

# Case Planning Handbook – YLS/CMI Version



Developed by the Pennsylvania Council of Chief Juvenile Probation Officers, Juvenile Court Judges' Commission and the Carey Group under the Juvenile Justice System Enhancement Strategy (JJSES).

**Achieving Our  
Balanced and Restorative Justice Mission  
Through Evidence-Based Policy and Practice**

“Case plans are written documents that articulate goals and activities that are to be completed during a period of a youthful offender’s supervision. Supervision levels, services, and interventions that are attentive to the principles of Balanced and Restorative Justice are fundamental to the development of case plans in the Commonwealth.”

Quote from the Juvenile Justice System Enhancement Strategy Implementation Manual, Stage Two

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The Case Planning Handbook augments the case planning efforts of the Juvenile Justice System Enhancement Strategy (JJSES), as described in the Quality Case Planning Curriculum. The Handbook was developed through the joint efforts of representatives from the Pennsylvania Council of Chief Juvenile Probation Officers, the Juvenile Court Judges' Commission, and The Carey Group.

The Handbook is designed to assist staff who have been trained through the Quality Case Planning Curriculum to select case plan goals and activities that align with criminogenic needs and that meet the SMART objectives (specific, measurable, achievable, realistic, and timebound). As such, the Handbook is intended to be used as a guideline or point of reference. The probation officer will need to exercise judgment as to which goals and activities to select based on the unique traits and circumstances of the individual.

The reader will notice a few things that are noteworthy:

1. The goals are written in *strength-based* terms. Although the objective is to teach skills that address skill deficits, the strength-based wording is intended to maximize motivation and desire to engage.
2. The activities listed follow the SMART format, except for the “T” portion of SMART (“timebound”). An example of a timebound activity is “*By September 30, identify five times in the last 30 days that you lost control of your anger.*” For the purposes of this document, this activity will simply read “*Identify five times in the last 30 days that you lost control of your anger.*” The corrections professional will need to insert specific times based on what is realistic for the individual.
3. Some community service referral interventions are listed in the Handbook. Community-based services are location-specific; therefore, each department will need to insert their own local programs. In doing so, departments are urged to not list every possible service, as some services tend to fall short of risk reduction objectives; staff should be encouraged not to use these unless there are extenuating circumstances.
4. Many traditional interventions are not listed in the Handbook because the evidence does not support their efficacy (e.g., awareness classes, programs that use lecture or insight to teach). The *intent is to include in the Handbook only those interventions that will lead to behavior change* and not to encourage placement in those programs that do not significantly contribute to risk reduction.
5. The case plan goals, activities, and interventions listed in the Handbook are not all-inclusive. Departments are urged to add to the listing as they discover other goals and activities that are useful to the probation officer and offender.

**Instructions:** The Case Planning Handbook is organized according to the eight criminogenic needs. The selected goals for each criminogenic need are ones to which a medium or high risk offender might

commonly aspire. Case plan activities are built around these goals. These activities include short assignments that offenders can do as homework between appointments.

*Skill Deficits.* As we discussed, unlawful acts are influenced by dynamic risk factors, or criminogenic needs. If we can address those needs we can reduce the likelihood of future illegal behavior. We address them through teaching skills. Skill deficits may exist because the individual's environment did not afford the opportunity for role models to teach, demonstrate, or model prosocial skills. Or, in some cases, the very skills that were taught and modeled were counterproductive to a legal lifestyle such as learning how to fence goods, expressing anger to gain influence over others, using power over individuals against their will, or physically assaulting others to establish a reputation.

Criminogenic needs are fairly broad when determining what to target in a case plan. For example, teaching a skill to address the need of antisocial personality could include anger management, impulsivity, problem solving, or risk taking just to name a few. The criminogenic need of antisocial peers might require us to teach skills around knowing the difference between a positive and negative influence, assertiveness, or recognizing high risk situations. In other words, each criminogenic need encompass a number of potential skill deficits. It is unlikely that the conditions of supervision will identify specific skills that need to be addressed; this requires probation officer judgment usually exercised during the case planning process. If we are going to help reduce risk of antisocial conduct we need to zero in on the right skill deficit(s) for each individual based on their criminogenic needs. Our case planning goal, then, is to proactively and precisely address those skill deficits most likely contributing to the individual's illegal and antisocial conduct and to find opportunities to model, teach, and reinforce those skills in increasingly difficult situations.

*Interventions.* Following each list of goals and activities is a table with common interventions. While all of these options may not be available to every probation department, most will be. In addition, departments are encouraged to insert those interventions that are unique to their area. The list should be narrow enough so as not to overwhelm readers, and it should include only those interventions that will have the greatest impact on recidivism, but it should be diverse enough to meet the unique needs of individual offenders.

Finally, interventions cluster around the criminogenic need that they are best suited to address. While some of these interventions may have value in addressing other criminogenic needs, they are not specialized enough to warrant their placement there. For example, it could be argued that employment is a way to fill one's day with prosocial activities; therefore, "employment" could be listed under "Leisure." While this is a logical statement, the goal of leisure is to fill one's free time (outside of work and school) with recreational activities that build physical, mental, and spiritual well-being. It is for that reason that "employment" is not listed as an intervention under "Leisure."

The probation officer should use the Case Planning Handbook as follows:

1. Identify the criminogenic need that will be part of the case plan.
2. With the offender's input, select the case plan goal that best addresses that criminogenic need; the Handbook provides some common examples.

3. With the offender's input, select the skill that could help the offender meet their goal; the Handbook provides some common examples.
4. With the offender's input, select a few activities that will lead the offender toward their goal. These activities should be listed on the case plan with a timeframe that indicates when each one will be completed. The probation officer should avoid recording too many activities at once; circumstances may change as the offender works toward the goal, so activities may have to change. The Handbook provides a number of suggestions for activities, all of which tend to build on the previous activity. The probation officer and offender may wish to use some of those activities and not others, or develop their own wording based on the offender's circumstances.
5. Finally, the table at the end of each criminogenic need lists interventions that can be selected in lieu of, or in addition to, some of the proposed case plan activities. These interventions are deemed to be effective in reducing risk and can be useful in helping the probation officer and offender address the case plan goal.

