

During this Time Period	Key Steps	Use/Review These Tools During Appointments/Take Home Assignments
During most appointments after the initial case plan is developed.	<p>Teach and Practice Skills to Reduce Risk</p>	<p>Carey Guide Red: Behavioral Techniques (if the client does not understand the importance of practicing skills)</p> <p><i>See EBP cheat sheet of tools to address identified skill deficits</i></p>
30-60 days prior to discharge	<p>Prepare for Successful Discharge</p> <p><i>Develop a plan to guard against harmful/illegal activity after discharge.</i></p>	<p>Carey Guide Red: Reentry</p> <p>Forward Thinking Journal: Reentry Planning</p> <p>Per Grant Standards: <i>Re-administer OYAS and MAYSI-2.</i> If component scores of the assessment have not decreased reconsider if it is appropriate to discharge at this time.</p>

Supervision Case Plan

Case No.: _____

Name: _____

Date: _____

The following plan is to help you through probation with a focus for you to be successful and make changes to avoid re-entering the juvenile justice system. You will work closely with your corrections professional to target and address your highest risk/need areas by setting short and attainable goals leading to a successful period of supervision.

Target #1 _____

Objectives

- _____
- _____
- _____
- _____

Techniques

Completed date

- | | |
|---------|-------|
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |

Notes:

Target #2 _____

Objectives

- _____
- _____
- _____
- _____

Techniques

Completed date

- | | |
|---------|-------|
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |

Notes:

Target #3 _____

Objectives

- _____
- _____
- _____
- _____

Techniques

Completed date

- | | |
|---------|-------|
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |
| • _____ | _____ |

Notes:

During your period of probation there are rewards for good behavior and completing tasks and consequences for poor behavior or failure to follow through. Speak with your corrections professional about what rewards would be important to you and what barriers you may need to overcome to be compliant.

Important rewards:

Barriers:

I understand this will become part of my supervision record and I agree to participate to achieve my goals.

Participant's signature: _____ Date: _____

Probation Officer's signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

**Targeting Need Areas: A cheat sheet of evidence based
practice tools.**

OYAS Domains

Juvenile Justice History

Family and Living Arrangements

Peers & Social Network

Education & Employment

Pro-Social Skills

Substance Abuse, Mental Health and Personality

Values, Beliefs and Attitudes

ORAS Domains

Education

Employment & Financial Situation

Family & Social Support

Neighborhood Problems

Substance Abuse

Peer Association

Criminal Attitudes & Behavior Patterns

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Aggression: Learn new ways to manage your anger. Learn new ways to regulate your emotions. Learn to use techniques other than aggression to achieve your goals.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Anger

1. Recognizing Physical Signs of Anger
2. Making Connections
3. Emotional Triggers
4. Changing Beliefs, Changing Consequences

Blue: Emotional Regulation

1. How Do I Respond?
2. Identifying Feelings
3. Decreasing Emotional Strength
4. Stop and Think
5. Feeling Good Without the Thrill

BITS: Thinking Traps, Overcoming Thinking Traps, Overcoming Automatic Responses

Forward Thinking Journal: Handling Difficult Feelings, What Got Me Here

EPICS: Decision Matrix – see Structured Skill Building

Skills Cards: #20, #26, #28, #30

Empathy: Increase your empathy for victims, increase your compassion for others, learn how to practice the Golden Rule, think of the feelings of others before deciding to do something.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Moral Reasoning

1. Assess Your Moral Reasoning
2. Moral Dilemmas

Blue: Empathy

1. Assess Your Empathy
2. What Are the Effects?
3. Different Perspectives
4. Letter to the Victim

Forward Thinking Journal: Victim Awareness

EPICS Skill Cards: #13 Apologizing; #17 Understanding Feelings of Others

Family and Social Support: Develop and maintain healthy relationships with pro-social family members, establish a positive family support system, increase contact with pro-social family members, increase contact with pro-social friends.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Overcoming Family Challenges

1. What's Happening?
2. Changing the Response

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services

Red: Case Planning

1. Your Influences
2. Working Toward Your Goals

Carey Guides BITS: Decision Making worksheet regarding the effects of reducing contact with the negative influences within your family.

Forward Thinking Journal: Relationship Communication

EPICS skills cards: #15 Knowing Your Feelings, #16 Expressing Your Feelings, #17 Understanding the Feelings of Others, #18 Dealing with Someone Else's Anger, #22 Asking Permission, #24 Helping Others, #26 Using Self-Control, #39 Dealing with Contradictory Messages

- * Family Advocate involvement
- * Mediation
- * Family Counseling

Juvenile/Criminal Justice History: Develop and maintain pro-social thinking patterns, make pro-social choices, reduce impulsive decision making, gain insight into how deviant or irrational thinking lead to criminal behavior, understand how bad decisions lead to negative consequences.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Antisocial Associates

1. Thinking About Friendships
2. Changing My Associates

Blue: Antisocial Thinking

1. Thought-Feeling-Action Link
2. Thinking Patterns
3. Values and Beliefs
4. Defeating Harmful thoughts, Values, and Beliefs

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services

Blue: Problem Solving

1. Stop and Think
2. Brainstorm
3. Evaluate and Choose
4. Plan, Act, Assess, and Adjust
5. Solve On-the-Spot Problems

BITS: Thinking Traps

- Overcoming Thinking Traps
- Overcoming Automatic Responses

EPICS: Behavior Chain

- Cost-Benefit Analysis
- Problem Solving Worksheet

EPICS Skill Cards: #22 Asking Permission, #29 Avoiding Trouble with Others; #40 Dealing with Accusations; #42 Dealing with Group Pressure

