


<p style="text-align: center;">SOLANO COUNTY CALIFORNIA PROBATION DEPARTMENT</p>	<p>POLICY NUMBER: 200</p>	<p>EFFECTIVE DATE: December 9, 2019</p>
	<p>SUPERSEDES: November 5, 2018</p>	
<p>APPROVED BY:</p>  <p style="text-align: center;">CHIEF PROBATION OFFICER</p>	<p>TITLE: JUVENILE PROBATION CASE CLASSIFICATION AND SUPERVISION</p>	

1. **Policy** The Solano County Probation Department (Department) shall implement a planned methodology for the assessment, classification, and supervision of youth to promote law-abiding behavior and reduce recidivism.

2. **Definitions** (*Attachment A*)

3. **Procedures**
 - A. **Youth Assessment and Case Classification**
 - (1) A Supervising Deputy Probation Officer (SDPO) or Senior Deputy Probation Officer designee shall assign all new supervision cases classified as Low, Moderate, High or Very High to a supervision Deputy Probation Officer (DPO) within 3 business days after receiving the case from the clerical unit.
 - (2) SDPOs shall monitor the supervision DPOs case workloads, and through initial case assignments, equalize case workload distributions to ensure when possible, that supervision DPOs do not exceed the caseload goals as established in Section B of this policy. To account for mixed supervision levels within a single caseload, workload equalization shall be determined by using the supervision DPO work units included in Section B.
 - (3) The assessment process shall in accordance with P-202, Youth Assessments, include the Youth Level of Service/Case Management Inventory 2.0, (YLS/CMI) (*Attachment B*), and the Massachusetts Youth Screening Instrument, Version 2 (MAYSI-2), (*Attachment C*).
 - (4) The initial YLS/CMI shall normally be completed prior to the case being assigned to a supervision DPO. The MAYSI-2 shall be completed prior to providing the youth assessment feedback. Subcategories identified as priority need areas may require specialized clinical evaluations. In such cases, the initial My Change Plan (CP), (*Attachment D*) shall identify the scheduling of the needed evaluations as steps/activities for youth completion if they have not already been done.

 - B. **Case Classification** – In accordance with the assessment procedures established within this policy, the supervision DPO shall place the youth in one of the following

Classification/Supervision Levels based on the YLS/CMI total risk score. If for any reason the supervision DPO determines that a classification override to a higher or lower supervision level is appropriate, the supervision DPO shall discuss the case information with their SDPO and obtain their approval for the override. All overrides to include the reason for the override shall be recorded in the Case Management System (CMS), currently CASE.

CASE CLASSIFICATION/ SUPERVISION LEVELS			SINGLE LEVEL CASELOAD GOALS	WORK UNITS
LEVEL	RISK SCORE RANGE			
	MALE	FEMALE		
Low	0-9	0-8	N/A	N/A
Moderate	10-21	9-19	34	1.0
High	22-31	20-28	21	1.6
Very High	32-42	29-42	17	2.0
Secure Placement	N/A	N/A	N/A	0.5

C. Supervision Process

- (1) Entry to CMS – Upon receiving a new case, the supervision DPO shall make an entry in the CMS within 3 business days, noting receipt of the file for supervision.
- (2) Initial Face-to-Face Contact – For any youth classified as Very High, High or Moderate, the supervision DPO shall normally have an initial face-to-face contact with the youth and when possible parent/legal guardian within 10 business days from receiving the case file. The initial contact shall be held at the Department. During this initial contact, the supervision DPO shall as close as possible, follow the Initial Face-to-Face Contact Guide (Attachment E).
- (3) Assessment Feedback – Upon completion of the initial face-to-face contact for any youth classified as Very High, High, or Moderate, (normally at a subsequent meeting), the supervision DPO shall review the completed YLS/CMI (Attachment B) and the MAYSI-2, (Attachment C) using the Assessment Review Guide (Attachment F), complete the Assessment Feedback Form (Attachment G) and provide the youth and when possible parent/legal guardian with feedback of the Assessment results. When providing feedback, the supervision DPO shall as close as possible follow the Assessment Feedback Guide, (Attachment H).
- (4) My Change Plan(s)
 - a. All cases other than Low Risk and Imminent Risk shall have a CP (Attachment D) completed that addresses the youth's greatest needs identified during the assessment process (at a minimum all assessed High and Moderate needs). The initial CP(s) shall be completed no later than at the third face-to-face contact with the youth and shall normally be completed within 30 business days from receiving the case file.

- b. The creation of a CP should be a collaborative effort between the supervision DPO, the youth, and when possible the parent/legal guardian. When developing the initial CP(s), the supervision DPO shall as close as possible, follow the Change Planning Guide (Attachment I).
- c. When developing the initial CP(s), the youth's assessed needs, Court ordered treatment, and personal motivation/capabilities should be taken into consideration.
- d. When developing and updating a CP, realistic SMART goals and objectives shall be established along with the incremental steps/activities that need to be taken to reach the overall goal and objective. To assist in the change planning process and in developing a CP, the supervision DPO should review the suggested goals, objectives, and possible activities for each of the youth's assessed needs, which are contained in the Juvenile Probation My Change Plan Guide (Attachment J).
- e. As appropriate, the supervision DPO shall have the youth complete some of the activities contained in the My Change Plan and Supervision Guide, and review and discuss them with the youth during a supervision meeting. In addition when helpful, the supervision DPO shall work with the youth using the Forward Thinking Interactive Journals and/or Carey Guides as suggested in the Juvenile Probation Criminogenic Needs Interventions and Program Referral Guidelines, (Attachment K).
- f. A separate CP shall be completed for each need area the youth is working on, signed by the youth and supervision DPO, and the youth provided a copy.
- g. Once a CP is created, the supervision DPO shall normally discuss the youth's progress toward achieving the established goals, objectives and steps/activities during each face-to-face contact, and provide positive reinforcement when appropriate, and assistance as needed.
- h. The CP(s) shall be updated when the youth completes a treatment program or starts a new activity. If at any point the youth is determined to be in imminent risk, the supervision DPO shall follow requirements in accordance with P-205, Imminent Risk Youth.
- i. During the term of supervision, the supervision DPO, to the extent possible, shall ensure that the youth addresses their criminogenic need(s) that most directly contribute(s) to their risk of recidivating. At a minimum, all High and Moderate needs identified by the YLS/CMI should be addressed by the youth as reflected in the CP(s).

(5) Youth Achievement Center (YAC) Service Referrals

- a. Based on youth and/or family circumstances, a service referral may be made prior to the completion of the youth's initial CP(s) and documented in the CMS. When possible, service referrals should occur during the development of the initial CP(s). A description of services is contained in the Juvenile Probation Criminogenic Needs Interventions and Program Referral Guide, (**Attachment K**). Referral to services to a YAC shall be made by completing the Juvenile Probation Youth Achievement Center Referral Form (**Attachment L**). The Referral Form along with any completed CP(s) or Case Plan shall be forwarded to the YAC Legal Procedures Clerk.
- b. The supervision DPO shall when applicable, recommend in the comment section of the Referral Form, the order in which the youth should attend a needed YAC program.
- c. When a new CP or Case Plan is created or an existing CP or Case Plan modified, the supervision DPO shall send a copy to the YAC Legal Procedures Clerk.
- d. The supervision DPO shall collaborate with the assigned YAC staff person as needed to support the youth in starting and successfully completing the needed program(s).
- e. Youth referred for the purpose of addressing criminogenic needs to programs that are not provided through the Department, when there are Department run programs available to address those needs, shall be approved by a SDPO, unless the specific program has been ordered by the Court.

(6) One-on-One Supervision Tools

- a. In addition to referring a youth to a formal treatment program(s), supervision DPO's should work with the youth to promote positive behavior change during youth face-to-face contacts.
- b. Supervision DPO's shall be trained in the use of selected One-on-One Supervision Tools.
- c. Based upon the youth's Assessments the supervision DPO shall when appropriate select the applicable Tool or Tools to help facilitate the youth to address their identified criminogenic needs.
- d. The supervision DPO shall refer to the Juvenile Probation Criminogenic Needs Interventions and Program Referral Guidelines (**Attachment K**) to help guide them in selecting the appropriate tool(s).

- (7) General Face-to-Face Contacts – Upon completion of the CP(s), the supervision DPO, when meeting with the youth, shall follow the applicable steps contained in the General Face-to-Face Contact Guide. (Attachment M).

D. Supervision Standards

- (1) Active Supervision – Supervision DPO caseloads shall normally be comprised of actively supervised cases only, (Very High, High, Moderate, and Secure Placement supervision levels). The following cases shall normally be monitored administratively:

- a. Cases at Warrant Status shall have the supervision level moved to 'Banked' in the CMS immediately and placed on a 'Banked' caseload after 60 days.
- b. Cases supervised via courtesy supervision or interstate compact shall have the supervision level moved to 'Banked' in the CMS and immediately placed in a 'Banked' caseload upon change of status and contact with receiving department.
- c. Cases classified at the Low supervision level after the initial face-to-face contact [See Section 3.D.(7)].

(2) Supervision Contacts

- a. Each active supervision level cases shall have contact standards by which the youth shall be supervised. Contacts shall be comprised of office visits at the Department and may also be held within the community. These include meetings at a youth's residence, treatment agencies, or public sites that offer safe meeting opportunities. Potential public sites that may be considered appropriate are: library, community center, a public park, coffee shop, or restaurant. The supervision DPO shall consider issues of confidentiality when determining appropriate meeting sites.
- b. The Department's intent is to reduce any negative impact of supervision on the youth's life. They shall not be pulled away from a school class or event, treatment session, or work site for any reason other than an emergency. Youth contacts shall be held in a manner and at a time that minimizes any labeling effect that may otherwise occur.
- c. Parent/legal guardian shall be viewed as an essential and critical factor in modifying a youth's delinquent behavior. The supervision DPO's collateral contact with the parent/legal guardian is intended to support the youth by promoting discussions of progress with probation conditions and reviewing the CP(s).

(3) Initial Youth Contacts

- a. Within the 30 business days after receiving the case file, the supervision DPO shall normally have a minimum of 3 separate youth face-to-face contacts in accordance with this policy.
- b. Within the 40 business days after receiving the case file, the supervision DPO shall normally conduct an initial home visit, and as close as possible, follow the Initial Home Visit Guide (Attachment N). Prior to attempting a home visit, all supervision DPOs shall review P-600, Field And Office Safety.
- c. After 40 business days from receiving the case file, or at the conclusion of the first 4 required contacts if occurring in less than 40 days, the supervision DPO shall begin complying with the supervision standards in accordance with this policy.

(4) Very High Supervision Level Standards

- a. The supervision DPO shall have a *minimum* of 4 face-to-face contacts with the youth every month.
- b. The supervision DPO shall have *minimum* of 1 home visit every 2 months. The home visit may be counted as one of the required face-to-face contacts for that month if the youth is present, and the monthly collateral contact with the parent/legal guardian.
- c. The supervision DPO shall have a *minimum* of 1 parent/legal guardian collateral contact every month.
- d. The supervision DPO shall have a *minimum* of 1 collateral contact every month with any school or individuals/agencies providing services to the youth.