# Attitudes and Orientation

## Attitudes and Orientation Definition:

Offenders are more likely to recidivate if their attitudes, thoughts, and beliefs justify harmful behaviors that result in illegal activities. These attitudes, thoughts, and beliefs include minimizing the consequences of their actions, blaming others, desiring control and power over others, having a sense of entitlement, etc. Offenders with attitudes, thoughts, and beliefs that put them at risk for illegal behavior often view the world as being unfair, which can lead them to rationalize stealing or hurting others, or they may believe that the world is a place where only aggressive people survive. Offenders who do not engage in justifications or make excuses for their behavior, who try to act responsibly toward others, who respect society's laws and rules and think that they are mostly fair, and who regret their past illegal behavior are more likely to steer away from crime or delinquency.

## Case Plan Goal A: Develop thinking skills that help me make decisions that will support lawful behavior and a healthy, successful life

**Skill 1:** Take full responsibility for actions (e.g., be truthful even when there might be negative consequences; don't minimize/make excuses)

### Possible Activities:

- Identify and write down five times when you attempted to avoid taking responsibility
- For each of the five times, write down what you were trying to avoid
- For each of the five times, describe the worst thing that could have happened if you had accepted responsibility and possible positive results had you accepted responsibility
- For four weeks, keep a journal of every time you 1) avoid responsibility (describe the results) and 2) are tempted to avoid responsibility but, instead, take responsibility (describe the results)
- Practice making amends for negatively impacting someone by admitting what you did wrong to the affected person; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2:** Avoid thinking traps that can lead to things that are harmful to self

### Possible Activities:

- Identify which of the eight thinking trap(s) you tend to fall into
- List the consequences you could or have experienced for each of your traps
- Provide three examples when you fell into one of your thinking traps, and describe what happened as a result
- List at least three times in the past 30 days when you stopped yourself from falling into the thinking trap, and describe what happened as a result; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 3:** Understand the thought–feeling–action link and how to apply it to my life circumstances

**Possible Activities:**

- Identify five times you made a decision that resulted in a loss of privileges or freedom
- For each time, list your thoughts that led to your decision; then, list three replacement thoughts for each of those five times that could have led to more positive outcomes
- Apply the thought–feeling–action link to a new situation where your thoughts led to a positive outcome; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 4:** Understand what triggers thinking that is harmful, and develop a plan to prevent negative, automatic responses to those triggers

**Possible Activities:**

- Make a list of at least five people, places, or things that trigger your \_\_\_\_\_ behavior
- For each of those triggers, identify at least two possible responses that would likely lead to a positive outcome for you
- Select two of your most positive trigger responses
- Review your relapse plan with two people who want you to be successful; get their input; write down how those two people can support you in preventing relapse; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Case Plan Goal B: Identify and act on values to live by that will support my success**

**Skill 1:** Hold a set of values that uphold the dignity, safety, and independence of self and others

**Possible Activities:**

- Identify two people with ethical values and list their values and characteristics; give one observed example for each value
- Identify which values you hold and which you do not
- Write a personal code of ethics; ask two people to review it and give you feedback
- For a month, keep a journal of every time you uphold your personal code of ethics and every time you do not; for those times when you did not uphold your personal code of ethics, discuss with your PO what prevented you from doing so; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2:** Make responsible, moral choices when confronted with ethical dilemmas

- Define what it means to make a good moral choice; list what conditions must be met for an action to be considered a good moral choice

- Identify five examples when you would find it difficult to make a good moral choice, and explain why
- List five rules that you want to live by
- For a month, list each time you are able to live by your five rules and each time you are not; decide whether you want to modify your five rules; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Attitudes and Orientation	
One-on-One Supervision Appointments	Community Service Referral Options
Accountability Ladder	Aggression Replacement Training (CBT)
BITS: <ul style="list-style-type: none"> <li>- Overcoming Automatic Responses</li> <li>- Thinking Traps</li> <li>- Overcoming Thinking Traps</li> </ul>	Hazelden resources: <ul style="list-style-type: none"> <li>- Criminal &amp; Addictive Thinking (CBT)</li> </ul>
Carey Guides: <ul style="list-style-type: none"> <li>- Antisocial Thinking</li> <li>- Drug Dealers</li> <li>- Empathy</li> <li>- Moral Reasoning</li> </ul>	Moral Reconation Therapy (CBT)
The Change Companies Journals: <ul style="list-style-type: none"> <li>- Behavior Check Pad</li> <li>- Changing Course</li> <li>- Responsible Behavior</li> <li>- Responsible Thinking</li> <li>- Social Values</li> <li>- Victim Awareness</li> </ul>	NCTI Crossroads (CBT)
Character assessment	Thinking for a Change (CBT)
Hazelden resources: <ul style="list-style-type: none"> <li>- Criminal &amp; Addictive Thinking (CBT)</li> </ul>	Truthought (CBT)
NCTI Crossroads: <ul style="list-style-type: none"> <li>- Cognitive Life Skills</li> <li>- High Risk Offender</li> </ul>	
Thinking for a Change modules: <ul style="list-style-type: none"> <li>- Lesson 6: Thinking Controls Our Behavior</li> <li>- Lesson 7: Pay Attention to Our Thinking</li> <li>- Lesson 8: Recognize Risk</li> <li>- Lesson 9: Use New Thinking</li> <li>- Lesson 10: Thinking Check-in</li> </ul>	Possible others: <ul style="list-style-type: none"> <li>- Mentoring</li> </ul>
Thinking report	
Value clarification worksheet	

## Peer Relations

### Peer Relations Definition:

Associates can have a significant influence on offenders' behavior. Prosocial associates can discourage illegal behavior and reward prosocial conduct, while antisocial associates can both encourage criminal or delinquent conduct and reward it. Having meaningful relationships with prosocial associates reduces the likelihood that individuals will commit future illegal acts. Offenders with many antisocial associates are more likely to remain entrenched in a life of crime or delinquent behavior.

