

40th Annual InterCourt Conference




Session 2D: Making the Connection! Risk Assessment, Core Correctional Practices and Case Plans

Presenters: *Jamie Bonecutter*

March 14, 2024
1:15 - 2:45 p.m.



THE SUPREME COURT *of* OHIO
JUDICIAL COLLEGE



Making the Connection! Risk Assessment, Core Correctional Practices and Case Plans Workbook


**2024 InterCourt Conference
Columbus, Ohio
March 13, 2024**

University of Cincinnati Corrections Institute


To develop, disseminate, and implement best practices in the field
of corrections.

corrections.institute@uc.edu





UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Making the Connection!

Risk Assessment, Core Correctional Practices and Case Plans


Presented at the 2024 InterCourt Conference
Columbus, Ohio
March 13, 2024

Jaime Bonecutter, MS/ LCDCIII
Research Associate
The Corrections Institute
University of Cincinnati
www.uc.edu/corrections


To develop, disseminate, and implement best practices in the field of corrections.


©2017 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

1



UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE






Objectives


- identify the connection between assessment tools and case plans
- identify the connection between core correctional practices and case plans
- learn and practice a formula to connect risk assessment and core correctional practices to case plans
- explore how assessment and case planning may have a disparate impact for certain populations


©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

2

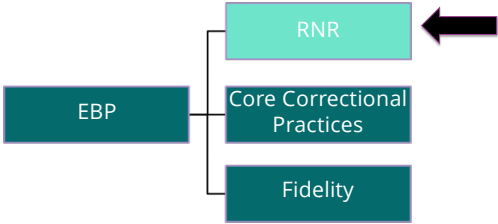


UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE





Evidence-Based Practices



```

graph LR
    EBP[EBP] --- RNR[RNR]
    EBP --- CCP[Core Correctional Practices]
    EBP --- FID[Fidelity]
    RNR --> Arrow[ ]
  
```

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

3

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

The Principles of Effective Intervention

RISK

WHO

NEED

WHAT

RESPONSIVITY

HOW

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

4

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

What is Risk?

- When we refer to risk
 - Risk of recidivism
 - High risk likely to recidivate
 - Low risk not as likely

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

5

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

The Risk Principle

- Tells us *who* to target
 - Who should be targeted by our interventions?
- Interventions should be matched by risk
 - Most intensive treatment should be reserved for higher risk clients
 - Must survey important risk factors to produce an accurate measure of risk
 - How do we know which factors to assess?

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

6

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Major Risk Factors

- Criminal History
- Attitudes, Values, Beliefs
- Peer Associations
- Personality
- Education/Employment
- Family
- Substance Abuse
- Leisure/Recreation

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.
7

7

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

First-Generation Risk Assessments (Quasi-Clinical)

- Clinical in nature
- Intuition / Gut-Level Feeling
- Relied on professional judgment to identify participants' dangerousness, supervision level, and treatment needs
- No rules, standards, and/or training involved to conduct an assessment

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

8

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Second-Generation Risk Assessments


- Drew more upon actuarial, evidence-based science and less on professional judgment
 - Considered individual items (e.g., history of substance abuse) that were linked to criminal offending
 - Assigned quantitative scores to each item yielding a total risk score
 - Higher risk scores = higher likelihood that offender would reoffend

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

9

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Example of Second Generation Risk Instruments


- Burgess Scale-developed in 1920s to predict parole success and failure
 - 21 factors used to differentiate offenders
 - One point for each item. Those that scored on all items has a 76% chance of recidivism
 - Those scoring on very few items had a 1.5% chance of recidivism

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

10

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Third-Generation Risk Assessments


- Include both static and dynamic risk/needs factors
 - Dynamic items can be targeted for change through treatment and intervention strategies
- Based on theoretical framework
 - Risk-Need-Responsivity model of offender assessment and rehabilitation
- Provide corrections staff with information as to what needs should be targeted in offenders' interventions

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

11

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Dynamic and Static Factors


- **Static Factors**
 - Those factors related to risk and do not change.
 - Number of prior offenses, whether an offender has ever had a drug/alcohol problem.
- **Dynamic factors**
 - Related to risk and *can change*.
 - Currently unemployed, currently has a drug/alcohol problem.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