Forward Thinking Journals: Individual Change Plan
Responsible Behavior

Leisure Time: Develop and list pro-social outlets that you enjoy, participate in and report positive activities with pro-social family members, participate in and report positive activities with pro-social friends, become involved in a hobby that interests you.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Prosocial Leisure Activities

1. Identifying Prosocial Leisure Activities
2. The Benefits of Prosocial Activities
3. Time Chart
4. Making a Plan

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services

Blue: Engaging Prosocial Others

1. Who Would You Call?
2. Expanding Your Prosocial Network

Blue: Emotional Regulation

Tool 5: Feeling Good Without the Thrill

Blue: Interpersonal Skills

Tool 3: Expanding Your Social Network

Red: Case Planning

1. Your Influences
2. Working Toward Your Goals

BITS: Decision Making

EPICS: Cost-Benefit Analysis

EPICS Skills Cards: #2 Starting a Conversation, #3 Having a Conversation, #6 Introducing Self, #7 Introducing Others, #8 Giving a Compliment, #10 Joining In, #13 Apologizing, #22 Asking Permission, #33 Being a Good Sport, #34 Dealing with Embarrassment, #35 Dealing with Being Left Out, #38 Responding to Failure, #43 Deciding on Something to Do

Problem Solving: Identify multiple options to a problem, improve ways to solve a problem, learn steps needed for good problem solving

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Problem Solving

1. Stop and Think
2. Brainstorm
3. Evaluate and Choose
4. Plan, Act, Assess, and adjust
5. Solve On-The-Spot Problems

BITS: Problem Solving (in the moment problems)

EPICS: Problem Solving Worksheet

EPICS Skills Cards: #9 Problem Solving; #25 Negotiating; #44 Deciding What Caused a Problem; #48 Arranging Problems by Importance; #49 Making A Decision

Relationships: Develop and maintain healthy relationships with pro-social friends, establish a positive support system, increase contact with pro-social friends, associate with community members who stay out of trouble.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Interpersonal Skills

1. Your Social Network
2. Getting Along with Others
3. Expanding Your Social Network
4. Using the STOP Method to Resolve Conflicts

Blue: Antisocial Associates

1. Thinking About Friendships
2. Changing My Associates

Blue: Engaging Pro-Social Others

1. Expanding Your Prosocial Network

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services

Forward Thinking Journal: Relationship Communication

EPICS skills cards: #1 Listening, #2 Starting a Conversation, #3 Having a Conversation

* Attend pro-social outings

* Attend girls/guys group

Risk Taking and Impulsivity: Learn how to determine positive and negative consequences prior to acting on a thought. Learn how to plan your daily activities in an efficient manner.

Carey Guides: Blue: Criminogenic Needs

Red: Case Management Issues

Blue: Emotional Regulation

1. How Do I Respond?
2. Identifying Feelings
3. Decreasing Emotional Strength
4. Stop and Think
5. Feeling Good Without the Thrill

Blue: Problem Solving

1. Stop and Think
2. Brainstorm
3. Evaluate and Choose
4. Plan, Act, Assess, and Adjust
5. Solve On-the-Spot Problems

Red: Behavioral Techniques

1. Conducting a Practice Session
2. Applying New Skills

Red: Violence & Lethality (if applicable for someone who has violent outbursts)

1. STORC
2. Recognizing Relapse Cycles

Carey Guides BITS: Thinking Traps, Overcoming Thinking Traps, Overcoming Automatic Responses regarding a previous impulsive decision made that had negative consequences.

Carey Guides BITS: Problem Solving worksheet to prepare for a possible upcoming situation.

Forward Thinking Journal: Responsible Behavior

EPICS: Decision Matrix – see Structured Skill Building Problem Solving Worksheet

Skills cards: #26, #29

Self- Efficacy: Understand how you can achieve a goal, learn how decisions can improve an outcome, learn how to control what happens to you.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services

Red: Case Planning

1. Your Influences
2. Applying New Skills

Forward Thinking Journal: Individual Change Plan

EPICS:

- Identifying Targets for Change
- Problem Solving Worksheet
- Skills Cards: #9 Asking for Help; #12 Following Instructions; #21 Rewarding Yourself; #45 Setting a Goal; #46 Deciding on Your Abilities; #48 Arranging Problems by Importance; #49 Making a Decision

Substance Abuse: Develop skills to maintain a substance free lifestyle, learn new ways to stay substance free, reduce your reliance on drugs and alcohol to help you cope with stressful situations, remain sober and develop friends who also enjoy sobriety.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Substance Abuse

1. Understanding Your Drug or Alcohol Use
2. Moving Toward Change
3. People, Places, and Feelings
4. Recovering from a Relapse

Blue: Prosocial Leisure Activities

Tool 4: Time Chart

Red: Case Planning

1. Your Influences
2. Working Toward Your Goals

Red: Meth Users (applies to all substance users)

1. Stages of Recovery
2. Surviving the Wall
3. Identifying Triggers
4. Planning Your Day
5. How Am I Doing?

Red: Co-Occurring Disorders (if both mental health and substance abuse)

1. Understanding Your Mental Health and Substance Abuse Conditions
2. Asking Questions
3. Getting Organized
4. Identifying Patterns

Forward Thinking Journal: Substance Abusing Behavior

EPICS: Cost-Benefit Analysis (may need to use multiple times)

Attend & complete AoD counseling

Values and Beliefs: Live by values that keep you out of trouble, learn how your beliefs and values effect what you do, replace anti-social values with pro-social values.

