

INTRODUCTION TO SAMPLE CASE PLANS

When creating an effective case plan, the process and the ability to engage youth and families are vastly more important than the tool format. The critical elements for a case plan worksheet or tool appear below and should be tailored by the jurisdiction to align with local language and other tools or assessments. A version of this resource is available online at <https://assets.aecf.org/m/resourcedoc/aecf-familyengagedcaseplanning-samples-2022.pdf>.

The three fictional case plans provided below represent different stages of the case planning process and different young people. The sample plans give practitioners a sense of the process and how to keep the parties on track. For demonstration purposes, these plans emphasize current goals and steps. Actual plans will differ because they'll contain progress — and setbacks — over time. They will contain more revisions, steps that build on earlier steps and stages where goals are achieved, amended and added.

- Sample Case Plan #1 for youth A is from a very early meeting within **one to two weeks** of a young person's time on probation.
- Sample Case Plan #2 for youth B is from **four to six weeks** along in the process.
- Sample Case Plan #3 for youth C is **10 to 12 weeks** into the process.

Refer to pages 23–26 of the family-engaged case planning practice guide at <https://assets.aecf.org/m/resourcedoc/aecf-familyengagedcaseplanning-2022.pdf>

Necessary Elements

- Identifying Information:** Youth and family members' names, date of plan creation, date of most recent plan modification.
- Circle of Care:** Individuals who support and care for the youth, as identified in collaboration with the youth and family. List at least some of the key people in that circle on the case planning worksheet.
- Youth's Strengths:** At least three of the young person's strengths as identified by the youth and family members.
- Long-Term Intentions and/or Aspirations:** What motivates and excites the youth and what the youth wants to work toward, with support from caring adults.
- Goals:** At least one or two common-ground goals that the probation officer, young person and family members have all agreed would be beneficial to pursue early on in the case planning process. Goals get updated and modified over time and new, more complex ones get added.
- Action Steps:** Specific short-term steps to work toward the stated goals. These should be relevant, easily measured and attainable. New action steps can and should be added down the road as the initial ones are accomplished.
- Assigned Roles and Responsibilities:** Each action step should have clearly assigned responsibilities for the probation officer, youth and family member. The probation officer can always add other family members or support people to the worksheet if those people commit to action steps as part of the goal.
- Time Frames:** Each action step should have clearly defined time frames with either an end date or a specified amount of time (e.g., two weeks). Shorter is always better. Time frames refer to action steps, not overall goals and objectives.
- Measurement:** Each goal should have clearly defined measurements that help show progress toward the goal. Use quantifiable measurements that assess progress toward the overall goal.
- Status:** This section provides up-to-date information on progress toward achieving the goals and related action steps.

Additional Options and Considerations

- **Domains or Need Areas:** The worksheet might include some broad categories of goals or needs as a reference point and resource for probation officers, youth and families as they think about appropriate and tailored goals and actions steps. Those categories could relate to a site's local risk and/or needs assessment. If they do, make sure the categories to pull from are written in a way that is accessible to youth and families. Instead of writing "peer associates," a site representative could write "relationships with peers" or "friendships with peers." Writing should be neutral in tone and avoid emphasizing deficits. If a site adds categories to the worksheet, relate them to a positive youth development approach, such as work, education, relationships, community, health and creativity.

SAMPLE CASE PLAN #1
FOR YOUTH A | *first one to two weeks*

Beginning to identify strengths, build a relationship and focus on establishing one or two common-ground goals, which are goals that the probation officer, young person and family members have agreed would be beneficial for the youth to pursue early in the plan.

YOUTH NAME: Eric XXXXXXX (age 16) DATE CREATED: XX/XX/XX
 PARENT/GUARDIAN NAME/S: Janice XXXXXXX and Don XXXXX MOST RECENT UPDATE: XX/XX/XX
one week from the plan's creation
 PROBATION OFFICER NAME: Marc Adams

KEY INDIVIDUALS FROM THE CIRCLE OF CARE *(In addition to parents or guardians)*

NAME: <u>Nancy XXXXXXX</u>	RELATIONSHIP: <u>Grandma (lives with family)</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Sally XXXXXXX</u>	RELATIONSHIP: <u>Aunt</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Carla XXXXXXX</u>	RELATIONSHIP: <u>Younger sister (age 9)</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>David XXXXXXX</u>	RELATIONSHIP: <u>Neighbor and family friend</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Roy XXXXXXX</u>	RELATIONSHIP: <u>Older brother (age 22)</u>	CONTACT INFO: <u>XXXXXX</u>

