

PERSONALIZED CASE MANAGEMENT

USING RESEARCH TO GUIDE JUVENILE SUPERVISION



PARTICIPANT GUIDE

THIS COURSE
CONSIDERS
HOW
PERSONALIZED
CASE MANAGEMENT
CONTRIBUTES TO THE
SUCCESS OF JUVENILES ON
SUPERVISION. EVIDENCE-
BASED PRACTICES, COUPLED
WITH SUPERVISION
STRATEGIES, ARE
EXAMINED AS WELL AS HOW
TO CREATE A SOUND CASE
PLAN, NECESSARY FOR
LONG-TERM CHANGE.

—INSIDE

- I. INTRODUCTION
- II. BRIDGING RESEARCH AND CASE MANAGEMENT
- III. CASE PLAN DEVELOPMENT
- IV. PROMOTING SUCCESSFUL JUVENILE OUTCOMES
- V. DOCUMENTATION
- VI. CONNECTING THE DOTS
- VII. FINAL THOUGHTS
- VIII. APPENDIX

OBJECTIVES

1. EXAMINE HOW EFFECTIVE CASE MANAGEMENT STRATEGIES SAFEGUARD JUVENILES AGAINST RECIDIVISM
2. COUPLED WITH BEST KNOWN PRACTICES, EXPLAIN HOW EVIDENCE-BASED PRINCIPLES DRIVE LASTING BEHAVIORAL CHANGE
3. INDEPENDENTLY, FORMULATE WELL-STRUCTURED CASE PLAN FUNDAMENTALS, FOCUSED ON STRENGTHS AND CRIMINOGENIC NEEDS

BRIDGING RESEARCH AND CASE MANAGEMENT

| Case Management

Using a set of practices to effectively supervise a juvenile caseload

- ☐ Based on criminogenic needs
- ☐ Ongoing
- ☐ Dynamic
- ☐ Targets appropriate interventions
- ☐ Collaborative
- ☐ Supported on case management platform

SOUND CASE MANAGEMENT —

- ☐ Adopting strategies backed by policy | research
- ☐ Developing personalized case plans
- ☐ Promoting successful juvenile outcomes
- ☐ Documentation



TEXAS ADMINISTRATIVE CODE



- *Outlines rules state agencies must abide by*

Section §341.504 of TAC – Case Management Policies and Procedures

☐ Outlines case management mandates

- ◆ approved risk | needs assessment
- ◆ criminogenic needs determined
- ◆ risk level to reoffend established
- ◆ responsivity
- ◆ family engagement
- ◆ similar to 8 effective evidence-based principles
- ◆ support rehabilitation
- ◆ reduce recidivism

EVIDENCE-BASED PRINCIPLES



- *Effective methods, proven with research, that produce the best juvenile outcomes*



- ☐ Aim to reduce recidivism
- ☐ Produce safer communities
 - ☐ Specific strategies
- ☐ Must be implemented for best results



Assessing Risks | Needs

☐ Screening tool

- ◆ low | high risk
- 1** ◆ guide case plan goals | interventions
- ◆ validated
- ◆ brief | 5-30 minutes — typically
- ◆ administered by trained professionals
- ◆ minimizes biases
- ◆ establishes continuity
- ◆ alleviates
 - unnecessary supervision
 - residential treatment
 - service costs
- ◆ reduces recidivism

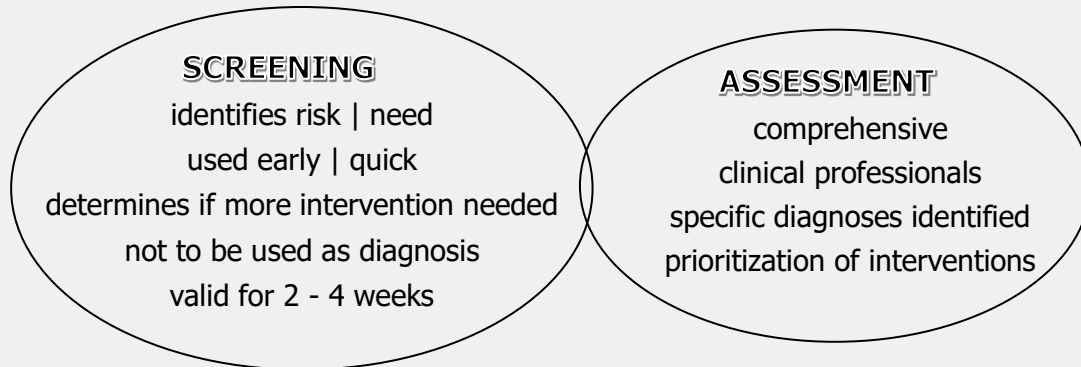
- ☐ TJJD mandates juvenile screenings
- ☐ most used — Positive Achievement Change Tool | PACT

□ PACT pre-screen

- ◆ brief | 40 questions
- ◆ done before disposition
- ◆ provides juvenile's risk to reoffend
- ◆ identifies criminogenic needs
- ◆ based on criminal | social background