Carey Guides: Blue: Criminogenic Needs Red: Case Management Issues

Blue: Your Guide to Success

1. My Life Until Now
2. Increasing the Odds of My Success
3. Request for Stabilization Services (if needed)

Blue: Antisocial Thinking

1. Thought-Feeling-Action Link
2. Thinking Patterns
3. Values and Beliefs
4. Defeating Harmful Thoughts, Values, and Beliefs

Blue: Moral Reasoning

1. Assess Your Moral Reasoning
2. Moral Dilemmas

Carey Guides BITS: Decision Making (regarding changing your values)

Forward Thinking Journals: What Got Me Here?
Responsible Behavior

EPICS:

Decision Matrix

1. TAPES and COUNTERS (identify antisocial thinking and replace with prosocial thinking)
2. Behavior Chain
3. Thinking Report

EPICS skill cards: #49 Making a Decision

Using Carey Guide Tools to Address Criminogenic Needs/Responsivity and Stabilization Factors

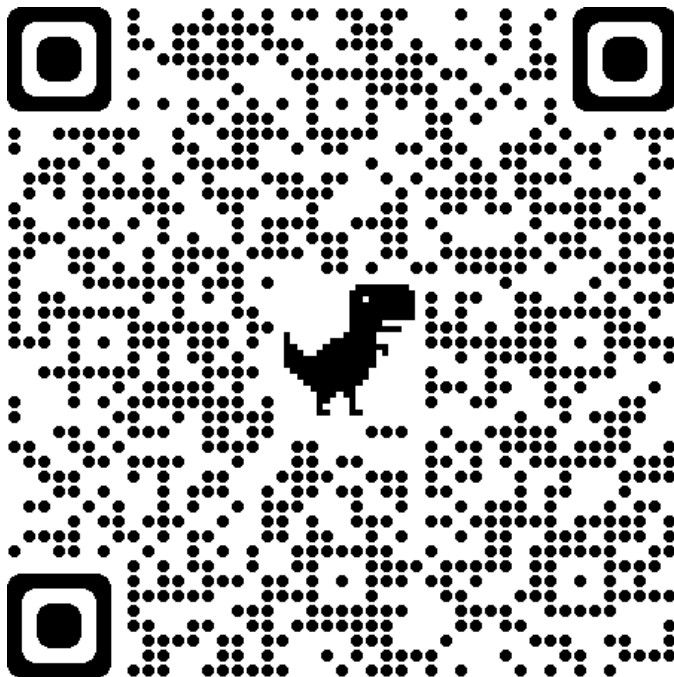
Key:
Yes: Direct link to a criminogenic need/responsivity and stabilization factors
*****: Could be used to address a criminogenic need/responsivity and stabilization factors, depending on the circumstance








Guide Title	Tool	Cognition	Personality	Peers	Family	Substance Abuse	Employment	Education	Leisure	Responsivity and Stabilization
Anger	Recognizing Physical Signs of Anger		Yes							
	Making Connections		Yes							
	Emotional Triggers		Yes							
Antisocial Associates	Changing Beliefs, Changing Consequences	*	Yes	*	*	*	*	*	*	
	Thinking About Friendships			Yes	*	*				
	Changing My Associates			Yes	*	*				
Antisocial Thinking	Thought-Feeling-Action Link	Yes	*	*	*	*	*	*	*	
	Thinking Patterns	Yes	*	*	*	*	*	*	*	
	Values and Beliefs	Yes	*	*	*	*	*	*	*	
Emotional Regulation	Defeating Harmful Thoughts, Values, and Beliefs	Yes	*	*	*	*	*	*	*	
	How Do I Respond?		Yes							
	Identifying Feelings		Yes	*	*	*				
	Decreasing Emotional Strength		Yes	*	*	*				
Empathy	Stop and Think		Yes	*	*	*				
	Feeling Good Without the Thrill		Yes	*	*	*			*	
	Assess Your Empathy	Yes	Yes		*					
	What Are the Effects?	Yes	Yes		*					
Engaging Prosocial Others	Different Perspectives	Yes	Yes		*					
	Letter to the Victim	Yes	Yes		*					
Interpersonal Skills	Who Would You Call?		*	Yes	*	*			*	
	Expanding Your Prosocial Network		*	Yes	*	*			*	
	Your Social Network			Yes	*					
	Getting Along with Others		Yes	Yes						
Involving Families	Expanding Your Social Network		Yes	Yes						
	Using the STOP Method to Resolve Conflicts		Yes	Yes						
Moral Reasoning	Who Is in Your Family?				Yes					
	Asking for Support		*	*	Yes					
Overcoming Family Challenges	Assess Your Moral Reasoning	Yes	Yes	*	*					
	Moral Dilemmas	Yes	Yes	*	*					
	What's Happening?			*	Yes					
	Changing the Response		*	*	Yes					







