

Office of Staff Development & Training

LESSON PLAN COVER SHEET

TITLE: Case Management Planning			2//20	CREDIT HOURS: 6.0			
TYPE OF TRAINING: Orientation, In-Service, Ba			Basic, O	ther	In-Serv	rice	
PREPARED BY:		DA	TE PRE	PARED:		REVIE	WED BY: Signature Required
Amahl Bennett, Mason Harr Brigitte Scoville, Bill Latta	ington,	2015(upda	ted 5/201	.6)			
TRAINING GOAL/PURPO	SF.						
Increase the participants un		of case ma	anagemer	nt plannin	g		***
PERFORMANCE OBJECTI By the end of the training		ants will t	be able to	o:			
1. Identify juvenile's strengt	hs and need	ds					
Explain the case manager a Case Management Plan		ng process	and form	s as requ	ired by D	DJJ Policy F-8	.1 for the development of
3. Develop objectives for juv	veniles and	their familie	es that are	e specific,	, measur	able, and ach	ievable.
4. Incorporate restorative j	ustice practi	ices when c	developing	the Cas	e Manag	ement Plan.	
EVALUATION PR	OCEDIIDE				DECEA	RCH RESOL	IDCEC
LVALOATION PR	OCEDURE		()		RESEA	KCH KESU	URCES:
☑ Participant Reaction☑ Performance Test☑ Written Test		DJJ Policy F-8.1 DJJ Case Management Planning Team					
				~			
AIDS, SUPPLIES AND EQ	UIPMENT	NEEDED:					
 ✓ PowerPoint ✓ Flip Chart Stand/Paper ✓ LCD Projector ✓ Markers/Tape ✓ Handouts 	Name Name	tion Forms	rs				

Document included in agency's February 6, 2017 letter to Oversight Subcommittee $LESSON\ PLAN$

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LESSON TITLE:		
KEY POINTS/ TRAINING AIDS	LESSON FORMAT	

KEY POINTS/ TRAINING AIDS

LESSON FORMAT





Amald Manuary McRook Research Administration

Amabi Bennett, McEands Regional Admiristration Kristan Collans, Training Instructor

PowerPoint Slide 1 Opening

"My World"



PowerPoint Slide 2 World/Juvenile

Planning a Trip



PowerPoint Slide 3 Planning a trip

Anticipatory Set

Case managers are expected to obtain as much information as possible from interviews and various reports. Once this information is obtained, case managers have to decipher through this information to determine what parts are crucial and/ or suggestive of strengths and needs, and what are the most appropriate interventions.

Review/describe the track from the assessment phase of case management to the planning phase.

In essence, they have to try to understand the **juvenile's "world."**Once the case manager has a clear picture of the juvenile's "world," he/she must begin developing a plan that will impact this young person's "world" in a positive manner.

Look into the juvenile's world and try to get a clear picture. What does the juvenile's world look like? What obstacles do they face each day?

Discuss the importance of planning

As we matriculate through life, planning becomes an essential function for maintaining a sense of direction, control and purpose in our lives. With no planning or insufficient planning, life can become haphazard. In other words, it may get done, it may not. If it does, it may go well, it may not.

Raise your hand if you were ever involved in planning a trip. Were the plans well thought out? What is normally involved in planning a trip? In your groups, take a few minutes to write down the steps involved in planning for a trip.

Review responses from each group. Did anyone in your group Just want to get in the car and go?

From this exercise, you can see that if you want to increase your chances of success, you must take the **time to plan**. However, even with careful planning, situations can sometimes falter. However, having a plan gives

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you the ability to know when you need to shift your direction as a result of circumstances that are in or outside of your control.

As case managers, thorough planning is essential. With so many cases, lack of planning can lead to disorganization, inaccurate information, and poor recommendations. Each juvenile on your caseload deserves your best efforts. Without a clear plan, the juvenile will have no clear direction or goals to achieve. To prevent this state of uncertainty, each juvenile's course should be well charted out by the case manager. This planning phase should begin during the assessment phase and continue while the juvenile is under DJJ supervision.



PowerPoint Slide 4Charting juvenile's course

Charting juvenile's course

Discuss what the picture means to them, to our juveniles and families. What does this picture say to you? What would a juvenile and their family think of this picture?

Training Objectives

- Explain the case management planning process and forms required by DIJ Policy
- -Identify Juvenile's strengths and needs
- Develop objectives for Juveniles that are specific, measurable and achievable.
- Incorporate restorative justice practices when developing a Case Management Plan

Our goal for today's session is to increase the participants understanding of case management planning.

Our objectives are:

- 1. Identify the juvenile's strengths and needs
- 2. Explain the case management planning process, and forms as required by DJJ Policy F-8.1 for the development of a Case Management Plan.
- 3. Develop objectives for juveniles that are specific, measurable, and achievable.
- 4. Incorporate restorative justice practices when developing a Case Management Plan.

PowerPoint Slide 5 Objectives

KEY POINTS/ TRAINING AIDS

Purposes of Case Management Plan

- To empower the juvenile/lamily
- To require the juvenile/family and case manager to think about therapy outcomes
- To prevent treatment from drifting or getting bogged down
- To communicate about the approaches being implemented and who is responsible.
- To establish a record of services.



PowerPoint Slide 6

Purposes of the CMP

Developing a Plan - Step 1

Establish Communication with the Family

After court hearing, introduce vourself and schedule appointment within 5 days of the disposition





PowerPoint Slide 7

Procedures for Developing a Plan

Developing a Plan - Step 2

Develop a Preliminary Plan

- Review court order, assessment and other relevant documents.
- Develop a preliminary plan for services based on info. obtained from above documents.



PowerPoint Slide 8

LESSON FORMAT

The plan for services is a very important stage that must be given careful attention for several purposes which are:

- To empower the juvenile/family.
- To require the juvenile/family and case manager to think about therapy outcomes.
- To prevent treatment from drifting or getting bogged down.
- To communicate about the approaches being implemented and who is responsible.
- To establish a record of services

Instructional Input Planning Process and Procedures

We are now going to take you through the steps involved in developing a plan for a juvenile. Once a case has been assigned, the first step is to:

- 1. Establish communication with the family.
 - a. After the court hearing, the case manager should introduce him/herself and schedule an appointment within 5 days after the court hearing.

2. **Develop a preliminary plan**

Prior to meeting with the family, the case manager should:

- Review the court order, assessment and other relevant documents for biographical information, court requirements, strengths, needs and other pertinent information
- b. Develop a preliminary plan for services based on information obtained from the above documents

LESSON TITLE:					
KEY POINTS/ TRAINING AIDS	LESSON FORMAT				
Reference Handout Packet Policy F-8.1	 3. Meet with the juvenile and his/her family to review/update the plan for services. After building rapport with the juvenile and the family members, the case manager should: a. Explain the purpose of a service plan and inform them of the type of information you have obtained or will attempt to obtain in order to complete this document. 				
Developing a Plan — Step 3 Meet with the Family to Review/Update the Plan Explain the purpose of a service plan and inform them of the type of information needed. Distribute copies of the court order to client for review. Also use information obtained from other reports. Mutually discuss the juvenile's strengths and needs. Establish objectives that are specific, achievable and measurable. PowerPoint Slide 9	 b. Distribute copies of the court order to them for review. (Have the juvenile discuss requirements with you to determine level of understanding and level of commitment.) If there is no court order, use information obtained from other reports, e.g. evaluations, school information, etc. c. Mutually discuss the juvenile's strengths and needs. Establish objectives that are specific, achievable and measurable. 				
Reference the CMP in the handout packet	Developing the plan for services Explain each section of the Plan For Services form.				
Case Management Plan Form Diagnosis Code, Date, Source Identification Information, formulation and Review Dates, Case Manager's Initials Strengths of Juvenile Needs of Juvenile SMART Objectives/Services and Actions Projected Completion Date Actual Completion Date Signatures and Title PowerPoint Slides 10	 A. Diagnosis Code, Date, Source B. Identification Information, Formulation and Review Dates, Case Manager's Initials C. Strengths of Juvenile and Family D. Needs of Juvenile and Family E. SMART Objectives/Strategies to Build on Strengths and Address Needs of Juvenile and Family F. Projected Completion Date G. Actual Completion Date H. Signatures and Title 				

KEY POINTS/ TRAINING AIDS

Reference Policy F 8.1 in Handout packet Review Requirements

What Does DJJ Policy Require?