□ PACT full-screen

- ◆ 120 questions
- ◆ comprehensive
- ◆ more insight into behavioral needs
- ◆ completed 30 days after disposition
- ◆ *best practice* — complete before disposition for sound recommendations



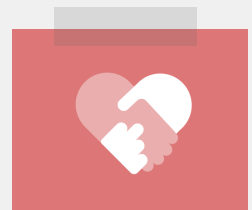
E nhancing Intrinsic Motivation

□ Intrinsic motivation

- ◆ doing something for reward
- ◆ external influences not a factor
- ◆ dependent on feelings inside
- ◆ leads to —
 - lasting change
 - increased confidence
 - curiosity
 - self-advocacy
 - resilience

□ Builds pro-social skills

- ◆ confidence
- ◆ responsibility
- ◆ self-esteem



Targeting Interventions

□ Risk Principle

3

- ♦ target most resources for high-risk juveniles
- ♦ benefits juveniles | community
- ♦ affects recidivism

□ Responsivity Principle

- ♦ may not cause crime, but may interfere with rehabilitation
- ♦ needs may affect response to treatment
- ♦ provides treatment proven to work with juveniles

□ Treatment Principle

- ♦ integrates treatment into supervision
- ♦ timely treatment provides benefits for all parties
- ♦ high-risk juveniles benefit most

□ Criminogenic Need Principle

- ♦ addresses changeable risk factors
- ♦ related to criminal behavior
- ♦ *PACT Big 8*
 - leisure | recreation
 - antisocial personality
 - employment | school
 - substance abuse
 - criminal thinking
 - antisocial behavior
 - criminal associates
 - family

ADDRESS TOP
3 IDENTIFIED
FIRST

□ Dosage Principle

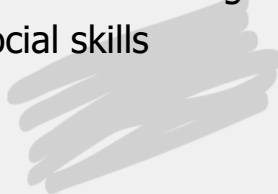
- ♦ occupy 40-70% of high-risk juveniles free time
- ♦ uses resources available
- ♦ strategic structure



Skill Train with Directed Practice

- Train juveniles to use appropriate skills
- Emphasizes cognitive-behavioral strategies
- Teaches | coaches pro-social skills

4



□ Pro-social skills

- *Behaviors conveying positivity to others*

- saying please | thank you
- asking permission



PRACTICE THESE SKILLS WITH JUVENILES BY —

- ♦ require juveniles to shake your hand before meetings
- ♦ have juveniles introduce themselves



P ositive Reinforcement

- Random
- 5 □ Continue warranted responses for negative behavior
- Ratio — 4 positives : 1 negative

Properly used, positive reinforcement is extremely powerful.

LEADS TO —

- ♦ consistent expectations
- ♦ personal accountability
- ♦ familiarity with consequences | reinforcements

E ngage Support in Local Communities

- Successful interventions rely on family, community resources
- 6 ♦ critical in small, rural towns
- ♦ aids juveniles in being more successful



Measuring Relevant Processes | Practices

□ DEPARTMENTS MUST —

7

- ◆ require accurate, detailed case files
- ◆ assess change in juvenile cognitive | skill development
- ◆ evaluate recidivism

□ STAFF WILL BE EVALUATED ON —

- ◆ how juveniles are managed
- ◆ overall performance
- ◆ audits by TJJD



Provide Measured Feedback

□ SYSTEMS MUST BE CENTERED ON —

8

- ◆ quality assurance
 - maintains fidelity
 - enhances integrity

□ FEEDBACK IS BENEFICIAL —

- ◆ accountability
- ◆ greater motivation
- ◆ lowers treatment attrition
- ◆ produces better juvenile outcomes

All principles *and* your dedication —

- Sustain long-term change
- Reduce recidivism making communities safer



OTHER EFFECTIVE INTERVENTIONS —

EPICS — Effective Practices in
Community Supervision
TBRI — Trust-Based Relational
Intervention®

CASE PLAN DEVELOPMENT

CASE PLANS —

- ☐ Written document
- ☐ Roadmap
- ☐ Cornerstone of sound case management
- ☐ Different case plans for levels of supervision
 - ◆ field case plan
 - ◆ residential case plan



CASE PLAN BENEFITS



☐ JUVENILE PROBATION OFFICER

- ◆ prioritizes juvenile needs
- ◆ creates manageability

☐ JUVENILE

- ◆ aids long-term change
- ◆ establishes priorities
- ◆ provides accountability
- ◆ produces less resistance to change

☐ FAMILY

- ◆ collaboration
- ◆ expectations
- ◆ stronger family connections

PACT



- ☐ Domain 1 | record of referrals
- ☐ Domain 2 | gender
- ☐ Domains 3a & 3b | school history; current school status
- ☐ Domains 4a & 4b | historic use of free time; current use of free time
- ☐ Domains 5a & 5b | employment history; current employment
- ☐ Domains 6a & 6b | history of relationships; current relationships

