



NATIONAL COUNCIL OF  
JUVENILE AND FAMILY COURT JUDGES

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The background features a large, dark blue circle on the right side and a grey circle on the left side that overlaps the blue one. The text is centered within the blue circle.

Crossover Prevention  
Case Planning for Child  
Welfare Workers  
Workbook

The National Council of Juvenile and Family Court Judges developed this workbook with support from the Annie E. Casey Foundation as part of the Launching Crossover Youth and Cross-Sector Advocacy Project. The development of the workbook was guided by an internal briefing paper, drafted by the National Association of Counsel for Children, for the Annie E. Casey Foundation to deepen its understanding of these issues and to inform future strategies.

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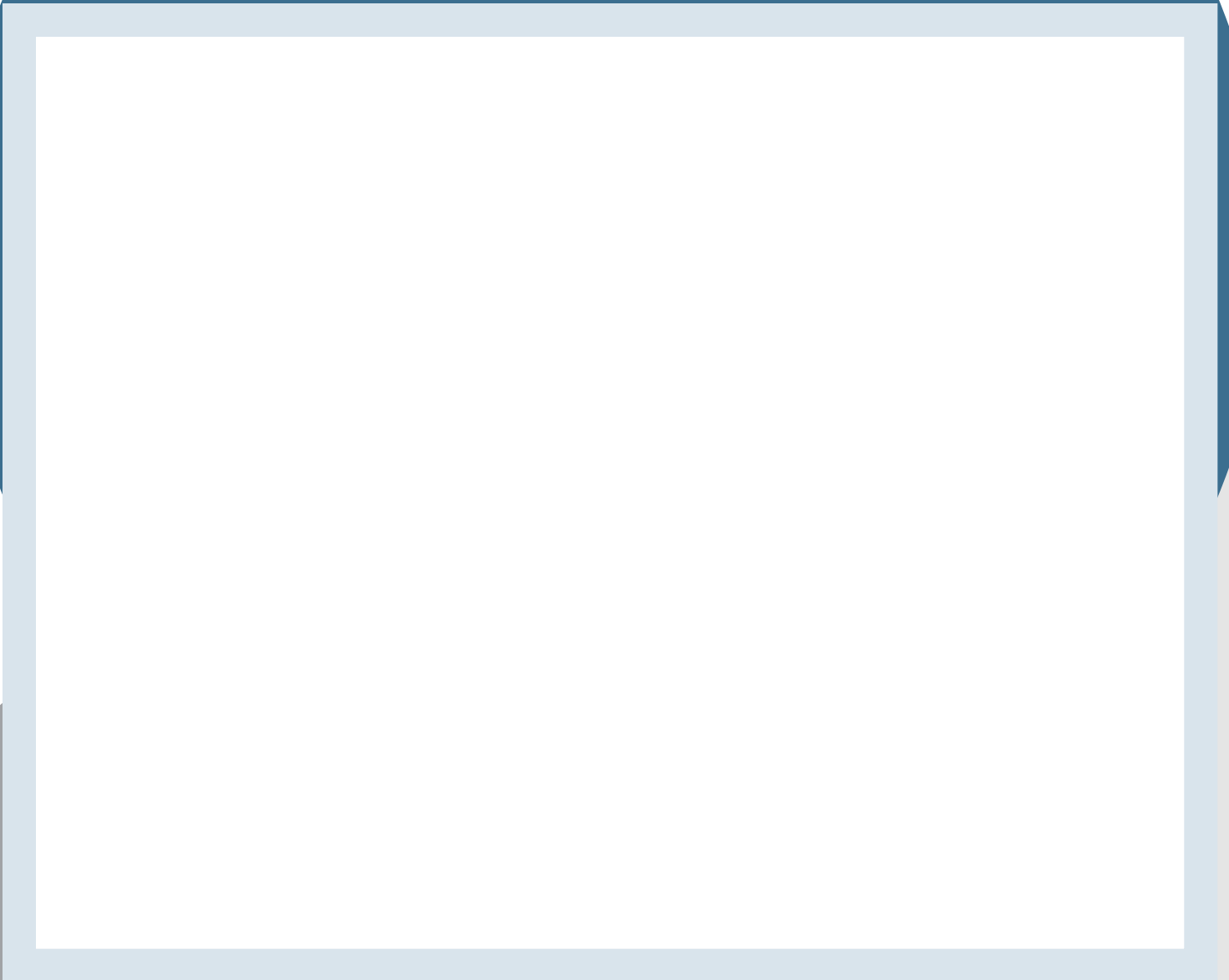
# Purpose of this Workbook

This workbook is a companion piece to the 4-part online module series Crossover Prevention Case Planning for Child Welfare Workers. The series provides relevant training on case planning/management strategies to reduce pathways to the juvenile justice system for youth who are formally involved with the child welfare system, either while their child welfare case remains open or after it is closed.

**Module 1 - Who are the young people that crossover from child welfare into the juvenile justice system and what are the warning signs of the pathways to crossover?**

# Activity 1.1 Personal Learning Objectives

Take a moment to consider why you are taking this course. In the space provided below, record what you hope to learn from this course.



# Activity 1.2 Identifying Youth who are Disproportionately Likely to Crossover

## Demographics of Your Caseload

As we discuss the populations of youth who are disproportionately likely to crossover, think about the young people on your caseload. What are some of their shared demographic characteristics? Use the form below to make note of how many young people on your caseload are at disproportionate risk of crossover.

