

# ***Growth-Focused Case Management***

## **Milwaukee County's Approach to Managing Risk by Facilitating Growth**

**Transformation of Youth Justice Symposium**

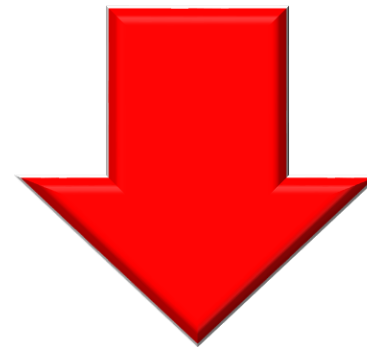
**Jonathan I. Cloud**

**Youth Justice Consultant**

**September 10, 2021**



**Growth  
Level**



**Risk  
Level**

# It's Not Only About Stopping Their Behavior

**Adolescents encountering the justice system are at a crucial step in the development of non-criminal self-narratives.**

Shadd Maruna (2001) Referenced by Steven Hitlin and Katherine W. O. Kramer in "Intentions and Institutions: Turning Points and Adolescents' Moral Threshold," *Advances in Life Course Research*, 20 (2014)



# What We'll Cover

- **Areas of Youth Justice System Formal Processing Improved by GFCM**
- **Growth Process Naturally Involves Desisting from Offending**
- **How GFCM “Turns On” Growth for Youth That Persist in Offending**
- **How GFCM Integrates with RNR Approach to Manage Risk by Facilitating Growth**
- **The Milwaukee Situation: How We're Integrating GFCM with RNR Approach and Lessons Being Learned**
- **Group Practice Building a Growth-Focused Case Plan**
- **Evaluation Framework and Some Information on Early Results**

# Learning Objectives

- **Understand how GFCM improves youth accountability, compliance, change, and community safety.**
- **Understand basic elements of growth science that support GFCM.**
- **Understand how growth science complements risk science so that risk can be better managed by facilitating growth.**
- **Understand how the GFCM case planning and management process uses risk information to facilitate growth and desistance from offending.**
- **Understand some of the agency tasks and challenges associated with utilizing GFCM to manage risk by facilitating growth.**

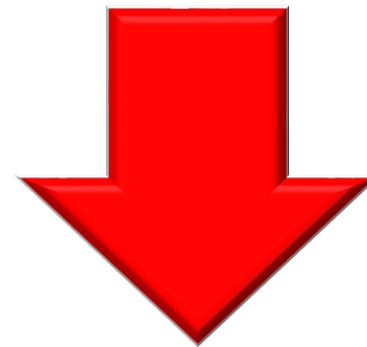
# Learning Activities

- **Conversation, Interaction, Peer-to-Peer Learning**
- **Opening Interactive Lecture to Establish Context**
- **Brief Individual Activities (shares some training techniques used to prepare HSWs for growth-focused approach)**
- **Sharing Milwaukee County GFCM Success Stories and Challenges**
- **Practice Developing a Growth-Focused Case Plan (using participant guide, which also provides resources you can use with your agency)**
- **Individual Action Planning (for things you may want to try doing at your agency)**

# Areas of Youth Justice System Formal Processing Improved by GFCM



**Growth  
Level**



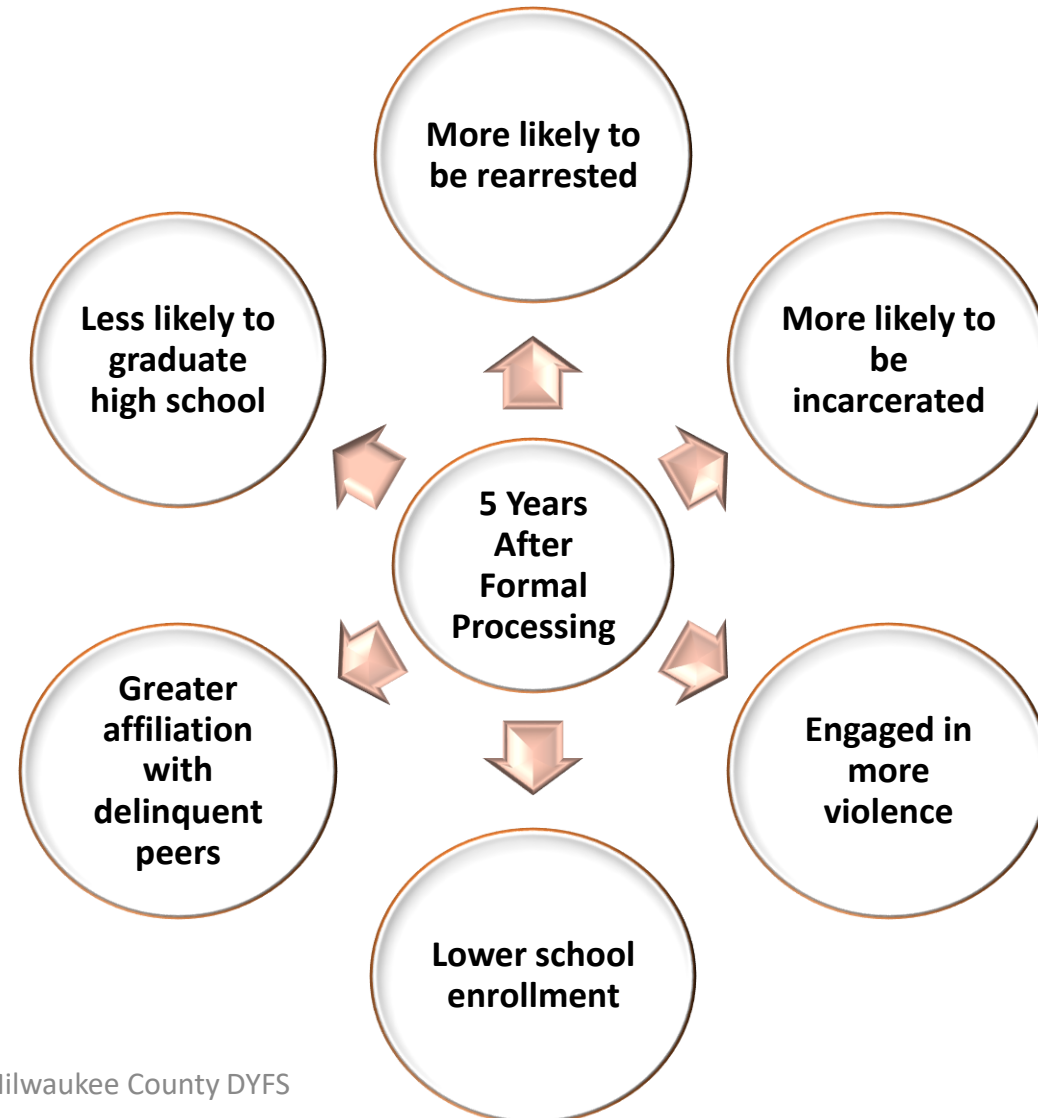
**Risk  
Level**

# Why Improvement is Needed: Formal Processing Has Poor Long-Term Youth Outcomes

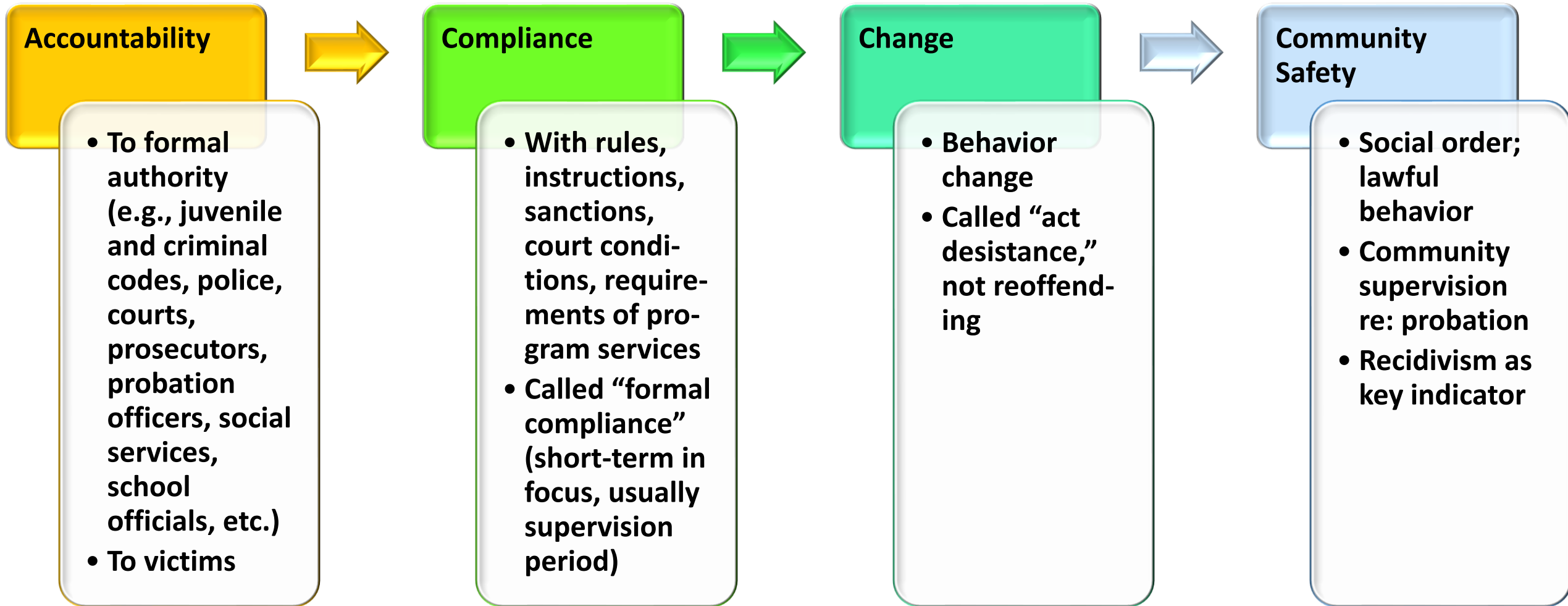
## A Study of the Impact of Five Years Later