(5) High Supervision Level Standards

- a. The supervision DPO shall have a *minimum* of 3 face-to-face contacts with the youth every month.
- b. The supervision DPO shall have a *minimum* of 1 home visit every 3 months. The home visit may be counted as one of the required face-to-face contacts for that month if the youth is present, and the monthly collateral contact with the parent/legal guardian.
- c. The supervision DPO shall have a *minimum* of 1 parent/legal guardian collateral contact every month.
- d. The supervision DPO shall have a *minimum* of 1 collateral contact every month with any school or individuals/agencies providing services to the youth.

(6) Moderate Supervision Level Standards

- a. The supervision DPO shall have a *minimum* of 2 face-to-face contacts with the youth every month.
- b. The supervision DPO shall have a *minimum* of 1 home visit every 4 months. The home visit may be counted as one of the required face-to-face contacts for that month if the youth is present, and if occurring in the same month, the collateral contact with the parent/legal guardian.
- c. The supervision DPO shall have a *minimum* of 1 parent/legal guardian collateral contact every 2 months.
- d. The supervision DPO shall have a *minimum* of 1 collateral contact every 2 months with any school or individuals/agencies providing services to the youth.

(7) Low Classification Level Standards

- a. A DPO shall normally have a face-to-face contact with the youth, and when possible, parent/legal guardian within 15 business days from receiving the case file. The purpose of the meeting shall be to meet the youth/parent/legal guardian, review the circumstances that resulted in the youth being placed on probation, review any Court Conditions, and explain the Low Classification Level program requirements and expectations.
- b. A DPO shall have one contact with the youth/parent/legal guardian each month. The contact may be initiated by the DPO or youth/parent/legal guardian, and shall normally occur by telephone, mail, email or text.
- c. If the youth has had no violations filed with the Court for a 6-month period, and has been complying with any probation requirements, the youth's case shall have the supervision level moved to 'Banked' in the CMS and placed on a 'Banked' caseload. A youth meeting the above requirements may not have the case 'Banked' if approved by the SDPO. In such cases, the decision and reason shall be documented in the CMS.

- (8) Each time any of the above Supervision Standards are completed, it shall be documented in the CMS.

E. In County Secure Placement – When a post-disposition youth who has been assigned to a supervision DPO is placed in a secure facility, (The Challenge Academy, JDF, or county jail), the supervision DPO shall adhere to the following Supervision Standards:

- (1) The supervision DPO shall have a *minimum* of 1 face-to-face contact with the youth every month.

- (2) The supervision DPO shall have a *minimum* of 1 collateral contact with the service provider every month.
- (3) The supervision DPO shall have a *minimum* of 1 parent/legal guardian collateral contact every 2 months.
- (4) If the youth is discharged and is still on supervision, then the Supervision Standards of the youth's Classification/Supervision Level shall apply.

F. Reassessments, Reclassifications and Terminations

(1) Reassessments and Reclassifications

- a. All youth being supervised as Very High, High, or Moderate shall be reassessed using the YLS/CMI a minimum of every 6 months from the date of their last assessment.
- b. Should the youth reoffend, the YLS/CMI shall be completed to determine if the youth's risk and needs have changed.
- c. If a YLS/CMI is being completed on a youth who is serving a term of probation but has been placed in a secure setting, (The Challenge Academy, JDF, or county jail), the youth's risk level shall be based on the YLS/CMI community risk scores.
- d. At the discretion of the supervision DPO and upon approval by the SDPO, a youth may be overridden and reclassified to a higher or lower level of supervision without a reassessment. The reason for the reclassification shall be recorded in the CMS. In such cases a reclassification to a lower level of supervision shall be no more than one level lower for a minimum of 3 months at which time the youth may be lowered an additional level.
- e. A YLS/CMI closing reassessment shall be completed on all youth classified as Very High, High, or Moderate at the end of the youth's supervision term when closing out the file, unless a reassessment has been conducted within the past 3 months.

(2) Incentivized Reclassification

- a. It is the intent of the Department that youth will be supervised for the minimal time necessary to ensure completion of treatment services and stabilization of treatment needs.
- b. When a youth has completed all needed treatment contained in their CP and had no violations filed with the Court for a 6-month period, their case shall normally be reclassified to the next lower level.
- c. If the supervision DPO feels that the youth should not be reclassified, they shall request a case review and in collaboration with the SDPO, shall decide whether to retain the youth at their present supervision level.

- d. The review and outcome, to include the reasons, shall be documented in the CMS.
- e. If the youth is reclassified, their supervision level shall be changed to reflect the reduced contacts.

(3) Termination

- a. At a minimum on an annual basis or if required by the Court, the supervision DPO shall complete a Probation Officer's Annual Review (**Attachment O**).
- b. After completing a minimum of 6 months of their probation term without violating any Court conditions, and if all High and Moderate assessed needs have been addressed, the supervision DPO may petition the Court to terminate the youth's term of probation by completing a Probation Officer's Annual Review.
- c. The completed Review shall be given to the SDPO or designee, who in consultation with the supervision DPO, shall determine any recommendation to the Court and approve the Report by signing it.
- d. If the recommendation is to terminate probation, the supervision DPO shall, if the youth is being supervised at the Very High, High, or Moderate level, have a face-to-face contact with the youth, and when possible parent/legal guardian, to inform them of the recommendation and to carry out any needed discharge planning. (See Section 3.G.).
- e. If the Court orders termination, the youth shall immediately be terminated and the case closed.
- f. If the Court denies termination, the supervision DPO shall confer with the SDPO to determine if the case can be reclassified to a lower supervision level, and the youth shall be informed.

G. Discharge Planning Within 60 business days prior to the date the youth is projected to be terminated from probation supervision, (terminate wardship), the supervision DPO shall work with the youth, and if possible the parent/legal guardian, in completing and discussing the applicable sections of the Forward Thinking series journal entitled Reentry Planning or the Carey Guide entitled Reentry.

H. Missed Appointments

- (1) The supervision DPO shall reschedule and conduct any missed supervision appointments no later than 10 business days from the originally scheduled appointment. If the youth misses the rescheduled appointment, the supervision DPO shall reschedule and conduct an appointment no later than 5 business days from the second missed appointment.

- (2) The supervision DPO shall consult with their SDPO on whether or not to initiate a violation if the youth fails to keep the third scheduled appointment.

I. Sex Offender Supervision With the exception of Section 3.F.(2) and (3)b. through f., all the provisions set forth in this policy shall apply to all sex offenders.

(1) Eligibility

- a. Youth who have been placed on probation for an offense that requires sex offender treatment or have sex offender Court conditions.
- b. Youth who are on probation after a commitment to the Department of Juvenile Justice (DJJ) and are required to register as a sex offender pursuant to Penal Code 290.

(2) Assessment

- a. All youth who are adjudicated as a sex offender as defined by this policy, shall be assessed using the JSORRAT II assessment, as part of a Court ordered Dispositional Report. Any DPO who administers the JSORRAT II shall have completed SARATSO certified JSORRAT II training.
- b. All youth who are adjudicated as a sex offender as defined by this policy, shall also be assessed using the YLS/CMI prior to being assigned to a supervision DPO, and shall complete in accordance with P-202 Juvenile Probation Risk/Needs Assessment, the MAYSI-2 prior to the supervision DPO providing the Assessment Feedback in accordance with this policy.

(3) Case Classification

- a. Any youth who is being supervised as a sex offender, who based on the YLS/CMI would be classified to the Low supervision level, shall be overridden to the Moderate supervision level, which shall be the lowest level that a youth sex offender can be placed on during their term of probation supervision.
- b. With the exception of youth classified to the Moderate supervision level in accordance with (3)a. (above), a youth sex offender who scores 7 or higher on the JSORRAT II shall, for a minimum of six months, be placed on a supervision level one category higher than the level indicated by their initial total risk score on the YLS/CMI.
- c. In addition to the provisions set forth in P-202 Section 3.B.(9)a., when a youth sex offender who has one or two cautions or one warning on the MAYSI II, the DPO shall normally respond with follow-up second screening questions, collateral contacts with any past or present mental health service providers, clinical consultation if available, and refer the youth for a clinical evaluation if deemed necessary.

- (4) Supervision Standards – When a youth sex offender is being supervised at the Moderate supervision level, the supervision DPO shall have a minimum of one collateral contact with the parent/legal guardian, and any school or individuals/agencies providing services to the youth, every month. When this is the case, the single caseload goal shall be 31, and the Moderate supervision level work unit shall be 1.1.

(5) Sex Offender Specialized Treatment

- a. When possible, sex offender specialized contracted treatment services shall be evidence-based, trauma informed, gender specific, and incorporate positive youth development approaches.
- b. During the monthly contact with the sex offender specialized treatment provider, the supervision DPO shall at a minimum discuss with the provider, the youth's progress in treatment and supervision, review risk and need factors, and the youth's imposed sex offender supervision conditions.

(6) Polygraph

- a. Neither a sexual history polygraph nor a maintenance polygraph shall be administered to any youth who is under the age of 16.
- b. The use of a maintenance polygraph as a component of sex offender specialized treatment may be administered only on a case-by-case basis, and only if agreed upon by the treatment provider and the supervision DPO.
- c. Polygraph examinations shall be performed by a licensed examiner who meets the standards set by CASOMB.
- d. The results of all polygraph examinations shall be available to both the supervision DPO and the treatment provider.
- e. Polygraph results alone shall not be sufficient evidence to determine facts or to be the sole basis for termination from treatment, or for seeking a violation of probation.

(7) Victim Notification

- a. The supervision DPO shall when possible, collaborate with a Victim Advocate to promote the safety of the victim.
- b. If the victim is a minor, the supervision DPO shall notify the victim's parent/legal guardian and inform them of the youth's placement on probation. All reasonable efforts shall be made to make contact within 5 business days of receiving the case.

- c. Victim notification shall at a minimum require advising the victim of relevant special conditions and the name and telephone number of the supervision DPO.
- 4. **Exceptions** Any exceptions to the provisions set forth in this Policy shall require prior written approval from the Chief Probation Officer.