Black and Brown Youth

0-5  
5-10  
10-15  
15+

Youth Between the Ages of 11 and 14

0-5  
5-10  
10-15  
15+

Girls

0-5  
5-10  
10-15  
15+

Youth who are in an Institutional Placement

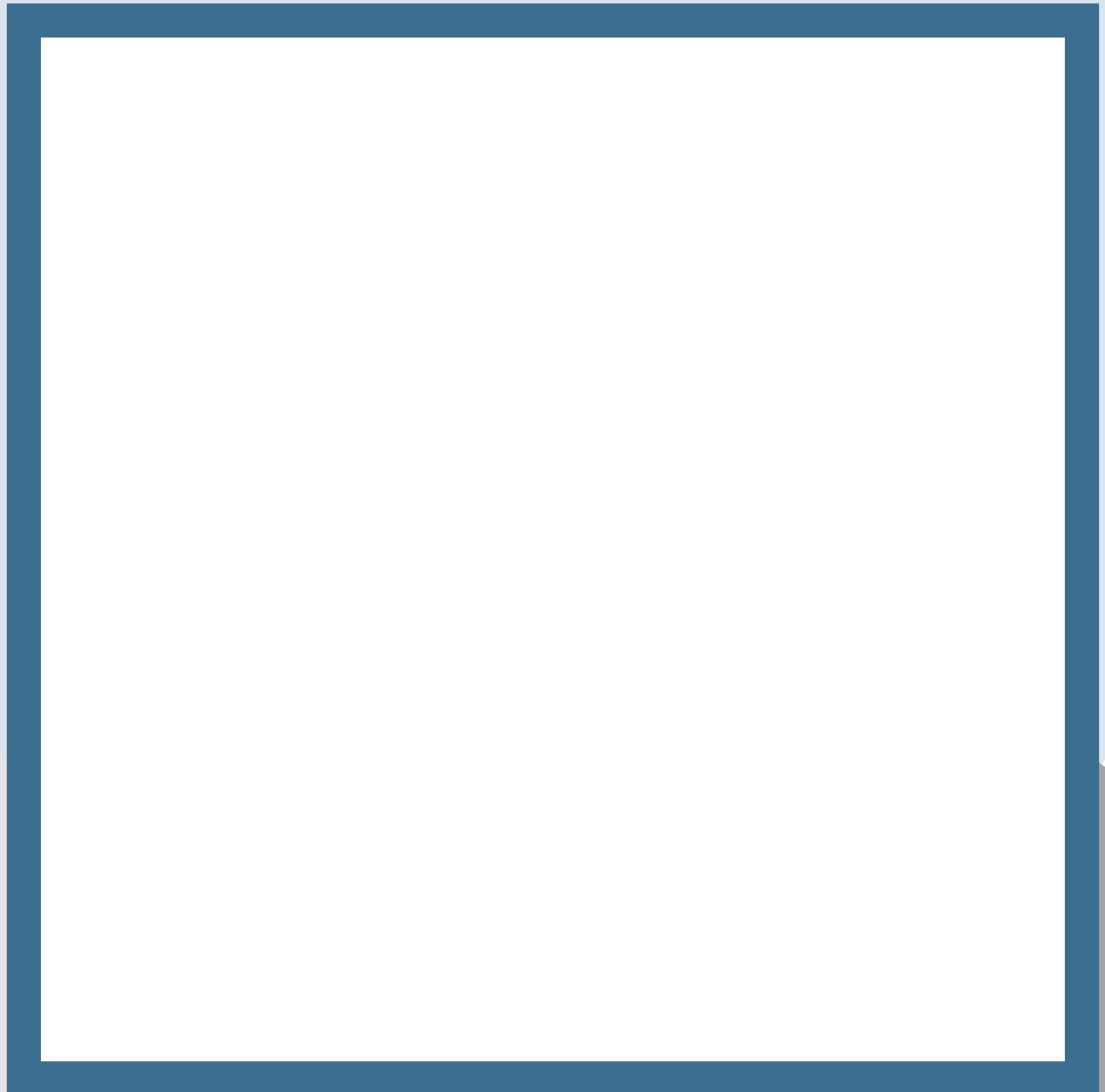
0-5  
5-10  
10-15  
15+

LGBQ/GNCT

0-5  
5-10  
10-15  
15+

## Activity 1.2 Continued

What are some of the societal factors that might be leading to some young people being overrepresented in the crossover population?



# Activity 1.3 Indicating the Warning Signs for the Pathways to Justice Involvement.

## Warning Signs of Your Caseload

As we discuss the warning signs for crossover into the juvenile justice system make note of how many young people on your caseload exhibit the warning signs of crossover.

Mental Health Needs and Substance Use

0-5  
5-10  
10-15  
15+

Repeat Maltreatment

0-5  
5-10  
10-15  
15+

Multiple Placements

0-5  
5-10  
10-15  
15+

Truancy, Discipline, Academic Performance, and Special Education Needs

0-5  
5-10  
10-15  
15+



## Activity 1.4 Indicating the Warning Signs for the Pathways to Justice Involvement.

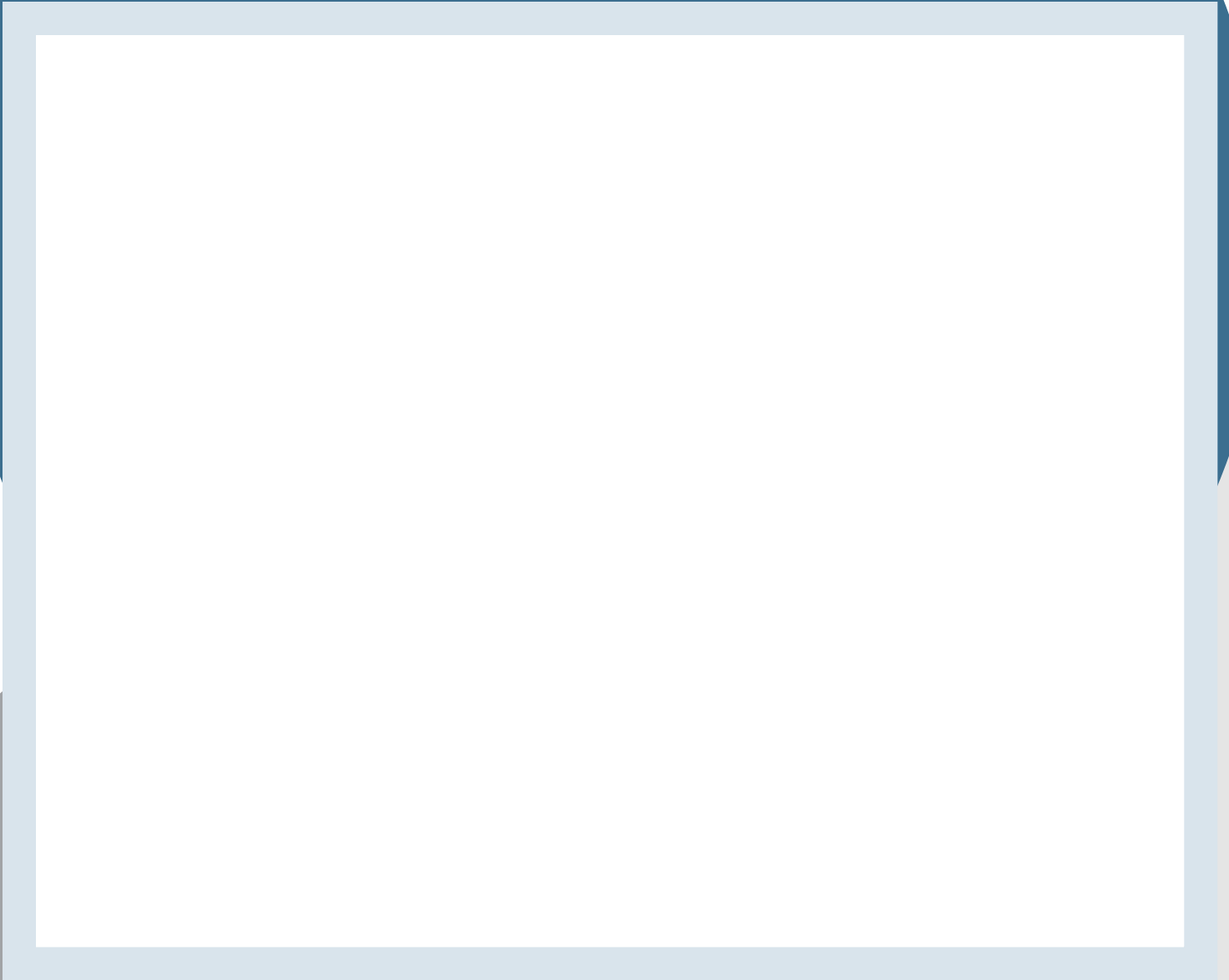
Review the following case description. Highlight any warning signs that you see that indicate this young person may be at risk of crossing over into the juvenile justice system.

### **CASE NOTES**

**REUBEN IS A 14-YEAR-OLD WHITE BOY. HE FIRST ENTERED FOSTER CARE TWO YEARS AGO. SINCE THEN HE HAS HAD FOUR PLACEMENTS. REUBEN'S AUNT CARES ABOUT HIS WELL-BEING, BUT IS NOT ABLE TO BE HIS CAREGIVER. REUBEN STRUGGLES IN SCHOOL BUT REALLY LOVES ART. REUBEN HAS BEEN DIAGNOSED WITH ADHD AND DEPRESSION. HE STRUGGLES TO REMEMBER TO TAKE HIS MEDICATION EVERY DAY. HE IS NOT CURRENTLY IN COUNSELING BUT DOES HAVE A PSYCHIATRIST.**

## Activity 1.4 Continued

Are there any aspects of Reuben's case that are standing out to you now that you may not have highlighted in a case review prior to today? Please make note of them in the space below.



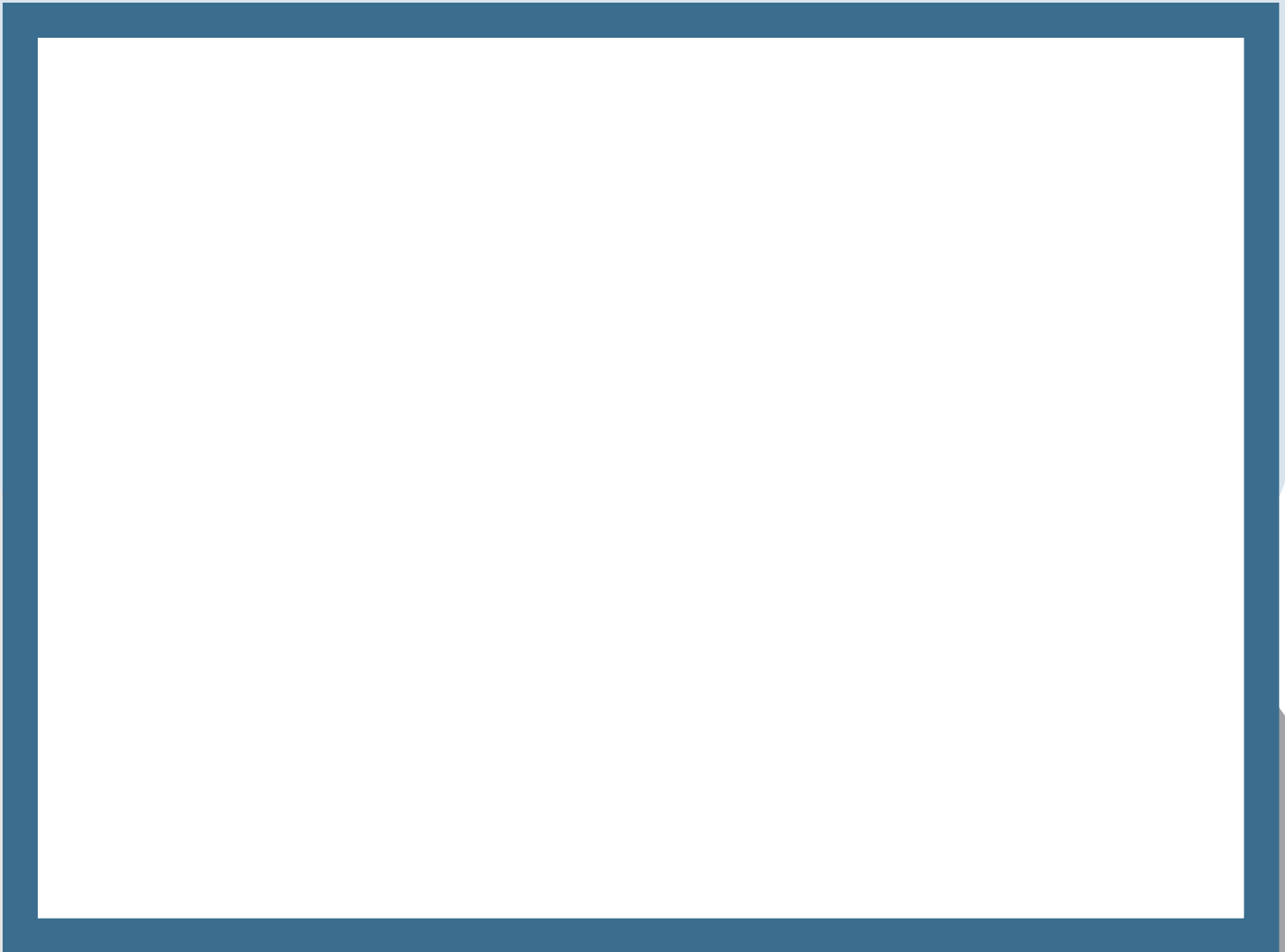
**To close out Module 1, please  
navigate to this link to share  
with us some of the strengths  
of the young people on your  
caseload.**