“These results have important implications for juvenile justice policy by indicating that formally processing youth not only is costly, but it can reduce public safety and reduce the adolescent’s later potential contributions to society.”

(Elizabeth Cauffman et al., “Crossroads in Juvenile Justice: The Impact of Initial Processing Decision on Youth 5 Years After First Arrest,” *Development and Psychopathology*, 1(14), 2020

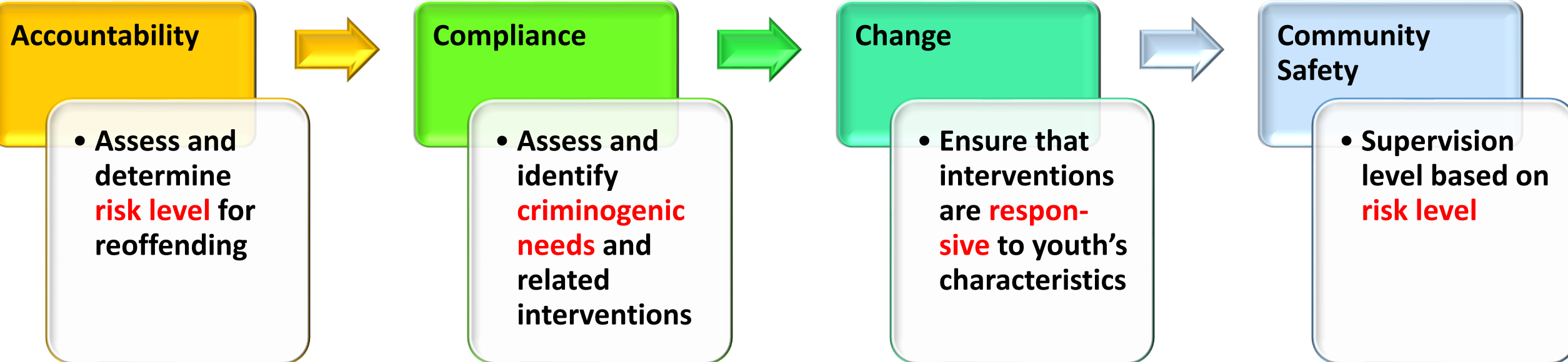


# Four Key Objectives of the Youth Justice System





# Risk-Needs-Responsivity (RNR) Approach Adds an Offense-Focused Approach Based on Risk Science



# Growth-Focused Case Management (GFCM) Approach Adds a Growth-Focused Approach Based on Growth Science and Desistance Research

## Accountability

- To self (one's ideal future self; potentials and strengths)
- To others (positive attachments to significant others; transitioning to adulthood)

Jonathan Cloud



## Compliance

- Substantial compliance (long-term; offending is not a meaningful option)
- Substantial (long-term; established positive roles)



## Change

- Identity change ("identity desistance;" offending is incompatible with self)
- Belonging change ("relational desistance;" offending incompatible with roles)

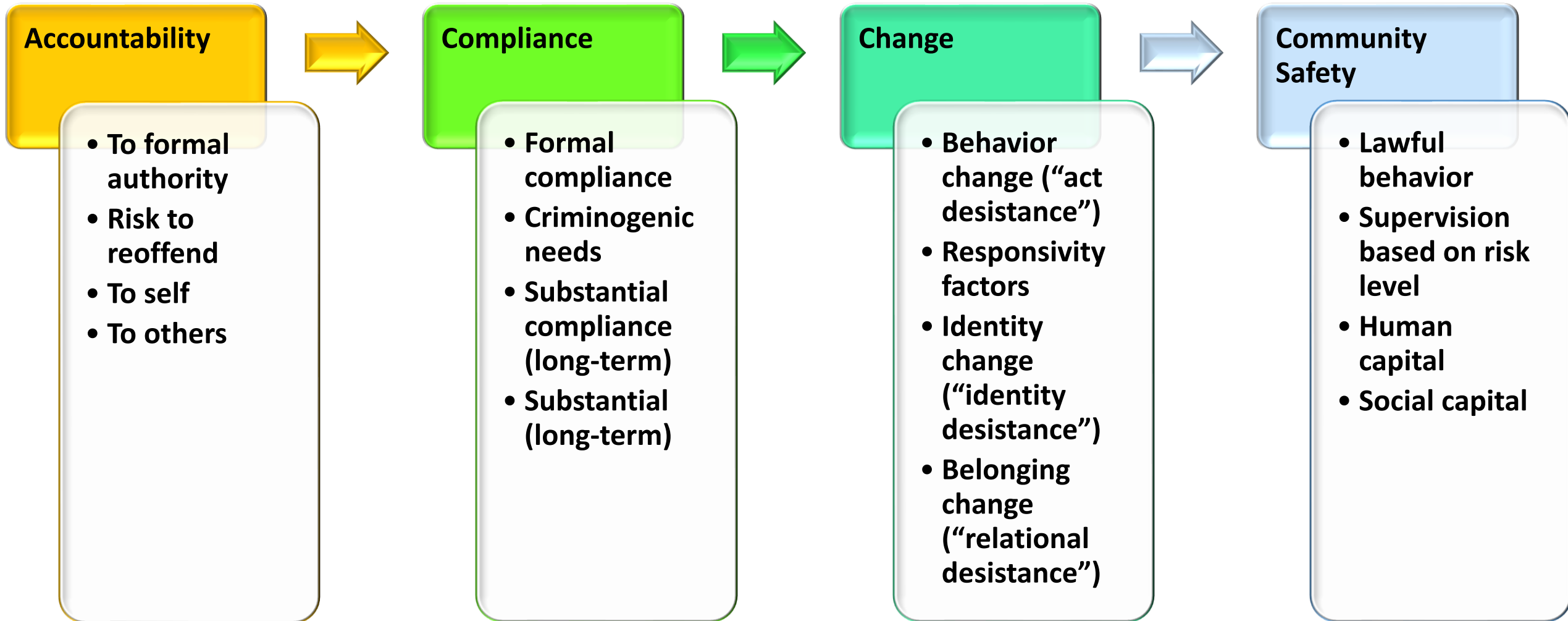


## Community Safety

- Increased human capital (talents, gifts, abilities, etc.)
- Increased social capital (contributing; civic involvement; citizenship)

(May Use With Permission)