A CMP must be completed within 30 days...



 Once notified that a juvenile has been transferred to alternative placement



PowerPoint Slide 11

What Does DJJ Policy Require? continued

The CMP must be completed thoroughly, signed and dated by a credentialed case manager and documented in an activity note and signed by supervisor.



The CMP must now be reformulated every 365 days on a new form

The CMP is a working document and can be updated/reviewed at any time.

PowerPoint Slide 12

Reference Needs Based vs. Strengths Based Approach in Handout packet (Supplemental reading)

LESSON FORMAT

Instructional Input

Review DJJ CMP policy requirements, e.g. signatures, dates, etc.

The CMP must be completed within 30 days of a juvenile being placed on probation/parole. If a juvenile is transferred to an alternative placement, a CMP must be completed within 30 days of being notified of this transfer.

- 1. The CMP must be completed thoroughly, signed and dated by a credentialed case manager and documented in a client service note.
- 2. The CMP must be reviewed at least every six months and reformulated on a new CMP at one year. The CMP is a working document and can be updated/reviewed at any time.

(Optional Activity)

Equal focus should be placed on building strengths as well as identifying needs.

If I had two briefcases, one filled with one million dollars and the other filled with pure diamonds (obtained legally, no repercussions) and I told you that you could have one or both, but if you only choose one, I would throw the other one away, would you be inclined to take one or both? Remember that both are extremely valuable. I am sure you would agree that it would not make any sense to just throw one away.

This is what we are doing however, when we don't invest enough time on building strengths as we do on addressing needs. We throw away an opportunity to engage this juvenile in something that may provide an outlet for harmless expression, for productive involvement and/or the opportunity to build upon existing situations in a positive manner.

Let's take a closer look at a handout that outlines the key differences between the needs based and strengths based approaches to case management.

Please share some examples of ways you have addressed client strengths on your caseload.

KEY POINTS/ TRAINING AIDS



Unearthing







My Strengths



PowerPoint Slide 13

Unearthing My Strengths

Reference
Juvenile/Family
Strengths based
questionnaire in
Handout packet

LESSON FORMAT

Positive Self-Concept

You may have in the past, encountered a little hesitancy when attempting to have juvenile's discuss their strengths and needs. People, in general, sometimes find it difficult to discuss their strengths and needs. Why? Give the juvenile/parents some time to develop a sense of comfort in sharing child/family strengths with you as the case manager. I am going to **distribute a questionnaire** that can be used to help generate some responses.

(Trainer will brief case study juvenile role player for each group)

Emphasize the need to use extra pages, if necessary to include additional information

Guided Practice A- Positive Self-Concept exercise

Each group member will take turns asking questions from the strength based questionnaire, and follow-up questions for the case study juvenile.

Activity A - Debriefing

Questions:

When you are engaged in activities that you do well, how do you feel? How would you feel if you had an opportunity to try something that you've always wanted to do?

If someone takes an interest in your talents and/or somehow benefits from these talents, how does this impact you as a person and the community?

Elicit responses Anticipated answers

Ex. Motivated, inspired, Positive, happy, Energized, confident Ex. Worthy, appreciated, Good about yourself, You may want to Continue to share Your talents.

Conclusion

KEY POINTS/ TRAINING AIDS	LESSON FORMAT
	When you are meeting with juveniles and their families. Establish a climate whereby, strengths and needs can be mutually discussed. Knowing a juvenile's strengths and needs are equally very powerful tools for facilitating positive changes in his/her life.
	ACTIVITY
Reference Aircraft crash in handout.	Aircraft Crash Scenario Divide the participants into groups (can be split or leave them at their tables) Read the scenario and instructions aloud to the group and then give them 15-20 minutes to discuss. Ask for volunteers to present what their group decided. Have the groups discuss how they came to the decision on who to save.
Objectives A series of steps used to meet an established strength/need in order to achieve a set goal. Individualized	Guided Practice B — Identifying Strengths and Needs In your groups, list those strengths that were discussed during your interview with the juvenile (in guided practice A). Record them in the Strengths section of the CMP form. Then record the needs that your group will address, on the CMP form.
Realistic & Attainable Measurable Easily Understandable PowerPoint Slide 14 Service Objectives And Strategies — Pointers	 Instructional Input – Service Objectives/Strategies Pointers and examples – Objectives are: A series of steps used to meet an established need or to achieve a set goal Individualized Realistic and attainable Measurable Written so that juvenile and family can understand
Reference Strength Based Bill of Rights in Handout packet	

KEY POINTS/ TRAINING AIDS	LESSON FORMAT
Reference SMART Objectives in handout packet	Guided Practice C – Writing SMART Service Objectives/Strategies Given the same case, write service objectives/strategies for your selected list of strengths and needs. Groups will share results.
	Discussion/Questions
	Summary/Closing
	You have just completed a balanced and realistic service plan for your juvenile. You are now ready to put the plan into action. Please remember these important do's and don'ts about service planning:
Case Mangers should	<u>Do's</u>
View the service plan as a working document Use the plan as a therapeutic tool Set goals that are realistic, achievable, and measurable	 Do act as a service broker not a service provider. Do use the service plan as a working document. Do use the service plan as a therapeutic and strength utilization tool. Do set goals that are realistic, achievable, and measurable.
PowerPoint Slide 15	<u>Don'ts</u>
Case Managers should not Overlook strengths Confuse the service strategy with the need Iohn needs to resolve feelings of anger, sadness, and/or guilt associated with the loss of a loved one (Need) John will comply with anger management counseling and all other counseling deemed necessary through Mental Health (Intervention strategy)	 Do not overlook strengths. Do not confuse the service strategy with the need. Example: (Incorrect) John needs social skills counseling. Attending social skills counseling is the service strategy. (Correct) John needs to develop better decision making skills.
PowerPoint Slide 16	Also keep in mind that the development of the plan for services is usually one of the first steps in probation supervision. If the juvenile continues to penetrate the system, this document may be used as a tool to help others, (i.e. psychologist, social worker, clinicians, placement officials) to continue to address needs, if necessary, or make appropriate recommendations that are individualized and in the juvenile's best interest.

LESSON TITLE: KEY POINTS/ TRAINING AIDS **LESSON FORMAT** Remember, that careful service planning, with the involvement of the juvenile/family, is essential to effective case management and vital for Careful service planning, with the involvement of the juvenile/family, is essential to effective case management and vital for the protection of the the protection of the community. community **PowerPoint Slide 17** Plan the work... "If the plan doesn't work change the plan but never the goal" Now that you have planned your work, you are now ready to work the plan. Your next training session will involve case supervision. Within this ...work the Plan!!! training, you will gain an understanding of when case supervision begins and how to "work the case" using effective case management practices **PowerPoint Slide 18** discussed throughout this training. CMP Slogan Plan your work/work your plan