DEFINITIONS

P-200 Attachment A

- A. **Activities** Actions taken to help a youth address an assessed criminogenic need.
- B. **Banked** The placement of a youth's case in an active file that no longer requires direct monitoring on supervision by a Deputy Probation Officer.
- C. **Business Day** For the purpose of this policy, an employee's scheduled work day excluding any approved days off (e.g., vacation days, sick days, holidays).
- D. **California Sex Offender Management Board (CASOMB)** A statutory Board responsible for the development and update of standards for the certification of sex offender management professionals.
- E. **California State Authorized Risk Assessment Tool for Sex Offenders Committee (SARATSO)** A statutory Committee responsible for the selection of the assessment tools required for convicted sex offenders in California.
- F. **Case File** The manual or electronic method of maintaining the complete record of a youth's particular supervision.
- G. **Case Management System (CMS)** The electronic system in which case management activities are documented and recorded. Currently, the system used for probation case management is CASE.
- H. **Case Plan** A document which officially identifies a youth on probation as a candidate and indicates that the youth will be placed in foster care if the preventive services outlined in the document are not effective.
- I. **Caution** Scores on the MAYSI-2 sub-scales that reflect disturbance/distress at a level that is higher than 75% of the general population of children and youth.
- J. **Change Planning** The process of collaborating with the youth to develop strategies and actions to address his/her needs and to facilitate law abiding behavior and compliance with Court conditions.
- K. **Classification** The case categorization system established by the Probation Department that determines what level of supervision a youth will be assigned.
- L. **Classification Override** A decision made to assign a youth to a classification and supervision level other than that determined by the assessment risk score in accordance with policy.
- M. **Clinical Consultation** Discussion and direction received from mental health professionals who can recommend appropriate follow-up referrals, including but not limited to clinical evaluations or emergency care.
- N. **Clinical Evaluation** A psychological, psychiatric, substance abuse or problem sexual behavior evaluation arranged by a Deputy Probation Officer with a mental health provider.
- O. **Collateral Contact** Normally a non face-to-face contact between the Deputy Probation Officer and any person or agency that provides information about a youth, his/her activities and/or adherence to conditions of probation.

- P. **Completion Date** Refers to the date that the youth/family completes a program.
- Q. **Conditions of Probation** General conditions of probation, and special conditions ordered by a Judge.
- R. **Date Referred to Services** Refers to the date the referral was made to address an identified need.
- S. **Dispositional Report** A social study of the youth and family including the Probation Department's recommendations to the Court regarding case outcome and terms, conditions and treatment plan.
- T. **Early Termination** A process of recommending to the Court that a youth who has completed a minimum of 6 months on probation, have their term of probation terminated based upon their compliance and accomplishments.
- U. **Evidence-Based** A strategy that is derived from or informed by sound research.
- V. **Face-to-Face Contact** A personal meeting between a Deputy Probation Officer and a youth.
- W. **Home Visit** A scheduled face-to-face contact conducted at the youth's residence that involves meeting with the youth's parent/guardian and when possible the youth. The purpose of the Home Visit is to establish a supportive relationship with the youth's parent/guardian to address the youth's assessed needs.
- X. **Imminent Risk** Youth who are at risk of out of home care absent specific services.
- Y. **Incentivized Reclassification** The process of changing the supervision classification level of a youth based upon their time on probation, compliance with their Court Ordered Conditions, and whether they have addressed their assessed needs.
- Z. **JSORRAT II** A risk assessment instrument which utilizes only static (unchangeable) factors that have been seen in the literature to correlate with sexual reconviction in juvenile offenders.
- AA. **Massachusetts Youth Screening Instrument – Version 2 (MAYSI-2)** A mental health screening instrument used to screen for and triage youth with potential mental/emotional disturbances or alcohol/drug problems.
- BB. **My Change Plan** A written document completed in collaboration with the youth in order to facilitate addressing an assessed need.
- CC. **One-On-One Supervision Tools** Activities that a supervision DPO can conduct with a youth during face-to-face contacts for the purpose of facilitating behavior change.
- DD. **Positive Youth Development** An approach to treatment that recognizes a youth's strengths and assets, and builds upon them to increase pro-social behavior.
- EE. **Psychophysiological Detection of Deception (PDD) History Polygraph** A tool used to ensure complete disclosure by the offender of his/her sexual history.
- FF. **Psychophysiological Detection of Deception (PDD) Maintenance Polygraph** A tool used to verify the offender's compliance with treatment and supervision conditions.
- GG. **Reassessment** A review and update of a previously completed assessment which may result in a different classification level.

- HH. **Reclassification** The process of changing the supervision classification level of a youth through a reassessment or based upon a classification override and the youth's compliance with conditions of probation.
- II. **Registration** The process of a convicted sex offender providing identifying information within the police as required by law.
- JJ. **Second Screening Questions** Additional follow-up questions for any MAYSI-2 scales that indicate a Warning for the youth as well as any Caution for the Suicide Ideation scale.
- KK. **Secure Placement** For the purpose of this policy, any youth serving a term of probation, who is temporarily being housed in the JDF or the Solano County Jail.
- LL. **SMART Goals** Change Plans utilize the acronym SMART for goals that are Specific, Measurable, Attainable, Realistic, and Timely.
- MM. **Trauma Informed** Treating a youth by taking into account any past trauma and the resulting coping mechanisms when attempting to understand behaviors and providing treatment.
- NN. **Treatment Provider** A person or agency providing treatment to a client to address identified needs and/or court ordered conditions.
- OO. **Warning** Scores on the MAYSI-2 sub-scales that reflect disturbance/distress in the top 5-15% of children and youth involved in the juvenile justice system.
- PP. **Youth** An individual minor placed on juvenile probation supervision as a ward of the Court.
- QQ. **Youth Level of Service/Case Management Inventory 2.0 (YLS/CMI)** The risk/needs assessment instrument utilized by the Probation Department to assess and classify supervision cases.
- RR. **Youth Sex Offender** For the purpose of this policy, youth who have been placed on probation and are ordered to attend sex offender treatment or have sex offender Court conditions, and/or who are on probation after commitment to the Department of Juvenile Justice and are required to register as a sex offender pursuant to Penal Code 290.



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Name of Assessed: _____ Gender: ☐ M ☐ F Age: _____

Setting: ☐ Community ☐ Custodial

Date of Birth: ____/____/____ Today's Date: ____/____/____

Part I: Assessment of Risks and Needs

The YLS/CMI 2.0™ is a quantitative screening survey of attributes of juvenile offenders and their situations relevant to decisions regarding level of service, supervision, and programming. Within each subscale, use an "X" to mark items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. The items are explained in Appendix A of the User's Manual. For any omitted items, circle the item letter.

1. Prior and Current Offenses/Dispositions:

- a. Three or more prior convictions ☐
- b. Two or more failures to comply ☐
- c. Prior probation ☐
- d. Prior custody ☐
- e. Three or more current convictions ☐

2. Family Circumstances/Parenting:

- a. Inadequate supervision ☐
- b. Difficulty in controlling behavior ☐
- c. Inappropriate discipline ☐
- d. Inconsistent parenting ☐
- e. Poor relations (father-youth) ☐
- f. Poor relations (mother-youth) ☐

Strength ☐

3. Education/Employment:

- a. Disruptive classroom behavior ☐
- b. Disruptive behavior on school property ☐
- c. Low achievement ☐
- d. Problems with peers ☐
- e. Problems with teachers ☐
- f. Truancy ☐
- g. Unemployed/not seeking employment ☐

Strength ☐

4. Peer Relations:

- a. Some delinquent acquaintances ☐
- b. Some delinquent friends ☐
- c. No/few positive acquaintances ☐
- d. No/few positive friends ☐

Strength ☐

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:

YLS/CMJ 2.0™
Youth Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Within each subscale, use an "X" to mark all items that apply to the juvenile being assessed. If the subscale is considered to be an area of strength for the juvenile, indicate with a checkmark ✓ in the "Strength" box. For any omitted items, circle the item letter.

Part I: Assessment of Risks and Needs (Continued)

5. Substance Abuse:

- a. Occasional drug use
- b. Chronic drug use
- c. Chronic alcohol use
- d. Substance abuse interferes with life
- e. Substance use linked to offense(s)

Strength

--

6. Leisure/Recreation:

- a. Limited organized activities
- b. Could make better use of time
- c. No personal interests

Strength

--

7. Personality/Behavior:

- a. Inflated self-esteem
- b. Physically aggressive
- c. Tantrums
- d. Short attention span
- e. Poor frustration tolerance
- f. Inadequate guilt feelings
- g. Verbally aggressive, impudent

Strength

--

8. Attitudes/Orientation:

- a. Antisocial/procriminal attitudes
- b. Not seeking help
- c. Actively rejecting help
- d. Defies authority
- e. Callous, little concern for others

Strength

--

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:

Comments:

Source(s) of information:



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YLS/CMJ 2.0™

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Youth Level of Service/Case Management Inventory 2.0

Part II: Summary of Risks and Needs

Check the first two pages of the assessment for omitted (circled) items. If more than four (4) items are omitted, the test should be considered invalid, and more information should be obtained before scoring. Sum the total number of items marked with an "X" within each subscale and mark the risk/need level for each. Then sum the number of Xs in Column A and in Column B. Use the combined total to complete the Overall Total Score at the bottom of the page, which is used to complete the Total Risk/Need Level box. Checkmarks in the boxes labeled "S" indicate a strength. The table below can be used for a summary.

Scores	Prior and Current Offenses	Family	Education	Peers	Substance Abuse	Leisure/ Recreation	Personality/ Behavior	Attitudes/ Orientation
Low								
Moderate								
High								
Strength								

Column A Column B

1. Prior and Current Offenses/Dispositions

Risk/Need Level:

- Low (0) ☐
 Moderate (1-2) ☐
 High (3-5) ☐

5. Substance Abuse

Risk/Need Level:

- Low (0) ☐
 Moderate (1-2) ☐
 High (3-5) ☐

Total Risk/Need Levels

- Custodial Male:
☐ Low (0-19)
☐ Moderate (20-29)
☐ High (30-36)
☐ Very High (37-42)

2. Family Circumstances/Parenting

Risk/Need Level:

- Low (0-2) ☐
 Moderate (3-4) ☐
 High (5-6) ☐

6. Leisure/Recreation

Risk/Need Level:

- Low (0) ☐
 Moderate (1) ☐
 High (2-3) ☐

- Custodial Female:
☐ Low (0-19)
☐ Moderate (20-29)
☐ High (30-36)
☐ Very High (37-42)

3. Education/Employment

Risk/Need Level:

- Low (0) ☐
 Moderate (1-3) ☐
 High (4-7) ☐

7. Personality/Behavior

Risk/Need Level:

- Low (0) ☐
 Moderate (1-4) ☐
 High (5-7) ☐

- Community Male:
☐ Low (0-9)
☐ Moderate (10-21)
☐ High (22-31)
☐ Very High (32-42)

4. Peer Relations

Risk/Need Level:

- Low (0-1) ☐
 Moderate (2-3) ☐
 High (4) ☐

8. Attitudes/Orientation

Risk/Need Level:

- Low (0) ☐
 Moderate (1-3) ☐
 High (4-5) ☐

- Community Female:
☐ Low (0-8)
☐ Moderate (9-19)
☐ High (20-28)
☐ Very High (29-42)

+ =
 Column A Total Column B Total YLS/CMJ 2.0 Total Score

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SEMIIS

YLS/CMJ 2.0™

South Level of Service/Case Management Inventory 2.0

By Robert D. Hoge, Ph.D., D. A. Andrews, Ph.D., & Alan W. Leschied, Ph.D.