# This Institute is About How GFCM Integrates with RNR in the Four Areas and Manages Risk by Facilitating Growth

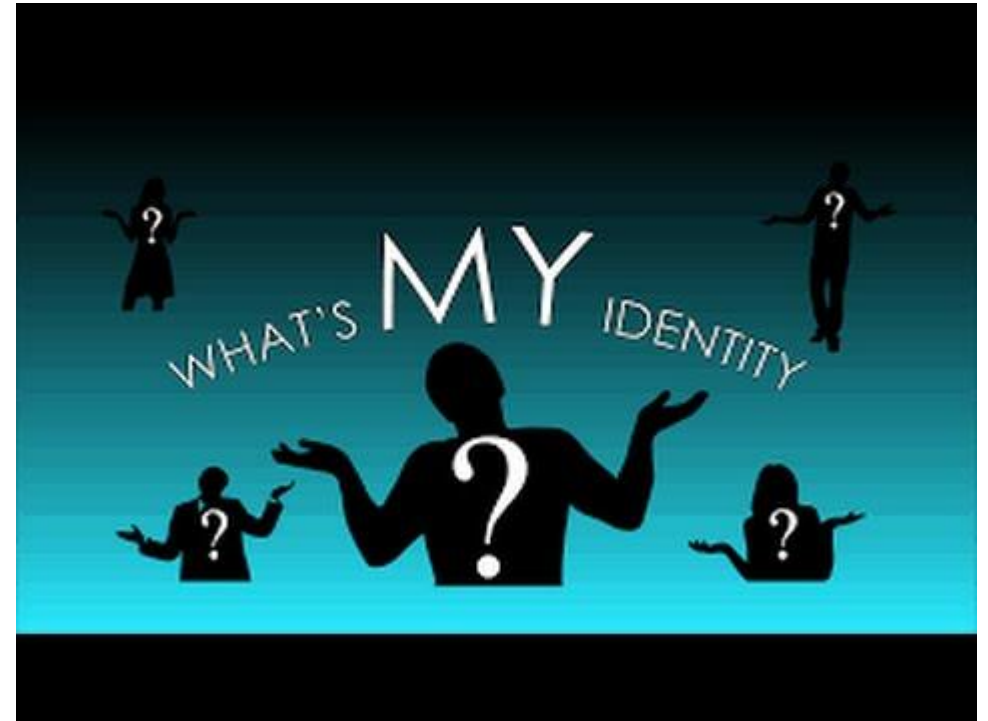


# **Growth Process Naturally Involves Desisting from Offending**

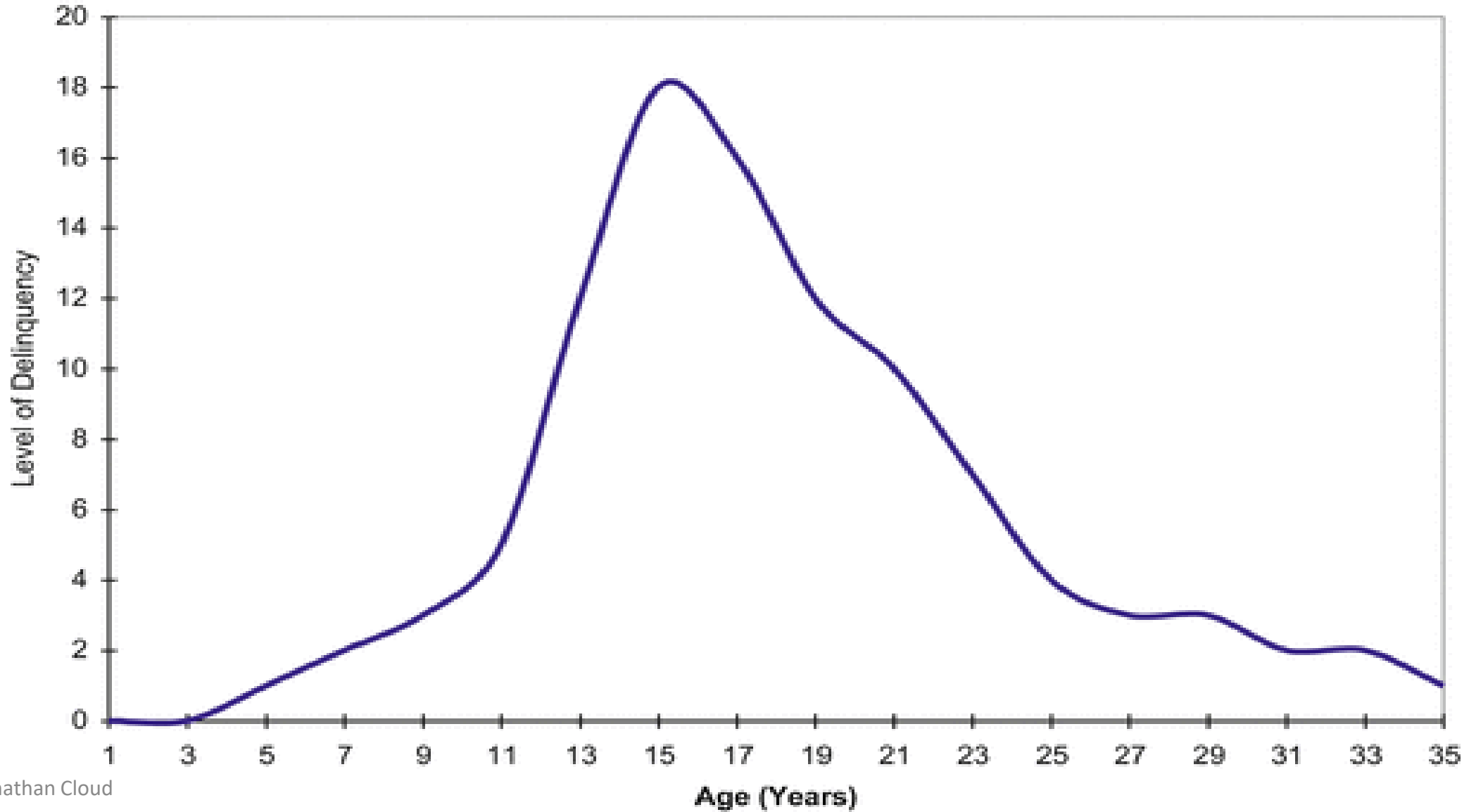


# What's Your Identity Activity

- Jot down three things to which you are firmly committed (i.e., this involves what you value).
- Select one of the three things to which you are committed and jot down one goal you have regarding it.
- Now jot down the role(s) you have taken on (or plan or expect to take on) in your efforts to attain that goal.
- Now think about how over time you arrived at your commitments, goals, and role(s).
- Key point: An adolescent is facing this task for the first time. They must resolve their “identity crisis” as part of development.



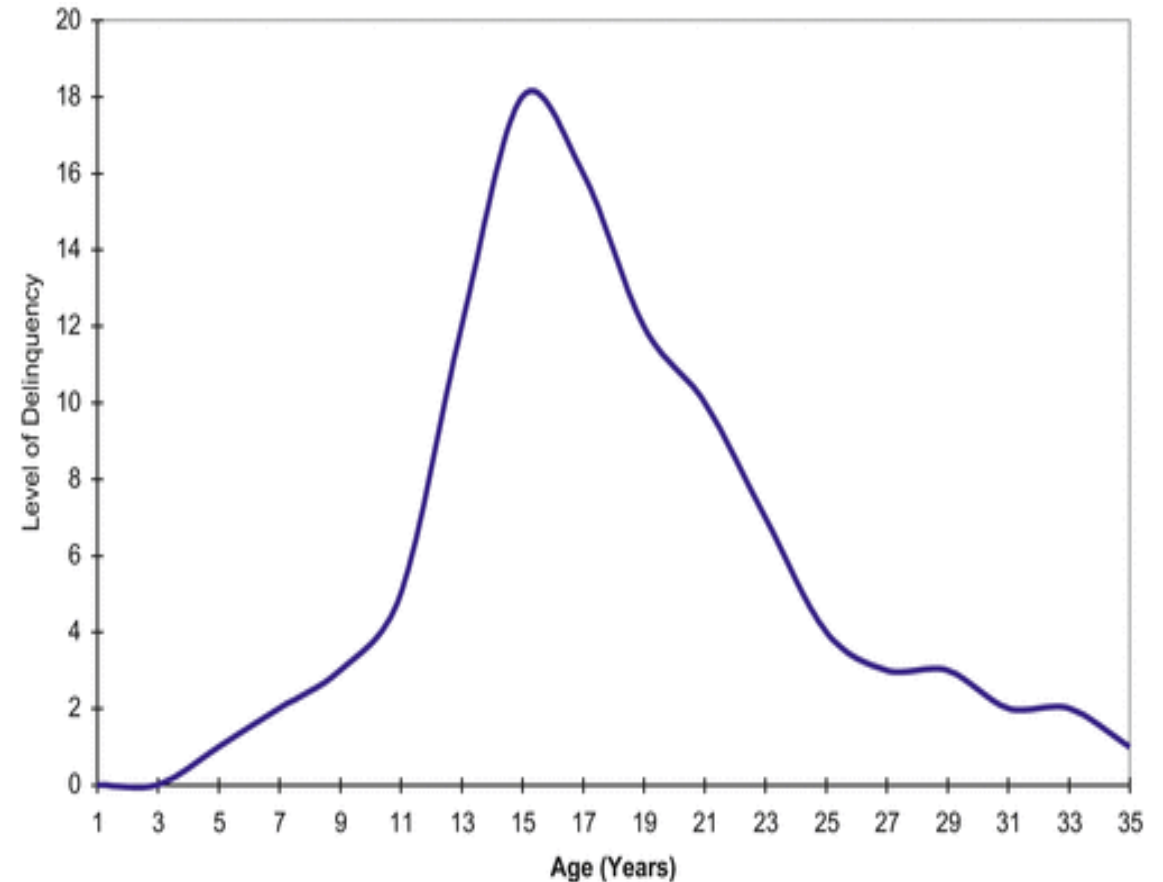
# Age-Crime Curve



# Four Critical Questions About the Age-Crime Curve

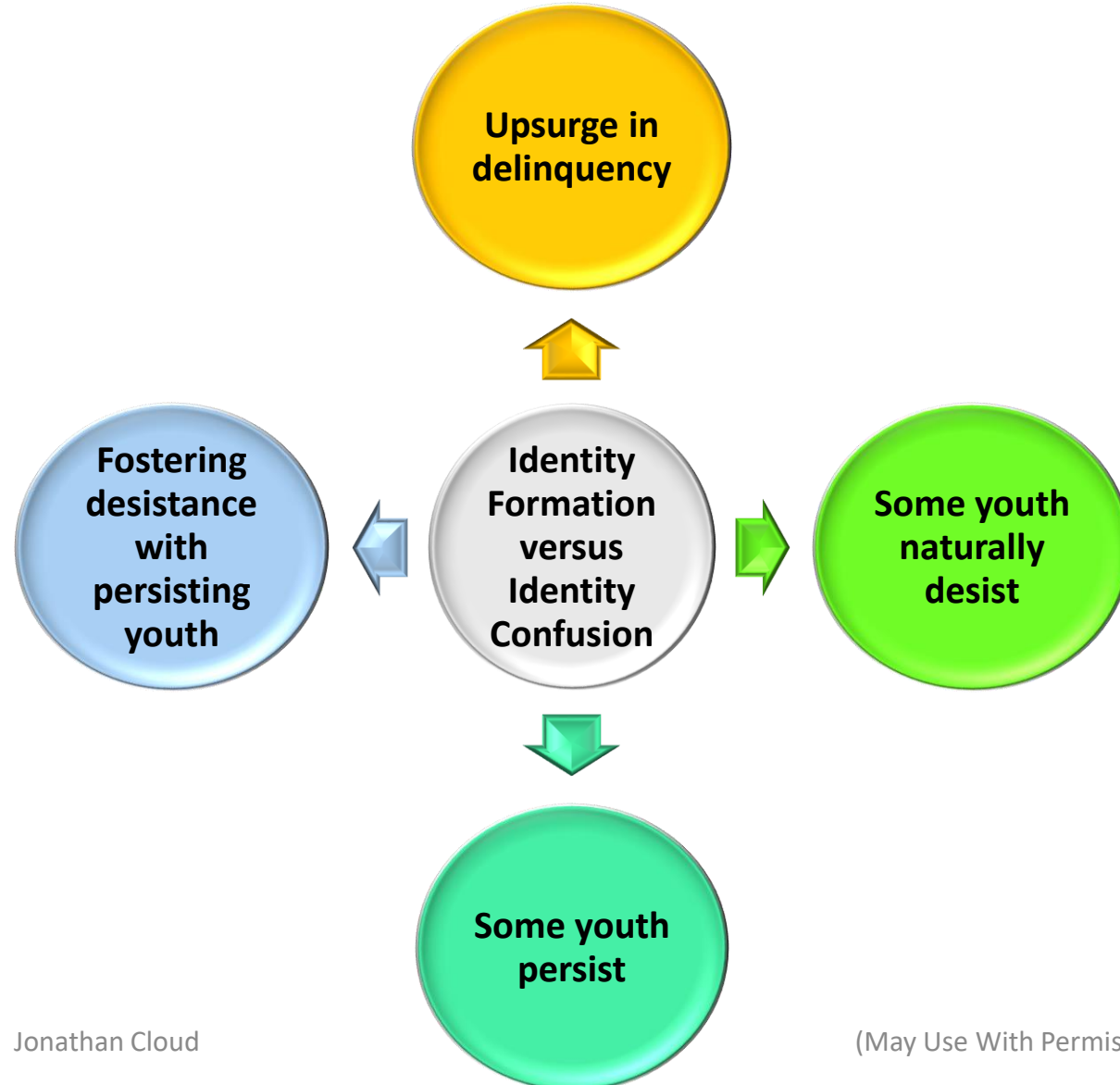
## Most Research and Practice Focused on First Question

1. Why the upsurge in delinquency during adolescence?
2. Why do most youth naturally desist from delinquency?
3. Why do some youth persist in delinquency?
4. How can we intervene in ways that “turn on” the desistance process?

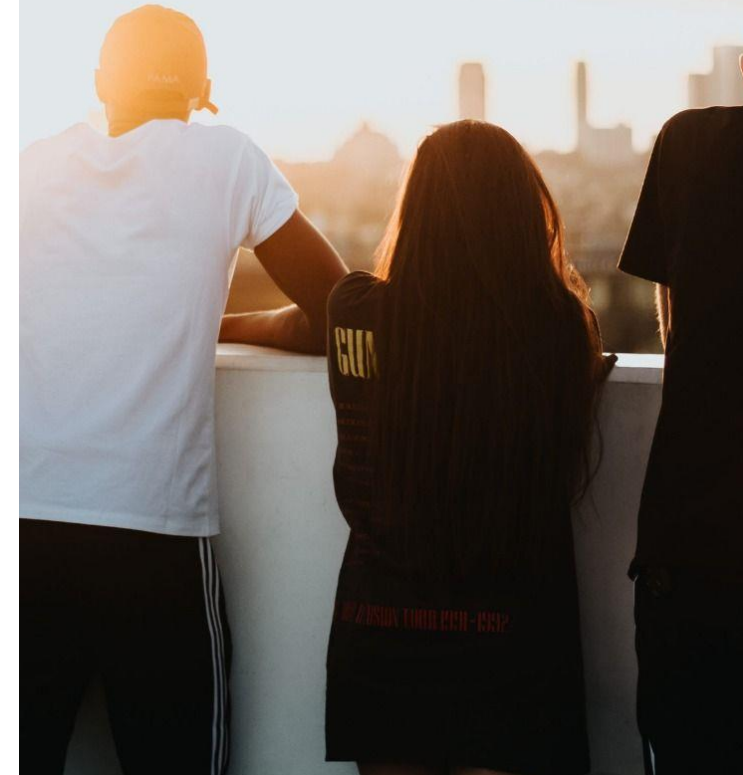


# Identity Formation a Key Element in Each Answer

Becoming Aware of Link Between Identity and Delinquency is Next Frontier of Advancement for Youth Justice



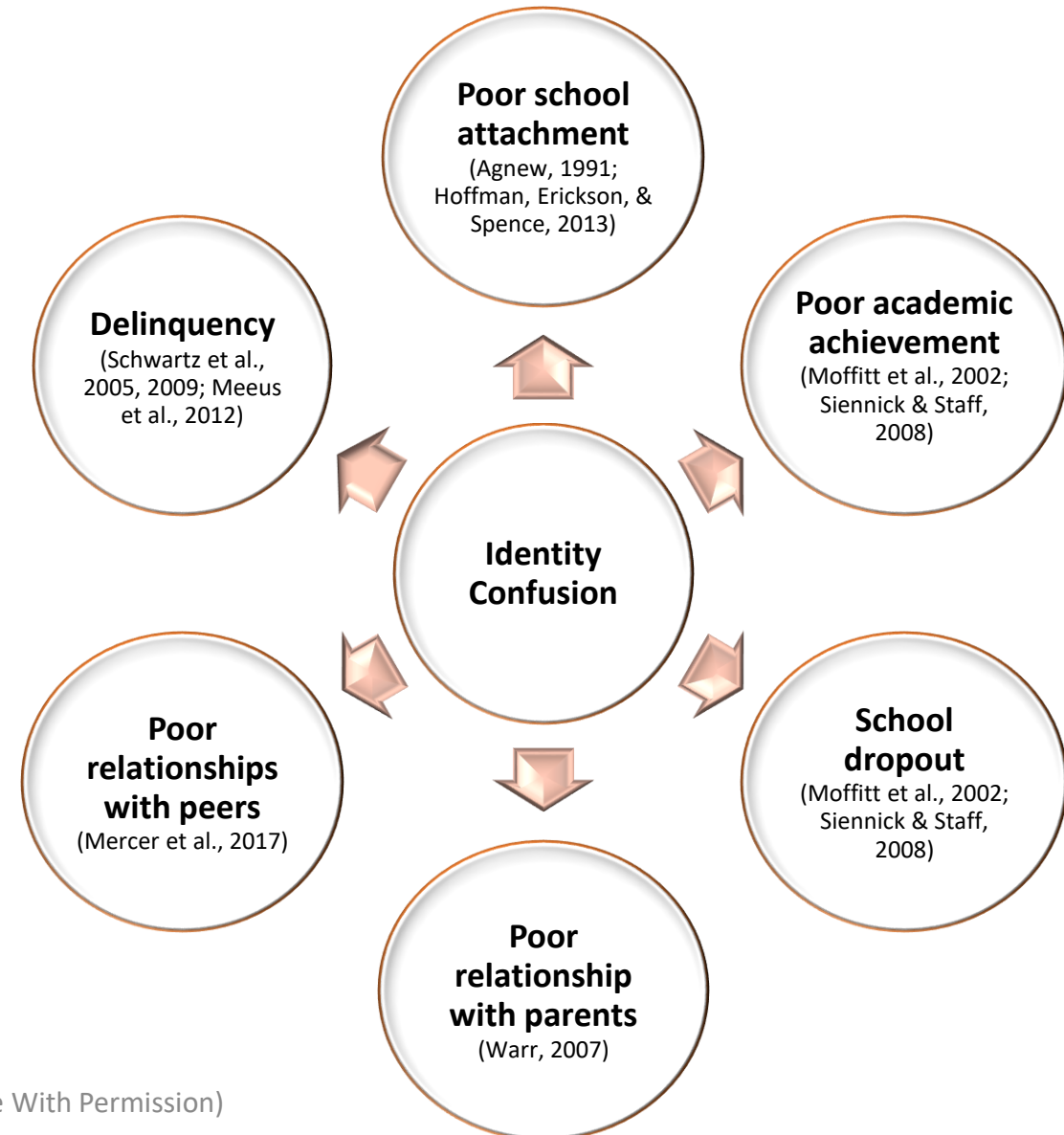
## The Youth of Today Struggle with Their Identity





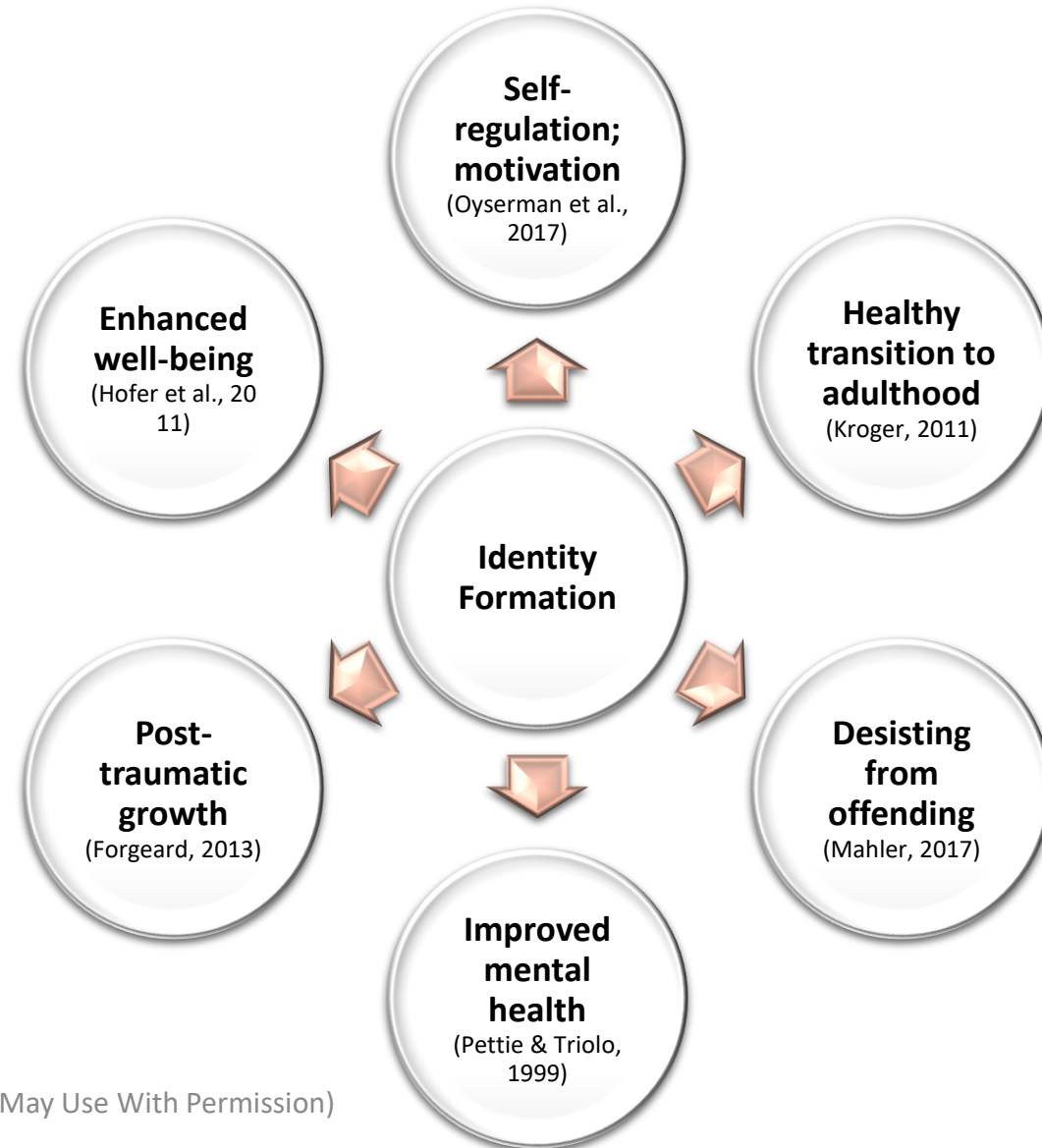
# Identity Confusion Decreases Community Safety

- **Criminogenic needs are internal barriers (i.e., risk factors) to regulated exploring and committing.**
- **There are many external barriers (i.e., risk factors) to regulated exploring and committing, such as poverty, lack of opportunities, poor schools, etc.)**



# Identity Formation Increases Community Safety

- **GFCM fosters positive identity formation.**
- **Case plan is about youth's path to positive identity and adulthood.**
- **Youth forms an identity that is incompatible with offending.**



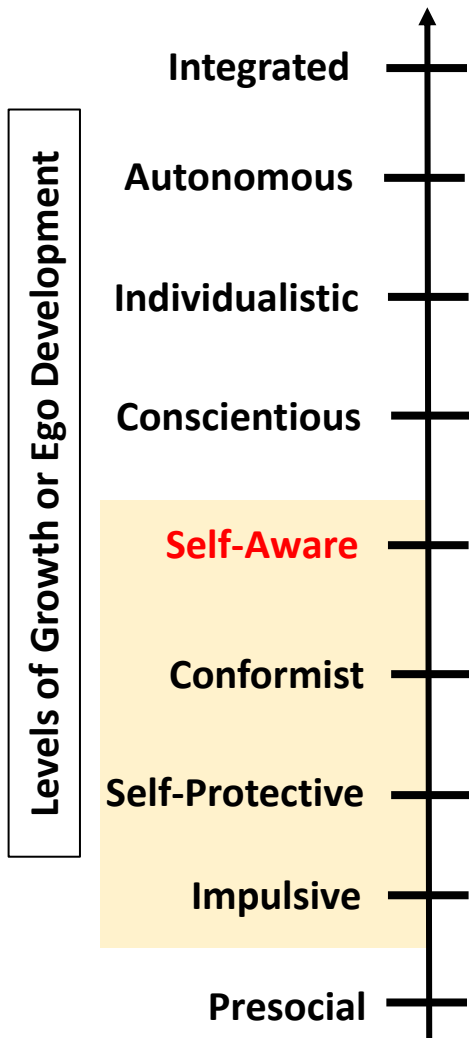
## Focus on Identity Offers a New Kind of Case Plan Goal: Long-Term Growth Goals

- Goals aiming at personal growth (e.g., future self, what I want to do or achieve, who I want to be, etc.).
- Serves as the youth's incentive to change behavior, which is the focus of case plan's short-term goals addressing criminogenic needs.
- Extends case planning timeframe beyond probation period; encompasses youth's way of becoming a positive adult.
- Research has shown that these kinds of goals predict growth three years later (Jack J. Bauer and Dan P. McAdams, "Eudaimonic Growth: Narrative Growth Goals Predict Increases in Ego Development and Subjective Well-Being 3 Years Later," *Developmental Psychology*, 45(4), 2010).