Guide Title	Tool	Cognition	Personality	Peers	Family	Substance Abuse	Employment	Education	Leisure	Responsivity and Stabilization
Problem Solving	Stop and Think	*	Yes	*	*	*	*	*	*	
	Brainstorm	*	Yes	*	*	*	*	*	*	
	Evaluate and Choose	*	Yes	*	*	*	*	*	*	
	Plan, Act, Assess, and Adjust	*	Yes	*	*	*	*	*	*	
	Solve On-the-Spot Problems	*	Yes	*	*	*	*	*	*	
Prosocial Leisure Activities	Identifying Prosocial Leisure Activities		*	*	*	Yes				Yes
	The Benefits of Prosocial Activities		*	*	*	Yes				Yes
	Time Chart	Yes	*	*	*	Yes	*	*	*	Yes
	Making a Plan	*	*	*	*	Yes	*	*	*	Yes
Substance Abuse	Understanding Your Drug or Alcohol Use		*	*	*	Yes	*	*	*	
	Moving Toward Change		*	*	*	Yes	*	*	*	
	People, Places, and Feelings		*	*	*	Yes	*	*	*	
	Recovering from a Release	*	*	*	*	Yes	*	*	*	
Your Guide to Success	My Life Until Now	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	Increasing the Odds of My Success	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	Request for Stabilization Services	*	*	*	*	*	*	*	*	Yes


Guide Title	Tool	Cognition	Personality	Peers	Family	Substance Abuse	Employment	Education	Leisure	Responsibility and Stabilization
Behavioral Techniques	Conducting a Practice Session	*	*	*	*	*	*	*	*	*
	Applying New Skills	*	*	*	*	*	*	*	*	*
Case Planning	Your Influences	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Working Toward Your Goals	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Co-occurring Disorders	Understanding Your Mental Health and Substance Abuse Conditions					Yes				Yes
	Asking Questions		*			*				Yes
	Getting Organized		*			*				Yes
	Identifying Patterns		*			*				Yes
Dosage and Intensity	Why Does Programming Have to Be So Long?	*	*	*	*	*				*
	Getting the Right Amount of Programming	*	*	*	*	*				*
Drug Dealers	How Lucrative Is the Life?	Yes	*	*	*	*				
	What Needs to Change?	Yes	*	*	*	*				
Female Offenders	Strengths		*	*	*	*	*	*	*	Yes
	Relationships		*	Yes	*	*	*	*	*	Yes
	Setting Goals	*	*	*	*	*	*	*	*	Yes
Impaired Driving	The Cost of an Arrest	*	*	*	*	Yes				
	The 5 Ws	*	*	*	*	Yes				
Intimate Partner Violence	Looking Back to Go Forward	Yes	Yes		Yes					
	How Did I Get Here?	Yes	Yes		Yes					*
	Weighing the Pros and Cons of My Behavior	Yes	Yes		Yes					
	Healthy Relationship Goals	Yes	Yes		Yes					
Managing Sex Offenders	Staying on a Positive Path	Yes	Yes		Yes					
	Time Chart	Yes	Yes	*	*	Yes	*	*	*	Yes
Maximizing Strengths	Treatment Check-In	*	*	*	*	*	*	*	*	*
	Identifying Strengths	*	*	*	*	*	*	*	*	*
Mental Health	Using Your Strengths to Face Day-to-Day Challenges	*	*	*	*	*	*	*	*	*
	Understanding My Symptoms		*		*	*				Yes
	How Do Different Situations Affect My Mental Health?	*	*	*	*	*			*	Yes
Meth Users	Making a Plan	*	*	*	*	*			*	Yes
	Stages of Recovery		*		*	Yes				*
	Surviving the Wall		*	*	*	Yes				*
	Identifying Triggers	*	*	*	*	Yes			*	*
	Planning Your Day	*	*	*	*	Yes			*	*
	How Am I Doing?	*	*	*	*	Yes	*	*	*	Yes
Motivating Offenders to Change	Making Your Decision	*	*	*	*	*	*	*	*	Yes
	Making Your Commitment	*	*	*	*	*	*	*	*	Yes
	Making Your Change Plan	*	*	*	*	*	*	*	*	Yes
	Renewing Your Commitment	*	*	*	*	*	*	*	*	Yes
Reentry	Short-Term Stability		*	*	*	*	*	*	*	Yes

Guide Title	Tool	Cognition	Personality	Peers	Family	Substance Abuse	Employment	Education	Leisure	Responsivity and Stabilization
	Long-Term Stability		*	*	*	*	*	*		Yes
Responding to Violations	Preventing Violations	*	Yes	*	*	*	*			*
	Making Choices	*	Yes	*	*	*	*			
	Understanding Violation Behavior	*	Yes	*	*	*	*			*
	Preventing Future Violations	*	Yes	*	*	*	*			*
Responsivity	The Ways I Learn Best	*	*	*	*	*	*	*	*	Yes
	Making Supervision Work for Me	*	*	*	*	*	*	*	*	Yes
Rewards and Sanctions	Identifying Meaningful Rewards	*	*	*	*	*	*	*	*	*
	Linking Behavior with Rewards	*	*	*	*	*	*	*	*	*
Violence and Lethality	STORC	Yes	Yes	*	*	*				*
	Recognizing Relapse Cycles	Yes	Yes	*	*	*				*
What Makes an Effective Corrections Professional?	Comparing Your Personal Beliefs with Your Agency's Views	Not applicable								
	Skill Analysis	Not applicable								
	Professional Development Plan	Not applicable								