Part III: Assessment of Other Needs and Special Considerations

1. Family/Parents

- | | | |
|---|---|---|
| <input type="checkbox"/> Chronic History of Offenses | <input type="checkbox"/> Financial/Accommodation Problems | <input type="checkbox"/> Abusive Mother |
| <input type="checkbox"/> Emotional Distress/Psychiatric | <input type="checkbox"/> Uncooperative Parents | <input type="checkbox"/> Significant Family Trauma (specify): _____ |
| <input type="checkbox"/> Drug/Alcohol Abuse | <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Marital Conflict | <input type="checkbox"/> Abusive Father | |

Comments:

2. Youth

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Adverse Living Conditions | <input type="checkbox"/> Gang Involvement | <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Self-Management Skills |
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Gender Issues | <input type="checkbox"/> Low Intelligence/ Developmental Delay | <input type="checkbox"/> Shy/Withdrawn |
| <input type="checkbox"/> Communication Problems | <input type="checkbox"/> Health Problems | <input type="checkbox"/> History of Assault on Authority Figures | <input type="checkbox"/> Suicidal Ideation/Attempts or Self-Injury |
| <input type="checkbox"/> Cruelty to Animals | <input type="checkbox"/> History of Bullying | <input type="checkbox"/> Low Self-Esteem | <input type="checkbox"/> Third Party Threat |
| <input type="checkbox"/> Cultural/Ethnic Issues | <input type="checkbox"/> History of Escape | <input type="checkbox"/> Manipulative | <input type="checkbox"/> Underachievement |
| <input type="checkbox"/> Depressed | <input type="checkbox"/> History of Fire Setting | <input type="checkbox"/> Parenting Issues | <input type="checkbox"/> Victim of Bullying |
| <input type="checkbox"/> Diagnosis of Conduct Disorder/ Oppositional Defiant Disorder | <input type="checkbox"/> History of Running Away | <input type="checkbox"/> Peers Outside Age Range | <input type="checkbox"/> Victim of Neglect |
| <input type="checkbox"/> Diagnosis of Psychosis | <input type="checkbox"/> History of Sexual/Physical Assault | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Victim of Physical/Sexual Abuse |
| <input type="checkbox"/> Engages in Denial | <input type="checkbox"/> History of Weapons Use | <input type="checkbox"/> Poor Problem-Solving Skills | <input type="checkbox"/> Witness of Domestic Violence |
| <input type="checkbox"/> Fetal Alcohol Spectrum Disorder (FASD) | <input type="checkbox"/> Inappropriate Sexual Activity | <input type="checkbox"/> Poor Social Skills | <input type="checkbox"/> Other Mental Health Issues (specify below) |
| <input type="checkbox"/> Financial/Accommodation Problems | | <input type="checkbox"/> Pregnancy Issues | <input type="checkbox"/> Other (specify below) |
| | | <input type="checkbox"/> Protection Issues | |
| | | <input type="checkbox"/> Racist/Sexist Attitudes | |

Comments: (Note any special cultural/ethnic or gender-related responsiveness considerations)

Part IV: Final Risk/Need Level and Professional Override

Taking into account all available information, provide your estimate of the risk level for this case. If your risk estimation differs from that of the inventory, please provide reasons why.

Part II Risk/Need Level <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High	→	Use the professional override? <input type="checkbox"/> Yes <input type="checkbox"/> No	→	Final YLS/CMJ 2.0 Risk/Need Level <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very High
--	---	--	---	--

Reasons for override: _____



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SUBSTANCE ABUSE AND MENTAL HEALTH PRELIMINARY SCREENING

M.A.Y.S.I. QUESTIONNAIRE

Youth's Name: _____

Date: _____

For each question, please mark "yes" or "no" as to whether the question has been true for you in the past few months. Please answer these questions as honestly as you can.

- | | | | | | |
|--------------------------|-----|--------------------------|----|--|--|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 1. Have you had a lot of trouble falling asleep or staying asleep? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 2. Have you lost your temper easily, or had a "short fuse"? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 3. Have nervous or worried feelings kept you from doing things you want to do? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 4. Have you had a lot of problems concentrating or paying attention? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 5. Have you enjoyed fighting or been "turned on" by fighting? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 6. Have you been easily upset? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 7. Have you thought a lot about getting back at someone you have been angry at? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 8. Have you been really jumpy or hyper? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 9. Have you seen things other people say are not really there? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 10. Have you done anything you wish you hadn't, when you were drunk or high? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 11. Have you wished you were dead? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 12. Have you been daydreaming too much in school? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 13. Have you had too many bad moods? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 14. Have you had nightmares that are bad enough to make you afraid to go to sleep? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 15. Have you felt too tired to have a good time? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 16. Have you felt like life was not worth living? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 17. Have you felt lonely too much of the time? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | | 18. Have you felt like hurting yourself? |

- ☐ Yes ☐ No 19. Have your parents or friends thought you drink too much?
- ☐ Yes ☐ No 20. Have you heard voices other people can't hear?
- ☐ Yes ☐ No 21. Has it seemed like some part of your body always hurts you?
- ☐ Yes ☐ No 22. Have you felt like killing yourself?
- ☐ Yes ☐ No 23. Have you gotten into trouble when you've been high or have been drinking?
- ☐ Yes ☐ No 24. If yes, is this fighting?
- ☐ Yes ☐ No 25. Have other people been able to control your brain or your thoughts?
- ☐ Yes ☐ No 26. Have you had a bad feeling that things don't seem real, like in a dream?

When you have felt nervous or anxious:

- ☐ Yes ☐ No 27. have you felt shaky?
- ☐ Yes ☐ No 28. has your heart beat very fast?
- ☐ Yes ☐ No 29. have you felt short of breath?
- ☐ Yes ☐ No 30. have your hands felt clammy?
- ☐ Yes ☐ No 31. has your stomach been upset?
- ☐ Yes ☐ No 32. Have you been able to make other people do things by thinking about it?
- ☐ Yes ☐ No 33. Have you used alcohol or drugs to help you feel better?
- ☐ Yes ☐ No 34. Have you felt that you don't have fun with your friends anymore?
- ☐ Yes ☐ No 35. Have you felt angry a lot?
- ☐ Yes ☐ No 36. Have you felt like you don't want to go to school anymore?
- ☐ Yes ☐ No 37. Have you been drunk or high at school?
- ☐ Yes ☐ No 38. Have you felt that you can't do anything right?
- ☐ Yes ☐ No 39. Have you gotten frustrated a lot?

- ☐ Yes ☐ No 40. Have you used alcohol and drugs at the same time?
- ☐ Yes ☐ No 41. Has it been hard for you to feel close to people outside your family?
- ☐ Yes ☐ No 42. When you have been mad, have you stayed mad for a long time?
- ☐ Yes ☐ No 43. Have you had bad headaches?
- ☐ Yes ☐ No 44. Have you hurt or broken something on purpose, just because you were mad?
- ☐ Yes ☐ No 45. Have you been so drunk or high that you couldn't remember what happened?
- ☐ Yes ☐ No 46. Have people talked about you a lot when you're not there?
- ☐ Yes ☐ No 47. Have you given up hope for your life?
- ☐ Yes ☐ No 48. Have you EVER IN YOUR WHOLE LIFE had something very bad or terrifying happen to you?
- ☐ Yes ☐ No 49. Have you ever been badly hurt or been in danger of getting badly hurt or killed?
- ☐ Yes ☐ No 50. Have you ever been raped, or been in danger of getting raped?
- ☐ Yes ☐ No 51. Have you ever had a lot of bad thoughts or dreams about a bad or scary event that happened to you?
- ☐ Yes ☐ No 52. Have you ever seen someone severely injured or killed (in person – not in movies or on TV)?

P-200 Attachment D

The change I need to make: *(Goal/Objective – What I want to happen)* _____

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

I know I am making progress towards my goal when/if:_____

11

MY CHANGE PLAN

Among other things, the My Change Plan can be used as a quick assessment of a youth's present motivational state relative to changing a specific behavior, and can serve as the basis for the use of motivation enhancement techniques in an effort to elicit change talk. The My Change Plan begins with identifying what the youth perceive as a need area that they will work on and allows the youth to rate his/her responses on a scale of one to ten.

By beginning with asking scaled questions about importance, followed by confidence you can facilitate youth motivation:

- [Importance] *On a scale of one to ten with one being not important at all and 10 being the most important issue in your life at the moment, how important is it for you to make a change in ...?*
- [Confidence] *On a scale of one to ten with one being not confident at all and 10 being the highest level of confidence, how confident are you that you could make a change in ...?*

APPLICATION:

1. Ask the youth to mark or tell you on a linear scale from "1" to "10" how important it is to them to work on the selected need area and the change they want to make (Goal/Objective).
2. Ask the youth why he/she did not select a lower number, which will elicit change talk. (e.g., You marked the number "8" for importance in making a change in your use of alcohol. That's seems pretty important to you. Let me ask you, why didn't you select "5"?)
3. Catch and reflect any motivation (affirm) the youth exhibits in responding to your question.
4. Repeat steps 1-3 with the confidence scale.
5. Use the information when working with the youth to complete the remaining sections of My Change Plan.

**SOLANO COUNTY JUVENILE PROBATION
SUPERVISION GUIDE**

ACTIVITY:**INITIAL FACE-TO-FACE CONTACT****DEPUTY PROBATION OFFICER ACTIVITY STEPS:**

- ☐ **Preparation:** Prior to meeting with the youth, review the case file to include if available, the Dispositional Report, the YLS/CMI Profile Report, and the YLS/CMI and Dispositional Report Interview Form.
- ☐ **Introductions / Meeting Purpose:** Greet the youth/parent/guardian in a respectful manner, introduce yourself, and discuss meeting purpose. *(Learn more about the youth/parent/guardian, and discuss probation supervision)*
- ☐ **Rapport Building:** Using Motivational Interviewing / Active Listening skills, ask the youth/parent/guardian to share with you information about the family, and the circumstances that resulted in the youth's placement on probation. *(Tell me a little bit about yourself)* (Make sure to engage the youth)
- ☐ **Role Clarification: (EPICS II)**
 - Ask the youth to identify what he/she hopes to accomplish during the supervision process. *(What would you like to accomplish while you are on probation?)*
 - Identify what your role is, as a representative of the agency, and what you hope to accomplish. *(Help the youth deal with any issues in their life, and stay out of trouble)*
 - Discuss what is negotiable/non-negotiable, and roles of others you may want to address. *(Certain Court conditions, office visits, role of the Court)*
 - Identify and discuss the expectations of confidentiality. *(Personal information vs. delinquent behavior)*
- ☐ **Court Conditions:** Provide the youth with a copy of the Court Conditions and ask if they have any questions. Inform them that you will discuss any Court ordered treatment or program requirements at a future office visit.
- ☐ **Assignment:**
 - Discuss and explain the initial home visit and arrange a time for the visit. *(To see where they live and meet other family members)*
 - Discuss any actions that the youth/parent/guardian should take or complete before the next meeting and schedule the next office visit.
- ☐ **Closure:** Ask the youth/parent/guardian if they have any questions or concerns. *(Thank them for their time)*
- ☐ **MAYSI-2:** Explain the purpose of the MAYSI-2 (See P-202, Risk/Needs Assessments), and that you will review the results at the next office visit. Have the youth complete the MAYSI-2.