YOUTH'S STRENGTHS: *Playing with and caring for little sister / weightlifting / enjoying music / artistic talent / strong ties with family members / good relationship with grandmother and aunt / making own breakfast before school*

YOUTH'S LONG-TERM ASPIRATIONS: *Feel physically and mentally strong / own a gym / have own family*

|| **SAMPLE CASE PLAN #1** ||
FOR YOUTH A

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Increase self-confidence by having Eric enroll in and attend a positive activity (boxing).</p> <p>Goal Area: Health</p>	<p>PROBATION OFFICER (Mr. Adams): Help Eric, mom and dad visit and decide on a boxing class on a bus route.</p>	XX/XX/XXXX	<p>1) Eric is enrolled in boxing class.</p> <p>2) Eric has attended boxing classes, only missing when absolutely necessary.</p> <p>3) Eric and parents have reported increase in Eric's confidence.</p> <p>4) Each family member and the probation officer have fulfilled their agreed-upon action steps.</p>	<p>In progress</p> <p>Eric, parents and Mr. Adams found a local boxing class. Eric is enrolled and will start attending in one week.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Eric): Visit gyms with parents and Mr. Adams.</p>	XX/XX/XXXX		
	<p>YOUTH (Eric): Attend boxing classes weekly for an initial two weeks.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Enroll Eric in boxing lessons.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Dad): Arrange for transportation to and from boxing lessons.</p>	XX/XX/XXXX		
<p>Eric and his family will work on sharing quality time by beginning to have dinner together three nights per week.</p> <p>Goal Area: Relationships</p>	<p>PROBATION OFFICER (Mr. Adams): Help Eric and his family create a two-week calendar to start with chosen dates for family dinners three times each week.</p>	XX/XX/XXXX	<p>1) At least three family dinners have occurred over a two-week period.</p> <p>2) All family members have attended the dinners.</p>	<p>In progress</p> <p>Family has set Fridays, Mondays and Thursdays for their weekly family dinners. Eric reports that he likes talking to his mom about what they might eat and has agreed to help cook sometimes. All set for first scheduled dinner next week.</p> <p>Family will keep the schedule and plan going forward!</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Eric): Help family select weekly nights for dinner.</p> <p>Provide input on the menu.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Create dinner menus and invite older brother Roy and Aunt Sally.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Dad): Food shop for the selected dinner nights.</p> <p>Clear schedule to be available on dinner nights.</p>	XX/XX/XXXX		

SIGNED BY:

PROBATION OFFICER: _____ DATE: _____

YOUTH: _____ DATE: _____

CAREGIVER: RELATIONSHIP: _____ DATE: _____

CAREGIVER: RELATIONSHIP: _____ DATE: _____

SAMPLE CASE PLAN #2

FOR YOUTH B / *four to six weeks*

The young person has met some common-ground goals, and the probation officer has connected the youth with a credible messenger mentor and more complex goals have been added.

YOUTH NAME: Dominique XXXXXXX (age 17) DATE CREATED: XX/XX/XX
PARENT/GUARDIAN NAME/S: Soledad XXXXXXX MOST RECENT UPDATE: XX/XX/XX
five weeks from the plan's creation
PROBATION OFFICER NAME: Renee Wallace

KEY INDIVIDUALS FROM THE CIRCLE OF CARE *(In addition to parent/guardians)*

NAME: <u>Serena XXXXXXX</u>	RELATIONSHIP: <u>Grandma</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Mary XXXXXXX</u>	RELATIONSHIP: <u>Aunt (lives with family)</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>David XXXXXXX</u>	RELATIONSHIP: <u>Older cousin (age 25)</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Gloria XXXXXXX</u>	RELATIONSHIP: <u>Former teacher</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Carlo XXXXXXX</u>	RELATIONSHIP: <u>Uncle</u>	CONTACT INFO: <u>XXXXXX</u>
NAME: <u>Nicole Thompson</u>	RELATIONSHIP: <u>Credible messenger mentor</u>	CONTACT INFO: <u>XXXXXX</u>