12

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Fourth-Generation Risk Assessments


- Systematic and comprehensive
- Third and fourth generation risk assessment instruments would not have been possible without the risk-need-responsivity model of offender assessment and rehabilitation.
- These new risk assessment instruments integrate systematic intervention and monitoring with the assessment of a broader range of offender risk factors and other personal factors important to treatment

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

13

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



Activity #1- Meet John Young

Take a few minutes to review the Case Study of John Young. Highlight any information that stands out to you.


Then, at your table answer the 2 questions about static versus dynamic factors.

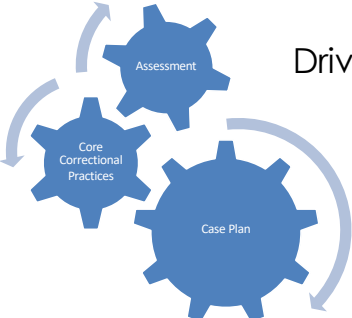
©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

14

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE







Assessment Driven Decision Making

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

15



UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE




Ohio Youth Assessment System


- Statewide system that identifies youths' risk, need and responsivity factors across multiple stages of the juvenile justice system
- Diversion, detention, disposition, residential intake and community reentry tools

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

16



UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



The Principles of Effective Intervention

RISK

WHO

NEED


WHAT

RESPONSIVITY


HOW

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

17



UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE



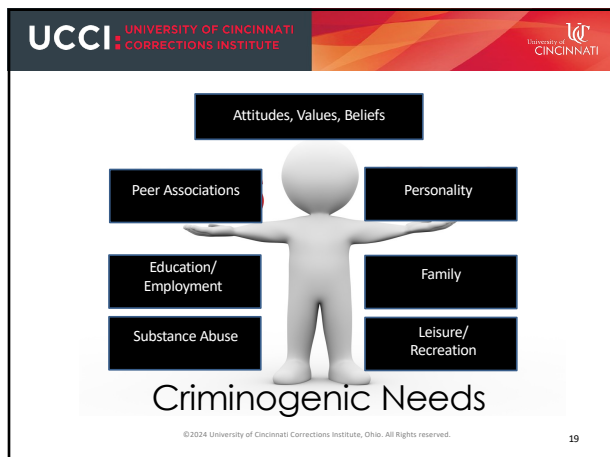
The Need Principle

- Tells us *what* to target
 - By assessing & targeting clients' criminogenic needs for change, agencies can reduce the probability of recidivism
 - Criminogenic needs are those things that are empirically related to criminal behavior (i.e., crime producing)
 - Dynamic risk factors

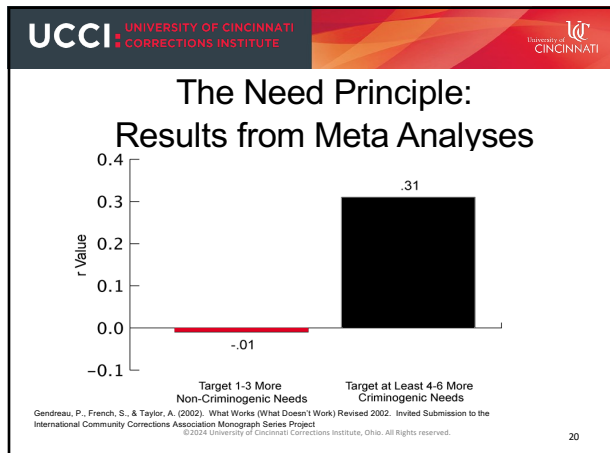
©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