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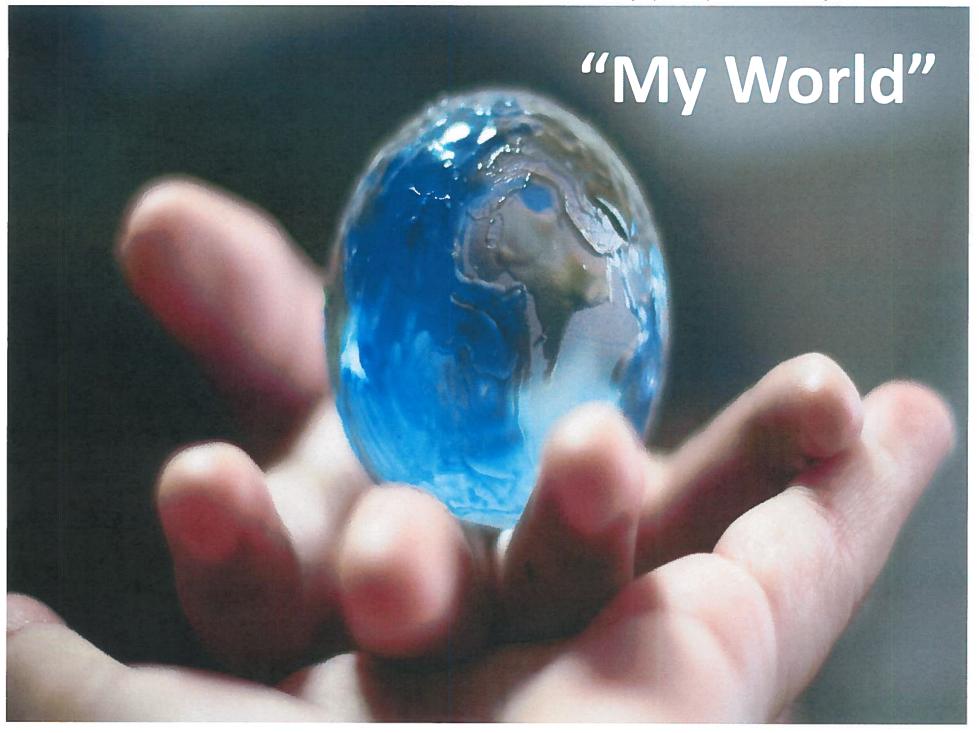
LESSON TITLE:		
KEY POINTS/ TRAINING AIDS	LESSON FORMAT	

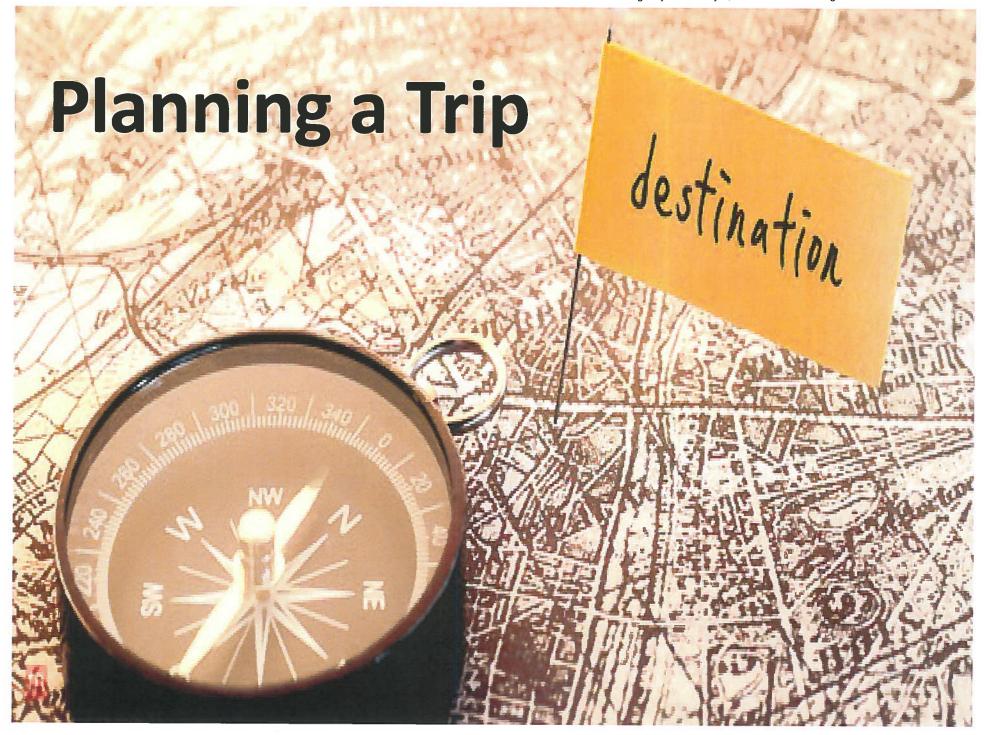




Case Management Planning

Amahl Bennett, Midlands Regional Administrator Rhonda Holman, Probation Supervisor







Training Objectives

- Explain the case management planning process and forms required by DJJ Policy.
- Identify juvenile's strengths and needs.
- Develop objectives for juveniles that are specific, measurable and achievable.
- Incorporate restorative justice practices when developing a Case Management Plan.

Purposes of Case Management Plan

- To empower the juvenile/family.
- To require the juvenile/family and case manager to think about therapy outcomes.
- To prevent treatment from drifting or getting bogged down.
- > To communicate about the approaches being implemented and who is responsible.
- To establish a record of services.

Developing a Plan – Step 1

Establish Communication with the Family

After court hearing, introduce yourself and schedule appointment within 5 days of the disposition.



Developing a Plan – Step 2

Develop a Preliminary Plan

Review court order, assessment and other relevant documents.

Develop a preliminary plan for services based on info. obtained from above documents.



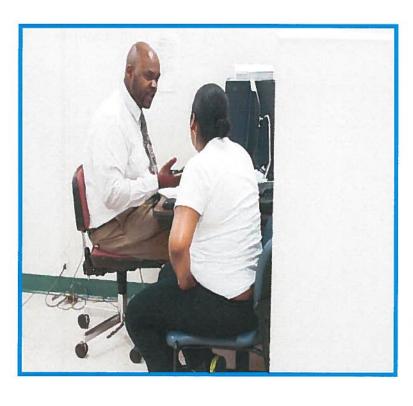
Developing a Plan – Step 3

Meet with the Family to Review/Update the Plan

- Explain the purpose of a service plan and inform them of the type of information needed.
- Distribute copies of the court order to client for review. Also use information obtained from other reports.
- Mutually discuss the juvenile's strengths and needs. Establish objectives that are specific, achievable and measurable.



Case Management Plan Form



- Diagnosis Code, Date, Source
- Identification Information, Formulation and Review Dates, Case Manager's Initials
- Strengths of Juvenile
- Needs of Juvenile
- SMART Objectives/Services and Actions
- Projected Completion Date
- Actual Completion Date
- Signatures and Title

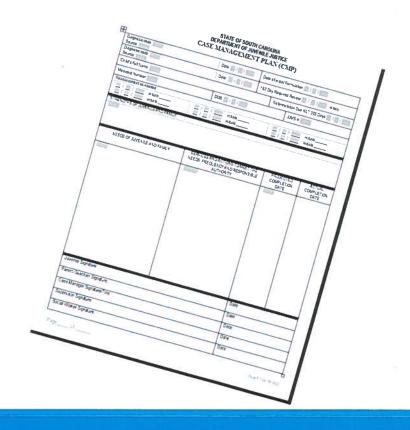
What Does DJJ Policy Require?

A CMP must be completed within 30

30 days...

Of the juvenile being placed on probation/parole

Once notified that a juvenile has been transferred to an alternative placement





What Does DJJ Policy Require? continued...

The CMP must be completed thoroughly, signed and dated by a credentialed case manager and documented in an activity note and signed by supervisor.



The CMP must now be reformulated every **365** days on a new form!

The CMP is a <u>working document</u> and can be updated/reviewed at any time.





