 248–270. <https://doi.org/10.1080/10509670802134085>

Bonta, B., K., Andrews, D.A. (2007-06). Risk-Need-Responsivity Model for Offender Change. 1-22. [\(PDF\) Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation \(researchgate.net\)](#)

Bourgon, G., Bonta, J., Ruge, T., Scott, T.L., & Yessine, A.K. (2009). Translating ‘What Works’ into Sustainable everyday practice: Program Design, Implementation and Evaluation, 1-23. [STICS JEC 2008 Article \(publicsafety.gc.ca\)](#)

Bush, J., Glick, B., Taymans, J., Version 3.1. Thinking for a Change Program. US Department of Justice National Institute of Corrections.

Carleton University, Criminal Justice Decision Making Laboratory (2023). <https://carleton.ca/cjdml/job-aids/>

Carey Group Publishing. (2021) Ten Steps to Risk Reduction, Driver Workbook.

Chadwick, N., Dewolf, A., & Serin, R. (2015). Effectively training community supervision officers: A meta-analytic review of the impact on offender outcome. *Criminal Justice and Behavior*, 42(10), 977-989.

Department of Justice, National Institute of Corrections, Crime and Justice Institute. (2004). Implementing Evidence-Based Practice in Community Supervision: *The Principle of Effective Intervention*. 1-21. [EBP Pub 011404](#)

Dowden, C., & Andrews, D. A. (2004). *The importance of staff practice in delivering effective correctional treatment: A meta-analytic review of core correctional practice*. *International Journal of Offender Therapy and Comparative Criminology*, 48(2), 203-214.

Lowenkamp, C. T., Latessa, E. J., & Smith, P. (2006). *Does correctional program quality really matter? The impact of adhering to the principles of effective intervention*. *Criminology & Public Policy*, 5, 575-594.

Miller, W. and S. Rollnick. (2023). *Motivational interviewing: Helping People Change and Grow, Fourth Edition*. New York, NY: Guilford Press.

Miller, W. and S. Rollnick. (2023). *Motivational interviewing: Helping People Change and Grow, Fourth Edition*. New York, NY: Guilford Press.

Pennsylvania Council of Chief Juvenile Probation Officers, Juvenile Court Judges' Commission and the Carey Group under the Juvenile Justice System Enhancement Strategy (JJSES). Pennsylvania Juvenile Justice (2015). *Case Planning Handbook YLSCMI Version*. 1-32. [Case Planning Handbook – YLSCMI Version.pdf \(pa.gov\)](#)

Research in Brief - Robina Institute of Criminal Law and criminal justice. (n.d.).
https://robinainstitute.umn.edu/sites/robinainstitute.umn.edu/files/2022-02/core_correctional_practices.pdf

Team, M. T. C., & Dublin, D. G. O. hailing from. (2022, December 6). *Erg theory of motivation - expert program management*. expert. <https://expertprogrammanagement.com/2018/10/erg-theory-of-motivation/>

[Adult Example of Case Plan Module](#)

[Juvenile Example of Case Plan Module](#)

[Ongoing Skill Practice Demo Using Self-Control](#)