18

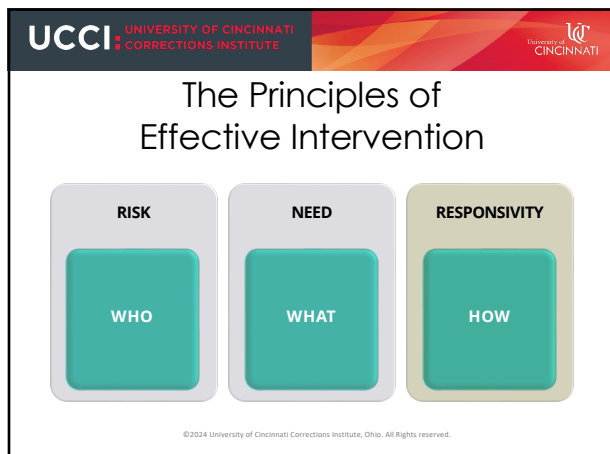
18



19



20



21

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UCCI

UNIVERSITY OF CINCINNATI

Responsivity

- Tells us *how* to help target criminogenic needs by addressing non-criminogenic needs
- Specific Responsivity
 - Individual barriers to services
 - Non-criminogenic needs
 - Motivation
 - Childcare
 - Support for change
 - Race/ethnicity
- General Responsivity
 - Treatment strategies that will reduce recidivism across clients (e.g., cognitive behavioral therapy)

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

22

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UCCI

UNIVERSITY OF CINCINNATI

General Responsivity

The Treatment Principle

A bar chart titled 'General Responsivity: The Treatment Principle'. The y-axis is labeled 'Reduced Recidivism' and ranges from 0 to 0.35 in increments of 0.05. The x-axis has two categories: 'Nonbehavioral (N=83)' and 'Behavioral (N=41)'. The bar for the Nonbehavioral group is red and has a value of 0.07 above it. The bar for the Behavioral group is yellow and has a value of 0.29 above it.

Group	Reduced Recidivism
Nonbehavioral (N=83)	0.07
Behavioral (N=41)	0.29

Andrews (1994)

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

23

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UCCI

UNIVERSITY OF CINCINNATI

Assessment results for John Young

	Juvenile Justice History	Family & Living Arrangements	Peers & Social Support Network	Education & Employment	Pro-Social Skills	SA, MH, & Personality	Values, Beliefs, & Attitudes
High	X		X		X	X	
Moderate		X					X
Low				X			

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

24

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UNIVERSITY OF
CINCINNATI

Activity #2- John Young

Based on the case study information and assessment results, answer the four questions about John Young’s criminogenic needs and responsivity issues.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

25

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UNIVERSITY OF
CINCINNATI

Assessment Driven Decision Making

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

26

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

UNIVERSITY OF
CINCINNATI

Evidence-Based Practices

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

27



UCCI:CCP

Core Correctional Practice

Core Correctional Practice

Components of effective correctional practice designed to increase the therapeutic potential of rehabilitation programs


Use of CCPs is associated with greater reductions in recidivism

Andrews, D. A., & Kiessling, J. J. (1980). Program structure and effective correctional practices: A summary of the CavIC research. In R.R. Ross & P. Gendreau (Eds.), *Effective correctional treatment*. Toronto, Canada: Butterworth.

Dowden, C., & Andrews, D. A. (2004). The importance of staff practice in delivering effective correctional treatment: A meta-analytic review of core correctional practice. *International Journal of Offender Therapy and Comparative Criminology*, 48(2), 203-214.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

28



UCCI:CCP

Core Correctional Practice

Core Correctional Practice (CCP)

Quality of Interpersonal Relationships

Effective Modeling

Effective Reinforcement

Cognitive Restructuring

Effective Disapproval

Structured Learning


Effective Use of Authority

Problem Solving

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

Photo by [shutterstock.com/500px](#)

29



UCCI:CCP

Core Correctional Practice

CCP Produces Results

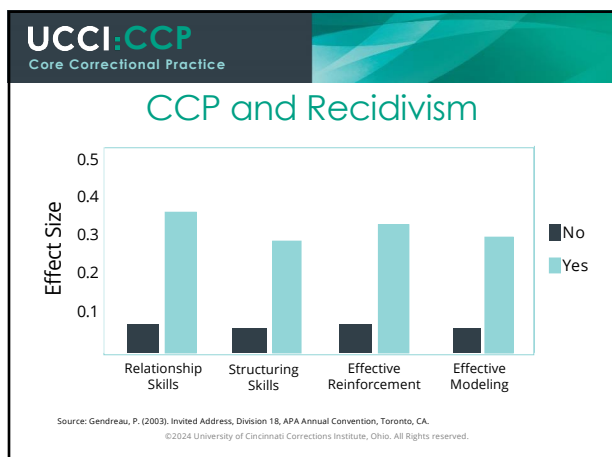
- Use of CCPs improves success rates when adhering to RNR principles
- Officers trained in CCPs produce better outcomes than untrained officers