Unearthing







My Strengths





Activity

Objectives

- A series of steps used to meet an established strength/need in order to achieve a set goal.
- Individualized
- Realistic & Attainable
- Measurable
- Easily Understandable





Case Mangers **should**

- > Act as a service broker not a treatment provider
- View the service plan as a working document
- Use the plan as a therapeutic tool
- Set goals that are realistic, achievable, and measurable







Case Managers should not

- Overlook strengths
- Confuse the service strategy with the need
 - ✓ John needs to resolve feelings of anger, sadness, and/or guilt associated with the loss of a loved one. (Need)
 - ✓ John will comply with anger management counseling and all other counseling deemed necessary through Mental Health. (Intervention strategy)



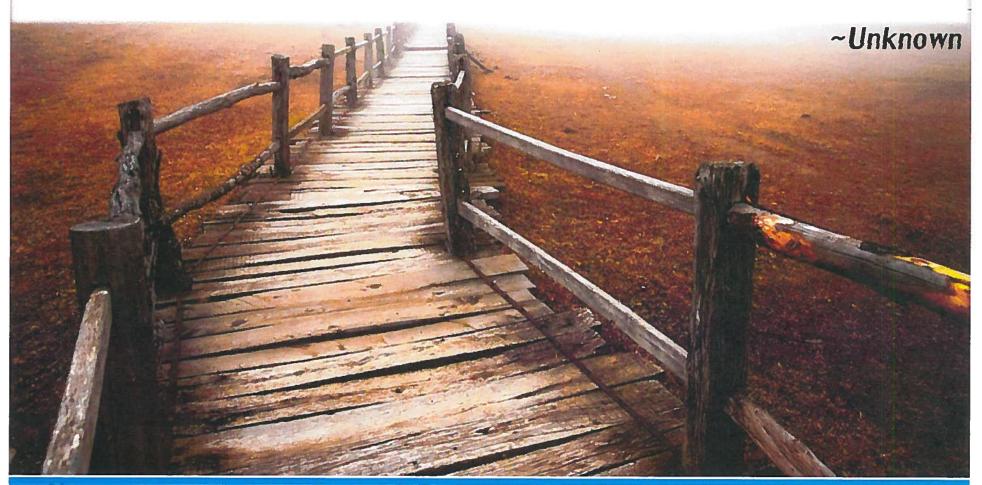




Careful service planning, with the involvement of the juvenile/family, is essential to effective case management and vital for the protection of the community.



"If the plan doesn't work change the plan, but *never* the goal."



Plan the work...

...work the Plan!!!

For questions or additional information please contact:

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THE FOLLOWING OFFICES HAVE BEEN DESIGNATED TO HANDLE INQUIRIES REGARDING THE NONDISCRIMINATON POLICIES:

Title IX –Inspector General's Office – 803-896-9595 Title II & 504 – Special Education Office – 803-896-8484



Office of Staff Development & Training

01/01

LESSON PLAN COVER SHEET

TITLE: Case Management Supervision			CREDIT	HOURS:	6	
TYPE OF TRAINING: Orie		Basic, Other				
PREPARED BY:	DA	DATE PREPARED:		REVIEWED BY: Signatus Required		
Committee 2015(upd		ated 2016)				
TRAINING GOAL/PURPO To equip the case manager supervision/intervention to ju	with the knowledge an	d skills to effectiv	ely provide	case mana	gement	
PERFORMANCE OBJECTIVE By the end of the training		pe able to:				
 Define supervision List at least 2 component Identify 4 desired outcon Given a scenario, demonstrate 	nes for effective case r	nanagement super		upervision t	ools.	
EVALUATION PR	OCEDURE:	E DOSEALITE AND EX	RESEARC	H RESOU	JRCES:	
☑ Participant Reaction☑ Performance Test☑ Written Test		Agency Policies, Community Resource Guide, Policy & Procedure Training, Desktop Guide, County Standard Operating Procedures (SOP)				
AIDS, SUPPLIES AND EQ	UIPMENT NEEDED:					
 ✓ PowerPoint ✓ Flip Chart Stand/Paper ✓ LCD Projector ✓ Markers/Tape ✓ Handouts 	Attendance Roste Name Tents Evaluation Forms Other: Role Play, Video					

Forms

LESSON TITLE: Case Management Supervision

KEY POINTS/ TRAINING AIDS

LESSON FORMAT





Mark Cox, County Director, Sumter & Lee Counties Kristin Collins, Training Instructor

PowerPoint Slide 1

Flip Chart

Can you follow policy and not be an Effective Case Manager?

Assigned 01/01/2015. Probation 6 months

Home visit with Family CMP development 01/15/2015

Face to face 02/01/2015

Face to face 03/31/2015 Conduct exit interview. Juvenile off on ECC credit

Training Objectives

- Define Supervision
- List at least 2 Components of Case
 Management Supervision
- Identify 4 Desired Outcomes for Effective
 Case Management Supervision
- Demonstrate ability to Incorporate Case
 Supervision Tools

PowerPoint Slide 2

I. Introduction

Exercise: Have class state their expectations and definition of effective supervision.

Effective case management begins at the time someone walks into your office and/or when you receive a telephone call regardless of the reason. In other words the client and his/her or family does not need to be in the system to receive case management services (intervention/prevention). Many cases have and will continue to be diverted at this initial stage if appropriate time is taken with the family and appropriate referrals/suggestions are made. Case management services also include services to juveniles in detention, intake, probation and parole and/or in a committed status.

Effective case management services includes: clear and concise communication, giving understandable instructions, active listening, making good and impartial assessments, developing a workable and attainable plan for services, following up, and ensuring all activities are documented.

Case managers should always focus on developing and managing a course of action that has the greatest likelihood of achieving the desired outcomes of a safe community, victim reparation, and identified needs of the juvenile family are met, and a more law abiding youth.

When we talk about effective case management, we are in fact, referring to how we manage or supervise that case; again, no matter at what phase of the system the juvenile is in.

Effective supervision practice will be what we discuss today.

II. Training Objectives

Objectives

- 1. Define Supervision
- 2. List at least 2 components of case management supervision.
- 3. Identify 4 desired outcomes for effective case management supervision.
- 4. Demonstrate the ability to incorporate case management supervision tools (with given scenario).

Discuss responses from Exercise.

Our purpose for this training is to equip case managers with the knowledge and skills to effectively provide case management supervision to the juveniles and families we serve.

LESSON TITLE: Case Management Supervision

KEY POINTS/ TRAINING AIDS

LESSON FORMAT

Supervision

Supervision is managing clients through identifying & prioritizing individual strengths and needs and translating them into a set of customized realistic goals, to include monitoring and reassessment to ensure success.

III. Supervision Definition

Supervision is managing clients through identifying and prioritizing individual strengths and needs and translating them into a set of customized realistic goals, to include monitoring and reassessment to ensure success.

Supervision practices must be goal-driven, performance-based, and outcome focused.

As a Case Manager your role is complex. You are to devise a plan for service that is realistic and obtainable for the juvenile, that maximizes his/her strengths, that holds the juvenile accountable for his/her actions, that demonstrates the juvenile displays victim empathy, and minimizes community risk that will encompass the appropriate level of supervision. All of this to include – in the least restrictive environment for the juvenile.

Supervision. All of this to include – in the least restrictive environment for the juvenicase Management Services can begin with Courtesy Contacts and may include the

- 1. Intervention and Prevention
- 2. Detention
- 3. Intake
- 4. Probation Supervision
- 5. Commitment
- 6. Reintegration
- 7. Parole Supervision



PowerPoint Slide 3

Supervision Practices

- Goal-driven
- Performance based
- Outcome focused



PowerPoint Slide 4

Case Management Services

- Courtesy Contacts
- Intervention & Prevention
- Detention Screening
 Intake
- Probation Supervision
- Commitment
- Reintegration
- Parole Supervision



PowerPoint Slide 5

Effective Case Management Services

- Clear & Concise Communications
- Understandable Instructions
- Active Listening
- Thorough & Impartial Assessments
- Developing Attainable Case Management Plans
- Follow Up
- Regular Staffing
- Documentation

PowerPoint Slide 6

Question: What is your role as a case manager as it relates to supervision?