YOUTH'S STRENGTHS: Helping people / dancing / strong extended family connections/ having goals and dreams for future / creative / making friends easily / flexible / adaptable / giving aunt her medication at night / taking care of her baby cousin

YOUTH'S LONG-TERM ASPIRATIONS: *Feel calmer at home / develop positive friends / succeed at school and graduate / become a nurse / take care of baby cousin*

SAMPLE CASE PLAN #2
FOR YOUTH B

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Reduce stress by taking 20 minutes at home each night to listen to music and then complete a 10- to 15-minute journal entry afterwards.</p> <p>Goal Area: Health</p> <p>Dominique's previous accomplishment toward health was starting a daily walking program to reduce stress.</p>	<p>PROBATION OFFICER (Ms. Wallace): Offer an incentive of a new journal from the county incentives program to Dominique if she does a 10- to 15-minute journal entry at least four nights a week for two weeks to start.</p>	XX/XX/XXXX	<p>1) Dominique completes 10 to 15 minutes of journaling four nights a week for two weeks.</p> <p>2) Dominique has reported feeling calmer at home.</p>	<p>First two weeks went well!</p> <p>A few nights were missed, but we talked through how the journaling and music at night is helping her feel calmer and more able to deal with hard situations. She has been sticking with the goal since then and intends to continue.</p> <p>She shared that she doesn't always know what to write about. We talked through ideas for topics. We decided she would write most of the time but could draw some nights instead.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Dominique): Pick music that makes her feel calm and listen to it each night for 20 minutes. Right after listening to the music, do at least 10 minutes of private journaling.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Check in with Dominique twice each week to ask her how the listening to calm music and journaling is feeling.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Grandmother): Make sure that Dominique has something she can use as a journal for now. This can be something she already has at home.</p>	XX/XX/XXXX		
<p>Gain confidence in making positive, safe and healthy choices through work with a community-based mentor.</p> <p>Goal Areas: Community & Relationships</p>	<p>PROBATION OFFICER (Ms. Wallace): Enroll Dominique in a local credible messenger mentoring program starting next week.</p> <p>Introduce Dominique to her mentor prior to the first program meeting.</p>	XX/XX/XXXX	<p>1) Dominique has attended credible messenger mentor orientation.</p> <p>2) Dominique has met with her credible messenger mentor at least six times in a two-week period, counting any form of time they've spent together.</p>	<p>In progress</p> <p>Dominique has met with her credible messenger mentor (Ms. Thompson) four times in the first two weeks. One meeting was canceled due to illness, and Dominique missed one meeting, which she made up later.</p> <p>Ms. Thompson is available 24 hours a day, and Dominique reached out to her late one night when she was considering leaving the house to see members of her previous gang. Ms. Thompson helped Dominique make the decision to</p>
	<p>YOUTH (Dominique): Attend orientation of credible messenger program.</p> <p>Meet at least six times with assigned mentor in next two weeks.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Identify and arrange for transportation for orientation.</p> <p>Meet Dominique's mentor and ask Dominique weekly how things are going with the mentor.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #2
FOR YOUTH B