### Case Plan Goal A: Avoid places and people that have a bad influence on me

**Skill 1:** Learn the difference between positive and negative traits in people

#### Possible Activities:

- Define six circumstances when loyalty to others is a positive trait and six circumstances when loyalty is a negative trait; based on this, list three things you learned about loyalty
- Make a list of five successful people who have a positive, healthy outlook on life and five people who are less positive, healthy, and successful
- For the ten people you identified, list the character traits that make them either positive/successful or negative/unsuccessful
- Circle traits of the five positive/successful people that you want to model; for each trait, rate how confident you are that you can develop this trait in yourself, using a scale of 1–5, with 1 being “not confident” and 5 being “very confident”
- Make a list of the people you spend the most time with and identify how many of the positive and negative traits they have; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2:** Avoid high risk situations

#### Possible Activities:

- List the last ten times you got into trouble or could have gotten into trouble, and the circumstances (people, places, things) that put you in that position
- List three patterns you notice about the circumstances that did or could have led to trouble
- For each of the times you could have gotten into trouble, list one or two things that you could have done to avoid getting into trouble



- Pick three things that, in the future, would most likely influence you to get into trouble; for each of those three things, choose two strategies you could use to avoid getting into trouble; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### **Skill 3:** Improve refusal skills

#### **Possible Activities:**

- Make a list of situations that could result in conflict or violence
- Identify four times others influenced you to do something that got you into trouble or could have gotten you into trouble
- Develop two action strategies to avoid problems for each of the four scenarios identified
- Practice with your PO how to say no and how to redirect a negative idea
- Write an action plan for improving your refusal skills; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### **Case Plan Goal B: Spend more time with people and activities that will keep me out of trouble**

#### **Skill 1:** Develop long-lasting relationships with positive people

#### **Possible Activities:**

- List eight traits you want in a positive peer relationship
- Identify four people you already know who have most of those eight traits
- Name three places where it is possible to meet people who likely have these eight traits
- Develop a plan to spend more time with people you already know who have these eight traits
- Identify a plan to get involved in activities that would increase the amount of time you spend with people who possess these eight traits
- With your PO, practice introducing yourself to a new, potential friend
- Pick two social skills that you would like to improve upon, and develop a plan to practice these skills in different settings; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### **Case Plan Goal C: Break off relationships that lead to trouble**

#### **Skill 1:** End unhealthy relationships without harming self or others

#### **Possible Activities:**

- List five reasons why it is in your best interest to break off the relationship and three reasons why you might have some anxiety about doing so

- Write a paragraph on the best outcomes if you broke off the relationship and a paragraph on the worst outcomes; for each scenario, use a scale of 1 to 10 to indicate the likelihood that the best or worst thing would happen, with 1 being “not likely” and 10 being “very likely”
- Develop a plan to reduce the chances that the worst thing would happen if you broke off the relationship
- Write a script of what you would say to the person you want to break ties with
- Practice with your PO what you would say to the person you want to break ties with
- Put the relationship break-off plan in place and discuss next steps with your PO; or
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Peer Relations	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards: 1, 2, 5, 8, 10, 17, 18, 22–26, 28, 30, 35–37, 41, 42	Aggression Replacement Training (CBT)
BITS: <ul style="list-style-type: none"> <li>- Overcoming Automatic Responses</li> <li>- Who I Spend Time With</li> </ul>	Mentoring
Carey Guides: <ul style="list-style-type: none"> <li>- Antisocial Peers</li> <li>- Engaging Prosocial Others</li> <li>- Interpersonal Skills</li> </ul>	NCTI Crossroads (CBT)
The Change Companies Journals: <ul style="list-style-type: none"> <li>- Peer Relationships</li> <li>- Relationships and Communication</li> </ul>	Thinking for a Change (CBT)
NCTI Crossroads: <ul style="list-style-type: none"> <li>- Cognitive Life Skills</li> <li>- Gang Involvement</li> <li>- High Risk Offender</li> </ul>	Possible others:
Peer mapping worksheet	
Thinking for a Change modules: <ul style="list-style-type: none"> <li>- Lesson 11: Understanding the Feelings of Others</li> </ul>	

# Personality/Behavior

## Personality/Behavior Definition:

Many higher risk offenders are impulsive and take risks, acting with little thought of the consequences. They can be impatient, easily bored, and easily angered. They typically have one or more significant skill deficits, such as problem solving, coping, or demonstrating appropriate social skills. As a result, their lives are frequently unstable and they tend to make poor choices. Offenders who have self-management skills, who think before acting, who consider the consequences of their actions, and who are skilled problem solvers are at less risk to reoffend.

## Case Plan Goal A: Improve my problem solving skills

**Skill 1:** Learn the five steps of problem solving and successfully apply them in daily life

### Possible Activities:

- List three times when you made a decision that resulted in negative consequences
- Learn the five steps of problem solving
- Apply the second and third steps of problem solving (brainstorm five possible solutions to the problem and select the one that will result in the best outcome) to the three decisions you made that resulted in negative consequences
- Select a current problem you are facing and write down how you would apply the five steps of problem solving to it; review your writing with your PO
- Repeat the five steps of problem solving ten times over a period of six weeks; *or*
- *Complete one or more of the worksheets listed in the interventions table below*

## Case Plan Goal B: Improve my decision making (i.e., reduce impulsivity)

**Skill 1:** Learn how to think through a risky situation before acting and successfully apply this way of thinking in my daily life

### Possible Activities:

- List six times in the past year when you acted impulsively and later determined that you could have handled the situation better had you thought more before acting
- For one month, keep a daily log of times when you act impulsively; from this, identify three patterns of when you act impulsively (e.g., when your pride is challenged, when you want to have fun, when you feel anxious)
- For each of the three patterns, describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, excitement, “don’t care,” flushed face)
- List four ways you can slow yourself down when you first notice the patterns and thoughts/body reactions (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)

- Continue the daily log for one month; list each time you stop yourself from acting before thinking, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal C: Increase my empathy for others