Chadwick, N., Dewolf, A., & Serin, R. (2015). Effectively training community supervision officers: A meta-analytic review of the impact on offender outcome. *Criminal justice and behavior*, 42(10), 977-989.

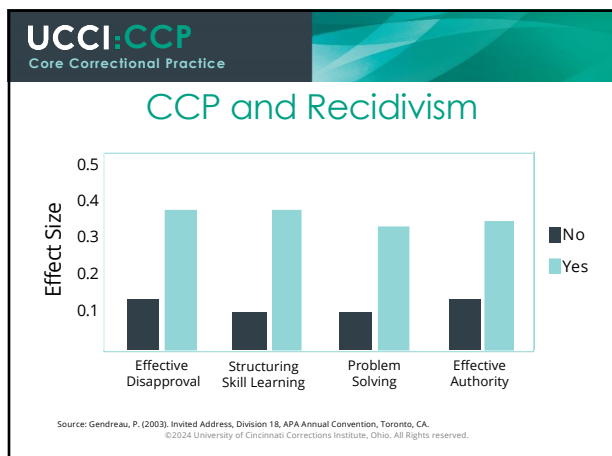
Dowden, C., & Andrews, D. A. (2004). The importance of staff practice in delivering effective correctional treatment: A meta-analytic review of Core Correctional Practice. *International Journal of Offender Therapy and Comparative Criminology*, 48, 203-214. doi:10.1177/0306240303257165

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

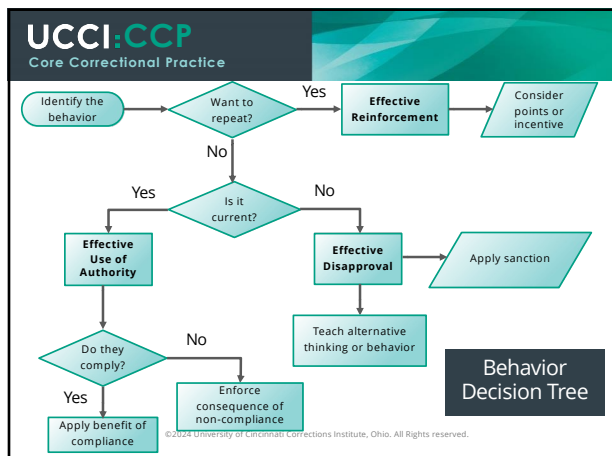
30



31



32



33

UCCI:CCP

Core Correctional Practice

CCP's in Action

- Watch a video of a structured contact session where the officer uses one of the Core Correctional Practices during the interaction with the Frankie
- What did you notice?
- What went well?

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

34

UCCI:CCP

Core Correctional Practice

Activity #3- CCP

At your table, answer the 3 questions about how you could use Core Correctional Practice on the job.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

35

UCCI:CCP

Core Correctional Practice

Assessment Driven Decision Making

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

36

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

U

UNIVERSITY OF
CINCINNATI

Steps to Assessment-Driven Case Planning

1. Assess risk using validated risk/needs instrument

2. Prioritize services & match participants to programs that address criminogenic needs

3. Develop goals based on criminogenic needs

4. Remove/accommodate barriers (i.e., responsivity factors)

```
graph LR; Y((YOUTH)) --> S1[Service]; Y --> B[ ]; B --> S2[Service]; B --> S3[Service]; B --> S4[Service];
```

