

# ***Managing Risk by Facilitating Growth***

## **An Introduction to Growth-Focused Case Management**

### **Participant Resource**

### **Transformation of Youth Justice Symposium**

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### How GFCM Manages Risk by Facilitating Growth

A framework in which RNR tasks and information are used to involve youth in case planning and community supervision experiences that foster growth.

Arenas of Interaction With Youth	RNR Tasks and POs Use of It to Facilitate Growth Experiences	How PO's Facilitation Involves Youth in Case Planning	Growth Factors Supported by PO's Facilitation and Youth's Involvement <sup>1</sup>	How Youth's Involvement Informs Case Plan
One: Engaging and Stabilizing	<i>Assess risk to reoffend.</i> Facilitate exploring who they are and can become (i.e., self-exploration).	Discusses a future version of best or ideal self. (Contrast with current self induces reintegrative shame.)	<ul style="list-style-type: none"> <li>▪ openness to change</li> <li>▪ changes in view of self</li> </ul>	Best or ideal self requires overcoming <i>risk to reoffend</i> ; is used to determine <b>long-term goal</b> .
Two: Assessing and Discovering	<i>Identify priority criminogenic needs.</i> Facilitate discovering strengths they can use to address weaknesses in order to become their best/ideal self (i.e., self-discovery).	Discusses strengths and ways they can be used to overcome weaknesses. (Dissatisfaction with current self and desire for nonoffending future self.)	<ul style="list-style-type: none"> <li>▪ responsibility, independence and self-reliance</li> <li>▪ future orientation; conscientiousness</li> <li>▪ change in attitude toward deviance</li> </ul>	Using strengths counters weaknesses (i.e., <i>criminogenic needs</i> ), which informs <b>short-term goals</b> .
Three: Planning and Delivering	<i>Identify responsivity factors.</i> Facilitate believing they can improve, change, and take action to do so (i.e., self-efficacy).	Discusses ways to use their strengths for what needs to be one to change, improve, attain ideal self. (Intention to take on new nonoffending behavior.)	<ul style="list-style-type: none"> <li>▪ improvements in executive function</li> <li>▪ improvements in working memory; intelligence</li> <li>▪ change in attitude toward institutions</li> </ul>	Specific <b>action steps</b> for getting to short-term goals; include <i>responsivity factors</i> by allowing youth learn/do things of interest while also doing what's mandated.
Four: Monitoring and Transitioning	<i>Monitor based on risk level.</i> Facilitate realizing what they have to offer and taking on roles to do so (i.e., self-realization).	Commits to involvement in executing the case plan. (Change underway as pride and esteem slowly increase.)	<ul style="list-style-type: none"> <li>▪ good citizenship</li> <li>▪ volunteer work</li> <li>▪ positive roles and relationships</li> </ul>	Supporting youth's <b>follow-through</b> on action steps and taking on new roles (i.e., changed identity) that reduce <i>risk level for reoffending</i> .

<sup>1</sup> Michael Rocque, "The Lost Concept: The (Re)Emerging Link Between Maturation and Desistance from Crime," *Criminology & Criminal Justice*, Vol. 15(3), 2015; Michael Rocque, "Extending the Integrated Maturation Theory of Desistance from Crime to Childhood and Adolescence," *Adolescent Research Review*, February 2021; Evan McCish et al, "Maturation Beyond Age: Interrelationships Among Psychosocial, Adult Role, and Identity Maturation and Their Implications for Desistance from Crime," *Journal of Youth and Adolescence*, Vol. 49, 2020

### Integrating Risk Science with Growth Science for a Holistic Approach

Provides a way to maintain a positive stance with youth by identifying things they need to move toward rather than just emphasizing what they need to move away from.