**Skill 1:** Learn how others are affected by my actions or inaction

#### Possible Activities:

- Ask family members or friends to give you four examples of times when you did something that benefited them and four examples of times when your actions negatively affected them, and ask them to explain how your actions impacted them; write down what they tell you
- Thinking back on the last two times you were arrested, write down all of the people who were impacted by your behavior (e.g., family, school, employer, neighbor, victim, police officer, tax payer), and how they were affected; if you don't know how your actions affected others, ask them (excluding the victim)
- Fill out a ripple chart showing how your action (center circle) affected others significantly (inner circle) or less so (outer circle)
- Interview three of the people who were impacted and ask them how they were impacted; don't argue or disagree, just listen and write down what they tell you; ask them what you could do, if anything, to restore what was lost due to your behavior
- Develop a plan with your PO to give back to those you affected (e.g., write a letter of apology, do community service, make a donation, change your future behavior)
- After implementing your plan, interview those you sought to "restore" and ask them how they were impacted by your restoration actions; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal D: Gain control of my emotions (i.e., control anger, regulate emotions)

**Skill 1:** Learn and apply the skills I need to manage my temper to avoid unnecessary conflicts (arguments, problems, fights)

#### Possible Activities:

- Keep a log for four weeks of every time you get angry; record the incident, the severity of your anger from 1 to 5 (1=irritation; 3=display of anger; 5=out of control), and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don't get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way or when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, flushed face)

- List four ways you can slow yourself down when you first notice your thoughts/body reactions to anger (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., "It's not that big of a deal," "I have too much to lose," "I won't let someone else get me down," "No one can make me angry without my permission")
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2:** Learn and apply the skills I need to manage my internal anger

**Possible Activities:**

- For four weeks, keep a log of every time you get angry and "swallow that anger"; record the incident, the severity of your anger from 1 to 5 (1=irritation; 3=strong reaction; 5=ruminating on the issue to the point it affects your emotional well-being) and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don't get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way? What about when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body (e.g., racing thoughts, panic, sweat, flushed face)
- List four ways you can slow yourself down when you first notice your thoughts/body reactions to anger (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., "It's not that big of a deal," "I have too much to lose," "I won't let someone else get me down," "No one can make me angry without my permission")
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

<b>Interventions for Personality/Behavior</b>	
<b>One-on-One Supervision Appointments</b>	<b>Community Service Referral Options</b>
BITS: <ul style="list-style-type: none"> <li>- Overcoming Automatic Responses</li> <li>- Problem Solving</li> </ul>	Aggression Replacement Training (CBT)
Carey Guides: <ul style="list-style-type: none"> <li>- Anger</li> <li>- Emotional Regulation</li> <li>- Female Offenders</li> <li>- Interpersonal Skills</li> <li>- Problem Solving</li> </ul>	Individual counseling
The Change Companies Journals: <ul style="list-style-type: none"> <li>- Anger</li> <li>- Coping Skills</li> <li>- Handling Difficult Feelings</li> <li>- Relationships and Communication</li> <li>- Self-control</li> <li>- The Impact of Crime on Victims</li> </ul>	Mentoring
Cost–benefit analysis worksheet	NCTI Crossroads (CBT)
Decisional balance worksheet	Possible others:
NCTI Crossroads: <ul style="list-style-type: none"> <li>- Cognitive Life Skills</li> </ul>	
Thinking for a Change modules: <ul style="list-style-type: none"> <li>- Lesson 2: Active Listening</li> <li>- Lesson 3: Asking Questions</li> <li>- Lesson 4: Giving Feedback</li> <li>- Lesson 5: Knowing Your Feelings</li> <li>- Lesson 11: Understanding the Feelings of Others</li> <li>- Lesson 12: Making a Complaint</li> <li>- Lesson 13: Apologizing</li> <li>- Lesson 14: Responding to Anger</li> <li>- Lesson 15: Negotiating</li> <li>- Lessons 16–24: Problem Solving</li> </ul>	

## Family Circumstances/Parenting

**Family Circumstances/Parenting Definition:** Family members or intimate partner relationships can be risk factors for offenders if

- these relationships are marked by high levels and protracted periods of stress and conflict (e.g., tension; arguments; physical, sexual, or emotional abuse);
- there is neglect and avoidance (e.g., individuals do not feel cared for or supported); or
- family members and intimate partners engage in illegal or otherwise destabilizing behaviors or are supportive of antisocial attitudes.

For youth, family can be additionally problematic if caregivers provide little supervision or are harsh or inconsistent in their discipline. On the other hand, family and intimate partners can be strengths if they are readily accessible, emotionally and physically supportive, warm, encouraging, interested in offenders' well-being, prosocial role models, and accountable to one other.

### Case Plan Goal A: Set and keep healthy boundaries

#### Skill 1: Recognize healthy and unhealthy relationships

##### Possible Activities:

- List as many words as you can to describe what it is like to live in your family (e.g., loud, calm, kind, abusive, lenient, strict, apathetic, stressful); circle the words that are good for your emotional health and put an x through the words that are not good for your emotional health
- Describe how you feel when life in your family is like the circled words and when it is like the words with an x through them; give a percentage of time when it is like the circled words and when it is like the words with an x
- Write down at least three circumstances that, when present, tend to result in a more supportive home environment and three circumstances that result in a more stressful home environment
- Make a plan with your PO for what you could do to increase healthy interactions and decrease unhealthy ones
- Practice with your PO how you would communicate parts of this plan to one or more of your family members; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

#### Skill 2: Set healthy boundaries for yourself

##### Possible Activities:

- Research on the web what "healthy boundaries" are (e.g., issues that deal with privacy, criticism, yelling, respect) and write down your "boundary rules"

- Write down five things that are currently happening in your home that are not healthy for you, that you cannot change on your own, and that you no longer wish to tolerate
- For each of the five things, develop a plan for what you will do when they happen in the future
- Tell your family members what you plan on doing if these negative events occur again; practice with your PO first
- Put the plan in action and review the results with your PO; revise as needed; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal B: Manage family conflict effectively