The Carey Guides Blue Guides—Criminogenic Needs		
Guide	Tool	Design or Objective
 Anger	1. Recognizing Physical Signs of Anger	Raises offenders' awareness of early warning signs of anger.
	2. Making Connections	Helps offenders connect their anger with other concealed emotions.
	3. Emotional Triggers	Helps offenders find and understand what triggers their anger.
	4. Changing Beliefs, Changing Consequences	Helps offenders start working on the change process in regards to their thoughts and beliefs.
 Antisocial Associates	1. Thinking About Friendships	Helps offenders identify the traits they like and dislike in a friend, reflect on who they spend time with, and determine with whom they'd like to spend more and less time and how they would go about doing that. (Use with offenders who are precontemplative or resistant to acknowledging that antisocial associates are an issue. Recommend working on problem solving tools in correlation with this tool, if not yet done.)
	2. Changing My Associates	Helps offenders change or end harmful relationships.
 Antisocial Thinking	1. Thought-Feeling-Action Link	Helps offenders to examine their thoughts and beliefs about situations that led to their harmful actions, and to explore the consequences of their actions and their level of satisfaction with those outcomes.
	2. Thinking Patterns	Helps offenders understand their thinking patterns and how they contributed to their legal problems.
	3. Values and Beliefs	Helps offenders identify the gap between their values and beliefs and their behavior, and to align their behavior with those values and beliefs.
	4. Defeating Harmful Thoughts, Values, and Beliefs	Helps offenders shift antisocial thoughts and beliefs toward more prosocial ones.
 Emotional Regulation	1. How Do I Respond?	Helps offenders determine if they act impulsively.
	2. Identifying Feelings	Helps offenders identify triggers for their feelings.
	3. Decreasing Emotional Strength	Helps offenders learn techniques to control emotions.
	4. Stop and Think	Helps offenders consider options when they feel bad and when they feel good.
	5. Feeling Good Without the Thrill	Helps offenders consider ways to deal with strong emotions without resorting to thrills.
 Empathy	1. Assess Your Empathy	Helps provide a sense of offenders' degree of empathy. (Use this tool early in the supervision process and again later in the supervision process to gauge progress.)
	2. What Are the Effects?	Helps offenders understand how their actions affected others.
	3. Different Perspectives	Helps offenders understand the impact of their offense by considering the victim's point of view.
	4. Letter to the Victim	Allows offenders to demonstrate empathy after they have accepted at least some responsibility for their actions and have some understanding of how their actions have affected others.
 Engaging Prosocial Others	1. Who Would You Call?	Helps offenders identify occasions in which they involve prosocial people in their lives and who those people are. (Use this tool early in the supervision process.)
	2. Expanding Your Prosocial Network	Helps offenders renew prosocial relationships and develop new ones.
 Interpersonal Skills	1. Your Social Network	Helps offenders identify their networks, both prosocial and antisocial.
	2. Getting Along with Others	Helps offenders assess interpersonal skills and practice interacting in more prosocial ways.
	3. Expanding Your Social Network	Encourages offenders to use/practice what they have learned about interpersonal skills to meet new prosocial people.
	4. Using the STDP Method to Resolve Conflicts	Helps offenders work on conflict resolution skills.






 Involving Families	1. Who is in Your Family?	Helps offenders identify who they define as family and what support they receive from them.
	2. Asking for Support	Helps offenders identify support they need to be successful and how to begin the dialogue to ask for support.
 Moral Reasoning	1. Assess Your Moral Reasoning	Helps offenders explore their moral reasoning by looking at the difference between what they think and what they do.
	2. Moral Dilemmas	Helps offenders practice their decision making and thought processes by exploring scenarios that require them to make difficult decisions.
 Overcoming Family Challenges	1. What's Happening?	Helps offenders to identify family members who have the greatest influence on them and to recognize family patterns that might make behavior change difficult.
	2. Changing the Response	Helps offenders learn ways to respond to behaviors that their families engage in that may make it difficult for offenders to reach their goals.
 Problem Solving	1. Stop and Think	Help offenders learn how to handle problems or challenges more effectively. This initial step assists in teaching offenders how to think about situations clearly and rationally. (Stepped Process)
	2. Brainstorm	Helps offenders realize that they almost always have a choice in how they respond to a problem.
	3. Evaluate and Choose	Helps offenders look at their possible solutions and choose the best one.
	4. Plan, Act, Assess, and Adjust	Helps offenders develop a plan to solve a problem, take action, assess the outcome of that action, and adjust the action if necessary.
	5. Solve On-the-Spot Problems	Teaches a shortened version of the problem solving process that can be used in on-the-spot situations, when offenders do not have a lot of time to think and react. (Use after offenders have mastered the previous steps.)
 Prosocial Leisure Activities	1. Identifying Prosocial Leisure Activities	Helps offenders identify prosocial activities they enjoy and with whom they enjoy doing them.
	2. The Benefits of Prosocial Activities	Helps offenders understand how engaging in prosocial activities can reduce their risk of engaging in harmful behavior.
	3. Time Chart	Helps offenders outline their daily activities and determine when they are at the greatest risk of engaging in harmful behavior, and gives offenders the opportunity to organize their leisure time.
	4. Making a Plan	Helps offenders make a plan to engage in prosocial activities and identifies ways in which POs can support them.
 Substance Abuse	1. Understanding Your Drug or Alcohol Use	Helps gather information about offenders' drug/alcohol use patterns and raise their awareness of the extent of their problems. (Best when used in precontemplation or contemplation stage of change.)
	2. Moving Toward Change	Helps offenders to evaluate pros and cons of use and to identify prosocial activities that may bring them the same benefits as their use. (Helps move offenders along the stages of change and possibly develop their motivation.)
	3. People, Places, and Feelings	Introduces offenders to strategies for avoiding influences and resisting substances. (Most useful when offenders are in the action or maintenance stage of change.)
	4. Recovering from a Relapse	Helps offenders understand why they relapsed. (Use after an offender has admitted relapse and after any sanction.)