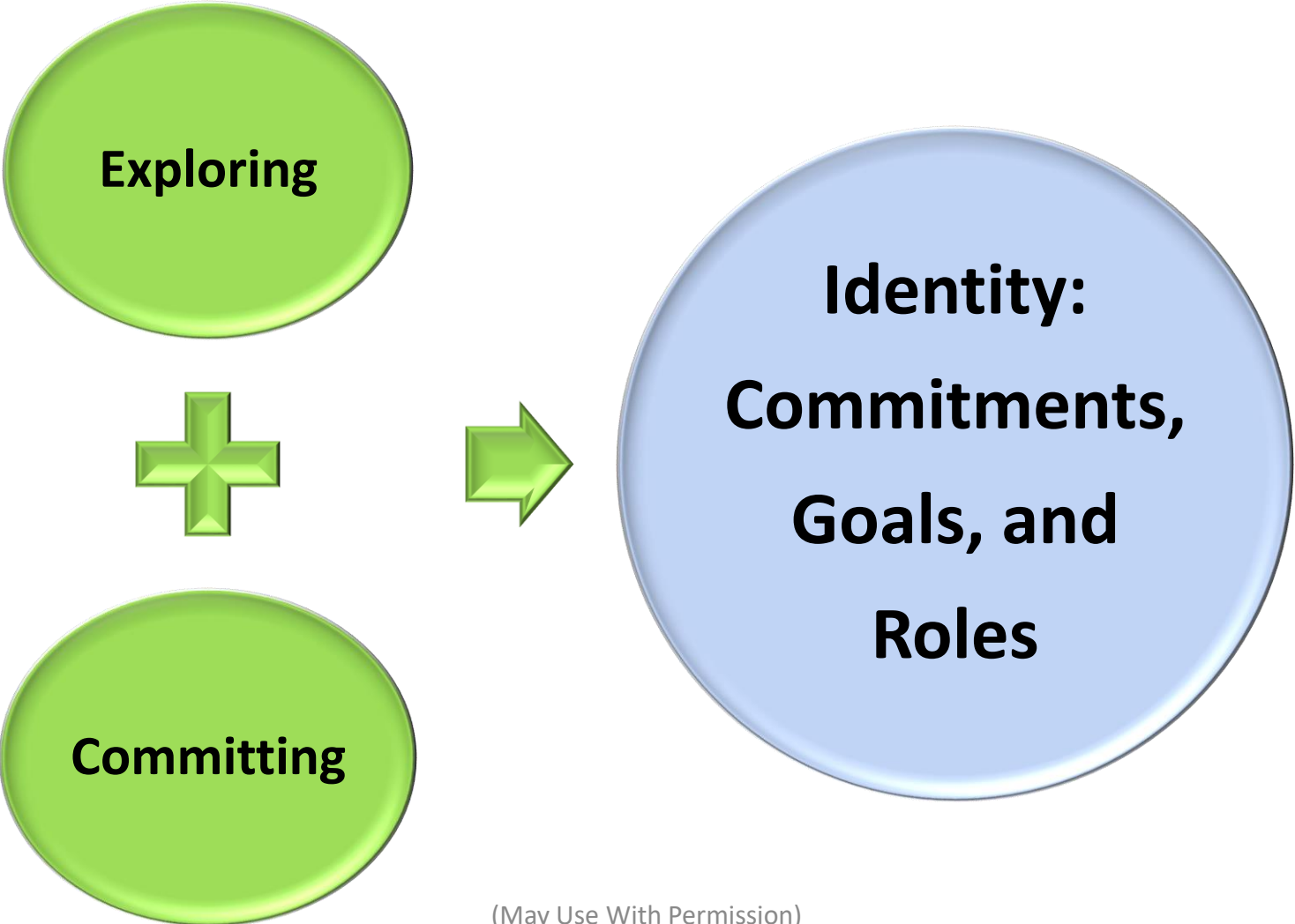
# Growth Science is as Rigorous and Useful for Case Planning as Risk Science

Higher the Growth Level the Lower the Risk Level



- Association between identity status and level of growth (Berzonsky & Adams, 1999). Self-Aware level associated with identity formation.
- Level of growth linked with delinquency (Loevinger, 1970, 1976; Al-khateeb et al., 1981).
- Association between lower levels of growth and a higher prevalence of problem behavior (DiNapoli, 2002; Noam et al., 1984; Noam et al., 1994; Recklitis, 2004).
- Adolescents below Self-Protective level have a 1.5 to 4-fold increased risk of committing aggressive offenses (Enzinga, 2008).

# You Have Succeeded with Tasks Related to Identity Formation



# Four Core Practices in GFCM Associated with Identity Formation Tasks

Fostering Positive Rather than Negative Commitments, Goals, and Roles

## Exploring

Facilitate youth's **self-exploration** (i.e., considering interests, passions, gifts, talents and who they can be in the future, or “ideal self” or future identity)

Facilitate youth's **self-discovery** (i.e., coming to know strengths and their connection with ideal self, and coming to know weaknesses that are barriers to ideal self)

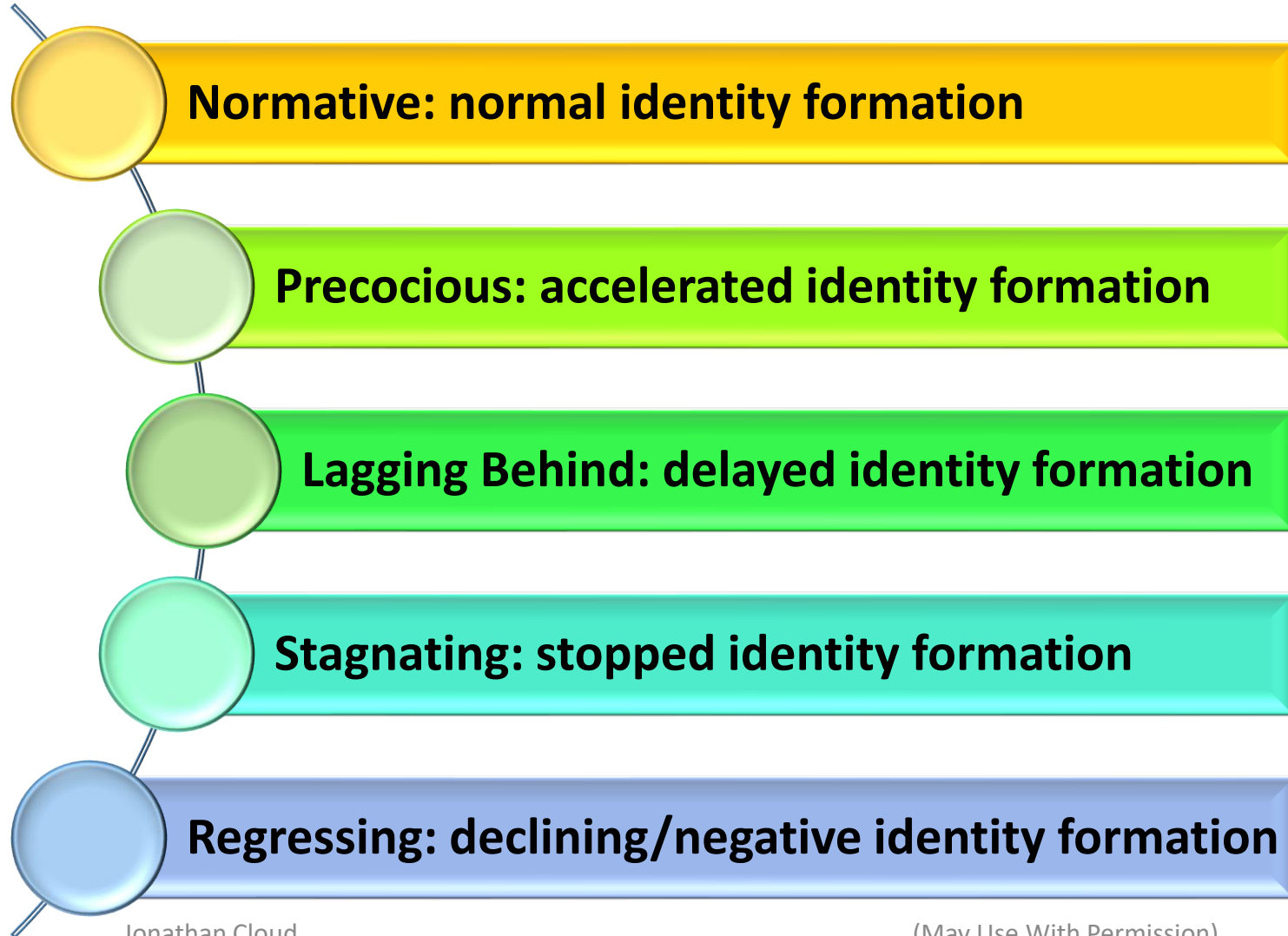
## Committing

Facilitate youth's **self-efficacy** (i.e., belief in capacity to take action and make the changes necessary to move toward ideal self)

Facilitate youth's **self-realization** (i.e., doing the tasks and taking on the roles necessary to gradually take on commitments, achieve goals, and engage in roles related to ideal self)

# Multiple Pathways of Psychosocial Developmental During Adolescence

## Three Pathways Involve Lagging, Stagnating, or Regressing Exploring and Committing



**Empirical studies report that serious problem behavior is related to stagnating psychosocial development, that is stagnating in the Impulsive Level . . . stagnating psychosocial development may be related to serious forms of misbehavior and delinquency.**

(Enzinga, 2008; Hauser et al., 1990 and 1991 in *Psychosocial Development and the Development of Problem Behavior During Adolescence*, Menno Arnold