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Community & Relationships</p> <p>(continued)</p>	<p>CAREGIVER (Aunt Mary): Take Dominique out for lunch or snack once a week and support Dominique working with her mentor.</p>	XX/XX/XXXX		<p>stay home. They talked about it in more depth the next day.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
<p>Become more engaged in school by attending at least 12 of the next 15 days (hopefully more).</p> <p>Goal Area: Education</p>	<p>PROBATION OFFICER (Ms. Wallace): Use wraparound funds to purchase Dominique an alarm clock to be up for school on time in the morning.</p>	XX/XX/XXXX	<p>1) Dominique has attended school at least 12 of 15 days of school.</p> <p>2) Dominique has arrived at school on time every morning 10 of 15 days.</p> <p>3) Dominique has reported feeling more engaged in school.</p>	<p>In progress</p> <p>Missed two days in the first week, but after a family meeting, established new strategies. She only missed one day the next week and had no absences the third week! These are huge improvements. No late arrivals nine out of 15 days, another big improvement</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Dominique): Be in bed by 11 p.m. nightly and have all school materials prepared for the next day before bedtime.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Obtain necessary bus passes for Dominique to get to school without walking through gang areas.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Aunt Mary): Give Dominique a daily ride to the bus stop on her way to work.</p>	XX/XX/XXXX		
<p>Avoid gang interaction by joining a local dance class or group and seeking positive relationships with other people in the group.</p> <p>Goal Areas: Community, Positive Activities and Relationships</p>	<p>PROBATION OFFICER (Ms. Wallace), With support and collaboration from Ms. Thompson: Help Dominique find a local dance class or group where she could be with other girls around her age.</p> <p>Assist in finding funds to help pay for participation.</p>	XX/XX/XXXX	<p>1) Dominique has enrolled in positive after-school activity.</p> <p>2) Dominique has avoided contact with gang members.</p> <p>3) Mom has helped work out transportation options for Dominique.</p> <p>4) Aunt Mary has picked up Dominique on needed days after dance group.</p>	<p>In progress</p> <p>Ms. Wallace, Ms. Thompson and Dominique found a dance group convenient to Dominique's bus route and home. The group meets three times a week after school.</p> <p>Dominique has danced with the group three times so far. She likes some people in the group. She and Ms. Thompson have been talking about ways to build friendships with the people she</p>
	<p>YOUTH (Dominique): Work with Ms. Wallace and Ms. Thompson to find a local dance class or group to get involved in.</p> <p>Alter walk from school to bus stop to stay away from gang occupied area.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #2
FOR YOUTH B

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Community, Positive Activities and Relationships</p> <p>(continued)</p>	<p>CAREGIVER (Mom): Work out transportation options with and for Dominique to attend dance activities.</p>	XX/XX/XXXX		<p>likes and avoid conflict with the others.</p> <p>Dominique was tempted to reconnect with her former gang friends, but she talked that through with Ms. Thompson and has stayed away from them.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>CREDIBLE MESSENGER MENTOR (Ms. Thompson): Talk with Dominique about what she wants in a dance class or group and who in the group she thinks might be someone she would like to get to know, why and how to reach out to build a friendship.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Aunt Mary): Pick up Dominique two to three days a week from after-school activity on way home from work.</p>	XX/XX/XXXX		
<p>Research different kinds of nursing jobs.</p> <p>Goal Areas: Education and Work</p>	<p>PROBATION OFFICER (Ms. Wallace): Arrange a time to take Dominique to local hospital for a tour and a conversation with one of the nurses on staff.</p>	XX/XX/XXXX	<p>1) Dominique has visited a local hospital with Ms. Wallace and spoken with a nurse about the profession.</p> <p>2) Dominique has identified and learned about different kinds of nursing and selected up to five kinds that interest her most.</p>	<p>In progress</p> <p>Time arranged at St. Jude's Hospital for learning visit and tour.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Dominique): Do three hours of online research to find out how many different kinds of nurses exist.</p> <p>Make a list of two to five types of nursing that interest her and research online their educational requirements.</p> <p>Talk about what she learned with Ms. Wallace and Mom.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Aunt Mary): Ask Dominique what she is learning in her research at weekly family dinners.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Grandma): Review Dominique's lists of nursing options with her.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #2
FOR YOUTH B

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Participate in restorative justice process with Mr. Jamison (the harmed party, who has consented to the process) so Dominique can understand the harm she has done and create a plan, approved by Mr. Jamison, to repair the harm.</p> <p>Goal Area: Community</p> <p>Dominique's previous accomplishment toward community was helping her neighbor with her weekly grocery shopping.</p>	<p>PROBATION OFFICER (Ms. Wallace): Help introduce Dominique to people at Gemini, a community-based organization that facilitates restorative justice processes.</p> <p>Check in weekly with Dominique about how she is feeling about the restorative justice process.</p>	XX/XX/XXXX	<p>1) Ms. Wallace has registered Dominique with Gemini restorative justice program.</p> <p>2) Dominique has attended the initial meeting with restorative justice facilitator.</p> <p>3) Mom will provide Dominique transportation to restorative justice orientation session and attend with her.</p>	<p>In progress</p> <p>Referral made to Gemini Restorative Justice Center.</p> <p>Initial orientation scheduled.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Dominique): Meet with restorative justice facilitator at Gemini (Ms. Thompson will be there with you) to hear what the process will look like.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Provide transportation.</p> <p>Attend initial restorative justice orientation sessions at Gemini with Dominique.</p>	XX/XX/XXXX		
	<p>CREDIBLE MESSENGER MENTOR (Ms. Thompson): Attend initial orientation meeting with Dominique, Mom and restorative justice facilitator.</p> <p>Meet with Dominique afterwards to discuss how it went and how she is feeling.</p>	XX/XX/XXXX		