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

37

37

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

U

UNIVERSITY OF
CINCINNATI

Components of a Case Plan

- Needs/Problem Areas
- Goals
- Objectives
- Techniques

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

38

38

UCCI

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

U

UNIVERSITY OF
CINCINNATI

Sample Case Plan

Problem/Need: _____ Risk level: _____

Strengths: _____ Barriers: _____

Goal: _____

Objective	Techniques			Date Initiated	Date Completed
	Supervision	Referrals	In-Person		

Probation _____

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

39

39

Making the Connection - Page 14

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Sample Case Plan

Problem/needs:

Goal:

Objectives:	Techniques:	Date Initiated:	Date Completed:

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

40

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Needs/Problem Areas

- Directly from assessments
- Major focus on criminogenic factors
- Address responsivity issues

Examples-

- Poor communication with prosocial family
- Presence of antisocial friends & lack of prosocial influences
- Drug and alcohol use
- Poor performance at school
- Pattern of aggressive behavior

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

41

41

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Goals

- Long-term outcomes
- One goal for each problem
- Does not have to be measurable
- States a desired behavioral change
- Consider participant input

Examples-

- Develop & maintain healthy relationships with prosocial family members.
- Develop & improve prosocial peer relationships.
- Obtain and maintain sobriety by develop skills to maintain substance-free lifestyle.
- Maintain employment in a prosocial environment.
- Increase ability to manage anger with prosocial coping skills.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

42

42

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Objectives

- Short-term steps to reach broad goal
- Will likely need several objectives to reach goal
- Consider participant input
- Must be measurable (quantifiable) & stated in "SMART" terms

Goal: Increase ability to manage anger with prosocial coping skills.

Objectives:

- During the next meeting, list costs & benefits of current behavior when angry.
- Identify situations & thoughts that lead to angry behavior by September 4.
- Over the next 8 weeks, learn & practice 5 skills which will help manage your anger.
- Teach the skills you have practiced to your parent by the next session.

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

43

43

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

SMART Objectives

Specific

Measurable

Achievable

Relevant

Time-Based

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

44

44

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Techniques

- Assist with change
- Each objective should have a corresponding technique
- Consider 3 areas:
 - Supervision
 - Referrals
 - Face to Face/In-Person Meetings

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

45

45

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Techniques

Supervision	Referrals	In-Person Meetings / Face to Face
<ul style="list-style-type: none"> Family contact Work contact School contact Drug screens Electronic monitoring House arrest Provider updates Curfew checks Telephone contact Technical violations 	<ul style="list-style-type: none"> Substance abuse Social skills Antisocial thinking Anger management Family intervention Problem-solving Educational needs Vocational services Prosocial activities Mentoring Mental health Transportation 	<ul style="list-style-type: none"> Build rapport Progress updates Build motivation Problem-solving Skill-building Crisis management Administer reinforcers Model prosocial behavior Thinking reports Reassess needs

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

46

46

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Assessment

Driven

Decision

Making

The **use** of standardized validated risk/need assessment tools to **make decisions** about the services and treatment provided for each person under supervision

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

47

47

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Assessment results for John Young

Disposition Tool							
	Juvenile Justice History	Family & Living Arrangements	Peers & Social Support Network	Education & Employment	Pro-Social Skills	SA, MH, & Personality	Values, Beliefs, & Attitudes
High	X		X		X	X	
Moderate		X					X
Low				X			

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

48

48

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Activity #4.....Case Plan practice

Using the results of the risk/need assessment for John Young, let's practice creating a case plan.

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

49

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Assessment Driven Decision-Making

HELPS REDUCE BIAS

HELPS GUIDE DECISION MAKING

HELPS BETTER UTILIZE RESOURCES

IMPROVES PLACEMENT /REFERRAL RECOMMENDATIONS

HELPS INCREASE CHANCES OF SUCCESS

CAN LEAD TO ENHANCED PUBLIC SAFETY

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

50

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

1

ASSESS AND IDENTIFY RISK AND NEEDS USING STANDARDIZED VALIDATED RISK/NEEDS ASSESSMENT TOOL

2

DEVELOP GOALS BASED ON CRIMINOGENIC NEEDS

3

INCORPORATE CCP INTO OBJECTIVES AND TECHNIQUES

4

MAKE REFERRALS TO EVIDENCE-BASED PROGRAMS

5

REMOVE/ADDRESS BARRIERS (I.E. RESPONSIVITY FACTORS)

Assessment Driven Decision Making

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

51

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Let's see how CCP can be used as a Technique on a Case Plan

Goal: Increase ability to manage anger with prosocial coping skills.

Objective 1:
During the next meeting, list costs & benefits of current behavior when angry.

Techniques:

1. Complete a cost-benefit analysis with individual to help build motivation.

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.
52

52

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Selecting Interventions

```

graph TD
    A([Identify the RISKY BEHAVIOR]) --> B{Motivation to change?}
    B -- No --> C[Cost-Benefit Analysis or Decision Balance]
    B -- Yes --> D{THOUGHTS that justify the act?}
    D -- Yes --> E[Cognitive Restructuring (e.g. Behavior Chain)]
    D -- No --> F{Intense EMOTIONS?}
    F -- Yes --> G[Emotion Regulation Skill]
    F -- No --> H{Lack a SKILL?}
    H -- Yes --> I[Social Skill]
    H -- No --> J{COMPLEX problem?}
    J -- Yes --> K[Problem Solving]
    
```

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

53

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Let's Practice Case Planning!

Let's put it all together now!

1

ASSESS AND IDENTIFY RISK AND NEEDS USING STANDARDIZED VALIDATED RISK/NEEDS ASSESSMENT TOOL

2

DEVELOP GOALS BASED ON CRIMINOGENIC NEEDS

3

INCORPORATE CCP INTO OBJECTIVES AND TECHNIQUES

4

MAKE REFERRALS TO EVIDENCE-BASED PROGRAMS

5

REMOVE/ADDRESS BARRIERS (I.E. RESPONSIVITY FACTORS)

© 2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

54

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Tips!

Timely

Collaborative

SMART

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

55

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Tips!

Don't forget to monitor Progress!

Engage

Re-assess with R/N tool(s) and other measures of progress (as appropriate)

Review and update case plan regularly

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

56

UNIVERSITY OF CINCINNATI

CORRECTIONS INSTITUTE

Potential Pitfalls

RACIAL & ETHNIC DISPARITIES

COMMON MISTAKES

LACK OF RELIABILITY

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

57

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Implement a continuous quality improvement plan

- Set benchmarks and monitor progress
- Provide training
- Provide coaching
- Conduct formal Reliability and Validation Study

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

58

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Successful Assessment Driven Decision- Making

View

View assessment as a process not a “one time” activity
View case planning as a process not a “one time” activity

Use

Use the results of the assessment tool(s)
Use CCP

Develop

Develop a continuous quality improvement process

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

59

UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE

Thank You

Jaime Bonecutter, MS/ LCDCCIII
Research Associate
University of Cincinnati
Corrections Institute
bonecujm@ucmail.uc.edu

©2024 University of Cincinnati Corrections Institute, Ohio. All Rights reserved.

60

Case Study

Youth: John Young

Age: 17

REFERRAL INFORMATION

John Young is a seventeen-year-old male referred to probation for the charge of Public Indecency. This offense occurred while John was in placement at ACME residential substance abuse program, and he allegedly exposed himself to other residents during an argument. John denied this, stating, "Staff was out to get me."

Prior adjudications include Burglary (age 13), Grand Theft Auto (age 14), Criminal Damaging (age 14), Marijuana Possession (age 15), Chronic Truancy (age 16), and a probation violation. Juvenile probation reports indicate that John successfully completed his last probation term. When questioned, he said, "I knew what to tell them. I never got caught doing anything."

HISTORY

John lives with his mother, her boyfriend of seven years, and his two brothers when not at the ACME substance abuse program.

He has not had contact with his father since he was fourteen years old, although his brothers have maintained regular contact with their father. John said that his father is an alcoholic and abuses marijuana. He reported a close relationship with his mother, stating, "I can always talk to her whenever I feel like it." Family is important to him. He indicated that he does not like his mother's boyfriend because he is involved with drugs.

His mother tried to consistently apply consequences when John misbehaves at home. John state he does not consistently follow the rules. His mom admits she does not follow through with consequences. John throws a fit and then she gives in to make him happy. Other than his mother's boyfriend, he gets along with adults.

Academically, John has not done well since junior high, mainly due to chronic truancy. John states he has been suspended from school a couple of times. The last time he was suspended was a year ago. He states he gets along with other students at school and his teachers.

He is undecided when asked if he planned to earn his GED or graduate from high school, although he said that his mother prefers that he graduate. He intends to earn a culinary arts degree and work as a chef. He is currently looking for employment at a fast-food joint. He worked in the concession stand at the local

amusement park last summer. He states he had a good relationship with his boss even though he missed some work due to his drug and alcohol use.

Socially, John enjoys bike-riding, going to parties, using drugs, and spending considerable time with his seventeen-year-old girlfriend who is 6 months pregnant with his child. His girlfriend continues to attend school and maintains a part time job. He described his other friends as “thuggish kind of people”, adding, “They act like me. They just don’t get caught.” More than 50% of his current friend group has been arrested. John reports that he and his friends are willing to fight in self-defense, but they do not regularly get into fights. He avoids trouble with others. He and his friends know several gang members in the neighborhood, but he denies that he and his friends are a member of any gang. He said he formerly had many friends who were more prosocial but now he only sees them when he is with his girlfriend. John acted alone during his current offense but many of his previous convictions were with his friends including criminal damaging, using drugs and Grand Theft Auto. He reports he and his friends regularly skip school and use drugs and alcohol. His friends are important to him.

All history of suicidal ideation or self-injurious behavior was denied. John described his typical mood as “laid back, relaxed.” However, after giving a detailed account of an incident of physical abuse by his father two years ago, John said, “I stopped feeling... I stopped caring after that.” He reported that his father had hit him a few other times prior, but this described incident was more severe, including being punched, kicked, and called derogatory names. Although he denies any mental health issues, both his mom and school personnel verbalized concerns about John’s behavior and mental health. When asked, John reported he is a “10” on a scale of 1-10, he demonstrated an inflated self-esteem and is smarter than others.

John denied problems managing his own anger. He said that he received counseling services for “family issues”, although he and his mother attended only three or four sessions. His mom states he would benefit from counseling.

John spent about two weeks in Children’s Hospital because of vaping and his marijuana use. He also spent eight days in ACME residential substance abuse program but was terminated due to the Public Indecency charge described above.

Onset of marijuana use was age thirteen. Alcohol use began at fourteen. John said that he smoked marijuana daily and drank shots of liquor once or twice a week. He also reported experimental use with other drugs including Vicodin, Adderall, and hallucinogenic mushrooms. His most recent use was a week ago for both drugs

and alcohol. John denied any problems because of his drug use and stated that he had no interest in participating in another treatment program. John cannot identify triggers, does not weigh the pros and cons of a situation, and does not demonstrate pro-social decision making. He has no plans to quit using.

Throughout the interview, John appeared to have pro-criminal attitudes and beliefs. He made a lot of pro-criminal statements during the interview. He supports criminal behavior, justifies breaking the law and believes that crime pays off. He believes he will continue to break the law but will be better at hiding it so he will not get caught. He states it was another resident's fault that he exposed himself. Had the other resident kept his mouth shut, he would not have exposed himself. He states that is usually at the wrong place at the wrong time and his behavior isn't his fault. Although he knows gang members in the neighborhood, he does not believe that gangs are appropriate. When asked, John states he thinks he can change but does not see a reason to.

Assessment Results

TESTS ADMINISTERED

- A. OYAS- DIS
- B. SIQ: Suicidal Ideation Questionnaire
- C. Wechsler Intelligence Scale for Children
- D. Million Adolescent Clinical Inventory
- E. TCU CEST – Motivation Scales

TEST RESULTS

A. OYAS (OVERALL OYAS Total: 21; Risk Level: High)

Scores	Juvenile Justice History	Family and Living arrangements	Peers and Social Support	Education and Employment	Pro-Social Skills	Substance Abuse, MH, and Personality	Values, Beliefs, Attitudes
High	X		X		X	X	
Moderate		X					X
Low				X			

B. SIQ: Suicidal Ideation Questionnaire: 98th percentile

Risk Level: High

C. Wechsler Intelligence Scale for Children

Verbal IQ: 71 – Below Average Range

Performance IQ: 67 – Borderline Low Range

Full Scale IQ: 67 – Borderline Low Range

D. Million Adolescent Clinical Inventory

Personality test results suggest that John tends to minimize emotional difficulties to “look good” to others. Nevertheless, personality test results were suggestive of underlying feelings of depression. Although John presents himself as outgoing and confident, he tends to worry about problems that may never occur. Others with similar profiles often engage in substance abusing behavior. To avert potential distress, John may try to control those around him.

E. TCU Client Evaluation of Self and Treatment – Motivation Scales

Results indicate that John has little motivation for treatment but feels moderate pressure from others to comply.

Activity #1-

Take a few minutes to review the Case Study for John Young and the assessment results. Based on our discussion about static versus dynamic factors, discuss the following questions with others at your table.

1. What are John's static risk factors? _____

2. What are John's dynamic factors? _____

Activity #2- Based on the assessment results, answer the following questions:

1. What Criminogenic Needs would you address with John Young?

2. What are some barriers you see with John Young?

3. What are 3 common barriers you often see with the youth that you work with?

4. What are some things you can do to remove barriers for your youth?

Activity #3- Based on our discussions on Core Correctional Practices, answer the following questions.

1. How does Effective Modeling and the Quality of Interpersonal Relationship help increase therapeutic potential of rehabilitation services for the youth you serve?

2. What would be an example of a time you could use Effective Reinforcement?

Effective Disapproval?

Effective Use of Authority?

3. How can you use Core Correctional Practices to target criminogenic needs?

Activity #4- Case planning practice

1. At your table, choose one Criminogenic Need area for John Young and fill out the Need/ Problem area on the case plan.

Need/ Problem area: _____

2. Next, write a long term goal for the need area you selected for John.

3. Come up with 5 objectives for the long term goal for John.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

4. Develop a technique for one of your objectives.

Objective: _____

Supervision techniques: _____

Referrals: _____

Face to Face/ In person meetings:

Case Plan Practice

Client Name: _____

Problem/ Need Area: _____ Risk Level: _____

Strengths: _____ Barriers: _____

Goal: _____

Objective	Techniques			Date Initiated	Date Completed
	Supervision	Referrals	In-Person		

Case Plan Practice Vignettes

Choose one of the following vignettes and create a case plan to address the criminogenic need. Use the blank Case Plan on the previous page to practice.

#1- Emma was injured in a car accident when she was 16 years old. She is abusing pain pills now and hasn't been attending school or work. She is getting into fights with her parents and has been hanging out with a older male neighbor who gets high. She got into trouble for driving under the influence at the age of 17.

#2- Otis is 17-year-old and has been working full time since he dropped out of school. Otis' car broke down and he cannot get to work. He and his girlfriend are expecting a baby, and he needs to work to pay bills. He saw a car running at the gas station and decides to steal the car. Otis has had a few run-ins with police for acting impulsively, not weighing pros and cons of engaging in stealing and other risky behaviors and doesn't seem to recognize when he is in a high-risk situation.

#3- Martin is a 14-year-old who has been hanging out with a group of peers at school who get into trouble. They invite Martin to go with them after the football game on Friday night to vandalize school property. They tell him they can sell the copper and make money. Martin knows his family could use the money for food and bills. He decides to go, and they steal \$2000 worth of copper from the school.

#4- Darryl has been acting out since he was little. His mom says that he doesn't listen to or respect adults, acts aggressively and has a negative attitude. Darryl has trouble with other students at school by getting into fights. He also has issues with his teachers. When placed on probation in the past, he had no intentions of completing successfully. Darryl sees no reason to follow laws and that crime pays. After talking with family and the school, it is evident that Darryl has anti-social attitudes, values and beliefs.

Thank you for attending the conference!