



# 2025 Youth Healing to Wellness Court Strategic Planning

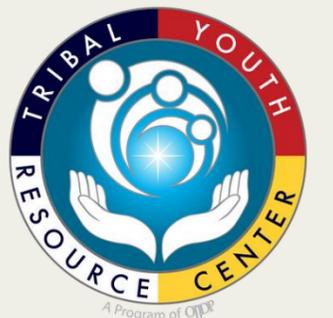
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*Seattle, Washington*

Day 2  
Wednesday, July 2, 2025

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Youth  
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# Session Four: Wellness (Case) Planning Process



Youth Healing to Wellness Court (YHWC)

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# Nomination Forms

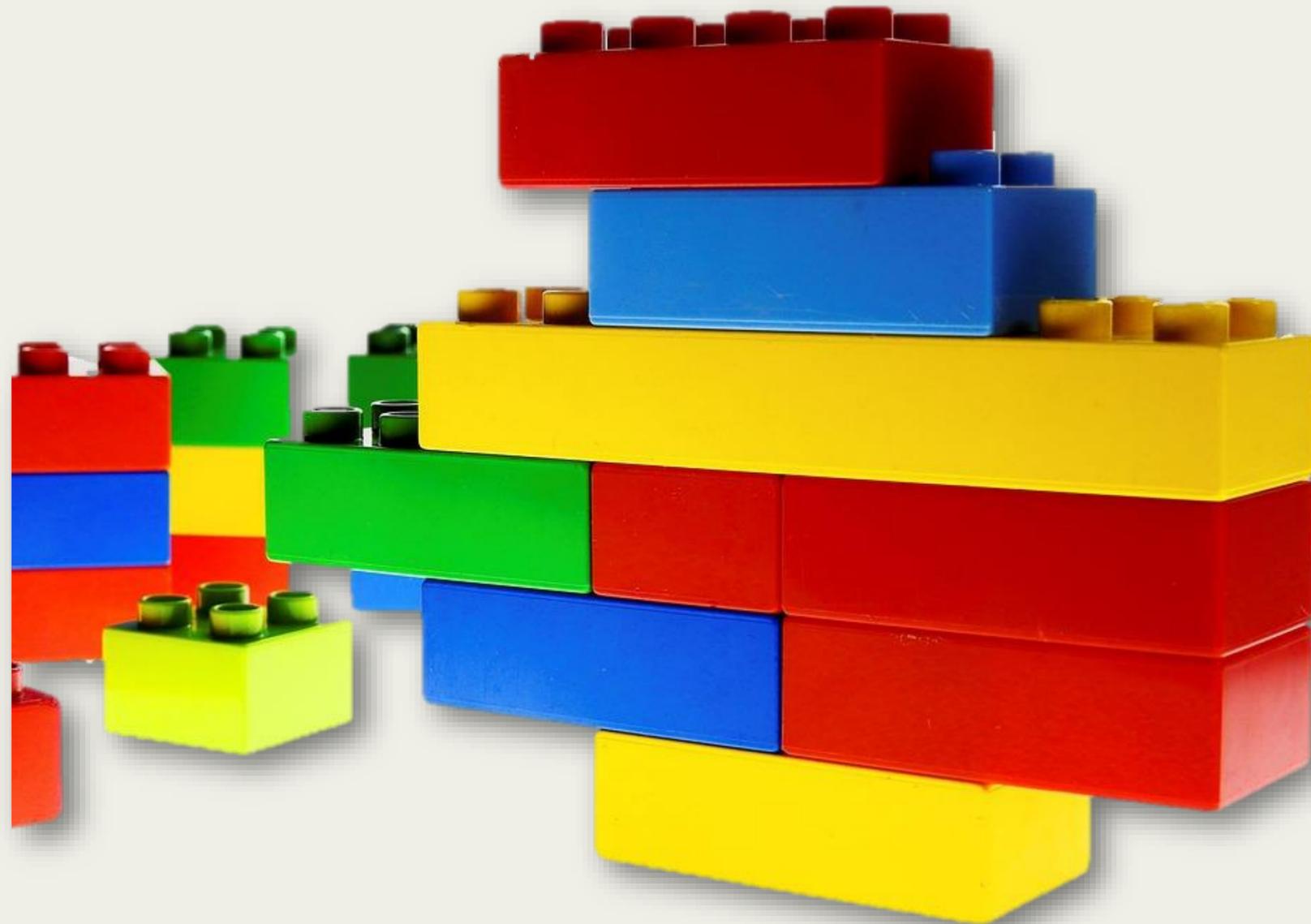
Observed Positive behavior

<b>Nomination Card</b>	
Date:	
YHWC Team Member Name:	
Person's Name:	
Positive Behavior:	