**<https://bit.ly/strengthcloud>**

Module 2 - How does a case manager identify the strengths, needs, socio-historical context that impact a youth's likelihood of crossover?

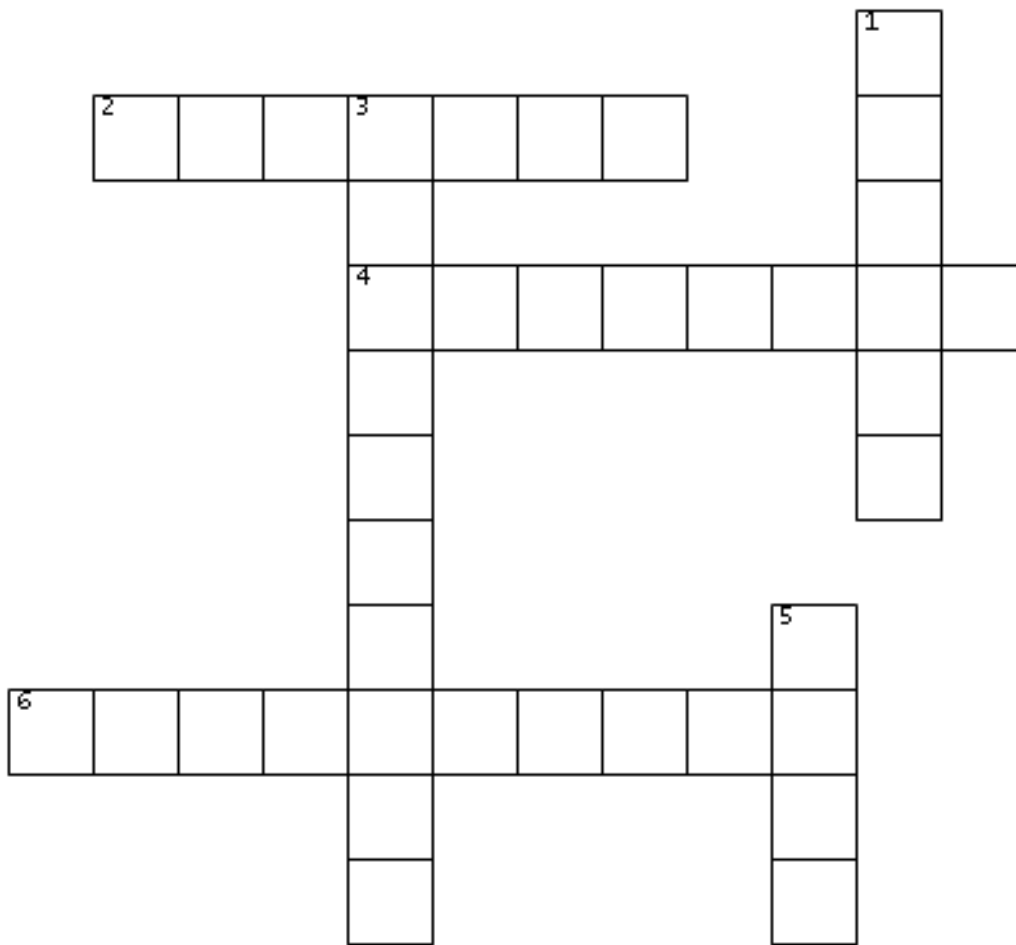
## Activity 2.1 Important Factors in Case Planning

Take a moment to consider a normal day developing a case plan with a youth. In the space provided below, record some of the important factors that you consider when managing a case plan.



# Activity 2.2 Identifying Strengths and Needs

## Crossword Puzzle



**Word Bank:**  
Assessment  
Dynamic  
Need  
Protective  
Static  
Strength

### ACROSS

2. A need or risk that can be changed
4. Excellent school performance is a \_\_\_\_\_
6. Strengths are \_\_\_\_\_ factors in mitigating the harmful effects of needs or risks

### DOWN

1. Parental incarceration is an example of this kind of risk
3. The tool we use to determine strengths and needs
5. Caregiver is unable to provide supervision is an example of a

## Activity 2.2 Continued

Connect the assessment category to the strength, dynamic need, or static risk with a line.

Strength

The child is currently using substances

Dynamic Need

The child has a history of running away

Static Risk

The child has strong ties with their community

# Activity 2.3 Identifying Socio-Historical Context.

## Personal Socio-Historical Context

Use the space to describe your social context. What are the factors in your environment that impact your ability to be successful?



**Is there affordable housing in your community? Is it safe?**



Is there access to transportation?



**How are the schools in your community?**



Is your community a food desert?



**Are there jobs that pay a living wage?**



How does this impact your day to day functioning?



## Activity 2.3 Continued

### Personal Socio-Historical Context

Use the space to describe your historical context. What had happened in the past that continues to impact your experience today?



**Is there a history of housing discrimination in your community?**



Was there a significant event or collective trauma in your community's past?



**Is there a history of school segregation or inequality?**



Is there a history of state sanctioned violence in your community?



**Is there a history of your community expressing hopelessness through civil unrest?**



How does this impact your day-to-day functioning?

## Activity 2.4 Identifying Reuben's Strengths Needs and Socio-Historical Context

Review Reuben's CANS Report and the case notes on the next 3 pages.

On page 20 list 2-3 Strengths, Dynamic Needs, and Static Risks. On pages 21 & 22 respond to the Socio-Historical Context factors that you can identify in the CANS report and case notes.

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS** **CANS**

Child's Name: Reuben Webinar		DOB: 11/23/2007	Gender: Male	Race/Ethnicity: White
Caregiver(s):	Alex Foster	Form Status:	<input type="checkbox"/> Initial <input checked="" type="checkbox"/> Reassessment <input type="checkbox"/> Discharge	
	Taylor Foster	Case Name:	RW2314	
		Case Number:	010101	
Assessor:	Date of Assessment (dd/mm/yyyy)			

BEHAVIORAL/EMOTIONAL NEEDS DOMAIN				
0 = No evidence	1 = History or suspicion; monitor			
2 = Interferes with functioning; action needed	3 = Disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
1. Psychosis (Thought Disorder)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Impulsivity/Hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Anxiety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Oppositional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Anger Control	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Adjustment to Trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CULTURAL FACTORS DOMAIN				
0 = No evidence	1 = History or suspicion; monitor			
2 = Interferes with functioning; action needed	3 = Disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
29. Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Traditions and Rituals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31. Cultural Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

LIFE FUNCTIONING DOMAIN				
0 = No evidence	1 = History or suspicion; monitor			
2 = Interferes with functioning; action needed	3 = Disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
10. Family Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Living Situation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Social Functioning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Developmental/Intellectual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Decision Making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. School Behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. School Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. School Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Medical/Physical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Sexual Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Sleep	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRENGTHS DOMAIN				
0 = Centerpiece strength	1 = Useful strength			
2 = Identified strength	3 = No evidence			
	0	1	2	3
32. Family Strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33. Interpersonal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Educational Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35. Talents and Interests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Spiritual/Religious	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
37. Cultural Identity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Community Life	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Natural Supports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Resiliency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Youth has no known caregiver. Skip Caregiver Resources and Needs Domain.

RISK BEHAVIORS				
0 = No evidence	1 = History or suspicion; monitor			
2 = Interferes with functioning; action needed	3 = Disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
21. Suicide Risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Non-Suicidal Self-Injurious Behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Other Self-Harm (Recklessness)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Danger to Others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Sexual Aggression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Delinquent Behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Runaway	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Intentional Misbehavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CAREGIVER RESOURCES AND NEEDS				
A. Caregiver Name: _____				
Relationship: _____				
0 = No evidence; this could be a strength				
1 = History or suspicion; monitor; may be an opportunity to build				
2 = Interferes with functioning; action needed				
3 = Disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41a. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
42a. Involvement with Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43a. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44a. Social Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45a. Residential Stability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46a. Medical/Physical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47a. Mental Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48a. Substance Use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49a. Developmental	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50a. Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CAREGIVER RESOURCES AND NEEDS				
B. Caregiver Name:				
Relationship:				
0 = No evidence; this could be a strength				
1 = History or suspicion; monitor; may be an opportunity to build				
2 = Interferes with functioning; action needed				
3 = Disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41b. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42b. Involvement with Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43b. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44b. Social Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45b. Residential Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46b. Medical/Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47b. Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48b. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49b. Developmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50b. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CAREGIVER RESOURCES AND NEEDS				
D. Caregiver Name:				
Relationship:				
0 = No evidence; this could be a strength				
1 = History or suspicion; monitor; may be an opportunity to build				
2 = Interferes with functioning; action needed				
3 = Disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41d. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42d. Involvement with Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43d. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44d. Social Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45d. Residential Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46d. Medical/Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47d. Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48d. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49d. Developmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50d. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POTENTIALLY TRAUMATIC/ADVERSE CHILDHOOD EXPERS.		
NO = No evidence of any trauma of this type.		
YES = Exposure/experienced a trauma of this type.		
	NO	YES
T1. Sexual Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T2. Physical Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T3. Emotional Abuse	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4. Neglect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T5. Medical Trauma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T6. Witness to Family Violence	<input type="checkbox"/>	<input checked="" type="checkbox"/>

POTENTIALLY TRAUMATIC/ADVERSE CHILDHOOD EXPERS.		
NO = No evidence of any trauma of this type.		
YES = Exposure/experienced a trauma of this type.		
	NO	YES
T7. Witness to Community/School Violence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T8. Natural or Manmade Disaster	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T9. War/Terrorism Affected	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10. Victim/Witness to Criminal Activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T11. Disruption in Caregiving/Attachmnt Losses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T12. Parental Criminal Behaviors	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Activity 2.4 Continued: Case Notes

### CASE NOTES

REUBEN LIVES IN A RURAL COMMUNITY. THE ONCE VIBRANT COMMUNITY HAS DECLINED FOR THE LAST 40 YEARS. THERE ARE FEW JOB OPPORTUNITIES AND NO OPPORTUNITIES THAT PAY A LIVING WAGE TO PEOPLE WHO HAVE A HIGH SCHOOL DEGREE OR LESS. THE SCHOOLS LACK THE BASIC INFRASTRUCTURE NEEDED TO PROMOTE LEARNING. THE COMMUNITY WAS HARD HIT BY THE OPIOID CRISIS, INCLUDING REUBEN'S FAMILY. DUE TO THEIR SUBSTANCE USE DISORDERS, REUBEN'S FATHER IS CURRENTLY INCARCERATED AND HIS MOTHER IS UNABLE TO CARE FOR REUBEN ON HER OWN. THERE ARE LIMITED RESOURCES FOR THE TREATMENT OF SUBSTANCE USE DISORDERS IN THE COMMUNITY AND NONE THAT ACCEPT FAMILIES. THERE IS A COMMUNITY-BASED ART CENTER THAT PROVIDES CLASSES AND EDUCATIONAL OPPORTUNITIES TO YOUNG PEOPLE.

## Activity 2.4 Continued: Strengths and Needs

### Strengths

- 1.
- 2.
- 3.

### Dynamic Needs

- 1.
- 2.
- 3.

### Static Risks

- 1.
- 2.
- 3.

## Activity 2.4 Continued: Reuben's Socio-Historical Context

Use the space to describe Reuben's social context. What are the factors in Reuben's environment that impact his ability to be successful?



**Is there affordable housing in Reuben's community? Is it safe?**



Is there access to transportation?



**How are the schools in Reuben's community?**



Is Reuben's community a food desert?



**Are there jobs that pay a living wage?**



Could this impact Reuben's day-to-day functioning?

## Activity 2.4 Continued: Reuben's Socio-Historical Context

Use the space to describe Reuben's historical context. What had happened in the past that continues to impact Reuben's experience today?



**Is there a history of housing discrimination in Reuben's community?**



Was there a significant event or collective trauma in Reuben's community's past?



**Is there a history of school segregation or inequality?**



Is there a history of state-sanctioned violence in Reuben's community?



**Is there a history of Reuben's community expressing hopelessness through civil unrest or substance use?**



Could this impact Reuben's day-to-day functioning?



## Module 2 Concluding Thoughts

You may be inclined to make a recommendation or referral to services for Reuben based on the information in the case notes and CANS.

Before you do so, consider:

*Can you answer all the questions about Reuben's socio-historical context and how it impacts his day-to-day functioning?*

*Do you know what Reuben wants to do and how he would like to change?*

**Recommended best practice is to discuss with Reuben to learn what he believes impacts his day-to-day, to understand his desires and wants, and to discover what his self-identified needs are.**

**Module 3 - What is the role of  
the child welfare case manager  
in case planning and  
management for youth at risk  
of juvenile justice involvement?**

## Activity 3.1 - Describe Your Current Practice

Take a moment to consider how you normally refer youth to services and ensure that youth are engaging in those services. Use the checklist below to mark the practices that are currently in place in your department. Check all that apply.

Youth on my caseload are assessed for risk behaviors

Youth on my caseload are assessed for behavioral and emotional needs

Youth on my caseload are assessed for strengths

Referral to services are driven by a validated assessment

Youth on my caseload have individualized case plan goals

Case management meetings happen:

weekly

monthly

quarterly

as needed

Progress on case plan goals are measured by reductions in risk and need

Reassessment occurs:

Every 60 days

Every 90 days

When evidence of new risk behaviors appear

Only when youth exit the child welfare system

## Activity 3.2 Match the Case Planning / Management Activities

Draw a line from the activities listed on the left to the appropriate category listed on the right.

Identify needs through an assessment

Both case planning and management

Monitor progress on goals

Case planning

Include youth voice and choice

Case management

## Activity 3.3 Prioritizing Assessment Results

Recall that the CANS assessment report included several priorities under the Behavioral/Emotional Needs Domain. Which domains were scored as a 2 = interferes with functioning; action needed?

1

2

3

4

5

## **Activity 3.4 Goal Development to Address Behavioral/Emotional Needs**

We know that Reuben has been diagnosed with ADHD and has a psychiatrist but he isn't in counseling. One of Reuben's challenges is to remember to take his medication every day. We could refer Reuben to a counselor with the specific goal in mind to help Reuben better understand how his meds work to help stabilize his impulsivity and hyperactivity and to develop strategies to consistently take his medication. But, we also need to consider the other needs that are interfering with Reuben's functioning. In addition, Reuben lives in a rural community with limited treatment services; however, we have access to a mental health clinic in a larger city that is 20 miles away. The clinic utilizes telehealth strategies to work with clients who are living outside of the city. We have worked with this mental health clinic before to provide cognitive behavioral therapy (CBT) to youth who are suffering from a wide range of mental health and substance use problems. The clinic does recommend one in-person visit on the front end to increase engagement, though, so we'll need to plan to give Reuben a ride. We also need to figure out if Reuben has access to a computer and wifi. On page 29 is the SMART goal that we drafted to address Reuben's behavioral/emotional needs.

## Activity 3.4 Continued

### Specific Service

- Attend 1 in-person therapy session at the New Horizons Mental Health Clinic
- Attend 10 online therapy sessions, offered by the New Horizons Mental Health Clinic, every Monday and Wednesday at 5:00 p.m.

### Specific Skills

New skills to:

- Manage symptoms of mental illness
- Prevent a relapse of mental illness symptoms
- Learn techniques for coping with stressful life situations
- Identify ways to manage emotions
- Resolve relationship conflicts and learn better ways to communicate
- Cope with grief or loss
- Overcome emotional trauma related to abuse or violence

### Measurable

As measured by 1) attendance records provided by New Horizons; 2. # new skills learned; 3. Reduction in behavioral/emotional needs domain within CANS

### Attainable

There is only one computer at Reuben's current placement, Reuben will be using the computer/wifi located in a private room at the child welfare office. Reuben is able to receive a ride after school from the school liaison that works with the child welfare department on a regular basis. Reuben's aunt has agreed to take Reuben to the 1 in-person session.

### Relevant

Reuben says he feels better when he consistently takes his medication. CBT can help a person become aware of inaccurate thinking which allows for greater clarity and more effective responses to challenging situations. Reuben agreed that this type of therapy may work, and he really liked that he could do it online.

### Time Bound

Proximal - two sessions per week between September 1st and October 15th

Distal - reductions in behavioral / emotional needs through a reassessment at 3 months.

## Activity 3.5 Practice Developing a SMART Goal

### Reuben's Life Functioning Context

Some time has passed and Reuben has worked with his counselor to stabilize his behavioral and emotional needs by working on the SMART goal established. Now we can begin to work on Reuben's life functioning needs. Recall, that under life functioning Reuben scored a 2 on school achievement, so this interferes with functioning, and action is needed. Reuben has a strength under talents and interests; he really loves art. We do have a community-based art center that provides art classes and educational opportunities for young people. The Art Center has a program to encourage youth to participate in tutoring sessions if they have low school achievement - if youth come to weekly tutoring sessions, they gain access to all of the Center's art supplies, as well as art lessons. The tutoring sessions take place after school on Mondays and Wednesdays. Reuben should probably attend both sessions every week for the rest of the school year, but we should check to see if this is doable. The art classes are held every Saturday afternoon, so we need to make sure that Reuben can get there...maybe his aunt would be willing to give him a ride. Given all of this information, we should work with Reuben to develop a goal using the SMART methodology.

**Use the practice table on page 31 to draft a SMART goal for Reuben to work toward completing. You'll need to use your imagination to complete the task and fill in the gaps by adding information that may not be present in the case study itself. The main point here is to practice with the SMART method.**



# Activity 3.5 Continued

## Practice Table

**Specific  
Service**

**Specific  
Skill**

**Measurable**

**Attainable**

**Relevant**

**Time  
Bound**

Module 4 - What is the role of the child welfare case manager in changing the way they work with youth who are at risk of crossing over?

# Review of Modules 1-3

## Module 1

### Recognizing Youth who are Disproportionately Impacted:

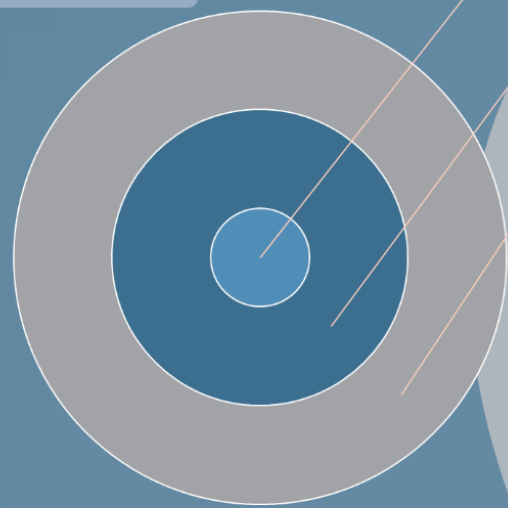
- Black and Brown youth
- Girls
- LGBTQ/GNCT
- Youth between ages of 11 and 14
- Youth who are in an institutional placement

### Identifying Warning Signs and Pathways:

- Mental health and substance use
- Receipt of mental health or substance use services
- Repeat maltreatment
- Multiple placements
- Truancy, discipline, academic performance, and special education needs

## Module 2

Assess the Strengths, Needs, and Socio-historical Context



Build upon existing strengths

Target dynamic needs with services and interventions

Understand the impact of a young person's environment

# Module 3

## Practicing Effective Case Planning

### Case Planning

Needs based

Goal development

Contingency plans

### Case Management

Ongoing

Measures progress

Behavior change

### Both

Individualized

Voice & choice

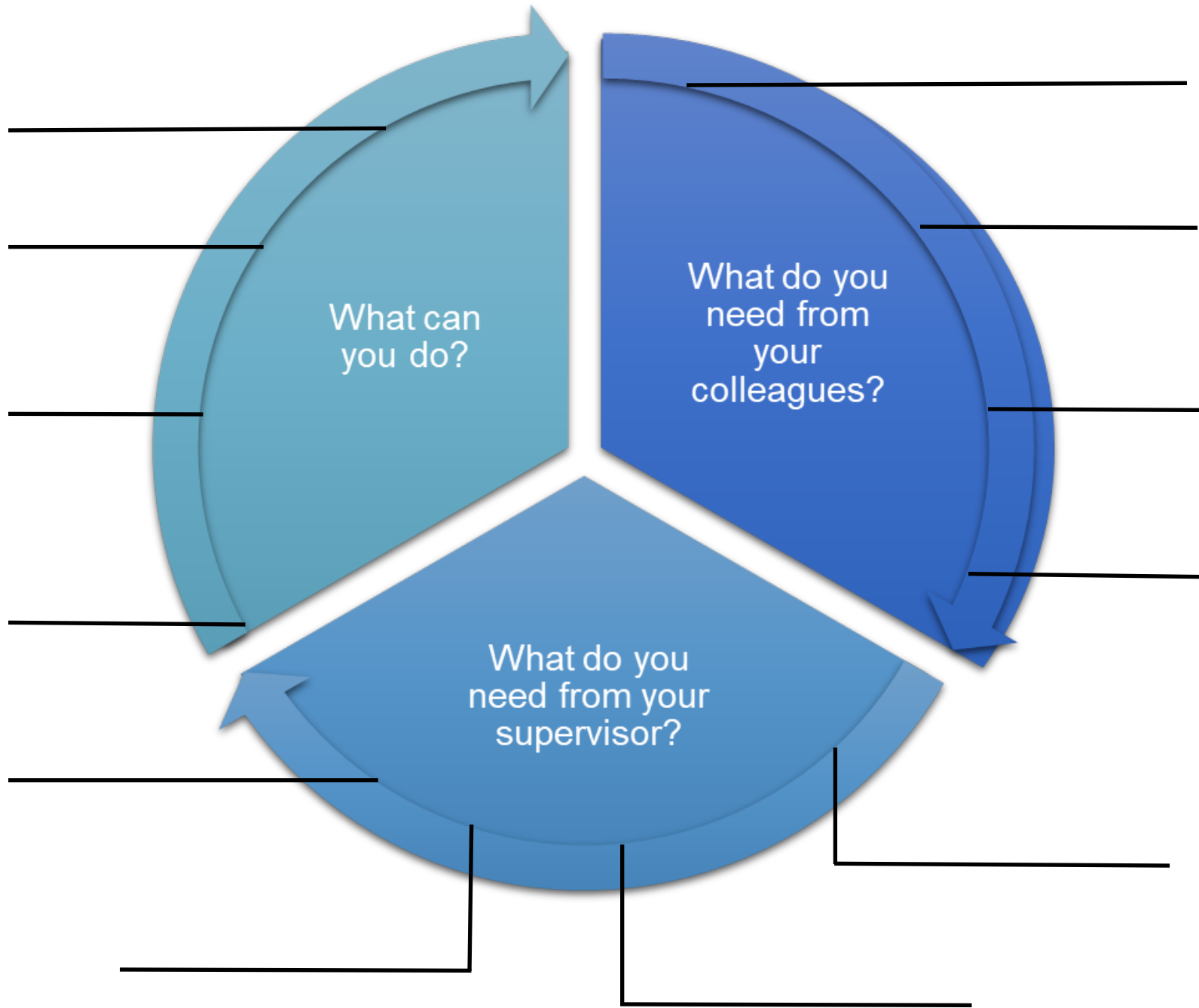
Comprehensive & flexible

## Recommendations

- Use a validated assessment to:
  - Assess for criminogenic needs
  - Assess for strengths
- Identify the socio-historical impact of the young person's environment
- Use assessment results to drive service delivery
- Develop individualized case plans/goals
- Schedule ongoing & frequent case management meetings
- Conduct reassessments to measure reductions in risk and need

# Activity 4.1 Individual Action Planning

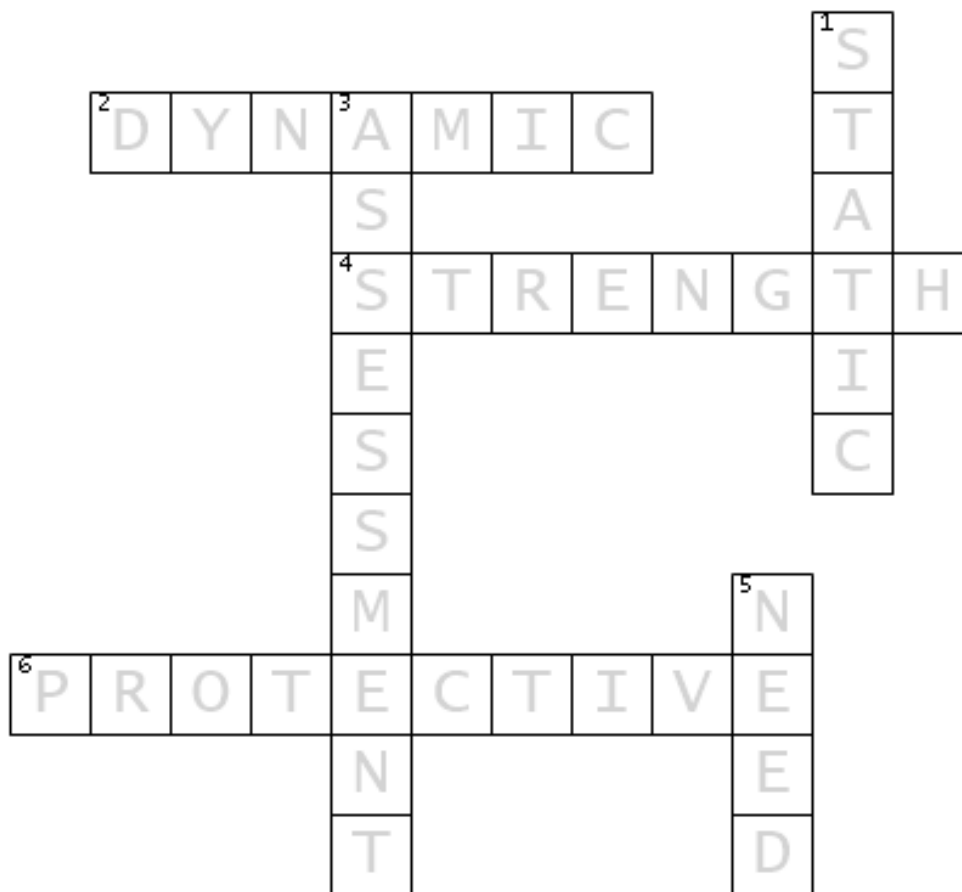
Use the Zone of Control chart to determine your next steps to implement the tools you learned in the modules.



# Activity 2.2 Solutions

## Crossword Puzzle

In the following crossword puzzle, identify if the following are strengths, dynamic needs, or static risks:





## Activity 2.2 Solutions

### Identifying Assessment Categories

Connect the assessment category to the strength, dynamic need, or static risk with a line.

Strength

The child is currently using substances

Dynamic Need

The child has a history of running away

Static Risk

The child has strong ties with their community

# Activity 3.2 Match the Case Planning / Management Activities Solutions

Draw a line from the activities listed on the left to the appropriate category listed on the right.

Identify needs through an assessment

Monitor progress on goals

Include youth voice and choice

Both case planning and management

Case planning

Case management

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