Effective Case Management Services also include:

- 1. Clear and Concise Communications
- 2. Understandable Instructions
- 3. Active Listening
- 4. Thorough and Impartial Assessments
- 5. Developing Attainable Case Management Plans
- 6. Follow-up
- 7. Regular Staffings
- 8. Documentation

LESSON TITLE: Case Management Supervision

KEY POINTS/ TRAINING AIDS

Tootsie Roll Exercise

Components of **Supervision Practices**



- Client Services
- Supervision Services
- Coalition Building and Community Partnering
- Case Management

PowerPoint Slide 7

Client Services



- Positive Communication
- · Relationship Building
- Buy-in
- Strength-focused
- Coordinating Services
- Regular Contact
- Staffing case

PowerPoint Slide 8

A. Client Services **Positive communication** Relationship Buy - in Strength based **Coordinating services** Regular contact **Case Staffings**

LESSON FORMAT

IV. **Components of Case Management Services**

The 4 components of Case Management Services are Client Services, Supervision Practices, Coalition Building/Community Partnering and Case Management Implementation. Each individual component is important; however it is essential to consider all the components in a holistic manner. Somewhat like a Tootsie Roll Pop. There is the wrapper and the candy on the outside with the soft tasty tootsie roll center all strategically placed on a stick for easy handling. If we looked at these individually, although each has a purpose, it wouldn't be a Tootsie roll pop. It is by putting them all together, that they become a Tootsie Roll Pop. How we approach Case Management Services can be compared to how we eat a Tootsie Roll Pop. For 35 years there has been on going "scientific" studies to answer the question "how many licks does it take to get to the middle of a Tootsie Roll Pop. Many people try to lick their way to the center and many have failed---for they couldn't help but bite. With case management services, do you open the file, look at the present charges, along with the prior record and decide the juvenile needs to be committed—which can be like unwrapping the Tootsie Roll pop and biting right in to reach the center while ignoring the outside. OR do you take your time and get to know about the juvenile, the strengths, what "makes up" the juvenile (family, neighborhood, school, needs) and get down to the center (the juvenile) Isn't that like taking your time and licking your way to reach the center of the Tootsie Roll Pop

A. Client Services (Know your juvenile)

As mentioned in the assessment phase of this training, positive and open communication is essential in building and maintaining a relationship with the juvenile and his/her family. To maximize the potential success of a juvenile under supervision, there has to be trust, respect, and a positive rapport. It is critical that a juvenile and his/her family understand and "buy-in" on the type and level of supervision. Where other agencies are involved, there should be regular and effective communication to coordinate and monitor services, focusing on the juvenile and family's strengths.

- Positive and open communication (active listening, body language observed, interpersonal skills).
- Building relationship with juvenile/family (respect, trust, positive rapport)
- * Getting buy-in on type and level of supervision, plan for services from juvenile/family.
- * Focus on strengths, individual and family.
- * Contact with other agencies (exchange of information, coordination of services, interagency staffings).
- Maintain regular contact via school, home, face to face and service provider.
- Staffings: supervisory, office, interagency.

KEY POINTS/ TRAINING AIDS Supervision Level of September Referrals Level of September Referra

PowerPoint Slide 9



PowerPoint Slide 10

On- Going Staffing

- Pre court

 At disposition

 ECC
- + CPRT
- Quarterly
 Crisis
- During changes found through re-asset
- Violation consideration (victim notification)
 For closure



PowerPoint Slide 11

BREAK

Coalition Building/Community Partnering
Collaboration for Success



PowerPoint Slide 12

LESSON FORMAT

B. Supervision Practices

- 1. Considerations Throughout Supervision
 - A. Levels of supervision
 - B. Graduated Responses
 - C. Earned Compliance Credit
 - D. Continuum of Services
 - E. Least Restrictive Environment
 - F. Victim Impact
- 2. On-Going Staffings- Staffings should be held at each major decision point during case supervision
 - A. Pre-court
 - B. At Disposition
 - C. Earned Compliance Credit (ECC)
 - D. Community Planning and Review Team (CRPT)
 - E. Quarterly
 - F. During Changes found through re-assessment
 - G. Violation Considerations (victim notification)
 - H. Crisis
 - I. Closure

VI.

Staffing exercise

As part of Effective Case Management, you will need to frequently need to staff cases with a number of different entities to include your supervisor and other agencies. If presented with one of the following scenarios, develop a list of staffing partners and possible solutions to the scenario presented. 1-Mike develops an STD, 2-Mike reports that he has been having dizzy spells, 3-Mike is suspended from school for fighting, 4-Mike's stepfather reports that he is not following his curfew, 5-Mike's girlfriend becomes pregnant, 6-Mike's mother and stepfather develop marital difficulties centered around Mike's behavior and the way he is disciplined.

C. Coalition Building/Community Partnering (Know your Community)

Part of your role as a Case Manager is to know your community, the services that are available, by whom and how to access these services. If a need is identified and no services are readily available locally, an effective case manager will work with community partners to create a service that will potentially meet this need.

- Maximizing available resources (identifying, understanding scope of services).
- * Creating resources (think outside the box).
- * Linking / Brokering services

Case Managers should develop partnerships with neighborhood groups, civic associations, service organizations, businesses, churches, and schools and seek their participation in the justice process and help them build safe

KEY POINTS/ TRAINING AIDS

Maximizing Community Resources

Traditional Resources

- Mental Health
- · Alcohol and Drug Abuse
- Commission
- and Special Needs Vocational Rehabilitation

Non-Traditional Resources

- · SC Works Programs
- Panel/Classes
- a Parenting Programs
- Bullying Awareness



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Maximizing Community Resources

Traditional Resources

- Mental Health Alcohol and Drug Abuse
- Commission
- . Department of Disabilities . Specialized Programs
- and Special Needs Vocational Rehabilitation

Non-Traditional Resources

- SC Works Programs
- . Victim Impact
- Panel/Classes
- Parenting Programs
- Bullying Awareness



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Community Resources *Traditional Resources

*Non-Traditional Resources **Generate Discussion:**

Community Resources Linking, Monitoring, and Evaluating



- Make appropriate referrals based on needs
- · Prepare juvenile and family for referral
- . Supply thorough information to provider
- Monitor / Evaluate services
- . Follow-up with service provider
- · Discuss services with Juvenile and family to
- · Request monthly reports from provider



LESSON FORMAT

communities. Forming partnerships increases Case Manager's leverage in managing the risk the offender presents to the community during supervision while developing community services and other skill-building opportunities. It also contributes to a shared ownership of the problem of delinquency when:

- * Case Managers conduct supervision activities outside the office whenever possible, visiting the juveniles at home, at school, the community services site, and at work.
- * Allows the case manager to become familiar with the youth's environment, increases opportunities for collateral contacts, and encourages community participation.

Community groups are stakeholders in the process of a juvenile's Rehabilitation. The Case Manager should become a partner with the community by developing new opportunities for offenders to learn positive social skills while also contributing to the good of the community. Through these partnerships community members should be encouraged to reintegrate offenders and build on their strengths by accepting them into their community groups, modeling acceptable behaviors, and allowing offenders to practice new skills and competencies.

Community Resources

- 1. Traditional Resources
 - a. DMH
 - b. Alcohol and Drug
 - c. DDSN
 - d. Vocational Rehabilitation
- 2. Non-Traditional resources
 - a. SC Works Programs
 - b. Victim Impact Panels / Classes
 - c. Specialized Programs (Parenting Programs, Bullying Awareness)

Linking, Monitoring, Evaluating

- 1. Make appropriate referrals based on needs
- 2. Prepare juvenile and family for the referral
- 3. Supply thorough information to the provider
- 4. Monitor / Evaluate Services
- 5. Follow-up with the service provider
- 6. Discuss services with the juvenile and family to verify occurrence
- 7. Request monthly reports from provider

KEY POINTS/ TRAINING AIDS

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Community Resources

DIJ Initiatives

- APO (Auxiliary Probation Officers)
- Victim Impact Classes/ Panels
- Family Solutions
- - Lunch Buddies · Earn & Return
- Community Social Worker
- JRT (Job Readiness for
- * Choices

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Community Resources

Purchasing Services

- Intensive Family Services
- Wrap
 - _ Transportation
 - a Behavioral Intervention / Modification
- · Alternative Placement
- STAP -Short Term Alternative Placement
- Intermediate Group Care
- a Intensive Group Care
- Therapeutic Foster Care



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Staffing Exercise

Components of Successful Alternative Placement

- Assessment / Needs
- · Staffing (Include clinical staffing)
- · Assess for Least Restrictive
- · Level of Placement





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Components of Successful Alternative Placement, continued



- Placement Contact / Visits
- · Planning for discharge
- · Transition from placement to home



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LESSON FORMAT

DJJ Initiatives

- 1. Teen After School Centers (TASC)
- Auxiliary Probation Officers (APO)
- 3. Victim Impact Classes / Panels
- 4. Family Solutions
- 5. Choices
- 6. Gang Resistance Education and Training (GREAT)
- 7. Lunch Buddies
- 8. Job Readiness for Teens (JRT)
- 9. Insiders
- 10. Earn and Return

Purchasing Services

- 1. Intensive Family Services
- 2. WRAP
 - a. Transportation
 - b. Behavioral Intervention / Modification
- 3. Alternative Placement
 - a. Short Term Alternative Placement (STAP)
 - b. Intermediate Group Care
 - c. Intensive Group Care
 - d. Therapeutic Foster Care

As part of Effective Case Management, you will have to maintain contact with outside vendors as well as sister agencies to determine the level and nature of the services being provided to the juveniles under your supervision. As a group discuss the actions that are needed on your part and what you can expect from a service provider in the following situations. 1-Mike is in Alternative Placement, 2-Mike and his family are assigned IFS services, 3-Mike is assigned a Therapeutic Assistant, 4-Mike is receiving services through a sister agency, 5-Mike is receiving counseling through a private provider.