# Exercise #4:

# Effective Communication



20 minutes

Two people face away from each other. One person communicates how they are building the Lego blocks. The other person listens and follows directions. After ten minutes, turn to face one another and compare Lego blocks. Switch and do it again. What were your observations? What did you experience?

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# YHWC Wellness (Case) Planning Process

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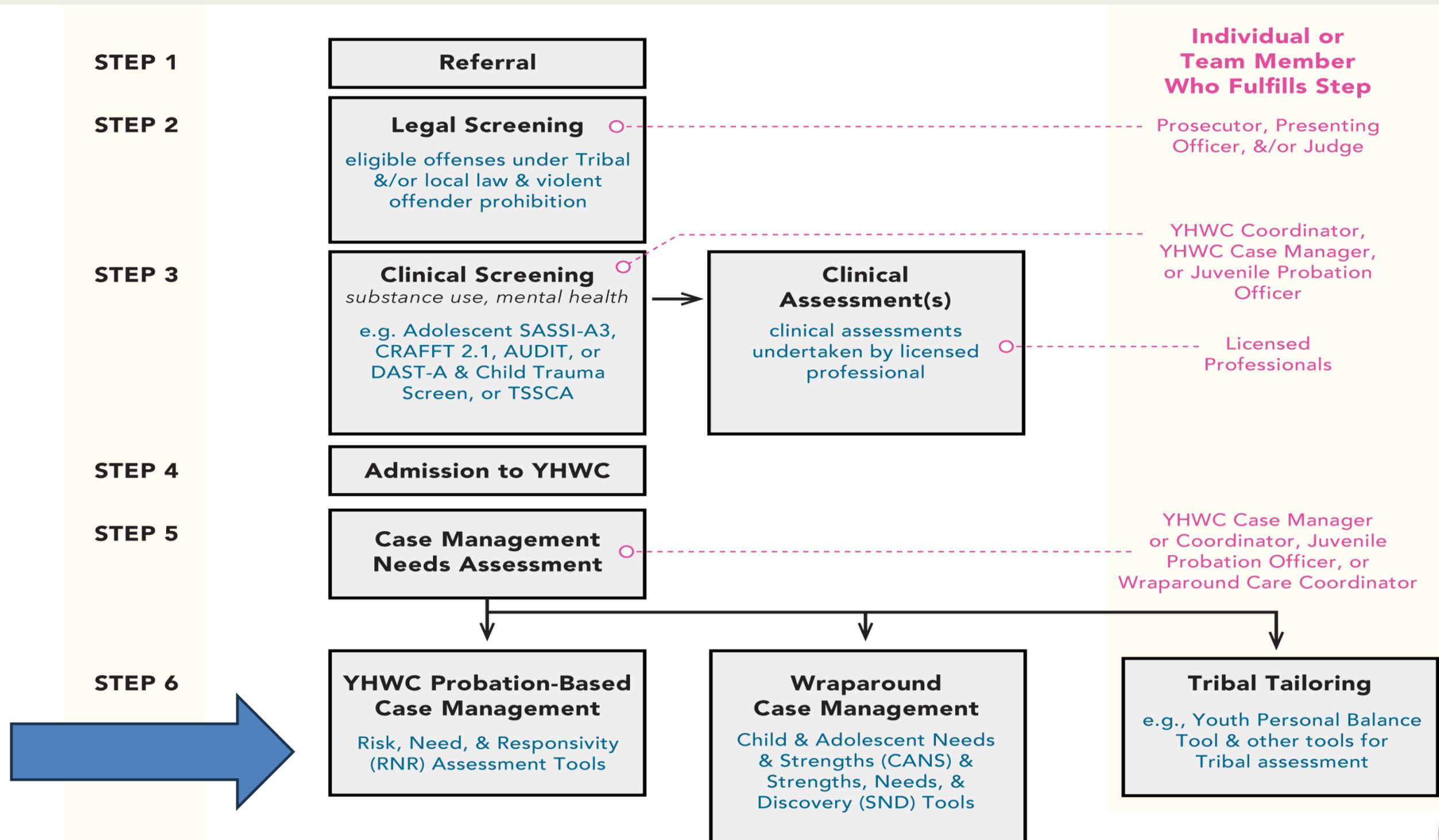
How you **listen** and **communicate** (with youth, families, partners and community) will impact wellness (case) planning and implementation.