- ☐ Domains 7a & 7b | family history; current living arrangements
- ☐ Domains 8a & 8b | alcohol & drug history; current alcohol & drugs
- ☐ Domains 9a & 9b | mental health history; current mental health
- ☐ Domain 10 | attitudes | behaviors
- ☐ Domain 11 | aggression
- ☐ Domain 12 | skills

FULL-SCREEN SUMMARY —

- ☐ Risk scores
- ☐ Adverse childhood experiences | ACEs
- ☐ Mental health alerts
- ☐ Criminogenic needs
 - ◆ risk factors
 - ◆ protective factors
 - ◆ other factors
- ☐ Acute needs
- ☐ Comments



CASE PLAN GROUNDWORK



- ☐ Intake
 - ◆ diverted
 - ◆ closed
 - ◆ assigned to JPO
- ☐ PACT pre or full-screen
 - ◆ best practice — full
- ☐ Court dispositions
 - ◆ informal
 - ◆ formal
- ☐ Non-arrest referral

BEFORE INITIAL MEETINGS



- ☐ Review file
- ☐ Gather pertinent documents
- ☐ Be mindful of own emotions | past history
- ☐ Be cognizant of family emotions
- ☐ Be mindful of juvenile trauma | barriers when communicating

CREATING CASE PLANS

- Family engagement is critical
 - ◆ invested families encourage juveniles
 - ◆ caretakes must be included
 - ◆ buy-in — getting support
 - ◆ reduces recidivism

- Before entering in case management system
 - ◆ request collateral records

WHY?—

- Families may -
 - ◆ not be truthful
 - ◆ feel shame | embarrassment
 - ◆ distrust because of prior interactions

GOALS | INTERVENTIONS

□ Goals

- ◆ collaboration
- ◆ easy to monitor
- ◆ based on top 3 criminogenic needs
- ◆ only 1-3 goals at once
- ◆ avoid focus on probation conditions
- ◆ focus on pro-social skills | written as positive action
- ◆ most case management platforms will provide choices

| SMART Goals



SPECIFIC

- who, what, when, where, why



MEASURABLE

- how accomplished



ATTAINABLE

- doable
- based on needs | means



RELEVANT

- highest priority based on criminogenic needs



TIMELY

- structure
- accountability

How SMART Are You?

DISSECT THE FOLLOWING AND DETERMINE IF THEY MEET THE SMART CRITERIA.

1. Within the next two weeks, I will establish a stable, safe place to go when I feel like running away.

| | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| S | <input type="checkbox"/> | M | <input type="checkbox"/> | A | <input type="checkbox"/> | R | <input type="checkbox"/> | T | <input type="checkbox"/> |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|

2. Avoid negative influences.

| | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
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|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|

3. In the next month, I will learn how to answer interview questions in an effort to obtain a job.

| | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| S | <input type="checkbox"/> | M | <input type="checkbox"/> | A | <input type="checkbox"/> | R | <input type="checkbox"/> | T | <input type="checkbox"/> |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|

4. At the end of my supervision term, I will learn how to handle my stress without using alcohol or drugs and instead use appropriate coping skills.

| | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| S | <input type="checkbox"/> | M | <input type="checkbox"/> | A | <input type="checkbox"/> | R | <input type="checkbox"/> | T | <input type="checkbox"/> |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|

5. I will have a better attitude.

| | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| S | <input type="checkbox"/> | M | <input type="checkbox"/> | A | <input type="checkbox"/> | R | <input type="checkbox"/> | T | <input type="checkbox"/> |
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□ Interventions

- ♦ avenue to achieve goals
- ♦ linked to building positive skills
- ♦ tie into intrinsic motivation
- ♦ case management platform will provide choices

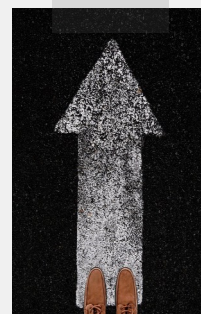
**YOU HAVE TO KNOW
WHERE YOU WANT TO GO
IN ORDER TO GET THERE**

□ Tips

- ♦ ask juveniles | families what goals they want to focus on — consider their input
- ♦ be mindful of probation conditions — but not focus of goals
- ♦ use understandable language
- ♦ explain reason behind goals and interventions
- ♦ write goals | interventions correctly

CASE PLAN SECTIONS —

- Juvenile name | parent name | date of disposition | identification number
- Needs
- Level of supervision
- Facility information
 - ♦ residential placement info, if applicable
- Community resources | discharge supports
 - ♦ relevant community services available
 - ♦ may use supports during supervision and after
 - ♦ begin wraparound services at beginning of supervision term
- Signatures



**COMPLETE —
30 DAYS AFTER DISPOSITION
NEW ISSUES WARRANT A
REVIEW**

PROMOTING SUCCESSFUL JUVENILE OUTCOMES

SUPPORTIVE INTERVENTIONS —

- Positive community support
- Establishing healthy relationships
- Building strength-based skills
- Cognitive-behavioral methods

Every kid is one
caring adult away
from being a
success story.