Components of Successful Alternative Placement

- Assessment / Needs
- 2. Staffing
- 3. Least Restrictive Environment
- 4. Level of Placement
- 5. Placement Matrix
- 6. Monitoring and Follow-up
- 7. Placement Contact
- 8. Placement Visits
- 9. Planning for Discharge
- 10. Transition from Placement to home

KEY POINTS/ TRAINING AIDS







Needed for Placement Initiation

- Universal Application
- · Staffing Form
- Parent Signature Form





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Case Management Implementation



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LESSON FORMAT

11. Needed for placement Initiation

- a. Universal Application
- b. Staffing Form
- c. Parental Permission Form

Case Management Implementation (Know how it all works together) Systems collaboration requires the tying together of all case management disciplines. This collaboration should always be client centered so that it works to meet the needs of the juvenile and their family, while being guided by agency policy and legal mandates.

- * Services needed outside of the realm of juvenile justice system resources are met through building relationships, cross-system communication and coordination with community agencies/entities. Services needed within the realm of juvenile justice system resources are met through building relationships, cross-sectional communication and coordination.
 - * Policy/local office procedure guidelines.
 - * Court order
 - * Current Child assessment/other evaluations/plan for services.
 - * Current case services notes/proper and completed documentation (if it is not written, it has not been done)
 - * Proper forms
 - * Case management supervision tools pocket pc, personal contact, grids, peer audits, internal audits, TCM reviews.
 - * Reassessments (progress towards goals, i.e. any reason progress is not being made and adjust accordingly, reassessment is on going, note red flags impact to community/victim, utilized resources, community psychologist, community evaluations, residential evaluation, inter/intra agency staffings, changes in family information.
 - * Staffings supervisor, office, interagency.
 - * Reports JJMS, 90 day, multi- agency, headcount, surveys, checklist.

Supervision Outcomes

- Accountability
- Least Restrictive Environment
- Competency and Skill Development
- Victim Restoration
- Reduce Recidivism
 Case Closure



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VI. Desired outcomes of effective supervision

Accountability - When an individual commits an offense, the offender incurs
an obligation to repair harm to the individual victim(s) and the community.
But we as an agency are held accountable as well. There are laws, statues,
mandates, and a code of ethics we must follow. We have an obligation to the
citizens of South Carolina to show how we are responding to the problems in
our state. The National Report Card Project is a document that shows us our

KEY POINTS/ TRAINING AIDS **Least Restrictive Environment** Arbitration Contract Probation Graduated Responses • Evaluation Placement Commitment **PowerPoint Slide 23**

LESSON FORMAT

strengths and weaknesses as an agency. We are also held accountable by results of audits, (not limited to TCM reviews), peer audits, PBS, and quarterly staffings with supervisors. This gives the supervisor the opportunity to monitor and hold the Case Manager accountable for the case by ensuring follow-up from previous staffings as well as court staffings and inter-agency staffings. Court staffings hold Case Managers accountable to make sure staff members have a good understanding and can properly articulate the recommendations. Inter-agency staffings allow input and regular contact with service providers involved with the case. The juvenile is held accountable by their special conditions of probation/parole, which may include paying monetary restitution, completing community service hours, complying with referrals to resource agencies, following a curfew, submitting to drug screenings, writing essays, or participating in a victim impact class/panel.

- a. DJJ Report card
- **b.** Medicaid Reviews
- c. Performance Based Standards (PBS)
- d. Quarterly Staffing
- e. Interagency Staffing
- 2. **Least Restrictive** It is the goal of the agency to not only protect the public and hold the juveniles we serve accountable for their actions, but to also provide supervision of the juvenile in the least restrictive environment. We should strive to provide the juvenile with an appropriate level of supervision in an effort to minimize risk to the community, victim, and the juvenile.

Through the use of interagency and intra-agency resources, Case Managers will enhance the likelihood that the juvenile and family needs are identified, and the most appropriate referrals are pursued.

The implementation of a weighted caseload system will support the supervision of higher risk/need juveniles while minimizing further risk to the community and victim.

Supervision of juveniles will include the monitoring and reassessment of their probation/parole conditions. The utilization of graduated responses/sanctions after reassessment will direct and support consistent recommendations/responses for positive and negative behavior.

- a. Walk-ins
- b. Arbitration
- c. Contract
- d. Probation
- e. Graduated Responses
- f. Evaluation
- g. Placement
- h. Commitment
- 3. Competency (skill) Development One desired outcome of effective case management is the development of life skills of the juveniles we are serving. Life skills development can encompass developing job skills or may focus on

KEY POINTS/ TRAINING AIDS

Competency Skill Development

A major goal of Competency Skill Development is to help a juven develop skills which will make them more employment ready.

- Community service
- · Choices
- Job Readiness for Teens
- Conflict Resolution
- * G.R.E.A.T.
- Other Community
 Initiatives



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WRAP Discussion

Address with placement/ treatment providers what services you expect at the start of services not 2 months in

LUNCH

Victim Restoration

restorative sustice theory states:

Crime is a violation of people and of interservand relationships. These violations area:

- Monetary Restitution
- Community Services that restore the victim and repair the community
- Attend to the needs of victims both short and long term



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LESSON FORMAT

how a juvenile manages interpersonal skills. Many of the juveniles we work with have not seen a lot of success in their lives, whether we are talking about success in school or success in how they deal with other people. Additionally, our juveniles do not always have access to positive role models. Upon completion of case management supervision, the juvenile should not only have successfully completed all legal obligations, but also developed skills and strategies that will help them in becoming productive citizens. Skill development can be achieved in a number of ways, for example:

- **a. Community Service** provides a juvenile with the opportunity to give back to the community, but an appropriate community service site will also teach a juvenile how to deal with others, follow instructions of a supervisor, and positively reinforce the outcomes of doing a good job. While completing a task is important, it is equally important that a juvenile understands how to do the job and work in cooperation with others. **b. CHOICES** a DJJ sponsored group that helps a juvenile to develop an
- **b. CHOICES** a DJJ sponsored group that helps a juvenile to develop an understanding of how seemingly small poor choices can lead to much larger problems. Major problems can often be traced back to a number of small situations which were handled ineffectively.
- **c. Conflict Resolution** a DJJ sponsored group which helps juveniles deal with conflict management. Juveniles have come to deal with conflict in an inappropriate, often illegal manner. Conflict resolution teaches juveniles to explore different strategies for dealing with conflict; yelling, hitting, and intimidation are not acceptable. Discussing, reflecting, and compromising are skills that will help the juvenile in all aspects of their life.
- d. GREAT
- e. Job Readiness for Teens
- **f. Other Community Initiatives** aside from programs specifically sponsored by the

agency, each community has a number of enrichment programs that will help a juvenile develop self-esteem and a positive self-image. Recreational opportunities, cultural events, and services offered by other agencies are all viable options for skill/competency development.

Always keep in mind that skill/competency development does not have to be court ordered/parole board driven. Good skill/competency development should focus on the development of strategies that will make the juvenile a more positive person. Effective skill/competency development continues after supervision ends. Being a positive contributing member of the community should not be limited to DJJ supervision, but should continue to grow as the juvenile grows. Effective skill/competency development sets the foundation or future successes.