#### Skill 1: Apply effective communication skills to family conflict

##### Possible Activities:

- With your PO, list tips for effective listening and communication (e.g., maintain eye contact, wait to speak, use “I” statements, summarize what the other person said)
- Pick three situations that do not involve your family where you have been struggling with communication; practice the effective listening and communication skills with the people involved in these situations
- Identify three areas where family conflict often occurs and describe how you normally handle it
- With your PO, define how you want to improve the way you communicate in these three conflict areas; write a possible script of what you might say
- Practice with your PO how you would apply effective listening and communication skills in these three family conflict areas
- Use the skills in actual family conflict and report the results to your PO; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

#### Skill 2: Negotiate compromise

##### Possible Activities:

- Research on the web definitions of “negotiate” and “compromise”; write each definition on an index card
- Identify up to four areas of family conflict where you are not satisfied with the outcome and would like to negotiate
- Divide a sheet of paper into three columns; on the left side, list the reasons you think your position is reasonable and, on the right side, list the reasons you think the other person thinks their position is reasonable; in the middle, write a potential solution that would satisfy both you and the other person
- With your PO, practice discussing one of the compromises; develop a plan to talk with your family member about the proposed compromise; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*



**Skill 3: Make amends effectively****Possible Activities:**

- List on paper the reason(s) you think your family member is upset with you, their feelings (if known), and what the person will likely need from you in order to renew a positive relationship
- Write a script of what you would say to the person who is upset with you; list the things they could say that might trigger a negative response in you
- Practice with your PO what you will say to your family member to make amends; ask your PO to say those things that could trigger a negative response in you so you can practice keeping calm; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Case Plan Goal C: Increase emotional support from family members****Skill 1: Give appreciation effectively****Possible Activities:**

- For two weeks, keep a log of times when each family member expresses gratitude for something, and record what triggers each expression
- Find a pattern for when each family member expresses gratitude, and list what each family member most appreciates
- Pick one family member and list three ways you can respond to them in a way that they most appreciate (e.g., compliments, doing chores, sense of humor, gift)
- If possible and appropriate, practice with your PO providing sincere appreciation through one of the three ways you listed
- Make and put in place a plan to show appreciation, starting with one family member; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2: Receive appreciation effectively****Possible Activities:**

- Write on a sheet of paper the five ways you most often receive appreciation from others
- For four weeks, keep track of what you think when you receive appreciation (e.g., "That is not true," "You are saying this because you want something," "It's about time," "It felt good to hear that") and what you do when you receive appreciation (e.g., say nothing, nod head, disagree, thank the person)
- Find a pattern of what you tend to do when you receive appreciation and rank your response on a scale of 1 to 10, with 1 being "I don't receive appreciation well or I reject it" and 10 being "I receive appreciation with gratitude and accept it"
- For those areas where you do not receive appreciation well, write three statements that you could say to yourself that would increase the likelihood that you would accept the compliment

- Practice using the statements over four weeks and discuss with your PO how well this worked; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Family Circumstances/Parenting	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1–8, 15, 17	Family counseling
Assertiveness worksheet	Family Group Decision Making
BITS: - Overcoming Automatic Responses	Functional Family Therapy
Carey Guides: - Involving Families - Overcoming Family Challenges	Mentoring
The Change Companies Journals: - Family Ties - Social Values	Multi-Systemic Therapy
Equality wheel worksheet	NCTI Crossroads (CBT)
NCTI Crossroads: - Domestic Violence - Parenting	Wraparound
Power and control wheel worksheet	Possible others:
Thinking for a Change Lesson 11: Understanding the Feelings of Others Lesson 14: Responding to Anger Lesson 16: Introduction to Problem Solving	

## Substance Abuse

### Substance Abuse Definition:

Offenders who have substance abuse disorders are at a higher risk to recidivate than offenders who do not. The instability that tends to result from substance abuse weakens ties with prosocial family members, intimate partners, and friends and often encourages ties with antisocial people. The instability also makes it difficult to pursue education or maintain employment. Without a legitimate source of income, offenders may turn to illegal behavior.

The tendency of substance abusers to become impulsive and erratic and to do things under the influence of alcohol or drugs that they might not otherwise do increases the chances that they will reoffend. In addition, the use of drugs and the underage use of alcohol are illegal behaviors in and of themselves.

### Case Plan Goal A: Live a sober life – Without treatment

#### Skill 1: Build refusal skills

#### Possible Activities:

- Identify all of the ways that drugs and alcohol have negatively impacted your life (e.g., financial, job/school, family, mental health, friendships)
- List the primary reasons you chose to use substances in the past (e.g., to calm down) and provide alternative choices (e.g., get involved in a fitness class)
- List the people in your life who influenced you to use substances and explain how they influenced you; for each person, develop a plan to reduce that influence (e.g., avoid, tell the person you stopped using, find new friends)
- Practice with your PO what you will say to those who try to influence you to use in the future
- For 60 days, keep a daily log of the level of temptation to use (none, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your PO
- After you have been sober for 60 days, list all the benefits you have experienced due to your sobriety; list all the future benefits you expect if you continue your sobriety
- List three things that your PO could do with you to help you maintain sobriety; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal B: Live a sober life – Getting and staying sober with treatment

#### Skill 1: Acquire the treatment necessary to live a sober life

#### Possible Activities:

- Enroll in the [Name] treatment program in the next 14 days and begin treatment within 30 days

- Develop a transportation plan to ensure that you will be able to attend each treatment session; review your plan with your PO
- Develop a childcare plan to ensure that your children’s daycare needs do not interfere with your treatment; review your plan with your PO
- Every two weeks, discuss with your PO what you are learning and how you are applying treatment to your life
- Develop an aftercare and relapse prevention plan three weeks before discharge; review your plan with your PO
- After you have been sober for 60 days, list all the benefits you have experienced due to your sobriety; list all the future benefits you expect if you continue your sobriety
- List three things that your PO could do to you to help you maintain sobriety; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal C: Avoid getting in trouble due to alcohol or drugs

**Skill 1:** Recognize indicators of addictive behavior

**Possible Activities:**

- For each of the following areas—family, work/school, finances, and social life—list four signs that might indicate that substance abuse is getting you into trouble (e.g., your family is on your case, you lose your motivation for work/school)
- Circle those signs that you have experienced
- Complete the alcohol screening tools entitled [name] and review with your PO
- Identify three risky circumstances when you might use more than you want (e.g., when I am unemployed, when I have money, when I hang around Manuel too much) and, for each of these circumstances, list two ways you can prevent yourself from abusing substances
- List two things that your PO could do with you to help you avoid abusing substances; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Skill 2:** Learn how to cope with stress without the use of alcohol or drugs

**Possible Activities:**

- *See the skills and activities under the criminogenic needs of antisocial personality and leisure*

### Case Plan Goal D: Avoid relapse

**Skill 1:** Recognize how easy it can be to relapse and have a plan to avoid it

**Possible Activities:**

- Interview three people you know who have managed to stay sober after a struggle with addiction; ask them what triggered their relapses and how they overcame more relapses
- List your triggers (people, places, and things) for relapse
- For each trigger, identify two avoidance/coping skills, or ask for help strategies
- Practice scenarios where you turn down offers/pressure to use drugs or alcohol

- For 60 days, keep a daily log of the level of temptation to use (none, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your PO
- Participate in at least two fun, action-oriented activities each week where substances are not permitted
- List two things that your PO could do with you to help you avoid relapse; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

<b>Interventions for Substance Abuse</b>	
<b>One-on-One Supervision Appointments</b>	<b>Community Service Referral Options</b>
Autobiography Substance Abuse Paper	Mentoring
BITS: <ul style="list-style-type: none"> <li>- Overcoming Automatic Responses</li> </ul>	NCTI Crossroads (CBT) <ul style="list-style-type: none"> <li>- Drugs &amp; Alcohol</li> <li>- DUI</li> <li>- Substance Abuse Intervention</li> </ul>
Carey Guides: <ul style="list-style-type: none"> <li>- Co-occurring Disorders</li> <li>- Impaired Driving</li> <li>- Meth Users</li> <li>- Substance Abuse</li> </ul>	Possible others:
The Change Companies Journals: <ul style="list-style-type: none"> <li>- Changing Course</li> <li>- Coping Skills</li> <li>- Life Management</li> <li>- Marijuana</li> <li>- Methamphetamine</li> <li>- Prescription Drugs</li> <li>- Recovery Maintenance</li> <li>- Substance Use</li> <li>- Substance Using Behaviors</li> <li>- Women in Recovery</li> </ul>	
Cost–benefit analysis worksheet	
Decisional balance worksheet	
Hazelden resources: <ul style="list-style-type: none"> <li>- Criminal &amp; Addictive Thinking</li> <li>- Meth: The Basics</li> <li>- Quitting Meth</li> <li>- Relapse Prevention</li> <li>- Stop the Chaos</li> </ul>	
Refusal skills worksheet	

## Education

### Education Definition:

Offenders who have successful educational experiences have the opportunity to develop social and life skills that can help them succeed and nurture relationships with prosocial others (e.g., teachers, classmates, coaches, tutors). On the other hand, offenders who lack educational success may find it difficult to obtain legitimate, satisfying work that provides a living wage. This may contribute to an inability to support themselves, a lack of self-efficacy, and other negative consequences.

### Case Plan Goal A: Develop a commitment to learn and succeed in school

**Skill 1:** Learn how to persevere

#### Possible Activities:

- Make a list of your five-year goals (e.g., related to job, home, family, location, car, hobbies) and how much money it will take to achieve and maintain those goals
- Research on the web a person's average income based on education level
- List four reasons you find it difficult to keep up with school requirements and four conditions that, when present, make it easier
- Pick a relative, friend, or famous person who is a role model (e.g., your sister, your best friend, Rosa Parks, Michael Jordan, Thomas Edison, Oprah Winfrey) and write two paragraphs on how this person overcame obstacles to be successful (i.e., list the traits that they possessed)
- Look up the word "grit" and write down a definition; describe "grit" in your own words and explain why it is an important character trait
- Select three times you faced obstacles but overcame them; what trait did you possess that allowed you to do this?
- Write two statements you can say to yourself to help you stay focused on persevering in school
- Develop a collage of images that reminds you of succeeding in school; post it above your desk at home or on your mirror; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### Case Plan Goal B: Overcome behavioral barriers to succeeding in school

**Skill 1:** Manage conflicts and disappointments

#### Possible Activities:

- Make a list of every time in the past two years when your behavior got you into trouble at school or resulted in poor school performance

- Go through the list and identify the major reason why you got into trouble or performed poorly (e.g., you were bored, you felt disrespected, someone started a fight, you used drugs/alcohol, you skipped class, you could not get a ride)
- For each reason, write a 1 if the reason was fully your responsibility, a 2 if it was partially your responsibility, and a 3 if it was fully someone else's responsibility
- For the items marked 1 or 2, identify the three skills that would best help you overcome those barriers to success
- Select the most useful skill and work with your PO to learn the skill, practice the skill, and use the skill at school; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### **Skill 2:** Seek assistance when you need help

#### **Possible Activities:**

- Write down five areas where you have struggled at school; for each area, write a sentence about how you asked for help and, if you did not, what stopped you from asking for help
- Fill out a thinking report on the thoughts that prevented you from asking for help
- With your PO, learn the steps for how to ask for help; practice the steps
- Practice asking for help in three emotionally safe settings, such as asking a store clerk where you can find shoelaces
- Select one area where you need help in school; use your skill to ask for help; write down what went well and what did not
- Based on your experience asking for help, modify your steps, if needed; select the next area to ask for help; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

### **Case Plan Goal C: Find a passion that helps you strive and focus**

#### **Skill 1:** Learn how to find goals that excite you

#### **Possible Activities:**

- Make three columns on a piece of paper; in Column A, write every time you remember getting excited about something you participated in; in Column B, write what it was about that event that made you excited (e.g., you were with people you enjoyed, it was risky, you laughed a lot, you learned something); in Column C, write down what patterns you notice in Column B
- Think about music, movies, and books you have experienced and write down which of these made you excited; add them to the three columns
- For 30 days, keep a log of your activities and make notes about things that made you feel satisfied or rewarded; add them to the three columns
- Make an appointment to see the counselor from [name] to set up a vocational interest/aptitude test; share the results with your PO

- From all of the information you collected from earlier activities, pick two goals that excite you; make a collage of images that reminds you of reaching those goals and post it above your desk at home or on your mirror
- Keep a daily or weekly log to assess whether you got closer to your goals that day or week and, if not, what needs to change; *or*
- *Complete one or more of the worksheets listed In the Interventions table below*

Interventions for Education	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1– 6, 34, 35, 38, 45–50 ART Skill Streaming worksheets	Mentoring
BITS: <ul style="list-style-type: none"> <li>- Making a Decision</li> <li>- Thinking Traps</li> </ul>	NCTI Crossroads: <ul style="list-style-type: none"> <li>- Truancy</li> </ul>
Carey Guides: <ul style="list-style-type: none"> <li>- Interpersonal Skills</li> <li>- Your Guide to Success</li> </ul>	Possible others:
The Change Companies Journals: <ul style="list-style-type: none"> <li>- Skills for Successful Living</li> </ul>	
Cost–benefit analysis worksheet	



# Employment

**Employment Definition:** Offenders who are gainfully employed recidivate less often than offenders who are not. If offenders have stable employment and take satisfaction in their work, they will have the opportunity to develop social and life skills that can help them succeed; nurture relationships with prosocial others (e.g., supervisors, coworkers); foster prosocial attitudes, thoughts, and beliefs; and garner the resources to support themselves and their families. On the other hand, offenders who lack stable, legitimate employment may not experience these benefits, often have a great deal of unscheduled and/or unproductive time, and may be vulnerable to antisocial or illegal activity.

## Case Plan Goal A: Acquire a job that is satisfying and rewarding

**Skill 1:** Position yourself to get a job that you want

### Possible Activities:

- Make an appointment at the local work resource center to take a vocational interest/aptitude test and to understand local job growth and opportunities
- Make a list of jobs that would be both satisfying (i.e., you would enjoy the work) and rewarding (i.e., sufficient pay or benefits); circle your top five jobs and determine if you have sufficient education to compete (if not, see educational case plan goals)
- Develop a resume that is targeted toward the jobs you are most interested in
- Conduct web research to learn about the companies that are hiring for the jobs you are most interested in
- Arrange for a job interview
- Get feedback on the way you intend to dress for the interview
- Write the ten job interview questions you are most likely to be asked and practice answering them in front of a mirror
- Practice greeting the employer and answering interview questions with your PO (or another individual who can give you feedback)
- For jobs you do not get, call the potential employer to find out what was lacking that would have led to a job offer
- Attend a class on job-seeking skills; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

## Case Plan Goal B: Maintain a job

**Skill 1:** Know what an employer is looking for and meet expectations

**Possible Activities:**

- Complete the following statement in writing and review it with your PO: The way I can make it nearly impossible for an employer to want to lay me off is \_\_\_\_\_
- List the top ten reasons why an employer would likely fire an employee (e.g., stealing, dishonesty, laziness, argumentative, late to work, conflict with co-workers, poor effort)
- Honestly rate how likely those reasons might apply to you by marking each one as follows: 1 – not possible; 2 – not likely; 3 – possible; think about past times you had jobs and what happened that caused you to lose them
- For each area you marked 3, write down three ways you can overcome this; if necessary, ask others how they managed to overcome this
- If one of the areas you marked requires a skill (e.g., avoiding conflict, avoiding being argumentative), work with your PO to learn this skill
- Practice the skill with your PO using real examples in your life that could occur at work (e.g., someone pushes your buttons, you are treated disrespectfully, your boss does not like you)
- If appropriate, after 30 days, ask your employer how you are doing on the job and where you could make improvements
- If needed, ask your employer or a co-worker for help with an area in which you are not doing as well as you would like
- After 60 days on the job, write down all of the pet peeves and irritations that are building; for each one, write two statements that you could say to yourself to reduce the strength of the irritation
- After 90 days on the job, write down all of the things that you appreciate about working at that job site; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Case Plan Goal C: Build skills and rewards in a job****Skill 1: Advance in a job****Possible Activities:**

- Ask the human resource department what is required to get promoted, or acquire opportunities to learn new skills
- Make a list of things you could volunteer to do when your work is done
- Ask your employer for opportunities to learn other tasks for the company
- Ask a co-worker who does a different job than you if you could job shadow for a while to see what they do
- For 30 days, watch others who are successful on the job and write down what they do to be successful
- Volunteer for work and duties that others don't want to do (e.g., stay late, work on weekends, work on holidays, do inventory)
- Ask your employer if there are training programs you could participate in
- Once a month, offer a new idea that could help the business run more effectively or efficiently; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Employment	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills Cards 1–6, 34, 35, 38, 45–50 ART Skill Streaming worksheets	CareerLink
Carey Guides: - Interpersonal Skills	GED program
The Change Companies Journals: - Employment Skills - Skills for Successful Living	Job Corps and Job Readiness
NCTI Crossroads: - JOBTEC	Possible others:

## Leisure/Recreation

**Leisure/Recreation Definition:** If offenders spend their free time engaged in rewarding activities with prosocial people, they are likely to have a positive sense of themselves and be exposed to prosocial ways of thinking and behaving, such as cooperating, demonstrating self-control, and problem solving effectively. Offenders who have a great deal of unstructured free time are more likely to be bored or drawn to antisocial people and/or illegal activities.

### Case Plan Goal A: Develop rewarding, prosocial interests

#### Skill 1: Know how to find fun, healthy things to do

##### Possible Activities:

- Take a leisure interest survey
- Write down the sixty things you want to do before you turn sixty years of age (if needed, go on the web or visit the library and read book titles for ideas), without considering money restraints
- Based on these activities, pick the five patterns you notice (e.g., you like to be outdoors, do quiet activities, do things with others, participate in food-related activities); go back to your list and circle six things that are fun and healthy that you would like to start doing or doing more often in the next year
- Divide a paper into three columns; in the left column, write the six activities; in the middle column, write down what is preventing you from doing each activity; in the right column, write down any ideas you have to overcome the barrier in the middle column
- Tell your PO which two of the activities you want to start doing or doing more often, and develop a plan
- For three months, keep a log of how you feel as you participate in the activities (use a scale of 1–5, with 1 being “dissatisfied” and 5 being “extremely satisfied”); *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

#### Skill 2: Have the courage to begin something new

##### Possible Activities:

- Make a list of three fears or concerns you have about trying something new
- Develop two strategies for combating each fear or concern
- For each of the three fears or concerns, write down the best thing and the worst thing that could happen if you put your strategy in place; answer “What is the likelihood that the worst thing or best thing will happen?” (i.e., very likely, likely, not very likely, not likely)
- From your list, pick the easiest strategy for helping you start to overcome your fear or concern and put your plan in motion
- Pick the next strategy to put in place; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Case Plan Goal B: Occupy free time without getting in trouble****Skill 1: Be intentional with using my free time in a way that is good for me****Possible Activities:**

- Keep track of what you do every hour of the day for two weeks
- Circle the hours of the day that are unstructured (i.e., do not involve a formal activity such as school, work, or sleeping); count how many hours of each day are free and unstructured
- Think about the last three times you got into trouble and answer the question, “Would I likely have gotten into this trouble if I was involved in something structured?”
- Take a leisure interest survey
- Go back to your tracking sheet and look for the larger blocks of time (i.e., two hours or more) that tend to be open; fill in activities from the leisure interest survey that you could do and that would be rewarding
- Make a plan to fill those time blocks with your selected leisure activities; report to your PO about your success filling in those time blocks with those activities
- After two weeks, select the activities that you want to do on a routine basis; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

**Case Plan Goal C: Engage in leisure activities with others****Skill 1: Meet and engage others who have similar leisure interests****Possible Activities:**

- Identify the four most difficult barriers to meeting other people or finding ways to join others in a leisure activity you would enjoy
- For each of the four barriers, identify two things you could do to overcome them
- Select the barrier that gets in the way most often and one of your strategies to overcome it; if possible, practice the strategy first in an easy setting (e.g., if you’re working on fear of rejection, ask your brother to go to a movie with you)
- Agree on an activity you want to do and the person who is a positive influence that you want to do it with; make a plan to invite the person; practice the invitation with your PO first
- Put the plan in practice and review it with your PO to make any possible modifications
- Continue to work through your other strategies as you experience success; *or*
- *Complete one or more of the worksheets listed in the Interventions table below*

Interventions for Leisure/Recreation	
One-on-One Supervision Appointments	Community Service Referral Options
ART Skills cards: 2, 6, 10–12, 33, 43	Mentoring
BITS: - Making a Decision	YMCA/YWCA
Carey Guides: - Prosocial Leisure Activities	Possible others:
Decisional balance worksheet	
The Change Companies Journals: - Life Management - Skills for Successful Living - Transition Skills	

## Appendix: Intervention Resource Websites

Intervention	For More Information
Accountability Ladder	<a href="http://associatesmind.com/2013/06/17/a-critical-factor-for-success-accountability/">http://associatesmind.com/2013/06/17/a-critical-factor-for-success-accountability/</a>
Aggression Replacement Training (CBT)	<a href="http://www.aggressionreplacementtraining.com/">http://www.aggressionreplacementtraining.com/</a>
Assertiveness worksheet	<a href="http://psychology.tools/assertiveness.html">http://psychology.tools/assertiveness.html</a>
BITS (Brief Intervention Tools)	<a href="http://www.careygrouppublishing.com">www.careygrouppublishing.com</a>
Carey Guides	<a href="http://www.careygrouppublishing.com">www.careygrouppublishing.com</a>
The Change Companies Journals	<a href="https://www.changecompanies.net/products/">https://www.changecompanies.net/products/</a>
Character assessment	<a href="http://www.letitripple.org/character_strengths">http://www.letitripple.org/character_strengths</a>
Cost–benefit analysis worksheet	<a href="http://www.careygrouppublishing.com">www.careygrouppublishing.com</a>
Decisional balance worksheet	<a href="http://motivationalinterview.net/clinical/decisionalbalance.pdf">http://motivationalinterview.net/clinical/decisionalbalance.pdf</a>
Equality wheel worksheet	<a href="http://safe.unc.edu/get-info/healthy-relationships/">http://safe.unc.edu/get-info/healthy-relationships/</a>
Family Group Decision Making	<a href="https://www.childwelfare.gov/topics/famcentered/decisions/">https://www.childwelfare.gov/topics/famcentered/decisions/</a>

Functional Family Therapy	<a href="http://www.fftllc.com">http://www.fftllc.com</a>
Hazelden resources	<a href="http://www.hazelden.org/web/public/store.page">http://www.hazelden.org/web/public/store.page</a>
Moral Reconciliation Therapy (CBT)	<a href="http://www.moral-reconciliation-therapy.com">http://www.moral-reconciliation-therapy.com</a>
Multi-Systemic Therapy	<a href="http://mstservices.com">http://mstservices.com</a>
NCTI Crossroads (CBT)	<a href="http://www.ncti.org/programs/crossroads_juvenile">http://www.ncti.org/programs/crossroads_juvenile</a>
Peer mapping worksheet	<a href="http://www.do2learn.com/organizationtools/socialskillsorganizers/RelationshipTarget.htm">http://www.do2learn.com/organizationtools/socialskillsorganizers/RelationshipTarget.htm</a>
Power and control wheel worksheet	<a href="http://www.theduluthmodel.org/training/wheels.html">http://www.theduluthmodel.org/training/wheels.html</a>
Thinking for a Change	<a href="http://static.nicic.gov/Library/025057/default.html">http://static.nicic.gov/Library/025057/default.html</a>
Thinking report	<a href="http://static.nicic.gov/Library/025057/Documents/_Complete%20T4C%203.1.0.pdf">http://static.nicic.gov/Library/025057/Documents/_Complete%20T4C%203.1.0.pdf</a>
Truthought (CBT)	<a href="https://www.truthought.com">https://www.truthought.com</a>
Wraparound	<a href="http://nwi.pdx.edu/wraparound-basics/">http://nwi.pdx.edu/wraparound-basics/</a>