RELIANCE ON EVIDENCE-BASED PROGRAMS



- Evidence-based programs
 - ◆ tested in controlled setting
 - ◆ proven effective
 - ◆ methods translate to practical strategies
 - ◆ follow evidence-based principles
 - provide greater opportunities for success
 - reduce recidivism rates

WHY DO THEY WORK?

- ◆ support juvenile rehabilitation within local communities
- ◆ provide support to families
- ◆ address criminogenic needs

YOU SHOULD ALWAYS —

- Be aware of evidence-based programs available | vetted
- Follow-up
- Refer juveniles to programs specializing in specific therapeutic modalities —
 - ◆ multi-systemic therapy
 - ◆ functional family therapy
 - ◆ cognitive-behavioral therapy

USEFUL CLEARINGHOUSES —

- OJJDP Model Programs Guide
 - ◆ ojjdp.ojp.gov/model-programs-guide/home
- Blueprints Program
 - ◆ blueprintsprograms.org/program-search/
- Licensed Professionals in Texas
 - ◆ vo.licensing.hpc.texas.gov
- SAMHSA
 - ◆ samhsha.gov/ebp-resource-center

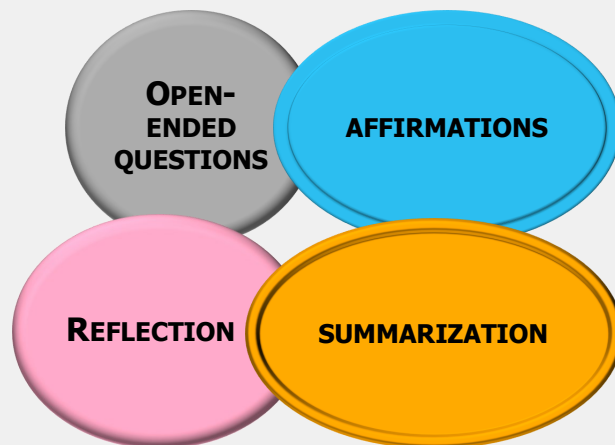
- National Institute of Justice | Crime Solutions
 - ◆ crimesolutions.ojp.gov/rated-programs
- Texas Specialty Courts
 - ◆ gov.texas.gov

MOTIVATIONAL INTERVIEWING | MI

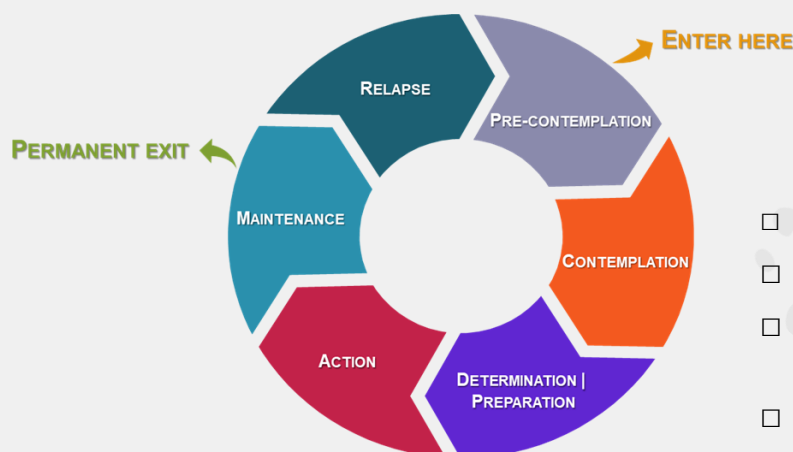


- ☐ Evidence-based approach — change problematic behavior
- ☐ Collaborative communication style
- ☐ Strengthens personal motivation
- ☐ Framework of acceptance | compassion
- ☐ Guides toward long-term success | lasting change

| CORE MI SKILLS



| STAGES OF CHANGE



| MI TIPS

- ☐ Non-judgmental | patient
- ☐ Mindful of own background
- ☐ Change course if questions are possible triggers
- ☐ Use to build trust
- ☐ Determine juvenile motivation for change

POSITIVE JUVENILE DEVELOPMENT



- ☐ Positive outcomes connected to opportunities
- ☐ Discover | implement new roles | skills

□ Develop self-efficacy

- ◆ master experiences
- ◆ observe others modeling positivity
- ◆ social persuasion
- ◆ psychological responses
- ◆ encourage juveniles to believe will achieve positive outcomes



□ Develop resiliency

- ◆ minimize | eliminate negative self-talk
- ◆ encourage forgiveness
- ◆ face fears head-on
- ◆ exercise self-compassion
- ◆ meditate
- ◆ breathe!