4. Victim Services – DJJ is committed to Balance and Restorative Justice for individual who are impacted by juvenile crime, especially victims. When an offense occurs, an obligation to the victim occurs. Victims have the right to active involvement in the justice process. Initial contact is made to victims prior to DJJ issuing a recommendation to the solicitor to divert, prosecute or any other action. Victims also receive information regarding hearings,

KEY POINTS/ TRAINING AIDS

LESSON FORMAT

notifications, release/transfer or escapes as confidentiality restrains allow. Offenders pay restitution to victims when appropriate as well as provide community service to repair harm to the community. Offenders may also pay other restorative fines imposed by the court such as an apology letter or sanctions recommended by the victim to include victim impact panels and

Recidivism Reduction

An expected outcome of utilizing a continuum of services is a reduction in recidivism.

- Continuum of services
- Walk-Ins / Courtesy Contacts
- Diversion
- a Arbitration
- Probation
- Graduated Responses
- Evaluation

5. Recidivism Reduction - An effective case manager will need to understand and effectively use a Continuum of Services to ensure quality supervision and reduce recidivism. An expected outcome of utilizing a continuum of services is a reduction in recidivism. The following list represents a Continuum of services:

a. Walk ins / Courtesy Contacts

receive victim awareness education.

- **b**. Diversion
 - *Arbitration
 - *Contracts
- c. Probation
- d. Graduated Responses
- e. Evaluation
- f. Appropriate Alternative Placement
- g. Reintegration
- a. Graduated Sanctions: Defined as a uniformed system of structured and progressive responses that may be imposed to promote positive behavioral changes and to defer further delinquent behavior. Graduated responses are primarily used to enhance probation and parole supervision, however, may be used at the intake phase as a tool to delay prosecution. The development and implementation of a consistently clear process of graduated responses has an immediate and positive impact on the DJJ institutional population and serves as an appropriate and rational method of managing probation and/or parole violations. The implementation of a system of graduated responses within the community provides a comprehensive system to include: (a) immediate sanctions for first time non-violent offenders, (b) intermediate sanctions for more serious offenders, (c) secure sanctions for violent offenders, and (d) positive responses and consequences for exceptional behavior juveniles under supervision.
- b. Interagency Staffings: A systematic and periodic review of juvenile cases involving juvenile justice entities, appropriate community organizations, and at least one other state human service agency for the purpose of providing recommendations for the Family Court or for DJJ staff in their management of the case. Interagency staffing encourages cooperation and communication between agencies to help ensure access to the most cost effective and appropriate services for the youth and their family. Interagency recommendations should be made in accordance with the DJJ Risk/Classification System and should occur at the pre-court stage for every case as well as in cases where serious cognitive delay, mental illness, or substance abuse is present. Staffings can also occur on an as-needed basis for any case at any time.

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- Appropriate Alternative Placement
- Commitment
- Reintegration



LESSON TITLE: Case Management Supervision KEY POINTS/ TRAINING AIDS LESSON FORMAT **c. Reintegration:** Standards have been developed in order to assist the agency in reducing recidivism. Reintegration typically consists of a series of events specifying the particular course of treatment a youth should follow upon release from the facility. Reintegration begins at the time of commitment and should focus on the services, programs, and treatment that a juvenile should receive once released from the facility. It should also include preparation for housing. education, or employment if appropriate. This plan incorporates the findings from the juvenile's educational, health, mental health, and substance abuse assessments and promotes the continuation of treatments, therapy, and services begun in the facility. The reintegration process is developed by a team **BREAK** consisting of facility education, health/mental health and program staff, as well as parole/probation officers and case managers who establish formal links to community treatment providers to support the juvenile's transition from the confinement setting to the community. It is frequently referred to as an aftercare plan. Case Closure Exercise As part of Effective Case Management, you will be tasked with closing a juvenile's file when services are completed. What are some steps that need to be taken with the juvenile, and what are some steps that need to be taken with the file for case closure? VII. **Case Closure** The case manager may recommend termination of a juvenile under the supervision of DJJ for probation or parole with the supervisors' approval under the following circumstances: 1) The juvenile completes the required period of supervision as stipulated by the Family

Case Closure Steps



- Evaluate Progress /outcomes
 Review Earned Compliance Credit (ECC)
- Staff case for closure
- Staff case for closure
- Review the file to ensure all aspects of the
- Court order have been completed
- Review the Case Management Plan (CMP)
 Closure Interview
- Victim Notification (If appropriate)

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Case Closure steps with the juvenile

usually involves an early release).
4) The juvenile is released through ECC credit

Court Order or the Juvenile Parole Board;

The juvenile reaches the statutory age limit imposed by the SC Children's Code:
 a)Eighteen years of age for juveniles under probation supervision;
 b)Twenty one years of age for juveniles under parole supervision;

3) The juvenile has completed Court Order/Parole Agreement stipulations and has met their treatment goals and has the approval of the Family Court/Parole Board (this

- 1) Evaluate Progress / outcomes
- 2) Review Earned Compliance Credit
- 3) Staff case for consideration of closure
- 4) Victim notification (if applicable)
- 5) Closure Interview

5) Death

KEY POINTS/ TRAINING AIDS

Case Closure Steps, continued

with file

- · Check JJMS for Outstanding Locations and Obligations
- · Review JJMS for outstanding referrals
- · Key release disposition in JJMS Remove the Counselor assignment
- Close the Case Management Plan (CMP)





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LESSON FORMAT

Case Closure Steps with the file

- 1) Review the file to ensure all aspects of the court order have been completed
- 2) Check JJMS for Outstanding Locations and Obligations
- 3) Review JJMS for outstanding referrals
- 4) Key release disposition in JJMS
- 5) Remove the counselor assignment
- 6) Close the Case Management Plan (CMP)
- 7) Present the file to a supervisor for final review

Successful Case Closure

From a restorative justice perspective, a juvenile offender is successful when he/she has demonstrated accountability for his/her actions. Accountability is not defined as taking punishment, but rather as accepting responsibility by:

- 1) Repairing the harm caused to his/her crime victim(s) and community to the degree possible, and
- 2) Learning the skills (competency development) necessary to become a competent, law abiding, and productive citizen.

Repairing the harm (making right the wrong) is accomplished by an offender completing activities such as writing a meaningful apology letter to a victim, earning the money to pay for damages caused to a victim, or performing community service work to earn his/her way back into the community. A critical component of repairing the harm is helping an offender understand the harm/impact that his/her crime has had on their victim and community. Requiring an offender to attend a Victim Impact Panel or Victim Impact Classes may cause him/her to realize the harm caused by their crime and potentially prevent future reoffending and re-victimization.

Learning skills (competency development) should be tailored to each individual offender and should be future oriented. The offender should engage in learning skills that will promote future success, i.e., employment skills, conflict management skills, social skills, or educational skills. The goal of competency development is for the offender to acquire the skills needed to become a law abiding, tax paying, and contributing member of society.

Summary

- Define Supervision
- · List at least 2 Components of Case
- Management Supervision
- Identify 4 Desired Outcomes for
- Case Management Supervision
- Demonstrate ability to Incorporate Case
- Supervision Tools

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VII. Summary (review of objectives) and Closure

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KEY POINTS/ TRAINING AIDS	LESSON FORMAT





Case Management Supervision

Mark Cox, County Director, Sumter & Lee Counties Kristin Collins, Training Instructor

Training Objectives

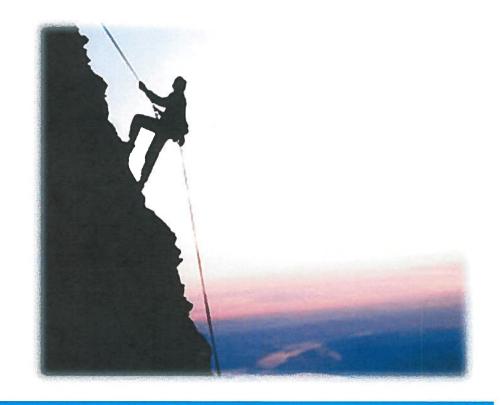
- Define Supervision
- List at least 2 Components of Case Management Supervision
- Identify 4 Desired Outcomes for Effective Case Management Supervision
- Demonstrate ability to Incorporate Case Supervision Tools

Supervision

Supervision is managing clients through identifying & prioritizing individual strengths and needs and translating them into a set of customized realistic goals, to include monitoring and reassessment to ensure success.