 Your Guide to Success	1. My Life Until Now	Allows offenders to reflect on their life and understand the influences. Helps offenders understand what areas you are targeting in your work with them, and why. (Use this tool in correlation with the risk/needs assessment.)
	2. Increasing the Odds of My Success	Helps offenders understand that there are things they can do to positively influence their chances of success.
	3. Request for Stabilization Services	Helps offenders identify the support services that would allow them to be successful during and after supervision, and assists POs in building rapport and trust with offenders while assisting them with their everyday challenges. (Use this tool early in supervision and again at 6 months.)

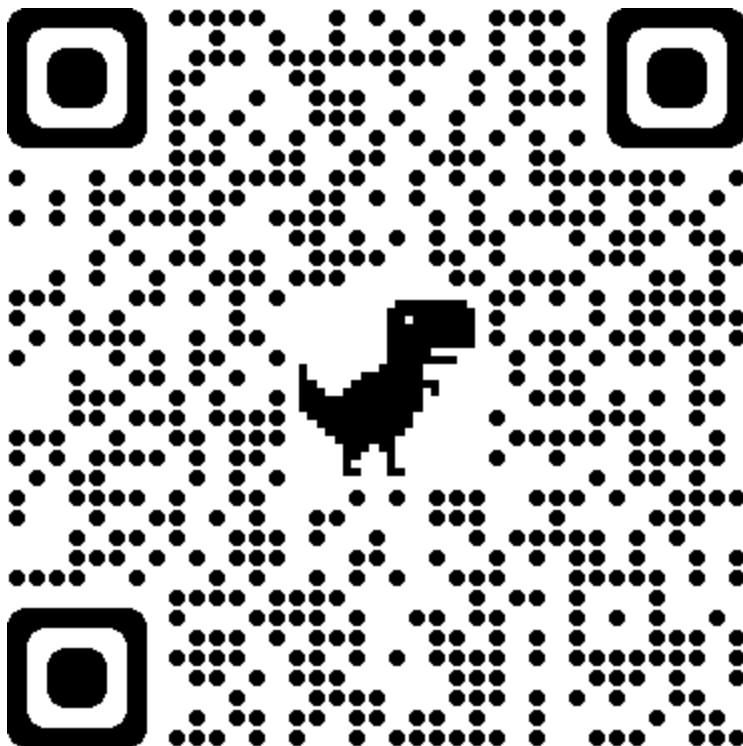
The Carey Guides Red Guides—Case Management Issues

Guide	Tool	Design or Objective
 Behavioral Techniques	1. Conducting a Practice Session	Helps offenders develop the ability, confidence, and comfort needed to engage in skill practice sessions with POs.
	2. Applying New Skills	Helps offenders apply skills learned in practice sessions to day-to-day situations.
 Case Planning	1. Your Influences	Helps offenders identify their strengths and criminogenic needs.
	2. Working Toward Your Goals	Helps offenders set goals related to their criminogenic needs and work toward those goals.
 Co-occurring Disorders	1. Understanding Your Mental Health and Substance Abuse Conditions	Allows for the gathering of information about symptoms, diagnoses, and treatment associated with offenders' co-occurring disorders. Encourages open conversation around these topics.
	2. Asking Questions	Prepares offenders to ask treatment and service providers questions and play a more active role in their own care.
	3. Getting Organized	Helps offenders build structure and organization in order to navigate the delivery of services that can be fragmented and confusing.
	4. Identifying Patterns	Helps identify situations and activities that lead to increased symptoms and address those issues before they lead to relapse.
 Dosage and Intensity	1. Why Does Programming Have to Be So Long?	Helps offenders understand the factors that influence their behavior and how these factors play into the length of programming.
	2. Getting the Right Amount of Programming	Provides offenders with a way of tracking their "dosage" and progress as it applies to their risk factors.
 Drug Dealers	1. How Lucrative Is the Life?	Allows offenders to reflect on why they deal drugs and why they might consider making a change.
	2. What Needs to Change?	Encourages offenders to reflect on their 5-year goals and develop plans to reach these goals.
 Female Offenders	1. Strengths	Helps offenders to identify role models and characteristics they admire and to reflect on their own strengths.
	2. Relationships	Allows offenders to identify individuals in their lives who support them and those who interfere with their efforts to meet their goals.
	3. Setting Goals	Helps offenders identify challenges, set goals, and use their strengths and resources to achieve these goals.

Impaired Driving 	1. The Cost of an Arrest	Helps offenders look at the negative consequences of an arrest for impaired driving.
	2. The 5 Ws	Helps offenders identify patterns of behavior that lead them to drive impaired.
Intimate Partner Violence 	1. Looking Back to Go Forward	Gives offenders the opportunity to reflect on factors that may be strengths for them and areas that might need attention if they are to avoid committing future intimate partner violence. For all IPV offenders.
	2. How Did I Get Here?	Identifies the offender's forms of intimate partner violence and factors that may have led to their IPV; helps determine whether the offender's behavior pattern demonstrates escalating IPV or whether the behavior is more sporadic, non-escalating, and more likely due to skill deficits and an inability to deal with stressful circumstances. For all IPV offenders.
	3. Weighing the Pros and Cons of My Behavior	Designed to increase offenders' motivation to change by having them consider how their behavior is moving them closer or further away from their healthy life goals. For IPV offenders whose behavior patterns do not reflect escalating violence.
	4. Healthy Relationship Goals	Helps offenders define their "ideal self" in terms of relationships. For IPV offenders whose behavior patterns do not reflect escalating violence.
	5. Staying on a Positive Path	Explores and reinforces offenders' progress in changing their IPV behavior. For those offenders who are engaged in DV programming, have completed DV programming and are in aftercare, or did not participate in DV programming but are in the action or maintenance stage of change as it relates to their past IPV behavior.
Managing Sex Offenders 	1. Time Chart	Helps offenders plan their time and activities to decrease the frequency of risky situations.
	2. Treatment Check-In	Assists offenders in assessing progress toward treatment goals.
Maximizing Strengths 	1. Identifying Strengths	Helps offenders reflect on their accomplishments over the past year and how their strengths have contributed to them.
	2. Using Your Strengths to Face Day-to-Day Challenges	Gives offenders the opportunity to practice using skills and talents to overcome challenges in their lives.