ASSESSMENT REVIEW GUIDE

YLS/CMI

1. Review youth information (age/gender/current offense).
2. Identify the YLS/CMI total risk score and corresponding supervision level.
3. Review the completed YLS/CMI and Dispositional Report Interview Form and begin by noting any areas of strength. If appropriate, review the questions for that risk/need area to identify the specific strength and note any strengths on the Assessment Feedback Form (Attachment G).
4. Review the individual risk/need areas and identify any area that was scored High or Moderate. Review the questions and any recorded notes for those areas and summarize on the Assessment Feedback Form.
5. Check to see if any other needs and special considerations were identified on the YLS/CMI.

MAYSI-2

1. Review the MAYSI-2 Screening Report and identify any scales with a caution or warning.
2. For each scale with a caution or warning, review the youth's responses to the scales questions.
3. Compare the responses to the questions on the Alcohol/Drug Use scale and see if it correlates with the YLS/CMI Substance Abuse risk/need area.
4. See if there is a correlation between the responses to the Angry-Irritable scale questions and the score on the YLS/CMI Personality/Behavior risk/need area concerning verbal and physical aggression and frustration tolerance.
5. Determine if based on the MAYSI-2 results the youth has been or should potentially be referred for a mental health clinical evaluation (a caution or warning on the suicide scale; or 2 cautions, or 2 warnings, or 1 warning and 1 caution, or 3 cautions, on the other 4 scales).

ASSESSMENT FEEDBACK FORM

P-200 Attachment G

YOUTH NAME:	
POTENTIAL DISCUSSION AREAS	
Strengths (YLS/CMI)	
Family/Parenting (YLS/CMI – Family Circumstances/Parenting)	
Education/Employment(School Issues) (YLS/CMI – Education/Employment)	
Peer Relations (Friends and Associates) (YLS/CMI – Peer Relations)	
Substance Abuse (YLS/CMI – Substance Abuse/MAYSI-2 – Alcohol/Drug Use)	
Leisure/Recreation (Use of Spare Time) (YLS/CMI – Leisure/Recreation)	
Personality/Behavior/Mental Health Issues (YLS/CMI – Personality Behavior/MAYSI-2)	
Attitudes/Orientation (Problem Solving/Decision Making) (YLS/CMI Prior and Current Dispositions - Attitudes/Orientation)	

SOLANO COUNTY JUVENILE PROBATION SUPERVISION GUIDE

ACTIVITY: <div style="text-align: center;">ASSESSMENT FEEDBACK</div>
DEPUTY PROBATION OFFICER ACTIVITY STEPS:
<input type="checkbox"/> Preparation: Prior to meeting with the youth, review the completed Assessments (Assessment Review Guide – Attachment G), and focus on the identified needs from the Assessments. (Assessment Feedback Form – Attachment H).
<input type="checkbox"/> Check In: Greet the youth/parent/guardian in a professional manner and ask them how things have been going since your last contact with them. Use Motivational Interviewing / Active Listening skills to clarify their response. <i>(What has been happening since we last talked?).</i>
<input type="checkbox"/> Meeting Purpose: Explain that on this day you will be discussing some of the information provided from the Assessments they completed. Review the general purpose of the Assessments including how and why they are used. <i>(To help identify their needs, issues, and concerns).</i>
<input type="checkbox"/> Assessment Feedback: Discuss with the youth/parent/guardian what areas the Assessments suggest they may need to work on. As applicable, review the following need areas and use open-ended questions to further clarify each area. <ul style="list-style-type: none"> • Strengths • Family / Parenting • Education / Employment • Peer Relations (Friends and Associates) • Substance Abuse • Leisure/Recreation (Use of Spare Time) • Personality/Behavior /Mental Health Issues • Attitudes/Orientation (Problem Solving/Decision Making)
<input type="checkbox"/> Assignment: Ask the youth/parent/guardian to think about what was discussed and inform them at the next office visit you are going to talk about what they can do to address some of these issues.
<input type="checkbox"/> Closure: Ask the youth/parent/guardian if they have any questions or concerns, reinforce any positive (pro-social) statements or behaviors, and establish the date and time of the next office visit.

**SOLANO COUNTY JUVENILE PROBATION
SUPERVISION GUIDE**

ACTIVITY:**CHANGE PLANNING****DEPUTY PROBATION OFFICER ACTIVITY STEPS:**

- ☐ **Preparation:** Review each Assessment as needed, and any Court ordered conditions.
- ☐ **Check In:** Greet the youth/parent/guardian in a respectful manner and ask them how things are going. Use Motivational Interviewing / Active Listening skills to explore any youth/parent/guardian concerns and engage them in collaborative problem-solving if warranted. *(Unless there are major or immediate problems, stay focused on completing the My Change Plan).*
- ☐ **Youth/Parent/Guardian Perspective:** As necessary, review the primary assessed need areas that you gave feedback on. Ask the youth what they feel that they should work on and what area they would like to work on first. *(Note: You should complete the My Change Plan, (Attachment D), with the youth for each identified need area. If the youth will be working on multiple needs at the same time, a separate My Change Plan should be completed for each need the youth is working on).*
- ☐ **My Change Plan:** Review the purpose of developing My Change Plan. *(Provide a guide for the youth/ parent/guardian).* Determine initial goals, objectives, and activities by sequentially completing each section of My Change Plan. *(Not every need has to be addressed immediately and have a My Change Plan completed until the need is being worked on by the youth).*
- ☐ **Program Referral:** If applicable, make any appropriate program referrals and make sure the youth/parent/guardian know where the program is located and are able to get there.
- ☐ **Closure:** Summarize the meeting, reinforce any positive youth actions or statements, discuss any actions the youth/parent/guardian should take or complete before the next contact, and schedule the next contact.

SOLANO COUNTY PROBATION DEPARTMENT

JUVENILE PROBATION

MY CHANGE PLAN GUIDE

MY CHANGE PLAN GUIDE *

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* Adapted from the Case Planning Handbook developed by the Pennsylvania Council of Chief Probation Officers; the Juvenile Court Judges' Commission; and the Carey Group

Guide Introduction

This Guide is designed to assist staff to select My Change Plan goals, activities, programs, and one-on-one supervision tools that align with criminogenic needs. As such, the Guide is intended to be used as a starting point of reference. Based on the youth's age, gender, cognitive ability and other unique traits, the probation officer will need to exercise judgment as to which goals and activities to select, along with the appropriate programs and supervision tools. In coordination with any treatment program provider, the goal of evidence-based supervision is to have the probation officer and the youth focus on behavior change and work on some potential behavior change activities during face-to-face contacts.

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 probation officer will need to (when appropriate), insert specific times based on what is realistic for the youth.
3. The My Change Plan goals, objectives, and activities listed in the Guide are not all-inclusive. The activities listed are meant to serve as a starting point to open up discussion. Probation officers are urged to add to the listing as they discover other goals, objectives, and activities that are useful to the youth.

Instructions: The Guide is organized according to the eight criminogenic needs as contained in the YLS/CMI. The selected goals and objectives for each criminogenic need are ones to which an at risk youth might commonly aspire. My Change Plan activities are built around these goals and objectives. These activities include short assignments that the youth can do as homework between contacts with their probation officer.

Skill Deficits. Delinquent 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. Skills 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.

Criminogenic needs are fairly broad when determining what to target in a My Change Plan. For example, teaching a skill to address the need of antisocial peers might require the teaching of 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 Court conditions of supervision will identify specific skills that need to be addressed; this requires probation officer judgment usually exercised during the change planning process. Our change planning goal then, is to proactively and precisely address those skill deficits most likely contributing to the youth's delinquent and antisocial conduct and to find opportunities to model, teach, and reinforce those skills in increasingly difficult situations.

The probation officer should use the Guide as follows:

1. Identify the criminogenic need that will be part of the My Change Plan.
2. With the youth's input, (include parent(s) or guardian when possible), select the My Change Plan goal or goals that best addresses that criminogenic need. The Guide provides some common examples.
3. With the youth's input, select the objective that could help meet their goal. The Guide provides some common examples.
4. With the youth's input, select as appropriate a few activities that will lead the youth toward their goal. These activities should be listed on the My Change Plan with a timeframe (when appropriate), that indicates when each one will be completed. The probation officer should avoid recording too many activities at once; circumstances may change as the youth works toward the goals and objectives so activities may have to change. The Guide provides a number of suggestions for activities, all of which tend to build on the previous activity. The probation officer and the youth may wish to use some of those activities and not others, or develop their own activities based on the youth's circumstances.
5. The One-on-One Supervision Tools as well as the Program Referral Options contained in Attachment K can also be lifted as an activity to be completed in the youth's My Change Plan.

ATTITUDES AND ORIENTATION / PRIOR AND CURRENT OFFENSES

Attitudes and Orientation Definition

Youth 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. Youth 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. Youth 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 delinquency.

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

Objective 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

Objective 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 (provide list)
- 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

Objective 3: Understand the thought–feeling–action link (EPICS II – Cognitive Model / Anti-Social Thinking Carey Guide) 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

Objective 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

My Change Plan Goal B: Identify and act on values to live by that will support my success.

Objective 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 probation officer what prevented you from doing so

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

Possible Activities:

- 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

PEER RELATIONS

Peer Relations Definition

Associates can have a significant influence on youth's 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. Youth with many antisocial associates are more likely to remain entrenched in a life of crime or delinquent behavior.

My Change Plan Goal A: Avoid places and people that have a bad influence on me.

Objective 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

Objective 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

Objective 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 probation officer how to say no and how to redirect a negative idea
- Write an action plan for improving your refusal skills

My Change Plan Goal B: Spend more time with people and activities that will keep me out of trouble.

Objective 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 probation officer, 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

My Change Plan Goal C: Break off relationships that lead to trouble.

Objective 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 probation officer 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 probation officer

PERSONALITY / BEHAVIOR

Personality / Behavior Definition

Many higher risk youth 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. Youth 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.

My Change Plan Goal A: Improve my problem solving skills.

Objective 1: Learn the 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 steps of problem solving (EPICS II – Problem Solving Worksheet / Problem Solving Carey Guide)
- Select a current problem you are facing and write down how you would apply the steps of problem solving to it; review your writing with your probation officer
- Repeat the steps of problem solving ten times over a period of six weeks

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

Objective 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

My Change Plan Goal C: Increase my empathy for others.

Objective 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)
- 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 probation officer 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

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

Objective 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)
- 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

Objective 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)
- 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

Family Circumstances / Parenting Definition

Family members or intimate partner relationships can be risk factors for the youth 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 the youth's well-being, are prosocial role models, and accountable to one another.

My Change Plan Goal A: Set and keep healthy boundaries.