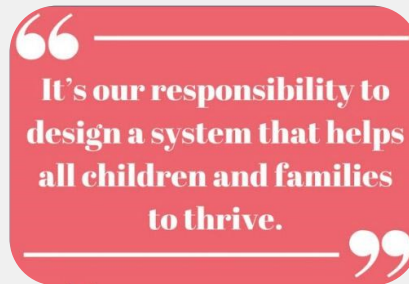


EFFECTIVENESS OF A JPO



□ Relationship between JPO | juveniles

- ◆ sound case management
- ◆ client-centered framework
- ◆ connection



| RELY ON STRUCTURED MEETINGS

- ☐ Discuss progress on goals
- ☐ Provide positive feedback
- ☐ Revise goals as necessary
- ☐ Identify problem areas | collaborate on appropriate solutions
- ☐ Use incentives, if available
- ☐ Critical thinking opportunities
- ☐ Discuss undesired consequences | identify alternative solutions

| CLARIFY ROLES

- ☐ Explain your responsibilities
- ☐ Review juvenile | family expectations
- ☐ Discuss authority | parameters
- ☐ Explain consequences of violations
- ☐ Inform of incentives
- ☐ Maintain supportive connections while considering professional | ethical boundaries

REACH
THEM

TEACH
THEM

WATCH
THEM
SUCCEED

| ACCESSIBLE LANGUAGE

- ☐ Avoid professional terms | acronyms
- ☐ Avoid big words
- ☐ Professional interpreter, if needed

| CONNECT JUVENILES WITH SUPPORTIVE ADULTS IN COMMUNITY

- ☐ More support — less delinquent behavior
- ☐ Align juveniles with positive supports
- ☐ Seek input about existing supportive relationships — build on those
- ☐ Consider impact of no contact order
- ☐ Develop partnerships within community
- ☐ Connect juveniles with community supports
- ☐ Understand dynamics of local communities



| DEVELOP GENUINE CONNECTIONS

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Avoid focus on perceptions unconscious biases <input type="checkbox"/> Check yourself for spending less time with certain families <input type="checkbox"/> Be mindful of juvenile backgrounds <input type="checkbox"/> Encouragement praise <input type="checkbox"/> Humor <input type="checkbox"/> Do what you say you will do <input type="checkbox"/> View families as experts <input type="checkbox"/> Express yourself in encouraging, neutral tone | <ul style="list-style-type: none"> <input type="checkbox"/> Regulate own emotions <input type="checkbox"/> Listen <input type="checkbox"/> Tidy work office space <input type="checkbox"/> Prompt <input type="checkbox"/> Greetings <input type="checkbox"/> Transportation issues <input type="checkbox"/> Discuss family needs <input type="checkbox"/> Encourage questions <input type="checkbox"/> Allow families to express personal opinions remain firm |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

FAMILY ENGAGEMENT



□ Engaged families

- ◆ listen
- ◆ value your professional opinion
- ◆ complete assigned tasks
- ◆ show up
- ◆ attend counseling sessions
- ◆ provide detailed information

□ Disengaged families

- ◆ unavailable
- ◆ miss appointments
- ◆ withhold information
- ◆ display rudeness
- ◆ accuse you of not helping
- ◆ see | portray you as an enemy

WHEN CONNECTING WITH FAMILIES —

- ◆ exercise patience
- ◆ get to root cause of anger | hostility
- ◆ reiterate you are there to help

APPROPRIATE WAYS TO HANDLE DIFFICULT BEHAVIOR—

- ◆ remain professional
- ◆ call for help
- ◆ understand | empathize
- ◆ listen



- ◆ meet people where they are
- ◆ help families feel connected
- ◆ stay calm | maintain composure
- ◆ convey understanding | compassion
- ◆ remain solution-focused

PERSONALIZED SUPERVISION

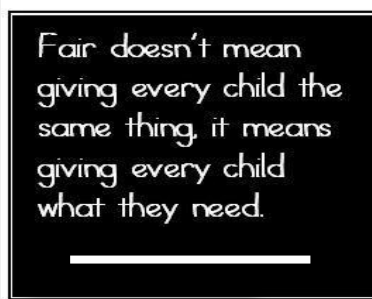


| EQUITABLE TREATMENT

- ☐ Adopt strategies to treat everyone equitably
- ☐ Mitigate systemic barriers, particularly those felt by juveniles of color



- ☐ Equitable strategies
 - ◆ educate yourself about racial | systemic disparities
 - ◆ be mindful of own unconscious biases
 - ◆ encourage open discussions about race, racism, discrimination
 - ◆ be aware of situations in communities
 - ◆ document all interactions



JUVENILE JUSTICE SYSTEM —

- ☐ Compassionate staff members
- ☐ Stark racial | ethnic disparities
 - ◆ black juveniles subject to harsher treatment
 - ◆ juveniles of color seen as less *child-like*
 - ◆ this treatment has negative impact on mental | physical health
- ☐ *We must intentionally* make efforts to be equitable



| RESPONSIVE TO GENDER

□ GIRLS

- ◆ specialized needs
- ◆ specific health concerns
- ◆ high need | low-risk
- ◆ disproportionally confined for low-level offenses
- ◆ trauma, mental health issues, sexual violence
- ◆ may require additional resources

□ STRATEGIES

- ◆ provide safe spaces
- ◆ encourage development of positive relationships with supportive adults
- ◆ guide families on women's health care
- ◆ acknowledge biases | double-standards
- ◆ recognize adultification
- ◆ consider underlying causes of behavior



□ LGBTQ

- ◆ often bullied
- ◆ frequently abused | victimized
- ◆ experience homelessness
- ◆ more likely to be suicidal
- ◆ 2x likely to be arrested for status offenses
- ◆ may require additional resources

□ STRATEGIES

- ◆ be aware of specialized resources
- ◆ allow juveniles to reveal gender | sexual orientation if they desire
- ◆ never assume sexual orientation, gender identity, or expression
- ◆ ask about pronouns preferences
- ◆ use appropriate language
- ◆ consider own values | biases
- ◆ conversations may trigger feelings
- ◆ long-term support
- ◆ other staff members
- ◆ follow-up with families
- ◆ check-in

□ TRAFFICKING VICTIMS

- *Inducing sex from a person by force, fraud, coercion*
- *Recruitment of a person for labor / services*
 - ◆ under age 18
 - ◆ history of running away
 - ◆ homelessness
 - ◆ dysfunctional families
 - ◆ low self-worth
 - ◆ physical | psychological issues

□ STRATEGIES

- ◆ administer CSE-IT tool
- ◆ report to law enforcement
- ◆ be mindful of certain symptoms | behaviors
- ◆ safety | security
- ◆ mindful of triggering conversations
- ◆ therapeutic resources
- ◆ remind victim it is not their fault



| RESPONSIVE TO CULTURE

- *Culture shapes the way we view the world; some considerations*

- ◆ eye contact
- ◆ asking questions
- ◆ smiling



□ STRATEGIES

- ◆ be mindful of cultural cues
- ◆ ask questions
- ◆ connect families to culturally-mindful supports
- ◆ seek opportunities to learn about other cultures
- ◆ encourage juveniles to embrace own culture

ADOLESCENT DEVELOPMENT

□ TYPICAL ADOLESCENTS

- ◆ seek to establish stable identity
- ◆ exercise appropriate independence
- ◆ learn from experience
- ◆ strive to become productive adults



□ JUVENILES IN THE SYSTEM

- ◆ often have suffered from trauma
- ◆ experience compromised development
- ◆ disregard for rules
- ◆ impulsive
- ◆ problems in school

CONSIDER JUVENILE TRAUMA WHEN —

- ◆ setting goals
- ◆ referring for community resources
- ◆ working through issues
- ◆ addressing problematic behavior

BY —

- ◆ approaching behavior in way that works best for juveniles
- ◆ collaborating with families on solutions
- ◆ understanding reasons behind situations

□ SOCIAL MEDIA

- ◆ impacts mental health
- ◆ presents false sense of reality
- ◆ stomping ground for bullying



□ STRATEGIES

- ◆ advise juveniles to do something intrinsically motivating
- ◆ talk about comparing self to others
- ◆ talk with parents about limiting online time
- ◆ assess juvenile mood

DOCUMENTATION

| DOCUMENTATION

- ☐ Remain organized
- ☐ Keep track of progress
- ☐ Others may know what is happening
- ☐ Required anytime meeting with someone regarding a juvenile case

“Documentation is an important aspect of accountability that not only provides a record of the work being done but also recognizes efforts and reinforces the system.”



PROGRESS NOTES —

- ☐ Details regarding progress on goals
 - ◆ notes achievement
 - ◆ feedback
- ◆ highlights areas needing improvement
- ☐ TAC Standard notes
 - ◆ progress noted once a month — local policy may note additional protocols
 - ◆ relevant criminogenic needs addressed

THREE DOCUMENTATION TYPES —

PRE-DISPOSITION REPORTS —

②

- ☐ Document prepared for court
 - ◆ protective factors
 - ◆ criminogenic needs
 - ◆ risks of juvenile | family
 - ◆ disposition purposes

③

CHRONOLOGICALS —

- ☐ Reported interactions
 - ◆ who, what, when, where, why
 - ◆ liability protection | accountability
 - ◆ compliance verification
 - ◆ TJJD audits | monitoring
 - ◆ record of events

CHRONOLOGICAL ENTRY | JUVENILE JAMES —

□ WRITTEN ENTRIES

- ◆ detailed
- ◆ specific
- ◆ professional in scope
- ◆ legal documents
- ◆ when writing avoid —
 - big words
 - writing like you talk
 - slang
- ◆ proofread

if it wasn't documented

...

it didn't happen

CONNECTING THE DOTS

— CASE STUDY | CARMEN DAVILA

REASON FOR RECENT DETENTION

Carmen Davila, a 16-year-old, was recently detained for assaulting a school resource officer. She has several previous assaults on her record.

SCHOOL INFORMATION

Carmen is in the 9th grade, two years behind, and has been known to be easily distracted in class. She is known to fidget, doodle in her notebook, and doesn't look at her teachers when they speak. Carmen often looks out the window and prefers not to participate in class discussions. Carmen seems to understand concepts being explained, but in response to direct questions she just shrugs her shoulders or mumbles, *I don't know*. The teachers see no sign Carmen cares about improving her school work.



MEDICAL INFORMATION

While detained, Carmen was found to be physically healthy; however, she would often complain of headaches, stomach pains, and problems using the bathroom. A gynecological exam was conducted and Carmen tested positive for several STDs. She was asked about her sexual history but was afraid to speak about being sexually assaulted by her mother's boyfriend Ric because she did not want to disclose what happened to her mother. She also said she was terrified of the possibility of going back to Chicago to testify against him.

DETENTION BEHAVIOR

While detained, Carmen had difficulty following the evening schedule, trouble sleeping, and often had night terrors. She would often pick fights, yell, smear hair products on her window, or bully other girls and it seemed her behavior deteriorated when it was near lights out. She rarely made eye contact with anyone and was not interested in making any friends.

FAMILY HISTORY

Carmen's father was imprisoned for aggravated assault in Latin America when she was a toddler. Later, the family was told her father had been murdered in prison. After that, Carmen's mother Manuela began abusing drugs and was often oblivious to Carmen's needs and behavior.

When Carmen was ten, her mother moved the family to a small apartment in Chicago where they had some family and soon after, began a relationship with Ric, an American born man of Mexican descent. It was not long before Ric moved into the family's apartment. A few days after Carmen's 11th birthday, Ric picked her up from school and sexually assaulted her when they got home, with her mother passed out on the couch. Carmen was terrified to tell anyone and from then on, was scared to be alone with Ric.

Carmen began displaying aggressive behavior; starting fights at school, throwing things at teachers, and often was sent home. She would regularly get suspended from school, but no one really took the time to determine the cause of Carmen's behavior. Manuela decided to move to Houston for a fresh start.

IN CARMEN'S OWN WORDS

Carmen reported she was happy as a young child, but when her father was killed, things changed. Her mom became depressed and started abusing drugs and alcohol. Once they arrived in the United States, Carmen said her mom continued drinking heavily and using drugs, along with disappearing for days at a time. When her mom was sober, she would often meet Carmen at the door and start yelling at her because the school kept calling about her absences. Her mother would reportedly call her lazy, stupid, and told her she probably was going to wind up dropping out and getting pregnant.

Carmen said she did not like Ric immediately upon meeting him and described him as creepy. When he sexually assaulted her, Carmen said the following - *He followed me into my room when we got home. My mom was passed out on the couch. I told him to get away, but he wouldn't. He started touching me and said that he knew I wanted to have sex with him. I tried to fight him off, but he was so heavy, I just gave up. He said if I told anyone what happened, including my mom, he would say I asked for it. I never said a word.*

Carmen noted her boyfriend Jose (22-years-old) is the best thing that has happened to her. He is the leader of the Los Locos gang and although he has other girls on the side, she doesn't care because he takes care of her. Carmen said she hates school and doesn't see why she has to go. When asked if she felt she was important, she blankly looked to the side and said *what does that even mean.*

MANUELA'S STORY – CARMEN'S MOTHER

Manuela Gonzales, works as a housekeeper and admits she became depressed when her husband was murdered in her home country. This was when she began abusing drugs and alcohol, despite having little money for necessities. After moving to the United States, Manuela said Carmen was always sad and depressed. She thought school would help her daughter, but she said all Carmen did was daydream in school and was labeled immature and delayed.

Manuela noted she thought Carmen would be happy when Ric moved in, but she wasn't. Manuela said - *Carmen was jealous of Ric because he took me away from her. I told her we needed Ric to take care of us, but she didn't seem to understand. Ric told me Carmen always flirted with him and I used to get on her all the time about that.* Manuela does not believe Ric raped Carmen, despite him being in jail on pending sexual assault charges.



JUVENILE CASE PLAN

| | |
|---------------|--|
| Juvenile Name | |
|---------------|--|

Top 3 Criminogenic Needs

| | |
|--|--|
| | |
|--|--|

NEED 1

| | |
|------------------------------------------------|--|
| Goal - SMART | |
| Intervention | |
| Person responsible for completing intervention | |
| Time frame for completing intervention | |

NEED 2

| | |
|------------------------------------------------|--|
| Goal - SMART | |
| Intervention | |
| Person responsible for completing intervention | |
| Time frame for completing intervention | |

NEED 3

| | |
|------------------------------------------------|--|
| Goal - SMART | |
| Intervention | |
| Person responsible for completing intervention | |
| Time frame for completing intervention | |

What will you do to ensure you are following evidence-based principles when supervising Carmen?

What cultural or gender-specific needs should you be mindful of while supervising Carmen?

[illegible]

How will you engage Manuela in Carmen's success when she seems to have a flawed view of her daughter?

NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

FINAL THOUGHTS

- ❑ PROVIDING JUVENILES WITH PERSONALIZED CASE MANAGEMENT IS THE KEY TO PROMOTING LONG-TERM BEHAVIORAL CHANGE
- ❑ CASE PLANS ARE THE CORNERSTONE OF SOUND CASE MANAGEMENT
- ❑ DETAILED DOCUMENTATION HELPS WITH MANAGING YOUR CASELOAD AND REMINDING JUVENILES OF THEIR PROGRESS.



APPENDIX



SUGGESTED ACTIVITIES TO ADDRESS CRIMINOGENIC NEEDS

| LEISURE | RECREATION

- ♦ Ask juvenile to write down thirty things he (or she) would like to do before turning thirty without considering money constraints.
- ♦ Based on these activities, ask juvenile to circle six fun and healthy things he (or she) may start doing or doing more often in the next few months.
- ♦ Together with juvenile, develop a plan to incorporate these activities into his (or her) daily life.
- ♦ Ask juvenile to make a list of three fears or concerns about trying something new and together, develop a few strategies to combat them.
- ♦ Ask juvenile to identify an activity he (or she) wants to do with a person who is a positive influence and together, make a plan to invite the person. Juvenile may practice the invitation with you.

| ANTISOCIAL PERSONALITY

- ♦ Ask juvenile to list three times when he (or she) made a decision resulting in negative consequences.
- ♦ Learn the five steps of problem solving.
- ♦ Ask juvenile to select a current problem he (or she) is facing and together, create ways to solve it using the problem-solving steps.
- ♦ Ask juvenile to think about the last time he (or she) was arrested and talk about the impact it had on others around them.
- ♦ Ask juvenile to think about a situation when he (or she) acted impulsively and determine ways the situation may have been handled differently.

SUGGESTED ACTIVITIES TO ADDRESS CRIMINOGENIC NEEDS

| EMPLOYMENT | SCHOOL

- ♦ Ask juvenile to develop a resume targeted to the job(s) he (or she) desires.
- ♦ Ask juvenile to get feedback from supportive adults on how he (or she) intends to dress for the interview and gather tips on what to change or not.
- ♦ Together, practice interview questions with juvenile and review what answers he (or she) may improve on.
- ♦ Ask juvenile to list a few reasons why following the rules in school is difficult and what, if anything, would make things easier.
- ♦ Ask juvenile to research a person's average income based on education level.

| SUBSTANCE ABUSE

- ♦ Ask juvenile to identify all ways drugs | alcohol negatively impact his (or her) life.
- ♦ Ask juvenile to list reasons why he (or she) chose to use substances in the past and identify alternative choices.
- ♦ Together, ask juvenile to practice what he (or she) will say to those who influence substance use.
- ♦ After attending treatment | classes, ask juvenile to discuss with you what is being learned and how it is being applied to his (or her) life.
- ♦ Ask juvenile to identify a few circumstances when he (or she) used substances and for each of those, identify a few ways to prevent future substance use.

SUGGESTED ACTIVITIES TO ADDRESS CRIMINOGENIC NEEDS

| CRIMINAL THINKING

- ♦ Ask juvenile to identify a few examples of when he (or she) fell victim to flawed thinking and describe what happened because of it.
- ♦ Together with juvenile, develop alternatives to those thinking errors and how the examples above may have turned out differently.
- ♦ Ask juvenile to make a list of people, places, or situations which triggered harmful behavior or thoughts and identify how he (or she) may gain a more positive result.
- ♦ Ask juvenile to identify a few positive supports in his (or her) life and list the values and characteristics the juvenile desires to possess.
- ♦ Ask juvenile to determine which of those characteristics are present in him (or her) and develop a plan to solidify them internally.

| ANTISOCIAL BEHAVIOR

- ♦ Ask juvenile to list a few times in the past few months when he (or she) acted impulsively and talk about how it could have been handled more appropriately.
- ♦ Ask juvenile to think of the last time he (or she) was arrested and write down all of the people who were impacted by it.
- ♦ After determining those impacted by juvenile's arrest, have he (or she) talk with the people impacted and ask how the relationship may be repaired.
- ♦ Ask juvenile to identify a plan to give back to those impacted by his (or her) inappropriate behavior.
- ♦ Ask juvenile to identify ways to handle his (or her) emotions and ways to cope which lead to more positive outcomes.

SUGGESTED ACTIVITIES TO ADDRESS CRIMINOGENIC NEEDS

| CRIMINAL ASSOCIATES

- ♦ Ask juvenile to list the last few times he (or she) got into trouble along with the circumstances, people, places, and things that were in place.
- ♦ Ask juvenile to identify patterns within each of the situations that led up to the trouble.
- ♦ Ask juvenile to develop a plan to become more involved in positive activities.
- ♦ Ask juvenile to identify one new, potential friend and allow him (or her) to practice introductions with you.
- ♦ Ask juvenile to list some reasons to no longer associate with negative influences and a plan to spend time with more positive peers.

| FAMILY

- ♦ Ask juvenile to list a few things that, when present, result in a supportive home environment and some things resulting in a stressful one.
- ♦ Together, make a plan on how to increase healthy interactions and decrease negativity at home.
- ♦ Ask juvenile to write a list on how to listen and communicate effectively, such as maintaining eye contact, using *I* statements, and summarizing what other people say.
- ♦ Together, practice how to listen and communicate effectively.
- ♦ Ask juvenile to pick a family member and list a few ways he (or she) may respond to them in a way they appreciate (compliments, humor, gift, completing chores).