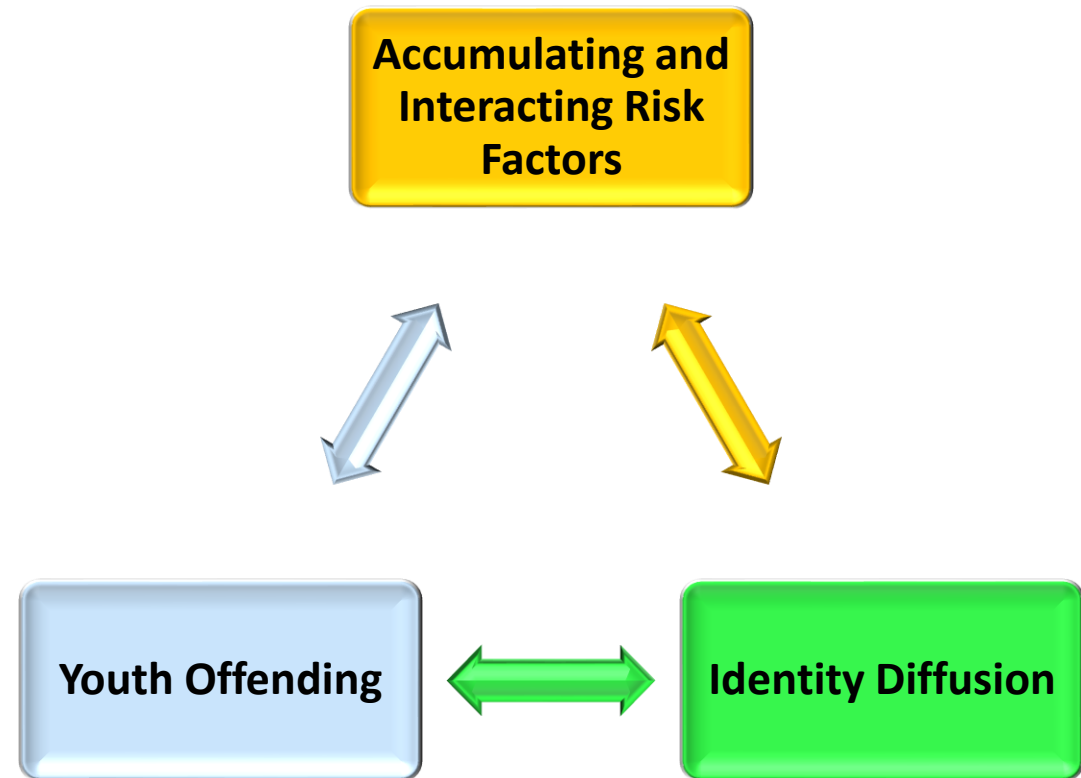
Jan Enzinga, 2008, expanded)

# Pathways to Serious Antisocial Behavior

Risk Assessment Can Be Used to Know More than the Youth's Risk Level and Criminogenic Needs

- Risk factors accumulate and interact over time in lives of serious, chronic offenders.
- Youth's story provides insight into this accumulation and interaction, not just "what the youth did wrong."
- Though RNR approach prioritizes dynamic risks, but direct causation is overly simplistic. Causation is multi-directional and can involve unidentifiable static risk factors that can be addressed by growth.

Risk Factors Negatively Affect the Adolescent Development Task of Forming an Identity Which in Turn Contributes to Delinquency

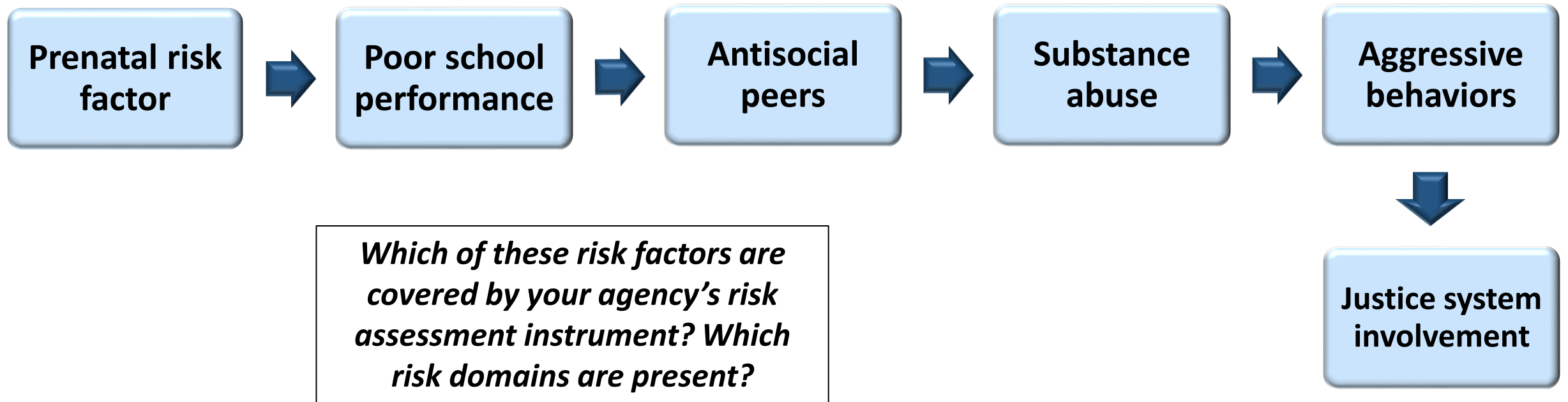


Natale Mercer et al., "Linking Delinquency and Personal Identity Formation Across Adolescence: Examining Between- and Within-Person Association," *Developmental Psychology*, 53(11), 2017; Wim Meus et al., "On the Progression and Stability of Adolescent Identity Formation: A Five-Wave Longitudinal Study in Early-to-Middle and Middle-to-Late Adolescence," *Child Development*, 81(5), 2010



# A Pathway Into Chronic and Serious Offending

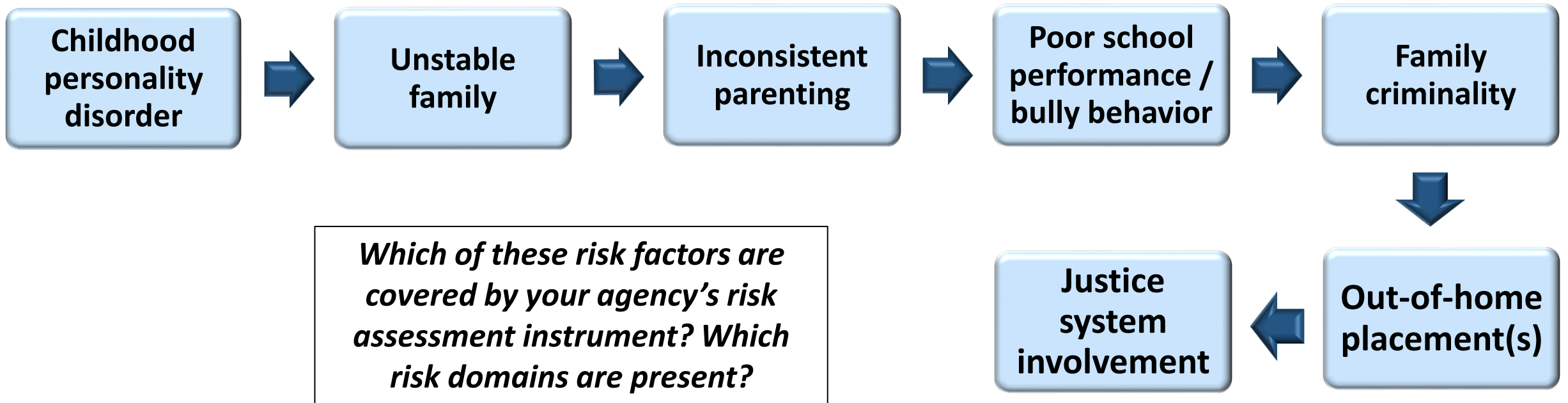
Accumulating and Interacting Risk Factors Negatively Impacts Identity Formation  
Processes of Exploring and Committing



(Raymond Corrado and Lauren Freedman, "Risk Profiles, Trajectories, and Intervention Points for Serious and Chronic Young Offenders," *International Journal of Child, Youth and Family Studies*, 2(1), 2011)