Objective 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., parents, siblings, wife, children) as you define it (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 and better home environment and three circumstances that result in a more stressful and worse home environment
- Make a plan with your probation officer for what you could do to increase healthy interactions and decrease unhealthy ones
- Practice with your probation officer how you would communicate parts of this plan to one or more of your “family” members

Objective 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 happen
- 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 probation officer first
- Put the plan in action and review the results with your probation officer; revise as needed

My Change Plan Goal B: Manage “family” conflict effectively.

Objective 1: Apply effective communication skills to family conflict.

Possible Activities:

- With your probation officer, 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 probation officer, 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 probation officer 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 probation officer

Objective 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 probation officer, practice discussing one of the compromises; develop a plan to talk with your “family” member about the proposed compromise

Objective 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 probation officer what you will say to your “family” member to make amends; ask your probation officer to say those things that could trigger a negative response in you so you can practice keeping calm

My Change Plan Goal C: Increase emotional support from “family” members.

Objective 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 probation officer 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

Objective 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, not 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 a 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 probation officer how well this worked

SUBSTANCE ABUSE

Substance Abuse Definition

Youth who have substance abuse disorders are at a higher risk to recidivate than individuals 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, youth 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.

My Change Plan Goal A: Live a non-substance abusing life – Without treatment (low risk / low need youth).

Objective 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, to be accepted by peers) and provide alternate choices (e.g., get involved in physical fitness or organized sports)
- 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 probation officer 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 (non, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your probation officer
- After you have been drug free for 60 days, list all the benefits you have experienced and all the future benefits you expect if you continue
- List three things that your probation officer could do with you to help you not abuse drugs or remain drug free

My Change Plan Goal B: Live a non-substance abusing life – Getting and staying free of drug abuse with treatment.

Objective 1: Acquire the treatment necessary to live a non substance abusing 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 probation officer
- Develop a childcare plan to ensure that your children's daycare needs to not interfere with your treatment; review your plan with your probation officer
- Every two weeks, discuss with your probation officer 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 probation officer
- After you have been drug free for 60 days, list all the benefits you have experienced and all the future benefits you expect if you continue
- List three things that your probation officer could do to help you not abuse drugs or remain drug free

My Change Plan Goal C: Avoid getting in trouble due to alcohol or drugs.

Objective 1: Recognize indicators of substance abuse 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
- 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 someone too much) and, for each of these circumstances, list two ways you can prevent yourself from abusing substances
- List two things that your probation officer could do with you to help you avoid abusing substances

Objective 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

My Change Plan Goal D: Avoid relapse.

Objective 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 drug free 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 probation officer
- Participate in at least two fun, action-oriented activities each week where substances are not permitted
- List two things that your probation officer could do with you to help you avoid relapse

EDUCATION

Education Definition

Youth 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, youth 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.

My Change Plan Goal A: Develop a commitment to learn and succeed in school.

Objective 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 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

My Change Plan Goal B: Overcome behavioral barriers to succeeding in school.

Objective 1: Manage conflicts and disappointments.

Possible Activities:

- Make a list of every time in the past year 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 probation officer to learn the skill, practice the skill, and use the skill at school

Objective 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 probation officer, 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 something
- 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

My Change Plan Goal C: Find a passion that helps you strive and focus.

Objective 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 set up a vocational interest/aptitude test; share the results with your probation officer

EMPLOYMENT

Employment Definition

Youth who are gainfully employed recidivate less often than individuals who are not. If youth 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, youth 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.

My Change Plan Goal A: Acquire a job that is satisfying and rewarding.

Objective 1: Position yourself to get a job that you want.

Possible Activities:

- Make an appointment 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 change 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 probation officer (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

My Change Plan Goal B: Maintain a job.

Objective 1: Know what an employer is looking for and meet expectations.

Possible Activities:

- Complete the following statement in writing and review it with your probation officer: 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 probation officer to learn this skill
- Practice the skill with your probation officer 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 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

My Change Plan Goal C: Build skills and rewards in a job.

Objective 1: Advance in a job.

Possible Activities:

- Ask the human resource department or your supervisor 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 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

LEISURE / RECREATION

Leisure / Recreation Definition

If youth 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. Youth who have a great deal of unstructured free time are more likely to be bored or drawn to antisocial people and/or illegal activities.

My Change Plan Goal A: Develop rewarding prosocial interests.

Objective 1: Know how to find things that are positive and enjoyable to do.

Possible Activities:

- Take a leisure interest survey
- Write down the things you want to do before you turn _____ 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 probation officer 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”)

Objective 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

My Change Plan Goal B: Occupy free time without getting in trouble.

Objective 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 probation officer 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

My Change Plan Goal C: Engage in leisure activities with others.

Objective 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 probation officer first
- Put the plan in practice and review it with your probation officer to make any possible modifications
- Continue to work through your other strategies as you experience success

SOLANO COUNTY PROBATION DEPARTMENT

JUVENILE PROBATION

CRIMINOGENIC NEEDS INTERVENTIONS

AND

PROGRAM REFERRAL GUIDELINES

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ATTITUDES AND ORIENTATION / PRIOR AND CURRENT OFFENSES

Interventions for Attitudes and Orientation / Prior and Current Offenses	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Forward Thinking:</u></p> <ul style="list-style-type: none"> – Responsible Behavior – Behavior Check Pad – Victim Awareness <p>Carey Guides:</p> <ul style="list-style-type: none"> – Antisocial Thinking – Empathy – Moral Reasoning – Emotional Regulation – Problem Solving <p>EPICS II:</p> <ul style="list-style-type: none"> – Cognitive Model – Behavioral Analysis Worksheet 	<p>Aggression Replacement Training</p> <p>Reasoning and Rehabilitation 2</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Mentoring – Community Service Learning

Program Referral Guidelines

- **Aggression Replacement Training (ART)**
ART consists of a 10-week, 30-hour intervention administered to groups of 8 youths 3 times per week. **Referral Guidelines:** Youth with a Risk Level of Very High or High on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior, or education/employment; or Moderate Risk Level with a Caution or Warning on the MAYSI-2 Angry/Irritable scale.
- **Reasoning and Rehabilitation 2 (R&R2)**
The group normally meets 2 times a week for 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Moderate on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior or education/employment.
- **Community Service Learning**
This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

PEER RELATIONS

Interventions for Peer Relations	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Forward Thinking:</u></p> <ul style="list-style-type: none"> – Relationships and Communication <p>Carey Guides:</p> <ul style="list-style-type: none"> – Antisocial Associates – Engaging Prosocial Others – Interpersonal Skills <p>EPICS II:</p> <ul style="list-style-type: none"> – Behavioral Analysis Worksheet – Problem Solving Worksheet – Recognize, Avoid, Cope, Evaluate (RACE) 	<p>Aggression Replacement Training</p> <p>Reasoning and Rehabilitation 2</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Mentoring – Seeking Safety

Program Referral Guidelines

- **Aggression Replacement Training (ART)**
ART consists of a 10-week, 30-hour intervention administered to groups of 8 youths 3 times per week. **Referral Guidelines:** Youth with a Risk Level of Very High or High on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior, or education/employment; or Moderate Risk Level with a Caution or Warning on the MAYSI-2 Angry/Irritable scale.
- **Reasoning and Rehabilitation 2 (R&R2)**
The group normally meets 2 times a week for 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Moderate on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior or education/employment.
- **Seeking Safety (Youth)**
The group normally meets 2 times a week for 12 weeks. **Referral Guidelines:** Gender and risk specific youth with a Risk Level of Very High, High, or Moderate on the YLS/CMI.

PERSONALITY / BEHAVIOR

Interventions for Antisocial Pattern / Personality / Behavior	
One-on-One Supervision Tools	Program Referral Options
The Change Companies Journals: <u>Forward Thinking</u> – Handling Difficult Feelings – Relationships and Communication Carey Guides: – Anger – Emotional Regulation – Interpersonal Skills – Problem Solving EPICS II: – Problem Solving Worksheet – Cognitive Model	Aggression Replacement Training Reasoning and Rehabilitation 2 Possible Others: – Mentoring – Seeking Safety – Mental Health Services (MHS) – Community Service Learning

Program Referral Guidelines

- **Aggression Replacement Training (ART)**
 ART consists of a 10-week, 30-hour intervention administered to groups of 8 youths 3 times per week. **Referral Guidelines:** Youth with a Risk Level of Very High or High on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior, or education/employment; or Moderate Risk Level with a Caution or Warning on the MAYSI-2 Angry/Irritable scale.
- **Reasoning and Rehabilitation 2 (R&R2)**
 The group normally meets 2 times a week for 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Moderate on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior or education/employment.
- **Seeking Safety (Youth)**
 The group normally meets 2 times a week for 12 weeks. **Referral Guidelines:** Gender and risk specific youth with a Risk Level of Very High, High, or Moderate on the YLS/CMI.
- **Mental Health Services (MHS)**
Referral Guidelines: Youth with a Caution or Warning on the MAYSI-2 Suicide Ideation scale, or 3 Cautions or 2 Warnings or more on the MAYSI-2 scale, or have received a clinical evaluation which supports the referral.
- **Community Service Learning**
 This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

FAMILY CIRCUMSTANCES / PARENTING

Interventions for Family Circumstances / Parenting	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Forward Thinking:</u></p> <ul style="list-style-type: none"> – Family <p>Carey Guides:</p> <ul style="list-style-type: none"> – Involving Families – Overcoming Family Challenges <p>EPICS II:</p> <ul style="list-style-type: none"> – Problem Solving Worksheet 	<p>Imminent Risk Services</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Seeking Safety

Program Referral Guidelines

- **Imminent Risk Services**
Referral Guidelines: Youth who have been evaluated as being in imminent risk of removal from their home.

- **Seeking Safety (Youth)**
 The group normally meets 2 times a week for 12 weeks. **Referral Guidelines:** Gender and risk specific youth with a Risk Level of Very High, High, or Moderate on the YLS/CMI.