Supervision Practices

- Goal-driven
- Performance-based
- Outcome focused



Case Management Services

- Courtesy Contacts
- Intervention & Prevention
- Detention Screening
- Intake
- Probation Supervision
- Commitment
- Reintegration
- Parole Supervision

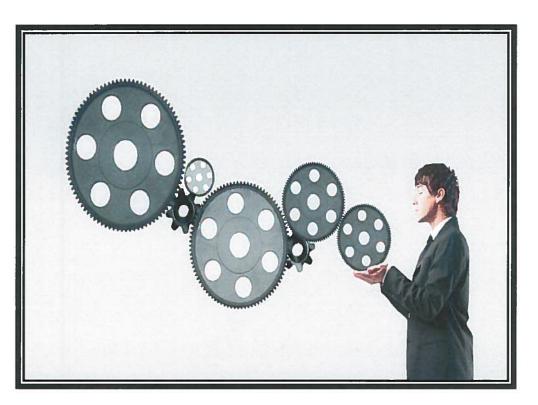


Effective Case Management Services

- Clear & Concise Communications
- Understandable Instructions
- Active Listening
- Thorough & Impartial Assessments
- Developing Attainable Case Management Plans
- Follow Up
- Regular Staffing
- Documentation



Components of Supervision Practices



- Client Services
- Supervision Services
- Coalition Building and Community Partnering
- Case Management Implementation

Client Services



- Positive Communication
- Relationship Building
- Buy-in
- Strength-focused
- Coordinating Services
- Regular Contact
- Staffing case



Supervision

Level of supervision based on juvenile needs

Assist juvenile in the least restrictive environment

Brokers Referrals

Utilizes graduated responses

Works closely with family

Ongoing Staffing

Practices

Supervision

Attends treatment team staffing

Provides treatment input at

placements

Plans for release on the first day of supervision/ commitment

Forms positive relationship with juvenile & family

Facilitate family participation in services/ treatment

Plans for reintegration

Practices

Considerations throughout Supervision

- Levels of supervision
 - Standard
 - Moderate
 - Intensive
- Graduated responses
- Earned Compliance Credit
- Continuum of Services
- Least Restrictive Environment
- Victim Impact



On- Going Staffing

At each major decision point

- Pre- court
- At disposition
- ECC
- CPRT
- Quarterly
- Crisis
- During changes found through re-assessment
- Violation consideration (victim notification)
- For closure

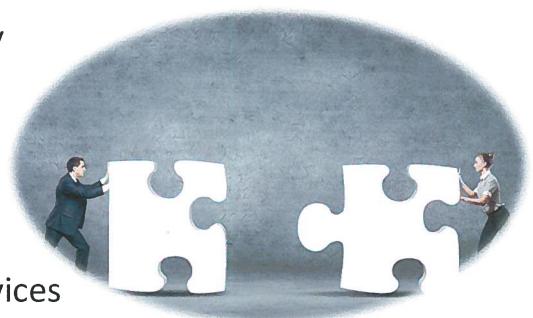


Coalition Building/Community Partnering Collaboration for Success

 Maximizing Community Resources

Creating Resources

Linking / Brokering Services



Maximizing Community Resources

Traditional Resources

- Mental Health
- Alcohol and Drug Abuse
 Commission
- Department of Disabilities and Special Needs
- Vocational Rehabilitation

Non-Traditional Resources

- SC Works Programs
- Victim Impact Panel/Classes
- Specialized Programs
 - Parenting Programs
 - Bullying Awareness



Community Resources *Linking, Monitoring, and Evaluating*



- Make appropriate referrals based on needs
- Prepare juvenile and family for referral
- Supply thorough information to provider
- Monitor / Evaluate services
- Follow-up with service provider
- Discuss services with juvenile and family to verify occurrence
- Request monthly reports from provider



Community Resources

DJJ Initiatives

- TASC (Teen After School Centers)
- APO (Auxiliary Probation Officers)
- Victim Impact Classes/ Panels
- Family Solutions
- Choices

- GREAT
- Lunch Buddies
- Earn & Return
- Community Social Worker
- JRT (Job Readiness for Teens)

Community Resources

Purchasing Services

- Intensive Family Services
- Wrap
 - Transportation
 - Behavioral Intervention / Modification
- Alternative Placement
 - STAP -Short Term Alternative Placement
 - Intermediate Group Care
 - Intensive Group Care
 - Therapeutic Foster Care



Components of Successful Alternative Placement

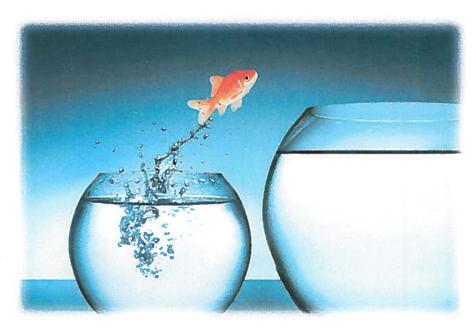
- Assessment / Needs
- Staffing (Include clinical staffing)
- Assess for Least Restrictive Environment
- Level of Placement
- Placement Matrix





Components of Successful Alternative Placement, continued

- Monitoring and follow up
- Placement Contact / Visits
- Planning for discharge
- Transition from placement to home









Needed for Placement Initiation

- Universal Application
- Staffing Form
- Parent Signature Form





Case Management Implementation

Factors Impacting Supervision





Supervision Outcomes

- Accountability
- Least Restrictive Environment
- Competency and Skill Development
- Victim Restoration
- Reduce Recidivism
- Case Closure



Accountability

- The DJJ Report Card
- Medicaid Reviews
- PBS (Performance Based Standards)
- Quarterly Staffing
- Interagency Staffing



Least Restrictive Environment

- Walk-Ins
- Arbitration
- Contract
- Probation
- Graduated Responses*
- Evaluation
- Placement
- Commitment



*Graduated Responses should be utilized at each level of care.

Competency Skill Development

A major goal of Competency Skill Development is to help a juvenile develop skills which will make them more employment ready.

- Community service
- Choices
- Job Readiness for Teens
- Conflict Resolution
- G.R.E.A.T.
- Other Community Initiatives

Victim Restoration

Restorative Justice theory states:

Crime is a violation of people and of interpersonal relationships. These violations create obligations and the central obligation is to right the wrong.

- Monetary Restitution
- Community Services that restore the victim and repair the community
- Attend to the needs of victims both short and long term.



Recidivism Reduction

An expected outcome of utilizing a continuum of services is a reduction in recidivism.

- Continuum of services
- Walk-Ins / Courtesy Contacts
- Diversion
 - Arbitration
 - Contract
- Probation
- Graduated Responses
- Evaluation



- Appropriate Alternative Placement
- Commitment
- Reintegration





Case Closure Steps



- Evaluate Progress /outcomes
- Review Earned Compliance Credit (ECC)
- Staff case for closure
- Review the file to ensure all aspects of the
- Court order have been completed
- Review the Case Management Plan (CMP)
- Closure Interview
- Victim Notification (if appropriate)

Case Closure Steps, continued

with file

- Check JJMS for Outstanding Locations and Obligations
- Review JJMS for outstanding referrals
- Key release disposition in JJMS
 - Remove the Counselor assignment
 - Close the Case Management Plan (CMP)
- Present the file to a supervisor for final review



Summary

- Define Supervision
- List at least 2 Components of Case
- Management Supervision
- Identify 4 Desired Outcomes for Effective
- Case Management Supervision
- Demonstrate ability to Incorporate Case
- Supervision Tools



For questions or additional information please contact:

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The South Carolina Department of Juvenile Justice does not discriminate in any programs or activities on the basis of race, color, national origin, sex, disability or age.

THE FOLLOWING OFFICES HAVE BEEN DESIGNATED TO HANDLE INQUIRIES REGARDING THE NONDISCRIMINATON POLICIES:

Title IX –Inspector General's Office – 803-896-9595 Title II & 504 – Special Education Office – 803-896-8484