How you assess needs will impact wellness (case) planning and implementation.

Assessment tools can facilitate communication and co-creation of a more effective youth and family driven wellness (case) plan.



# YHWC Wellness (Case) Planning Process (Cont.)



# YHWC Wellness (Case) Planning and Management

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## Purpose of Wellness (Case) Plan

- DOES NOT focus primarily on the detection of violations of the YHWC requirements
- DOES focus on addressing the youth's needs in a holistic manner
- INCLUDING a focus on treating substance use, trauma, and other mental health needs

## Elements of the Plan

- Each plan is individualized to the specific youth
- Informed by the youth's assessed substance use, mental health, criminogenic, trauma history, and holistic needs
- Include relevant aspects of, and is coordinated with, the youth's substance use and mental health treatment plan
- May include prosocial, tribal, cultural, and/or holistic elements
- Include a YHWC Behavior Contract



# YHWC Wellness (Case) Planning and Management (cont.)

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## Purpose of the Behavior Contract (also a part of the Plan)

- Youth voice and choice
- Transparency, fairness, clear expectations
- Identifies baby steps

## Contents of the Behavior Contract

- Sets out the identified goals
- Clarifies the short term steps a youth and their family will take to reach goals
- Identifies the resources available to support their efforts
- Outlines the consequences for achievement and noncompliance



# Goal Setting as Part of Wellness (Case) Planning and Follow-up

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Working with youth and their families to set goals is critical for YHWC wellness (case) planning and follow-up

Youth should have voice and choice in goal setting AND in identifying incentives

Goals should/could include:

- Personal goals
- Family goals
- Goals related to school/work attendance and progress
- More holistic approach to goals (a.k.a., including goals related to identity, belonging, spirituality, and goals related to emotional and physical wellness) (see, e.g., 4-D Tool)
- RNR related goals (e.g., goals related to reducing substance use; goals related to reducing new juvenile offenses/crimes)



# Using Goals and Incentives/Reinforcers to Increase School Attendance and Progress



Wellness (Case) Plan Goal	Behaviors to Reinforce	Incentive/Reinforcer (earning points toward)
<p>Improve academic performance (reading skills, successful completion of courses, graduating from high school, completion of GED)</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>•Attending school/class</li> <li>•Completing assignments</li> <li>•Adhering to school rules</li> <li>•Attending special interest classes</li> <li>•Productively using study time</li> <li>•Improving grades</li> </ul>	<p><b>Small Prizes:</b></p> <ul style="list-style-type: none"> <li>•Credit for 1 hour of service learning</li> <li>•Leave court early</li> <li>•\$5 gift card</li> <li>•Extend curfew on 1 day for 1 hour</li> <li>•Other?</li> </ul> <p><b>Medium Prizes:</b></p> <ul style="list-style-type: none"> <li>•Credit for 3 hours of service learning</li> <li>•\$10 gift card</li> <li>•Extend curfew on 1 day for 2 hours</li> <li>•Certificates</li> <li>•Books</li> <li>•Other?</li> </ul> <p><b>Large Prizes:</b></p> <ul style="list-style-type: none"> <li>•Recognition from the Judge</li> <li>•Credit for 5 hours of service learning</li> <li>•\$15 gift card</li> <li>•Extend curfew on 1 day for 3 hours</li> <li>•Other?</li> </ul>

# Using Goals and Sanctions/Treatment Responses to Increase School Attendance and Progress



Wellness (Case) Plan Goal	Behaviors to Discourage or Eliminate	Treatment Responses	Sanctions
<p>Improve academic performance (reading skills, successful completion of courses, graduating from high school, completion of GED)</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Skipping classes</li> <li>• Violating rules at school</li> <li>• Failing to complete assignments</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Assessment</li> <li>• Eyeglasses</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Increased YHWC appearances (at YHWC Status Hearings)</li> <li>• Supervised daily study time</li> <li>• Writing assignment</li> <li>• Earlier curfew</li> </ul>

# Overview of Wellness (Case) Planning Assessment Tools

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There are different types of wellness (case) planning assessment tools.

We recommend use of a combination of:

1. a “Risk-Need-Responsivity (RNR) Tool”

AND

2. a holistic/cultural assessment tool (e.g., “Personal Balance,” “4-D,” “Strengths, Needs, Cultural Discovery,” and/or a specific, tribally tailored tool)

*Note: there are no tribally adapted RNR tools for Native adolescents with research showing that they work to help reduce Native juvenile/criminal recidivism. HOWEVER, RNR tools may still be beneficial.*



# Risk, Needs and Responsivity (RNR) Tools

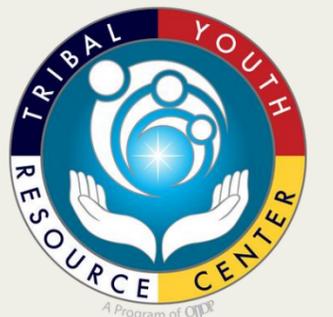
## Focus on Criminogenic Risk & Need



The results of risk/need assessment can be applied to wellness (case) planning and service delivery in the following meaningful ways:

- They **minimize bias** in judgments about youths' risk to public safety and highlight wellness (case) management service needs
- They **provide a common language** between agencies and among professionals
- They **decrease the use of unnecessary intervention** (and thus unnecessary costs) of intensive supervision, expensive incarceration, and provision of services for youth who do not need them
- They improve resource development by **providing objective data for tracking primary problem areas of youth**; AND
- In the long run, they **may reduce reoffending rates**

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# Risk, Needs and Responsivity (RNR) Criminogenic Risk & Need (cont.)

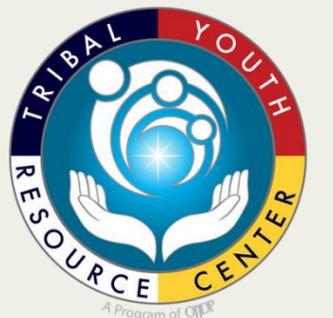
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A youth with greater criminogenic risk and need will require a more comprehensive wellness (case) plan and greater monitoring and supervision.

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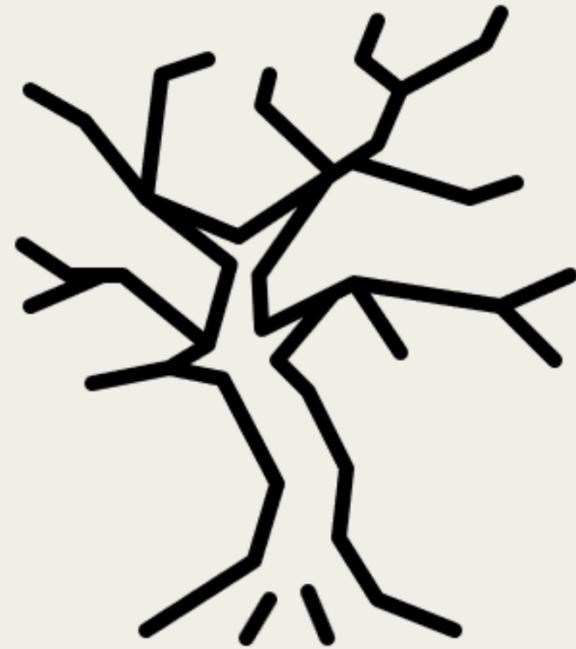
# Risk/ Needs Assessment Tools



Tool	Format	Culturally Adaptability	Cost	Used by	Link
<b>COMPAS Youth (Correctional Offender Management Profiling for Alternative Sanctions)</b>	Web based	Moderate	\$\$\$ (with license, training, and platform)	Corrections	<a href="https://equivant-supervision.com/solutions/risk-needs-assessments/">https://equivant-supervision.com/solutions/risk-needs-assessments/</a>
<b>OYAS- DIS (Ohio Youth Assessment System Dispositional Tool)</b>	Paper/ Web based	High	\$\$ (license and training)	State Juvenile Courts, Corrections	<a href="https://cech.uc.edu/content/dam/refresh/cech-62/ucci/overviews/oyas-overview.pdf">https://cech.uc.edu/content/dam/refresh/cech-62/ucci/overviews/oyas-overview.pdf</a>
<b>PACT (Positive Achievement Change Tool)</b>	Paper/ Web based	Low	\$\$\$ (with license, training, and platform)	State Juvenile Courts, Corrections	<a href="https://www.assessment.com/purchase/detail.asp?SKU=5197">https://www.assessment.com/purchase/detail.asp?SKU=5197</a>
<b>Youth Assessment and Screening Instrument (YASI)</b>	Web based	Moderate	\$\$ (license and training)	Courts, Probation, Treatment teams	<a href="https://yj.wcwpds.wisc.edu/youth-assessment-and-screening-instrument-yasi/#training-details">https://yj.wcwpds.wisc.edu/youth-assessment-and-screening-instrument-yasi/#training-details</a>
<b>YLS/CMI (Youth Level of Service/Case Management Inventory)</b>	Paper/ Software	Moderate	\$\$\$ (with license, training, and platform)	Probation, Case managers	<a href="https://storefront.mhs.com/collections/yls-cmi">https://storefront.mhs.com/collections/yls-cmi</a>

# Indigenous and Western Frameworks

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**Risk, Harm, Disease, Illness,  
Compliant/ Noncompliant**

Considerations in  
undertaking assessments for  
wellness (case) planning  
with Tribal youth.



**Health, Healing, Wellness,  
Strengths, Resiliency,  
Relationships**



# Example of Additional Assessments: The 4-D Short Form



**Figure 1: The First Two Items of Belonging**

**Scoring**

**4=high strength**

**3=medium strength**

**2=low strength**

**1=inconsistent strength**

**4=high risk**

**3=medium risk**

**2=low risk**

**1=inconsistent risk**

**Strengths**

1. Youth feels connected to at least one other pro-social person.

5      4      3      2      1      2      3      4      5

2. When stressed, youth seeks a person, a setting, or an activity that provides a safe haven.

5      4      3      2      1      2      3      4      5

**Risks**

- May supplement other assessments
- May supplement treatment planning
- Should track the wellness (case) plan
- May support guiding meaningful, goal-based conversations
- Provides scoring, for example, for “belonging” (connection and safety)

# The 4-D Short Form (Cont.)



## The 4-D



- Youth aged 12-19
- Indigenous values of Belonging, Mastery, Autonomy and Generosity
- Incorporates directions



# Exercise #5:

## Revisit Your Eco-Map

- Knowing what you know now about wellness/ planning, revisit your Eco-Map
- Who would you add/what would you change?