	1. Understanding My Symptoms	Helps offenders and POs gain an understanding of the offenders' mental health disorders/diagnoses. (Discussion should be informed by a mental health assessment.)
	2. How Do Different Situations Affect My Mental Health?	Helps identify situations that produce negative and positive reactions in offenders.
	3. Making a Plan	Helps offenders find ways to deal with situations that increase their symptoms and include in their daily lives activities that decrease these symptoms.
	1. Stages of Recovery	Helps offenders understand the recovery process, recognize the stages of recovery, identify their stage, and explore how they are feeling as they move through the various stages.
	2. Surviving the Wall	Helps offenders get through the stage of recovery known as the "Wall."
	3. Identifying Triggers	Helps offenders identify their triggers for using meth and teaches strategies to avoid or manage those triggers.
	4. Planning Your Day	Helps offenders plan a schedule that fills their time with prosocial activities.
	5. How Am I Doing?	Provides an opportunity for offenders to reflect on how they are doing in the four areas crucial to their recovery and to make a plan to address areas in which they are not doing well.
	1. Making Your Decision	Helps offenders in the precontemplation stage consider the costs of their involvement with the legal system and motivates them to consider change.
	2. Making Your Commitment	Helps offenders in the contemplation stage identify the importance of change, why they may want to change, and how confident they are that they can change.
	3. Making Your Change Plan	Helps offenders make a plan for change.
	4. Renewing Your Commitment	Help offenders interrupt a relapse, recommit to the change process, and get back into the action and maintenance stages of change.
	1. Short-Term Stability	Helps offenders re-entering the community after a period of incarceration/detention evaluate key areas that may present challenges in the short term.
	2. Long-Term Stability	Helps offenders re-entering the community identify and establish long-term areas that may present challenges.
	1. Preventing Violations	Helps offenders understand their conditions of supervision, identify conditions that might present challenges, and make plans to avoid violating these conditions.
	2. Making Choices	Helps offenders understand the decisions they make when they are confronted with situations that can lead to violations and recognize other choices they could make.
	3. Understanding Violation Behavior	Used after a violation occurs, this tool helps offenders understand the events that led to the violation, identify patterns in their behavior, make the link between their behavior and assessed criminogenic needs, and explore alternative behavior. (Can be used as a response to noncompliant behavior.)
	4. Preventing Future Violations	Helps offenders understand the opportunities they have to avoid a problem and prevent the problem from getting worse.

Responsibility 	1. The Ways I Learn Best	Helps offenders identify the ways in which they learn most effectively.
	2. Making Supervision Work for Me	Gives offenders an opportunity to discuss past supervision experiences so that POs can identify which efforts have worked with individual offenders and how to tailor that knowledge into current supervision.
Rewards and Sanctions 	1. Identifying Meaningful Rewards	Helps offenders identify rewards that will have the greatest impact on their behavior and what steps they would have to take to receive these rewards.
	2. Linking Behaviors with Rewards	Used early in the supervision process, this tool helps identify the target behaviors that POs want to encourage.
Violence and Lethality 	1. STORC	Helps offenders recognize their negative emotions, analyze factors that contribute to them, and consider the consequences.
	2. Recognizing Relapse Cycles	Helps offenders understand the stages of relapse and develop plans for intervening at different times in the relapse cycle.
What Makes an Effective Corrections Professional? 	1. Comparing Your Personal Beliefs with Your Agency's View	Helps POs compare their views to what they believe their agency's views are. (Not used with offenders.)
	2. Skill Analysis	Helps POs rate their skills in four key areas: developing professional alliance, using effective case planning and case management skills, using skill practice sessions, and effectively using rewards and sanctions. (Not used with offenders.)
	3. Professional Development Plan	Gives POs an opportunity to prepare a professional development plan. (Not used with offenders.)



Probation: Internal File Audit form

Youth name:

PO name:

Supervisor:

Criteria for Admission:

Age of juvenile upon admission: _____		
Adjudicated of charge(s)	Y	N
PDI complete and in file	Y	N
OYAS Disposition Tool Moderate or High risk	Y	N
OYAS Override was necessary to place on probation	Y	N

Best Practices:

Terms of Probation signed within 5 days Note:	Y	N
Case plan established within 30-60 days	Y	N
Case plan signed by Juvenile, PO and available family/copy to family	Y	N
OYAS re-administered and in file every 6 months Note:	Y	N
Use of Evidence Based Practices documented	Y	N
Use of incentives documented	Y	N
Use of informal interventions documented	Y	N
Violation of Probation has been filed	Y	N
<ul style="list-style-type: none"> Documentation to support the need for a VOP 	Y	N

Minimum Contact standards

High

<i>Type</i>	<i>Status</i>	<i>Notes</i>
1 face to face per week min. 30 minutes on EBP	Y N	
1 home visit/month w/walk through	Y N	
1 parent/guardian contact per week	Y N	
1 collateral contact per week	Y N	
1 team meeting monthly	Y N	
Drug screening as appropriate	Y N	

Moderate

<i>Type</i>	<i>Status</i>	<i>Notes</i>
1-2 face to face every 1-2 weeks min. 30 min on EBP	Y N	
2 home visit per month, 1 with walk-through	Y N	
Bi-weekly contact with parent/guardian	Y N	
1 collateral contact bi-weekly	Y N	
1 team meeting monthly (moderate-high OYAS score)	Y N	

Low

<i>Type</i>	<i>Status</i>	<i>Notes</i>
1-2 face to face per month min. 30 min on EBP		
1 home visit w/walk through every 3 months		
Parent/guardian contact 3X/month		

Terminations

Termination form complete and approved	Y N
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Supervisor Observation

Officer: Observer: Date:	1 = Exceeds Expectations 2 = Meets Expectations 3 = Some improvement needed 4 = Needs Improvement 5 = Not Applicable
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1	Prepared for/organized appointment well		1 2 3 4 N/A
2	Set tone by being genuine, showing concern and empathy		1 2 3 4 N/A
3	Controlled the learning conditions		1 2 3 4 N/A
4	Engaged client		1 2 3 4 N/A

Introduction/Appointment Preparation

5	Used good verbal communication skills		1 2 3 4 N/A
6	Nonverbal skills conveyed interest & respect		1 2 3 4 N/A
7	Collaborative approach		1 2 3 4 N/A
8	Recognized and elicited change talk		1 2 3 4 N/A
9	Used motivational enhancement techniques		1 2 3 4 N/A
10	Linked the tool to the case plan		1 2 3 4 N/A
11	Demonstrated optimism for the intervention		1 2 3 4 N/A
12	Effectively redirected client if a lack of truthfulness was displayed		1 2 3 4 N/A

Relationship & Communication (Building Rapport & Eliciting Change)

13	Ask client how they are doing/anything bothering her/him		1 2 3 4 N/A
14	Ask client about specific need areas (school, relationship, employment, etc.)		1 2 3 4 N/A
15	Noted concerns that need to be addressed later in session		1 2 3 4 N/A

16	Inquired about compliance with conditions/expectations of supervision		1 2 3 4 N/A
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Assess for crisis/acute needs

17	Reviewed case plan and goals		1 2 3 4 N/A
18	Set goals or checked-in on goal progress		1 2 3 4 N/A
19	Discussed steps taken or will need to take to accomplish goals		1 2 3 4 N/A
20	Distinguish between long- and short-term goals		1 2 3 4 N/A
21	Discussed barriers to goals		1 2 3 4 N/A
22	Reviewed what was discussed in previous appointment		1 2 3 4 N/A
23	Reviewed assignment		1 2 3 4 N/A
24	Effectively addressed lack of assignment completion, if applicable		1 2 3 4 N/A
25	Introduced new tool effectively		1 2 3 4 N/A
26	Discussed importance/usefulness of tool		1 2 3 4 N/A
27	Worked to increase client's skills (i.e, used "tell, show, do"		1 2 3 4 N/A
28	Reinforced self-efficacy		1 2 3 4 N/A
29	Assigned home exercises appropriately based on intervention taught, gave clear expectations about how to complete and when it is due, encouraged client to use skill on risky situation outside of the session		1 2 3 4 N/A
30	Encouraged client to commit to a task		1 2 3 4 N/A

Effective Evidence Based Practice Techniques

Appropriate use of Rewards and Responses to Noncompliant Behavior

31	Provided significant encouragement and affirmation		1 2 3 4 N/A
32	Provided incentives for pro-social behaviors/attitudes		1 2 3 4 N/A
33	Effectively expressed disapproval for antisocial attitudes/behaviors		1 2 3 4 N/A
34	Demonstrated a strength-based approach		1 2 3 4 N/A

35	Achieved goal of appointment		1 2 3 4 N/A
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Closing

Summary of areas mastered:
Summary of areas in need of improvement:
Professional development plan:

Probation Termination Approvals

Name:	
Legal Case Number(s):	
Parent/Guardian:	
Residential address:	
Phone number:	

Probation	Begin date:		End date:	
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OYAS	Score :	Date:	Reduced: Y/N
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Fines	Begin amount:	End amount:	Total paid:
Costs	Begin amount:	End amount:	Total paid:
Supervision	Begin amount: \$300	End amount:	Total paid:
Comm. Svc.	Begin amount:	End amount:	Total completed:

AoD/MH treatment	Provider:	Counselor:
Treatment completed	Y/N/ongoing	Completion Date:

All terms completed	Yes / No
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Support activities:	
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Supervision summary:	
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FELONIES ONLY	DNA: Y/N	FINGERPRINTS: Y/N
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Recommendation:	Successful	Unsuccessful	Neutral
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Method of termination	Court Hearing Date:	Judgement Entry only
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Contact:

Kara J. Moore
Chief Probation Officer
Delaware County Juvenile Court
145 N. Union St.
Delaware, Ohio 43015

Desk: 740-833-2637
Cell: 740-272-1419

kmoore@co.delaware.oh.us