SUBSTANCE ABUSE

Interventions for Substance Abuse	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Forward Thinking:</u></p> <ul style="list-style-type: none"> – Substance Using Behaviors – Substance Use <p>Carey Guides:</p> <ul style="list-style-type: none"> – Substance Abuse <p>EPICS II:</p> <ul style="list-style-type: none"> – Behavioral Analysis Worksheet – Problem Solving Worksheet – Recognize, Avoid, Cope, Evaluate (RACE) 	<p>MET/CBT 12</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Mentoring – Seeking Safety – Community Service Learning

Program Referral Guidelines

- **Motivational Enhancement Therapy and Cognitive-Behavioral Therapy (MET/CBT12)**
 The group normally meets 2 times a week for 5 weeks. **Referral Guidelines:** Youth with a High or Moderate need on the YLS/CMI Substance Abuse scale, or scored at the Warning or Caution Level on the MAYSI-2 Alcohol/Drug Use scale. It is important to note that MET/CBT12 has not been successful with youth who:
 - Demonstrate severe conduct disorder
 - Possess poly-substance dependence problems
 - Experience social anxiety and are unable to participate in group sessions
 - Possess an acute psychological disorder that effects their participation in the sessions
- **Seeking Safety (Youth)**
 The group normally meets 2 times a week for 12 weeks. **Referral Guidelines:** Gender and risk specific youth with a Risk Level of Very High, High, or Moderate on the YLS/CMI.
- **Community Service Learning**
 This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

EDUCATION

Interventions for Education	
One-on-One Supervision Tools	Program Referral Options
The Change Companies Journals: Forward Thinking: – Responsible Behavior Carey Guides: – Interpersonal Skills – Your Guide to Success EPICS II: – Cognitive Model – Problem Solving Worksheet	Aggression Replacement Training Reasoning and Rehabilitation 2 Possible Others: – Mentoring – Community Service Learning – Education / Employment Support

Program Referral Guidelines

- **Aggression Replacement Training (ART)**
 ART consists of a 10-week, 30-hour intervention administered to groups of 8 youths 3 times per week. **Referral Guidelines:** Youth with a Risk Level of Very High or High on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior, or education/employment; or Moderate Risk Level with a Caution or Warning on the MAYSI-2 Angry/Irritable scale.
- **Reasoning and Rehabilitation 2 (R&R2)**
 The group normally meets 2 times a week for 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Moderate on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior or education/employment.
- **Community Service Learning**
 This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

EMPLOYMENT

Interventions for Employment	
One-on-One Supervision Tools	Program Referral Options
Carey Guides: – Interpersonal Skills – Your Guide to Success EPICS II: – Cognitive Model – Problem Solving Worksheet	Community Service Learning Education / Employment Support

Program Referral Guidelines

- **Community Service Learning** This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

LEISURE / RECREATION

Interventions for Leisure / Recreation	
One-on-One Supervision Tools	Program Referral Options
Carey Guides: – Prosocial Leisure Activities EPICS II: – Behavioral Analysis Worksheet – Problem Solving Worksheet	Mentoring <u>Possible Others:</u> – Seeking Safety – Community Service Learning

Program Referral Guidelines

- **Seeking Safety (Youth)**
 The group normally meets 2 times a week for 12 weeks. **Referral Guidelines:** Gender and risk specific youth with a Risk Level of Very High, High, or Moderate on the YLS/CM.
- **Community Service Learning** This program normally runs 4 to 6 weeks. **Referral Guidelines:** Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

SOLANO COUNTY JUVENILE PROBATION

CORE TREATMENT SERVICES AND SUPERVISION TOOLS

- Motivational Enhancement and Cognitive-Behavioral Therapy (MET/GBT12) - MET/GBT12 combines the effective use of Motivational Enhancement Therapy (MET) and Cognitive-Behavioral Therapy (GBT). The number 12 indicates the number of sessions which include both individual and group sessions for teens and young adults with substance abuse issues. This method of treatment provides ways in which youth are motivated to change, training trips for building the skills necessary to increase social support, how to engage in non-drug related activities, and avoidance and coping mechanisms to deal with any potential relapse issues. MET/GBT is seen as beneficial for adolescents due to its less directive, non-confrontational approach in teaching coping skills. It also incorporates the power of peer influence into group sessions, which has proven successful. The initial two sessions are 60-minute individual sessions, focused on Motivational Enhancement Therapy (MET), the remaining 10 sessions are typically 75-minute group sessions which incorporate Cognitive-Behavioral Therapy (GBT). **The group normally meets 2 times a week for 5 weeks. Referral Guidelines: Youth with a High or Moderate need on the YLS/CMI Substance Abuse scale, or scored at the Warning or Caution Level on the MAYSI-2 Alcohol/Drug Use scale. It is important to note that MET/GBT12 has not been successful with youth who:**
 - **Demonstrate severe conduct disorder**
 - **Possess poly-substance dependence problems**
 - **Experience social anxiety and are unable to participate in group sessions**
 - **Possess an acute psychological disorder that effects their participation in the sessions**
- Aggression Replacement Training (ART) – ART concentrates on development of youth competencies to address various emotional and social aspects that contribute to aggressive behavior in youths. Program techniques are designed to teach youths how to control their angry impulses and take perspectives other than their own. The main goal is to reduce aggression and violence among youths by providing them with opportunities to learn prosocial skills in place of aggressive behavior.

The program relies on repetitive learning and transfer training techniques to teach participants to control impulsiveness and anger so they can choose to use more appropriate prosocial behaviors. In addition, guided group discussion is used to correct antisocial thinking. The program consists of three interrelated components, all of which come together to promote a comprehensive aggression-reduction curriculum: Structured Learning Training, Anger Control Training, and Moral Reasoning. Each component focuses on a specific prosocial behavioral technique: action, affective / emotional, or thought / values. **ART consists of a 10-week, 30-hour intervention administered to groups of 8 youths 3 times per week. Referral Guidelines: Youth with a Risk Level of Very High or High on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior, or education/employment; or Moderate Risk Level with a Caution or Warning on the MAYSI-2 Angry/Irritable scale.**

- Reasoning and Rehabilitation 2 (R&R2) – The R&R2 Short Version for Youth is designed for 13-16 year old youth who are under supervision of juvenile justice agencies and for those who are engaging in various disruptive and antisocial behaviors at home, in mainstream community schools, special schools, community residences, probation or juvenile institutions. It also targets youths who are developing patterns of antisocial behavior which involve risk-taking, opposition to adult values and/or persistent antisocial or offending behavior.

R&R2 provides a curriculum of cognitive and emotional skills and values which teach youths the basic problem solving skills; skills in emotional regulation; social skills; conflict management and negotiation skills; social perspective-taking; and the prosocial values, attitudes and beliefs that underlie prosocial competence. The program is also designed to help them acquire prosocial competence in emotional and behavioral skills. **The group normally meets 2 times a week for 6 weeks. Referral Guidelines: Youth with a Risk Level of Moderate on the YLS/CMI who have a High or Moderate need in prior and current offenses, or peer relations, or attitude/orientation, or personality/behavior or education/employment.**

- Seeking Safety (SS) – Seeking Safety is a manualized cognitive-behavioral intervention for individuals with co-occurring posttraumatic stress disorder (PTSD) and substance use disorders. SS has been used for a number of different populations, including both adult women and men as well as juveniles. As part of the treatment, SS provides psychoeducation, which seeks to educate participants about the consequences of trauma and the links between trauma and substance use. SS also integrates cognitive, behavioral, and interpersonal topics, and teaches specific coping skills. The treatment consists of topics (such as asking for help and coping with triggers), which address the cognitive, behavioral, interpersonal, and case management needs of persons with both substance use disorders and PTSD. The intervention emphasizes the importance of stabilization, coping skills, and the reduction of self-destructive behavior. **The group normally meets 2 times a week for 12 weeks. Referral Guidelines: Gender and risk specific youth with a Risk Level of Very High, High or Moderate on the YLS/CMI.**
- Community Service Learning – Youth Community Service Learning is working to make a positive contribution to the civic life of one's community. It also involves developing the combination of knowledge, skills, values, and motivation to make a difference. These activities can enrich the lives of youths and are socially beneficial to the community. Community service provides a service to benefit a community, its institutions, or its citizens. Community service learning occurs when youth engage in reflection activities after their service experience and apply their learning and experience to real life activities. The goal of this program is to combine these concepts to enhance the youth's positive involvement with the community, improve life skills, teach basic work skills, and facilitate connections with pro-social adults and youth peers in the community. Program objectives include the following:
 - ✓ For youth to understand the value of service for the good of themselves and the community
 - ✓ Form meaningful working relationships with community groups and individuals
 - ✓ Develop critical thinking, citizenship, and problem solving skills
 - ✓ Address real community needs
 - ✓ Give back to victims and the community
 - ✓ Gain a sense of their own effectiveness

This program normally runs 4 to 6 weeks. Referral Guidelines: Youth with a Risk Level of Very High, High, or Moderate who have completed ART or R&R2.

Supervision Tools:

- Forward Thinking Interactive Journaling Series – The Forward Thinking Series provides high-risk youth with an opportunity to identify and target risk/need areas. This series focuses not only on education, but also on guiding juvenile high-risk populations in taking ownership of the choices and actions that lead to positive change. There are eight independent journals. Probation officers can select the journals that are appropriate to the needs of the clients.
- The Carey Guides – Research demonstrates that traditional methods of supervision are ineffective in reducing recidivism among adult and juvenile clients. For behavior change and recidivism reduction to be possible, clients must understand the personal and environmental factors underlying their offending behavior and be taught the skills they need in order to make positive changes in the future. The Carey Guides are designed to equip probation officers with the information and tools they need to support these changes among their clients. The Guides are short, practical, and easy to use. They are designed to help you do your job more effectively by translating evidence-based practices into a series of strategies and tools that are quick and to the point.

SOLANO COUNTY PROBATION DEPARTMENT

JUVENILE PROBATION

EVIDENCE BASED SUPERVISION MODEL

PROBATION OFFICER BEHAVIOR CHANGE SKILLS	BEHAVIOR CHANGE SUPERVISION TOOLS	CORE TREATMENT MODELS
<ul style="list-style-type: none"> ○ Physical Attending ○ Asking Open Ended Questions ○ Affirming Positive Talk and Behavior (Effective Reinforcement) ○ Reflecting What is Said (Reflections) ○ Summarizing What is Heard (Summarizations) ○ Responding Empathically ○ Giving Feedback (Effective Disapproval / Use of Authority) ○ Recognizing and Rolling with Resistance ○ Recognizing and Strengthening Change Talk ○ Prosocial Modeling 	<ul style="list-style-type: none"> ○ Behavioral Analysis Worksheet (EPICS II) Case Planning Carey Guide ○ Recognize, Avoid, Cope, Evaluate (EPICS II) ○ Teaching the Cognitive Model (EPICS II) Anti-Social Thinking Carey Guide ○ Problem Solving Worksheet (EPICS II) Problem Solving Carey Guide ○ Supervision Guides (P-200) ○ Carey Blue and Red Guides (33 Guides) ○ Forward Thinking Journaling ○ Juvenile Probation Criminogenic Needs Interventions and Program Referral Guidelines (P-200) 	<ul style="list-style-type: none"> ○ Aggression Replacement Training ○ Reasoning and Rehabilitation 2 ○ Motivational Enhancement and Cognitive Behavioral Therapy 12 ○ Seeking Safety ○ Mental Health Evaluation and Treatment ○ Imminent Risk Services ○ Mentoring ○ Community Service Learning ○ Education / Employment Support

**COUNTY OF SOLANO
PROBATION DEPARTMENT**

JUVENILE PROBATION YOUTH ACHIEVEMENT CENTER REFERRAL FORM

Referring Deputy Probation Officer: _____ Location: _____ Referral Date: _____

DPO Office Telephone #: _____

YOUTH INFORMATION

Youth Name: _____ Age: _____ Case ID # _____

Address: _____

Telephone: Home #: _____ Cell #: _____

☐ May leave message

☐ Contact DPO to schedule appointment

Date placed on Probation: _____ YLS/CMI Score: _____ Supervision Level: _____

YLS / CMI NEED AREAS

<u>Area</u>	<u>High</u>	<u>Moderate</u>
Prior / Current Offenses	<input type="checkbox"/>	<input type="checkbox"/>
Education / Employment	<input type="checkbox"/>	<input type="checkbox"/>
Leisure / Recreation	<input type="checkbox"/>	<input type="checkbox"/>
Peer Relations	<input type="checkbox"/>	<input type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>
Family / Parenting	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes / Orientation	<input type="checkbox"/>	<input type="checkbox"/>
Personality / Behavior	<input type="checkbox"/>	<input type="checkbox"/>