SIGNED BY:

PROBATION OFFICER: _____ DATE: _____

YOUTH: _____ DATE: _____

CAREGIVER: RELATIONSHIP: _____ DATE: _____

CAREGIVER: RELATIONSHIP: _____ DATE: _____

SAMPLE CASE PLAN #3

FOR YOUTH C / 10 to 12 weeks

At this point in the case planning process, the circle of care has been built out further, more strengths have been added, more goals have been met and more progress has been made (note, not all steps are shown in the sample plan). More goals are related to areas identified in the youth's risk and needs assessment.

YOUTH NAME: Devon XXXXXXX (age 15) DATE CREATED: XX/XX/XX

PARENT/GUARDIAN NAME: Sharon XXXXXXX (adoptive mother) MOST RECENT UPDATE: XX/XX/XX
11 weeks from the plan's creation

PARENT/GUARDIAN NAME: Richard XXXXXXX (does not live with Devon)

PROBATION OFFICER NAME: Joanna Green

KEY INDIVIDUALS FROM THE CIRCLE OF CARE *(In addition to parent or guardians)*

NAME: Loretta XXXXXXX RELATIONSHIP: Biological mother CONTACT INFO: XXXXXX

NAME: Anita XXXXXXX RELATIONSHIP: Grandmother CONTACT INFO: XXXXXX

NAME: John XXXXXXX RELATIONSHIP: Uncle CONTACT INFO: XXXXXX

NAME: Thomas XXXXXXX RELATIONSHIP: Older brother (age 18) CONTACT INFO: XXXXXX

NAME: Bobby XXXXXXX RELATIONSHIP: Younger brother (age 12) CONTACT INFO: XXXXXX

NAME: Trent XXXXXXX RELATIONSHIP: Friend CONTACT INFO: XXXXXX

NAME: Steve XXXXXXX RELATIONSHIP: Former basketball coach CONTACT INFO: XXXXXX

NAME: Nicole Thompson RELATIONSHIP: Credible messenger mentor CONTACT INFO: XXXXXX

YOUTH'S STRENGTHS: Watching movies / playing with and caring for little brother / playing basketball / respectful to mom / having strong family connections / helping elderly in neighborhood / feeling remorseful about harm done / helping with meal prep for family / enjoying reading comics

YOUTH'S LONG-TERM ASPIRATIONS: *Attend Duke University / become a professional basketball player / have better friends*

SAMPLE CASE PLAN #3
FOR YOUTH C

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Improve communication between Mom and Devon</p> <p>Goal Area: Relationships</p> <p>Devon's previous relationships accomplishment was having dinner with his Mom three times a week for a month.</p>	<p>PROBATION OFFICER (Ms. Green): Check in weekly with Mom and Devon to facilitate communication.</p>	XX/XX/XXXX	<p>1) Mom and Devon have watched a movie together and had a conversation about what they thought about it.</p> <p>2) Mom and Devon have reported improvement in communication.</p>	<p>Accomplished!</p> <p>Devon and Mom will continue to watch one movie together a week and talk about it afterward.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Devon): List out two to three movies he'd like to watch with Mom and talk to Mom to see which one she would like to watch.</p>	XX/XX/XXXX		
	<p>After they watch, talk about what they thought about the movie.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Choose one movie from Devon's list.</p> <p>After they watch, talk about what they thought about the movie.</p>			
<p>Build community connections by continuing to work with credible messenger mentor that both Devon and mom can respect and be honest with.</p> <p>Goal Areas: Community, Relationships and Health</p>	<p>PROBATION OFFICER (Ms. Green): Ensure that Devon has a bus pass to continue to meet with Mr. Rodriguez, the credible messenger mentor.</p>	XX/XX/XXXX	<p>1) Devon has continued to meet with credible messenger mentor four times per week for three weeks.</p> <p>2) Devon has reported an increased sense of community connection and support.</p>	<p>In progress</p> <p>Devon has continued to meet with Mr. Rodriguez, now increasing it to four times a week. He and Mr. Rodriguez have built a strong relationship. They have had many good conversations about the death of Devon's brother and how it has affected Devon.</p> <p>Mom has been checking in with Devon and Mr. Rodriguez at least twice a week.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Devon): Meet with Mr. Rodriguez at least four times per week at home and in the community.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Meet with Devon's credible messenger mentor biweekly.</p> <p>Regularly check with Devon to see how things are going with the mentor.</p>	XX/XX/XXXX		
	<p>CREDIBLE MESSENGER MENTOR (Mr. Rodriguez): Meet with Devon at least four times per week.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #3
FOR YOUTH C

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Continue to participate in restorative justice process, connecting with Mr. Ross (the harmed party, who has consented to the process) so Devon can understand the harm he has done and create a plan, approved by Mr. Ross, to repair the harm.</p> <p>Goal Area: Community</p> <p>Devon's previous community accomplishment was completing two months of volunteering at the local senior center, which he says he would like to continue.</p>	<p>PROBATION OFFICER (Ms. Green): Check in with Devon and Crosswoods (the restorative justice center) weekly to hear how the process is going.</p>	XX/XX/XXXX	<ol style="list-style-type: none"> 1) Devon has attended and participated in restorative justice sessions with Mr. Ross (harmed party) over a month. 2) Devon understands the harm he has done. 3) Devon has begun to put in place the restorative plan, as agreed with Mr. Ross. 	<p>In progress</p> <p>Earlier, Devon had completed the initial orientation (Ms. Green made referral and Mr. Rodriguez went with Devon) and attended the first session with Mr. Ross.</p> <p>Devon missed one session after the first one. He said it was hard to hear Mr. Ross talk about the harm Devon had done to him. But Devon has participated in all sessions since then and has done a good job of listening, claiming responsibility and agreeing to continue the process.</p> <p>There is a plan in place for steps Devon needs to take to begin to repair the harm.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Devon): Participate in weekend and weekly restorative justice sessions, as determined by facilitator.</p> <p>Work with Mr. Rodriguez on putting in place the restorative plan that comes out of the sessions.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Uncle): Call Devon each Sunday to hear how Devon is doing with the restorative justice process.</p>	XX/XX/XXXX		
	<p>CREDIBLE MESSENGER MENTOR (Mr. Rodriguez): In weekly get-togethers with Devon, talk about how the process is going.</p> <p>Work with Devon on putting in place a plan to repair the harm he caused to Mr. Ross.</p>	XX/XX/XXXX		
<p>Strengthen trust from Mom by being home when he's supposed to be and following curfew.</p> <p>Goal Areas: Relationships, Community</p>	<p>PROBATION OFFICER (Ms. Green): Consider special requests when made and approved by Mom.</p> <p>Adjust curfew requirements in collaboration with Mom for time with mentor and/or other positive activities.</p>	XX/XX/XXXX	<ol style="list-style-type: none"> 1) Devon has made plans in advance so that he will not miss curfew. 2) Mom has helped arrange transportation, when needed. 3) Devon has not missed curfew unless approved by Mom and prearranged for special circumstances. 	<p>In progress</p> <p>Devon missed curfew twice in the first two weeks and once in the third week. He talked through his reasons for missing curfew with Ms. Green, Mom and mentor. No missed curfews for last four weeks. Devon will continue the good progress.</p>
	<p>YOUTH (Devon): Make plans ahead of time to ensure he can get home by curfew.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #3
FOR YOUTH C

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Relationships, Community (continued)</p> <p>Devon's previous relationships accomplishment was spending quality time twice a week for two months with his younger brother Bobby. Devon plans to continue doing this.</p>	<p>CAREGIVER (Mom): Pick Devon up or arrange for pick up from certain activities at times when public transportation is unreliable.</p>	XX/XX/XXXX		<p>Next status update for this goal: XX/XX/XXXX</p>
	<p>CAREGIVER (Uncle): Help with transportation needs when Mom is unavailable.</p>	XX/XX/XXXX		
<p>Work toward high school graduation by passing all classes this quarter.</p> <p>Goal Area: Education</p>	<p>PROBATION OFFICER (Ms. Green) in partnership with mentor Rodriguez: Connect Devon with a tutor that will meet him at local community center near his house every Monday and Thursday afternoon.</p>	XX/XX/XXXX	<p>1) Devon has been connected with a tutor.</p> <p>2) Devon has attended tutoring sessions every week.</p> <p>3) Devon has accomplished passing grades this quarter.</p>	<p>First two months accomplished!</p> <p>The first tutor got a new job so was no longer available. Ms. Green and Mr. Rodriguez worked together to find Devon a new tutor, who is working out well. Devon had poor attendance the first couple weeks but improved and has been attending with only one absence the last four weeks.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Devon): Spend one hour each Monday and Thursday afternoon with tutor doing homework and studying.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Check in every evening to make sure homework is completed.</p> <p>Ask Devon what he is learning.</p>	XX/XX/XXXX		
	<p>CAREGIVER (older brother): Help Devon with homework one to two nights per week.</p>	XX/XX/XXXX		

