

# 6

## Moving Forward

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**120 Minutes**



### Learning Objectives

- Review the third core element of CCW: Moving Forward
- Practice identifying appropriate strategies, supports and services
- Establish criteria for developing objectives
- Complete the case plan



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### Handouts

- Case Folder
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## **A Snap-Shot of This Chapter...**

During this segment of the training we will focus on MOVING FORWARD – the third phase of the case planning process. The first task associated with this phase is to complete the case plan by developing objectives and action steps that will help to build commitment and encourage the client to begin the change process. The second task is to draw from the evidence-based practices reviewed in Chapter 5 (e.g., social learning theory, cognitive-behavioral intervention and social capital theory) to develop a menu of options and opportunities. These should include opportunities to introduce and rehearse personal strategies (cognitive skills), methods to identify natural supports, and access to a variety of professional services.

**The use of Social Learning Theory, Cognitive Behavioral Intervention and Social Capital Theory are critical to build confidence and to mobilize the strategies, supports, and services necessary to make and sustain change.**

## 6.1 : Core Element #3: Moving Forward

ELEMENT	TASKS	ANTICIPATED OUTCOMES
<b>MAPPING</b>  <b>Primary task:</b> <b>“Discovery”</b>	<ul style="list-style-type: none"> <li>■ Build rapport and establish a working relationship with the client</li> <li>■ Explore parameters of the court order</li> <li>■ Conduct the assessment</li> <li>■ Map the case</li> <li>■ Identify priority targets</li> </ul>	<ul style="list-style-type: none"> <li>■ Increased awareness of the risk factors (personal, situational and contextual) that contribute to criminal justice involvement.</li> <li>■ Increased awareness of strengths that can be mobilized to mediate the impact of risk.</li> </ul>
<b>FINDING THE HOOK</b>  <b>Primary task:</b> <b>“Enhance Motivation”</b>	<ul style="list-style-type: none"> <li>■ Work intentionally to enhance motivation</li> <li>■ Provide feedback by summarizing the assessment results</li> <li>■ Discuss the priority targets</li> <li>■ Review potential barriers and obstacles</li> <li>■ Work collaboratively with the client to complete the case plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ The priority target(s) are chosen in collaboration with the client</li> <li>■ Client is committed to focus on one or more of the priority targets.</li> <li>■ A goal statement is prepared.</li> </ul>
<b>MOVING FORWARD</b>  <b>Primary task:</b> <b>“Provide Opportunities for Success”</b>	<ul style="list-style-type: none"> <li>■ Identify personal and social resources that will augment the case plan</li> <li>■ Provide opportunity to explore service and treatment options across criminogenic needs and stability factors</li> <li>■ Apply cognitive behavioral strategies</li> <li>■ Identify natural supports that will support change efforts.</li> </ul>	<ul style="list-style-type: none"> <li>■ Goals, objectives and tasks are formalized and the case plan is completed.</li> <li>■ Client can identify personal strategies, supports and services necessary to achieve personal goals.</li> </ul>
<b>REVIEWING AND SUPPORTING</b>  <b>Primary task:</b> <b>“Reinforce Successes and Build Self-Efficacy”</b>	<ul style="list-style-type: none"> <li>■ Review and update progress</li> <li>■ Reinforce successes</li> <li>■ Explore obstacles and introduce strategies, supports and services to resolve them</li> <li>■ Explore maintenance strategies</li> </ul>	<ul style="list-style-type: none"> <li>■ Client continues to work on goals, objectives and tasks.</li> <li>■ Goals are updated and new objectives are added.</li> <li>■ Uses collaborative problem-solving strategies to address difficulties.</li> </ul>

## 6.2 : Revisiting and Completing the Case Plan

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### Crafting Case Plan Objectives and Tasks

In Chapter Four we focused on identifying GOALS for the case plan. The GOAL should be stated in the positive and reflect what will be different if the behavior is no longer a problem. Goals should identify a broad area of change. For example, for a client with a history of substance abuse – the ultimate goal might be to “maintain sobriety”.

OBJECTIVES can be envisioned as smaller components of a goal. Simply stated, objectives refer to “areas of change” that when achieved will help the client “reach” the goal. For example, a client who has never successfully maintained sobriety for longer than a few days might consider a series of objectives that lead to this ultimate outcome. Depending on his situation the first objective might be to identify or become aware of resources that will support his sobriety. Another objective might be to learn personal strategies to manage cravings and urges. Breaking the goal into OBJECTIVES that are easily attainable will increase confidence and help to boost motivation.

### What OBJECTIVES Should Look Like:

OBJECTIVES help to break down and define the goal. They are not what you do but the components of a goal or what needs to be done to lead to success. They should be:

- Small,
- Measurable,
- Attainable,
- Realistic,
- Timely.

- 1) Small: Whenever possible ensure that the objective is easy to achieve. The objective should help to clarify a series of tasks or actions the client can do without too much difficulty.
- 2) Measurable: The probation officer and client should be able to clearly envision what changes will be taking place. Consider behaviors that can be seen and/or heard and that can be closely monitored.
- 3) Attainable: The objective should be important to the client and something that the client can achieve.

- 4) Realistic: The objective should be within the client’s control.
- 5) Timely: Ensure that objectives are attainable within a relatively short period of time (ideally by the next probation meeting).

**What are TASKS?**

TASKS are the actual steps or actions that will be taken to achieve a particular objective. Consider what the client will do, who will support the activity, how they will achieve the objective, and when.

**EXERCISE**

**6.1 - QUIZ: Objectives and Tasks**

**Working Alone**

Read the item and then check if you feel the statement provides an example of an “objective” or a “task”.