MAYSI 2 SCALES

<u>Scale</u>	<u>Warning</u>	<u>Caution</u>
Alcohol / Drug Use	<input type="checkbox"/>	<input type="checkbox"/>
Angry – Irritable	<input type="checkbox"/>	<input type="checkbox"/>
Depressed – Anxious	<input type="checkbox"/>	<input type="checkbox"/>
Somatic Complaints	<input type="checkbox"/>	<input type="checkbox"/>
Suicide Ideation	<input type="checkbox"/>	<input type="checkbox"/>
Thought Disturbance (boys)	<input type="checkbox"/>	<input type="checkbox"/>
Traumatic Experiences:	0 1 2 3 4 5	
	<i>(Please circle one)</i>	

PROGRAMS

Check which program(s) the youth needs:

☐ Aggression Replacement Training

☐ Seeking Safety

OR

☐ Mental Health Services

☐ Reasoning and Rehabilitation 2

☐ Imminent Risk Services

☐ MET/CBT 12

☐ Education / Employment Support

☐ Community Service Learning

☐ LCA Transportation *(provide details in Comments)*

Comments *(include any information on the youth's motivation and treatment readiness, program sequencing, and other treatment issues/barriers):*

Forward to YAC Legal Procedures Clerk (Sullivan Center)

SOLANO COUNTY JUVENILE PROBATION SUPERVISION GUIDE

ACTIVITY: GENERAL FACE-TO-FACE CONTACTS
DEPUTY PROBATION OFFICER ACTIVITY STEPS:
<input type="checkbox"/> Preparation: Review case notes and the youth's My Change Plan.
<input type="checkbox"/> Check In: Greet the youth in a respectful manner and ask them to share with you how things are going. Use Motivational Interviewing / Active Listening skills to explore any concerns. <i>(What has been happening since we last talked?)</i> .
<input type="checkbox"/> Problem Solving: Use collaborative problem-solving to address any identified issues. <i>(If helpful, go through the steps of problem-solving, e.g., EPICS II / Problem Solving Carey Guide)</i> .
<input type="checkbox"/> Incentives and Sanctions: At the first general face-to-face contact, explain the Juvenile Probation Youth Non-Compliant Response Matrix and the Incentives Grid.
<input type="checkbox"/> Treatment Review: Ask the youth to review with you what was covered in any treatment program classes they attended since your last contact. <i>(Tell me what you learned in your program group)</i> . As appropriate review any assignments from their last contact. Reinforce positive statements and clarify and respond to any concerns.
<input type="checkbox"/> My Change Plan Review: Discuss the youth's progress on their My Change Plan goals, objectives and activities, and make modifications as needed. <i>(Focus on the immediate issues you are having them work on)</i> .
<input type="checkbox"/> Work on Behavior Change: Continue to focus on identified youth criminogenic needs and apply the appropriate One-on-One Supervision Tools or activities. <i>(Teach, demonstrate, model, and practice with the youth pro-social skills)</i> . <i>(See Juvenile Probation Criminogenic Needs Interventions and Program Referral Guidelines)</i> .
<input type="checkbox"/> Assignments: Discuss any actions that the youth should take or complete before the next contact. <i>(e.g., homework)</i> .
<input type="checkbox"/> Closure: Summarize the meeting, reinforce any positive youth actions or statements, and schedule the next office visit.

SOLANO COUNTY JUVENILE PROBATION

SUPERVISION GUIDE

ACTIVITY: <div style="text-align: center;">INITIAL HOME VISIT</div>
DEPUTY PROBATION OFFICER ACTIVITY STEPS:
<input type="checkbox"/> Contact the youth/parent/guardian and inform them that you would like to schedule a home visit and why.
<input type="checkbox"/> Call the youth/parent/guardian ahead of time to let them know when you will be arriving. Ask who you can expect to find in the home during time of visit.
<input type="checkbox"/> Arrive at the residence and ask parent/guardian if you can come in.
<input type="checkbox"/> Attempt to build rapport by casual conversation using Motivational Interviewing.
<input type="checkbox"/> As appropriate, learn about the relationship between the youth and the occupants of the residence and ask those present to tell you a little bit about themselves.
<input type="checkbox"/> Ensure the family that you are going to assist the youth in their effort to change and discuss with them what they can do to help. If there are adult family members present who have not seen the youth's My Change Plan(s), review the Plan(s), goals/objectives, and action steps/activities.
<input type="checkbox"/> As appropriate, explain relevant terms and conditions of supervision (such as search and seizure, no contact orders, etc.) and how they could affect other residents of the home. Ask them how they feel about these conditions affecting them.
<input type="checkbox"/> Ask the parent/guardian if you can get a tour of the home. During the tour, note the neighborhood, layout of the home, anything suspicious in plain view, the room where the youth is sleeping, and anything out of the ordinary existing at the home.
<input type="checkbox"/> Thank the individuals present and let them know that they can contact you if they have any concerns.

**SUPERIOR COURT OF CALIFORNIA
COUNTY OF SOLANO**

IN THE MATTER OF:

<%firstname%> <%middlename%> <%lastname%>
<%suffix%>

AKA:**DOB:** <%dob%>**AGE:** <%age%>

ADDRESS: <%primaryaddress1%>
<%primaryaddress2%>

TELEPHONE NUMBER:**RESIDES WITH:****PROBATION OFFICER'S
ANNUAL REVIEW****ACTION NO:****COURT DATE:****DEPT NO.:**

- ☐ Wardship granted on:
☐ Deferred entry granted on:
☐ 654.2 W&I granted on:
☐ 725(a) W&I granted on:
☐ Last court appearance on:
☐ Minor notified to appear.
☐ How notified:

☐ Petition filed on:☐ Minor's appearance excused.**SPECIAL PROGRAM:****CONDITIONS OF PROBATION:**

SCHOOL: Grades: ☐ Excellent ☐ Acceptable ☐ Unacceptable
Attendance: ☐ Excellent ☐ Acceptable ☐ Unacceptable
Behavior: ☐ Excellent ☐ Acceptable ☐ Unacceptable
Documentation Attached: ☐ Yes ☐ No

COMMENTS:

VOLUNTEER WORK: ☐ None ordered. Total # ordered: # Completed:

Method of Completion: Grades: # Counseling: #

Work hours: # Location(s):

Other: # Method:

COMMENTS:

VICTIM RESTITUTION: ☐ None ordered. ☐ None requested by victim.

- ☐ No response from victim(s). ☐ Victim letters sent: _____ and _____
- ☐ Unable to locate victim(s).
- ☐ Victim Restitution Amount requested: ☐ Total Amount Ordered:
- ☐ Total Amount paid: ☐ Balance owed:
- ☐ Date of last restitution payment: ☐ Payment Amount:

- FINES:** ☐ None ordered. ☐ Total Amount ordered:
- ☐ Amount paid: ☐ Balance owed:
- ☐ Date of last fine payment: ☐ Payment Amount:

- RESTITUTION FINE:** ☐ None ordered. ☐ Total Amount ordered:
- ☐ Amount paid: ☐ Balance owed:
- ☐ Date of last fine payment: ☐ Payment Amount:

COMMENTS:

- COUNSELING:** ☐ Referred to: _____ on _____
- ☐ Currently attending.
- ☐ Completed on: _____
- ☐ Did not attend as ordered. (Comments required below)
- ☐ Not necessary per P.O.'s discretion. (Comments required below)

COMMENTS:

- LETTER OF APOLOGY:** ☐ None ordered. ☐ Completed. ☐ Not completed.

- ESSAY:** ☐ None ordered. ☐ Completed. ☐ Not completed.

- OTHER ORDERS:** ☐ None ordered.
- ☐ Drug tested: ☐ Yes ☐ No
- ☐ Results: _____
- ☐ Other: _____
- ☐ DNA testing ☐ Not required ☐ Completed

COMMENTS:

- DELINQUENT REFERRALS:** ☐ None ☐ New referrals (see below)

COMMENTS:

GENERAL COMMENTS:

RECOMMENDATION:

- ☐ Continue wardship with all prior orders to remain in effect.

- ☐ I request the court order the minor to pay restitution in the amount of \$ _____ to _____ (name of victim) _____, (specify category of losses or expenses incurred) _____. A credit for payments toward restitution should be noted in the amount of \$ _____. See attached Order(s) For Restitution and Abstract of Judgment (CR-110/JV-790).
- ☐ Pursuant to Welfare And Institutions Code §730.7(a), I recommend the court make a determination of the minor's parents' ability to pay the ordered restitution and, if found financial capable, order the minor's parents jointly and severally liable ☐ for the ordered restitution ☐ in the limited amount of \$25,000 per tort/act of misconduct of the minor pursuant to Civil Code §1714.1 ☐ in the limited amount of \$30,000 for one person or occurrence or \$60,000 for all persons of one occurrence pursuant to Civil Code §1714.3.
- ☐ Parent's Juvenile Financial Face Sheet Attached.
- ☐ Pursuant to Welfare And Institutions Code §730.6(h), I recommend the court find the co-offender(s), _____ name(s) jointly and severally liable for the restitution ordered by the court.
- ☐ Pursuant to Welfare And Institutions Code §730.6(h), I request the court order the names and addresses of the minor, parent(s)/legal guardian(s), and any co-offender(s) to be released to the victim for purposes of collecting restitution.
- ☐ **RESTITUTION ORDERS: PURSUANT: W&I 730.6 AND 730.7**
THE COURT: ☐ AMENDS AND ☐ ORDERS
- ☐ Minor to pay restitution in the amount of:
- ☐ See attached Order(s) for Restitution:
☐ Number of Attachments: _____
- ☐ The court has considered the inability of the parent(s) or legal guardian(s) to pay and orders that parent(s) or legal guardian(s) are jointly and several liable as set forth in the Orders Of Restitution.
- ☐ Probation shall notify the victim(s) within 60 days of the Restitution Order(s).
- ☐ The Restitution Order(s) is/are enforceable as a civil judgment.
- ☐ Minor's name released to the victim(s) for the purposes of Restitution.
- ☐ The court finds the co-offender(s) to be jointly and severally responsible for restitution. ☐ Co-offender(s) are: _____.
- ☐ Restitution Fine is waived.

Respectfully submitted,

CHRISTOPHER HANSEN
Chief Probation Officer

Approved:

Pick from this list
Ext:

Pick from this list

I have read and considered the foregoing report of the Probation Officer.

JUDGE/REFEREE OF THE JUVENILE COURT

Minor's Name: <%firstname%> <%middlename%> <%lastname%> <%suffix%>

Juvenile Number: <%cc%>

Court Date: