Juvenile Drug Treatment Court Guidelines
Case Management & Planning for Youth & Families
DISCLAIMER

This training and technical assistance (TTA) initiative is funded through a grant awarded by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (Award Number 2016-DC-BX-K001). Neither the U.S. Department of Justice nor any of its components operate, control, are responsible for, or necessarily endorse the views, opinions, or contents expressed by the training, technical assistance, or TTA documents and materials herein.
MODULE OBJECTIVES

• Describe the research behind the risk/needs/responsivity model and why application is useful with JDTC populations.

• Discuss types of assessments and screening tools and how such tools should be utilized in practice to drive case outcomes.

• Learn how to develop case and treatment plans that best meet the needs of youth and families.
Needs assessments should include information for each participant on:

- Use of alcohol or other drugs.
- Criminogenic needs.
- Mental health needs.
- History of abuse or other traumatic experiences.
- Well-being needs and strengths.
- Parental drug use, parental mental health needs, and parenting skills.
Case management and treatment plans should be individualized and culturally appropriate, based on an assessment of the youth’s and family’s needs.
CREATING EFFECTIVE CASE PLANS FOR YOUTH AND FAMILIES
GUIDELINE 4.1
SCREEN FOR RISK AND NEEDS

• Use of alcohol or other drugs.
• Criminogenic needs.
• Mental health needs.
• History of abuse or other traumatic experiences.
• Well-being needs and strengths.
• Parental drug use, parental mental health needs, and parenting skills.
Risk/Needs/Responsivity: Scientific Review

- Risk: Who to treat
- Need: What to treat
- Responsivity: How to treat
  - Because criminal behavior can be predicted, services should be matched to each person’s risk of reoffending
  - To reduce recidivism: Higher risk youth need additional services, lower risk youth need little to no intervention
The Central Eight

The Big Four (Tier I)
- antisocial personality traits, thinking, and attitudes
- criminal associations

Tier II
- Substance use disorders
- Family/marital relationships
- Education and employment
- Positive leisure activities

Source: Andrews & Bonta (2010)
The Psychology of Criminal Conduct
Criminogenic Needs

Most Effective Treatment Models

- Targeting the “Big Four”
- Family based approaches

Use of evidence-based treatment approaches

Individualize treatment matching to meet developmental and cultural needs.
Needs Targeted & Correlation with Effect Size for Youthful Offenders

RESPONSIVITY PRINCIPLE

Service delivery should be responsive to the learning style and capabilities of each individual youth.

What protective factors does the youth possess that will assist with participation in and completion of services?
GUIDELINE 4.1
PARENTAL NEEDS ASSESSMENT

Per the Guidelines:

• Screening/assessment for parents and family members of JDTC youth recommended in Guidelines

Parents/Guardians may be dealing with:

• Trauma
• Mental and behavioral health issues
• Substance use disorders
GUIDELINE 4.1
SCREENING FOR DRUGS/ALCOHOL

Per the Guidelines:

• After risk/needs assessment
• Formal screening to validate youth’s alcohol/drug or other substance use or dependence.
• Structured interviews
• Provide complete picture of substance use issues
GUIDELINE 4.2

INDIVIDUALIZED CASE MANAGEMENT & TREATMENT PLANS

• Identify psychosocial needs
• Focus on strengths
• Assess motivation for treatment
• Utilize multiple treatment components/options to meet needs of youth
• Outline intensity of services
• Use flexible approach, while ensuring fidelity
CASE MANAGEMENT VS CASE PLANNING

Case management:

• On-going
• Single point of contact that advocates for participant
• Comprehensive & flexible
• Partnering with community based providers & schools
• Based on assessment of risk/need
• Engages youth and families
• Reflected in a case plan that matches to needs/goals
Case Management vs Case Planning

Case Planning:
- Focused on goals
- Detailed steps for how to reach goals
- Time-bound
- Written document
- Informed by youth and family = agreement
- Tied to risk/needs assessment
CRAFTING THE CASE PLAN

Clear expectations/no surprises

Small, time-limited goals that are agreed upon by all parties

Use OARS technique:
• Open-ended questions;
• Affirmations;
• Reflection
• Summarizing

Reviewing and rewarding results
CASE PLAN
EXAMPLE
<table>
<thead>
<tr>
<th>Core Professional Alliance Skills</th>
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<tbody>
<tr>
<td>Articulate</td>
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<tr>
<td>Attentive</td>
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<tr>
<td>Authentic</td>
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<td>Confident</td>
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<td>Empathetic</td>
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<tr>
<td>Empowering</td>
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<td>Flexible</td>
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Source: The Carey Group; PA Juvenile Justice Enhancement Strategy
Office/Field Interaction

Per the Guidelines: Interactions youth should focus less on detecting violations, and instead focus finding opportunities to praise on goal attainment.

- Check-in (building rapport)
- Review weekly goals
- Identify successes or obstacles
- Determine if new goals are needed/desired
- Review court conditions
- Provide written materials/instructions
- Close

**CASE PLAN EXERCISE**

- Review case plan scenario
- Working in groups of 4-5 to develop/write-up a goals attached to a case plan for the youth and family.
- Role play the following positions:
  - Probation
  - Youth
  - Parent
IMPLEMENTATION TIPS

Create Case Plan workgroup
Review your current policies and procedures
Collect information on all assessment & screening tools
Analyze current case management/planning process flow
Monitor data for racial/ethnic inequalities in treatment engagement, progress and completion
IMPLEMENTATION TIPS

Decide on improvement areas via priority matrix exercise. Team to ask themselves:

• How big would the impact be if we made this change?
• Is the change feasible?

Prioritize changes: Start with low-hanging fruit, moving to “tough, but worthwhile” changes.

Use GANNT chart or Action Plan to set timelines, track progress and close projects.
**Recommendation Priority Matrix**

- **Quick wins**
  - No brainer – the “sweet spot”
  - To be avoided unless everything else is done
  - Tough, but worthwhile
SUMMARY AND QUESTIONS

JDTCs should adopt research informed case management that takes into account participants' special needs.

Adoption of correct assessment tools and screeners important for program operations.

Case plans should allow for flexibility in the application of case management practices.

The case plan is developed between the professional, the participant, and his or her family and includes services delivered in the participant’s community.
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