SAMPLE CASE PLAN #3
FOR YOUTH C

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
<p>Build community connections and healthy activities by enrolling in a basketball program.</p> <p>Goal Areas: Health and Community</p>	<p>PROBATION OFFICER (Ms. Green) Use wraparound funds to enroll Eric in a basketball league at the local YMCA.</p>	XX/XX/XXXX	<p>1) Devon has enrolled in a basketball league.</p> <p>2) Devon has completed the 12-week basketball league.</p> <p>3) Devon has reenrolled in a league.</p>	<p>In progress</p> <p>Enrolled in program and entering the 7th week of practices now. Had some bumps in the beginning, with a couple fights or near fights on the court. Now has some friends in the league and is really enjoying the practices and games. He's feeling strong and good at what he is doing.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>YOUTH (Devon): After tutoring on Mondays and Thursdays, take subway to 4 p.m. basketball program at YMCA. Must keep grades up to continue participating.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Mom): Make sure Devon has subway fare to get to the YMCA.</p>	XX/XX/XXXX		
	<p>CAREGIVER (Grandmother): Sew Devon a new basketball practice jersey for his league.</p>	XX/XX/XXXX		
	<p>CAREGIVER (former basketball coach): Check in with Devon once a week during the basketball league.</p>	XX/XX/XXXX		
<p>Stop regular marijuana use by creating different ways to manage stress and difficult emotions.</p> <p>Goal Area: Health</p>	<p>PROBATION OFFICER (Ms. Green): Check in with Devon twice weekly on strategies to manage stress and emotions without using marijuana.</p> <p>Listen to why Devon smokes and work with him to identify ways to meet his needs in different, healthier ways.</p>	XX/XX/XXXX	<p>1) Ms. Green and Mr. Rodriguez, respectively, have had conversations with Devon about his marijuana use and alternatives.</p> <p>2) Devon has exercised at least 10 to 15 minutes daily.</p> <p>3) Devon has reported at least a 50% decrease in marijuana use in first month.</p>	<p>Started</p> <p>Devon is opening up about why he turns to marijuana. Basketball seems to be helping. Devon has mapped out his exercise routine and is marking it on the calendar.</p> <p>Devon reports that he hasn't felt the need to smoke as much in the last three weeks and has only done it twice when feeling really stressed or sad.</p> <p>Next status update for this goal: XX/XX/XXXX</p>
	<p>MENTOR (Mr. Rodriguez): Talk with Devon at a regularly scheduled time each week about stress, sadness and alternatives when he gets the desire to smoke.</p>	XX/XX/XXXX		
	<p>YOUTH (Devon): Start daily exercise routine even if just 10 to 15 minutes some days to help ease stress and work through sadness, instead of getting high.</p>	XX/XX/XXXX		

|| SAMPLE CASE PLAN #3
FOR YOUTH C ||

GOAL	ACTION STEPS	TIME FRAME	MEASUREMENT	STATUS
Health (continued)	Speak weekly with Mr. Rodriguez about whether basketball, daily exercise and other strategies are helping.			
	<p>CAREGIVER (Mom): Give Devon a calendar to track his exercise routine.</p> <p>Check in with Devon at least twice a week to see how exercise is going.</p>	XX/XX/XXXX		

SIGNED BY:

PROBATION OFFICER: _____ DATE: _____
 YOUTH: _____ DATE: _____
 CAREGIVER: RELATIONSHIP: _____ DATE: _____
 CAREGIVER: RELATIONSHIP: _____ DATE: _____