<b>Risk Management</b>	<b>Growth Facilitation</b>
RNR Approach Prioritizes Domain and Related Criminogenic Needs to Target for Intervention Designed to Eliminate/Reduce Offense Behavior	GFCM Framework Case Plans with Youth in a Manner Supportive of All Growth Domains to Foster Growing Out of All Offending
<b>Legal History</b> <ul style="list-style-type: none"> <li>▪ prior delinquency/offenses</li> <li>▪ prior contact with justice system</li> </ul> <b>Attitudes</b> <ul style="list-style-type: none"> <li>▪ accepts responsibility for behavior</li> </ul>	<b>Identity Maturation/Cognitive Transformation</b> <ul style="list-style-type: none"> <li>▪ changes in views of self</li> <li>▪ openness to change</li> <li>▪ changes in attitudes toward social institutions</li> <li>▪ changes in attitudes toward deviance</li> </ul> <b>Psychosocial Maturation</b> <ul style="list-style-type: none"> <li>▪ taking responsibility</li> </ul>
<b>Alcohol and Drugs</b> <ul style="list-style-type: none"> <li>▪ use of alcohol and/or drugs</li> </ul> <b>Aggression</b> <ul style="list-style-type: none"> <li>▪ violent behavior</li> </ul>	<b>Psychosocial Maturation</b> <ul style="list-style-type: none"> <li>▪ independence and self-reliance</li> <li>▪ future orientation</li> <li>▪ conscientiousness</li> </ul>
<b>Mental Health</b> <ul style="list-style-type: none"> <li>▪ victimization</li> <li>▪ mental health problems, suicidal ideation</li> </ul> <b>School</b> <ul style="list-style-type: none"> <li>▪ enrollment status, attendance</li> <li>▪ performance</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>▪ consequential thinking skills</li> </ul>	<b>Neurocognitive Maturation</b> <ul style="list-style-type: none"> <li>▪ improvements in executive function</li> <li>▪ improvements in working memory; intelligence</li> </ul> <b>Identity Maturation/Cognitive Transformation</b> <ul style="list-style-type: none"> <li>▪ changes in views of self</li> <li>▪ openness to change</li> <li>▪ changes in attitudes toward social institutions</li> </ul>
<b>Family</b> <ul style="list-style-type: none"> <li>▪ running away</li> <li>▪ maltreatment</li> <li>▪ parental rules, family members</li> </ul>	<b>Adult Social Role Maturation</b> (i.e., gradually taking on adult roles; also referred to as “markers of adulthood” or “transitioning into adulthood”) <ul style="list-style-type: none"> <li>▪ attachment to significant others</li> <li>▪ adult relationships (cohabitation, marriage)</li> <li>▪ employment, parenting</li> </ul>
<b>Community and Peers</b> <ul style="list-style-type: none"> <li>▪ associates that youth spends time with</li> </ul>	<b>Civic/Communal Maturation</b> <ul style="list-style-type: none"> <li>▪ good citizenship</li> <li>▪ volunteer work</li> </ul>

## Engaging and Stabilizing: First Arena of Interaction with Youth

<b>Core Practice and Related Key Actions</b> (Increasing Youth’s Capacity for Accountability)	<b>Desired Results</b>	<b>Growth Factors Supported</b>
Get to know youth’s story in a manner that builds reliance on you and others (e.g., family, friends, etc.).	Builds trust	Openness to change.
Use intake risk and other assessments as part of getting to know youth and making decisions regarding sanctions and interventions.	Determines risk level and immediate/crisis issues	Changes in view of self.
<b>Core Practice:</b> In light of youth’s offense, to begin moving youth beyond it <i>provide support for exploring who they can become</i> (i.e., their interests, passions, aspirations). Make it part of discussing offense (e.g., “So that’s what you did and we’ll have to address that, and we need to have an idea of about what you can be about in the future.”) This incorporates past offense into changing their story addressed below (i.e., “redemption narrative” which is a vital aspect of desistance).	Facilitates self-exploration for forming a positive identity (or looking at what kind of better person I can become)	(Can indicate that PO’s engaging and stabilizing work is a growth experience for the youth.)
During discussion of interests, etc., look for and reinforce signs of youth’s prosocial thoughts, ideas, expectations, hopes for self.	Fosters positive perception of self	
Assist youth with imagining and verbally describing a future ideal or best self. Link with an opportunity that youth can access now. <ul style="list-style-type: none"> <li>▪ Verbalizing an ideal self is first Youth Win.</li> <li>▪ Ideal self is basis for case plan’s long-term goal.</li> </ul>	Youth’s ideal self instills hope; increases capacity for accountability	

## Assessing and Discovering: Second Arena of Interaction with Youth

<b>Core Practice and Related Key Actions</b> (Increasing Youth's Capacity for Compliance)	<b>Desired Results</b>	<b>Growth Factors Supported</b>
Manage self in relation to youth's challenges, denials, confusion, and other difficulties while finding small ways to encourage and/or allow input and decisions where appropriate.	Builds autonomy	Independence and self-reliance Responsibility Future
Conduct full risk assessment both as part of continuing to know youth's story and identify barriers to ideal self (or criminogenic needs).	Identifies priority criminogenic needs	orientation Change in attitude toward deviance
<b>Core Practice:</b> Discuss with youth criminogenic needs to target (related to offense and also a barrier to ideal self). <i>Discuss youth's strengths</i> (as youth sees them as well as revealed by assessment instrument) and how one or more of them can be used to address weaknesses (or priority criminogenic needs). This discussion can inform the case plan's short-term goal (see below) which is about what youth needs to do to overcome weaknesses (or address criminogenic needs).	Facilitates self-discovery of strengths (ways actual and ideal selves overlap) and weaknesses (gaps between actual and ideal selves)	(Can indicate that PO's assessing and discovering work is a growth experience for the youth.)
During discussion of weaknesses and strengths, look for and reinforce signs of youth's positive or hopeful view of their personal future; that they see a way forward and feel positive about it.	Fosters positive view of future	
Assist youth with verbalizing strengths and forming short-term goal(s) for addressing criminogenic needs necessary to move toward ideal self. <ul style="list-style-type: none"> <li>▪ Verbalizing strengths and setting short-term goals is Youth Win.</li> <li>▪ Criminogenic needs are basis of short-term goals.</li> </ul>	Youth's strengths instill willpower; increases capacity for compliance	

## Planning and Delivering: Third Arena of Interaction with Youth

<b>Core Practice and Related Key Actions</b> (Increasing Youth’s Capacity to Change)	<b>Desired Results</b>	<b>Growth Factors Supported</b>
Assist youth with seeing immediate and long-term benefits of making changes needed in order to attain short-term goals.	Builds initiative	Improvements in executive function:
Identify and enlist services and discuss with youth how services are delivered, including discussion on possible barriers to receiving or benefitting from the services (i.e., responsivity factors).	Identifies services to be delivered and responsivity factors to address	attention, goal-setting, planning, starting and controlling behavior, and working memory
<b>Core Practice:</b> Assist youth with seeing or understanding the necessity of connecting immediate action in the present with long-term goal about ideal self (e.g., getting counseling for anger management an immediate step that helps youth become a plumber in the future). Involve youth in coming up with some action steps that also include interests or opportunities related to ideal self (e.g., going on some plumbing jobs with a plumber)	Facilitates self-efficacy, or belief in one’s ability to accomplish specific tasks or case plan action steps	Change in attitude toward social institutions  (Can indicate that PO’s planning and delivering work is a growth experience for the youth.)
During discussion of services and possible barriers, look for and reinforce signs of youth’s positive small acts of planning (e.g., “I think weekends would be better for that because my mom works late during the week.”).	Fosters positive planning and action	
Assist youth with coming up with action steps to reach short-term goals. <ul style="list-style-type: none"> <li>▪ Identifying action steps is a Youth Win.</li> <li>▪ Responsivity to youth’s needs, strengths, and interests is critical aspect of planning action steps.</li> </ul>	Youth’s planning instills a sense of purpose; increases capacity for change	

## Monitoring and Transitioning: Fourth Arena of Interaction with Youth

<b>Core Practice and Related Key Actions</b> (Increasing Youth’s Capacity to Contribute to Community Safety)	<b>Desired Results</b>	<b>Growth Factors Supported</b>
Carefully review case plan with youth and collaborate about strategies regarding “what if” scenarios that may come up to hinder success. Mentally rehearse what happens first few weeks. Include youth’s parent(s)/guardian(s).	Builds industry	Positive roles and relationships Civic involvement, volunteer work
During probation/supervision period, regularly bring together representatives of services being delivered to review progress with youth and parent(s)/guardian(s). Ensure responsiveness to youth. Assist youth with difficulties or setbacks. Revise short-term goals and/or action steps if necessary.	Support team for youth Revised action steps or goals when needed	Good citizenship  (Can indicate that PO’s monitoring and
<b>Core Practice:</b> Provide support to youth as action steps are undertaken, especially noting how small, incremental, day-to-day actions and compliance with court conditions are moving youth toward the future identity or ideal self to which they are now committed. A key incentive are action steps that play to youth’s interests and ideal self (e.g., assisting at animal shelter for ideal self of being a dog breeder).	Facilitates self-realization, or being committed to and taking on roles related to ideal self.	transitioning work is a growth experience for the youth.)
During meetings with youth to monitor progress, recognize aspects of current behavior/self (no matter how small) that are consistent with aspects of youth’s future ideal self (e.g., “You’ve got to that appointment on time. That’s also important for being a dog breeder.”)	Fosters positive identity formation	
Assist youth in working with service providers on action steps. <ul style="list-style-type: none"> <li>▪ Working with services on action steps is a Youth Win.</li> <li>▪ Arranging for continued responsive support after probation period is key part of transitioning youth.</li> </ul>	Youth’s supported progress instills competence; increases capacity to contribute to community safety	