	Objective	Task
1: Attend the anger management program from 6-8 at the YMCA.		
2: Learn skills to manage my anger.		
3: Learn to deal with people who pressure me.		
4: Look for a job within two weeks.		
5: Begin to spend quality time with my children.		
6: Complete one Thinking Report every day.		
7: Prepare to work on another course for my GED.		
8: Write my resume.		
9: Use the assertiveness skill whenever my mother criticizes me.		
10: Attend the substance abuse program every week.		
11: Go to the gym once per week.		
12: Take a “Time Out” when I feel myself getting angry.		
13: Talk with my sister whenever I feel cravings or urges.		
14: Learn to speak assertively.		

## Tips to Develop OBJECTIVES and TASKS

There are a variety of techniques that can be used to generate OBJECTIVES and TASKS. Work in collaboration with the client to determine what he or she is willing and able to focus on. For some clients managing anger and aggression can be a very large goal with a number of intermediate targets or objectives. Other clients may require less skill development and intervention. Remember, your goal is to ensure that the client is successful. You can enhance the likelihood of success by constantly checking to ensure that the client is motivated to work on the goal and if the client has the confidence (skills, strategies and resources) necessary to overcome any potential obstacles. If motivation is an issue take a step back and introduce some stage-matched strategies discussed in Chapter 2.

Below are a few popular methods to help you elicit Objectives and Tasks:

### ➤ Consider All Factors (CAF):

The CAF is a tool developed by Edward De Bono. It is designed to encourage the client to consider all aspects of a goal. To use this tool merely brainstorm a list of objectives or components that need to be addressed to achieve the goal and then prioritize them. Assign the client one or more OBJECTIVES and/or tasks each time you meet.

### ➤ Looking For Exceptions:

Ask the client to reflect on a time when he or she was successful (even partially) at meeting the goal or objective. Review strategies attempted previously by the client:

- What has the client tried before? Successes/failures?
- What was the outcome of past attempts?
- What should be continued – discontinued?

Finally, you can list the useful and effective strategies as tasks within the case plan.

### ➤ Decisional Balance:

Similar to Looking for Exceptions, the Decisional Balance can provide a summary of benefits for changing and the various obstacles or barriers to change. Generate solutions to the obstacles and list these as objectives or tasks.

**EXERCISE****6.2 • Revisiting the Decisional Balance for Ryan**

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**Large Group Discussion**

Refer to the Decisional Balance exercise completed earlier for Ryan. Look through the information that was elicited by the trainer. Circle any barriers or challenges mentioned by Ryan that can be turned into an objective or tasks. For example, Ryan reported that a benefit of getting angry is that people do what he wants. This can easily be turned into the following objective: *Learn ways to express my wants and needs to others without getting angry.* The task might be: *Practice using the four-step Assert Yourself skill (see Chapter 5).*

Now circle any strategies, abilities or successes that can be turned into objectives or tasks. For example, Ryan mentioned that when he gets angry with his sister he walks away until he can calm down. The objective might be: *Learn and practice at least 3 new ways to keep myself calm.* The task might be: *Practice using abdominal breathing.*

**A Few Tips When Developing Tasks**

The most effective case plans incorporate strategies, supports and services as tasks or action steps to meet the objectives.

- Services and programs are an important component of CCW because they are designed to focus on specific need areas. However, they should rarely be the only task listed in the case plan for several reasons:
  - Formal services are often time limited and contingent upon available funding;
  - They vary in quality and aren't always as evidence-based or as effective as we would like.
  - An overemphasis on formal resources runs the risk of ignoring powerful strategies and supports that can sustain the client through challenging times.
- Natural supports and personal strategies are accessible to the client at all times. Blending strategies and supports with formal services is consistent with strengths-based practices and increases the likelihood of success.

3 Key Areas of Emphasis for CCW Tasks	
<b>Strategies</b>	Strategies can include cognitive skills, talents, abilities, attitudes, values, beliefs, motivation and knowledge that promotes a healthy alternative to antisocial or criminal behavior.
<b>Supports</b>	Natural supports may include family members, extended family members, friends, mentors, sponsors, neighbors, and other individuals who play a positive role in the client’s life. Natural supports are often more sustainable, durable and long term than formal resources. Deliberate efforts are made to identify “supports” in the client’s natural environment or the broader community that he or she resides in and that might help him or her achieve and sustain short and long term goals.
<b>Services</b>	Formal resources, programs that are designed to focus on reducing risk and/or improving well-being in specific areas (e.g. substance abuse programs, career counseling, parenting programs).

**EXERCISE 6.3 - Integrating Strategies, Supports and Services**

**Working in a Small Group**

Develop one objective - for the following domains of the LSI-R. Then provide a task that includes a strategy and a service.

Domain	Objectives	Tasks
<b>EDUCATION/ EMPLOYMENT</b>	<i>Begin to search for a new job.</i>	<p><b>Strategy:</b> <i>Look at the classified ads in the newspaper every day.</i></p> <p><b>Service:</b> <i>Go to the employment resource center to check on job postings.</i></p>
<b>FINANCIAL</b>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>



<p><b>FAMILY/ MARITAL</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>
<p><b>ACCOMODATION</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>
<p><b>COMPANIONS</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>
<p><b>ALCOHOL/ DRUGS</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>
<p><b>EMOTIONAL/ PERSONAL</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>
<p><b>ATTITUDES/ ORIENTATION</b></p>		<p><b>Strategy:</b></p> <p><b>Service:</b></p>

## 6.3 : Case Assignment #3

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### Team Activity



## 6.4 : References

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Maruna, S. (2001). *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, D.C.: American Psychological Association Books.

Maruna, S. & LeBel, T.P. (2003). *Welcome home? Examining the "Reentry Court" concept from a strengths-based perspective*. *Western Criminology Review* 4 (2), 91-107.