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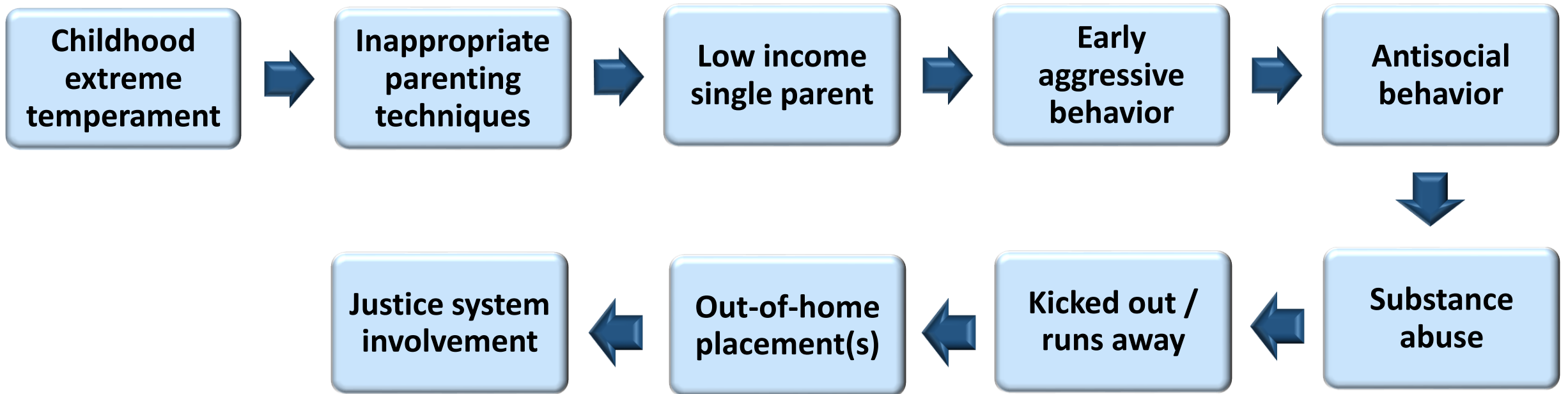
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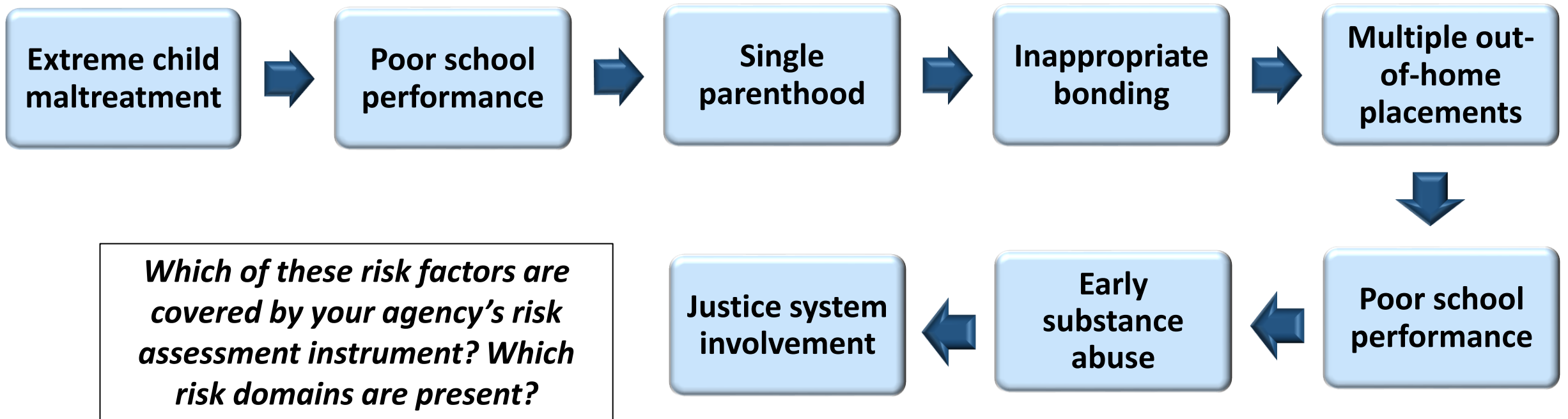


***Which of these risk factors are covered by your agency's risk assessment instrument? Which risk domains are present?***

(Raymond Corrado and Lauren Freedman, "Risk Profiles, Trajectories, and Intervention Points for Serious and Chronic Young Offenders," *International Journal of Child, Youth and Family Studies*, 2(1), 2011)

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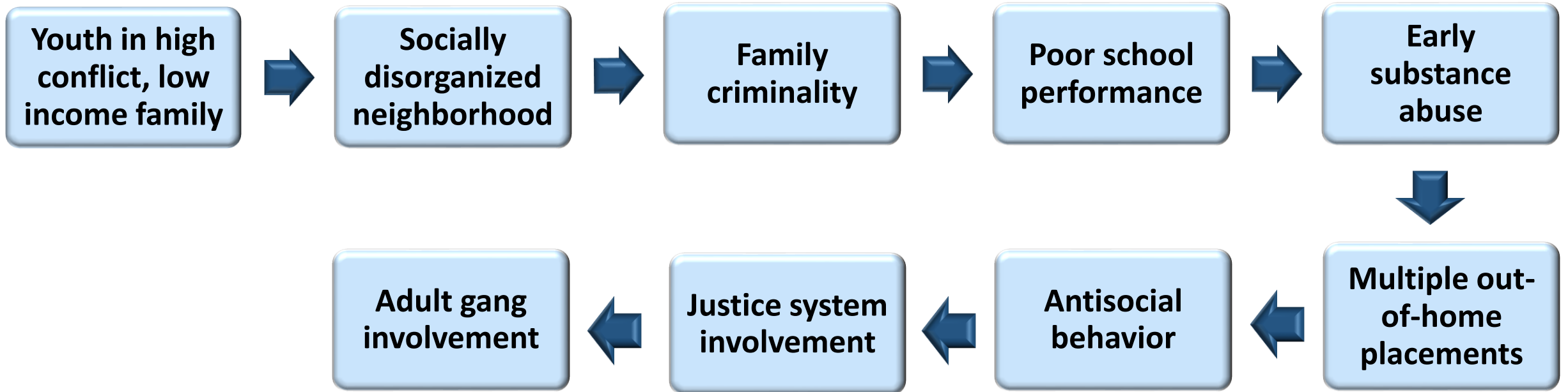
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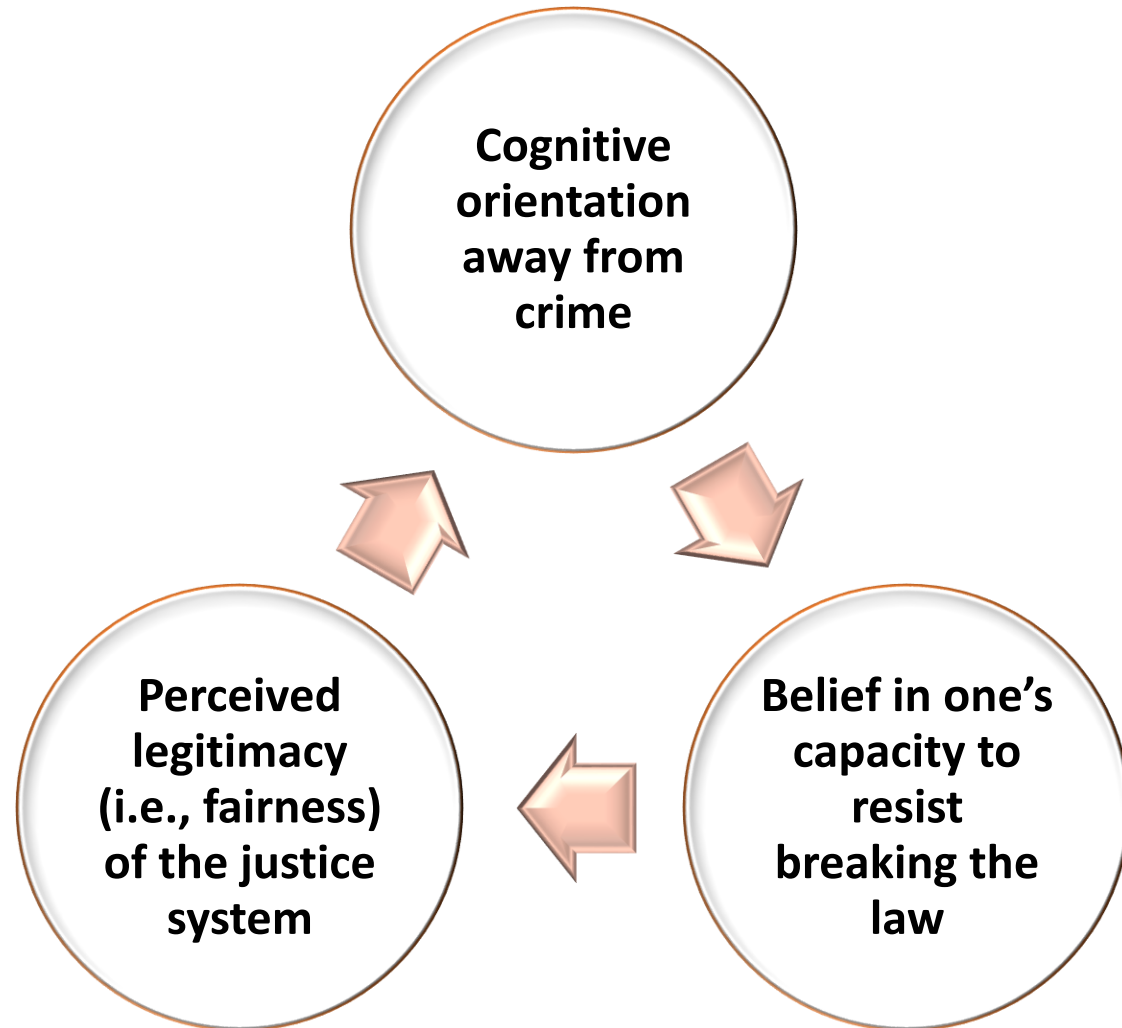
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# How GFCM “Turns On” Growth for Youth That Persist in Offending

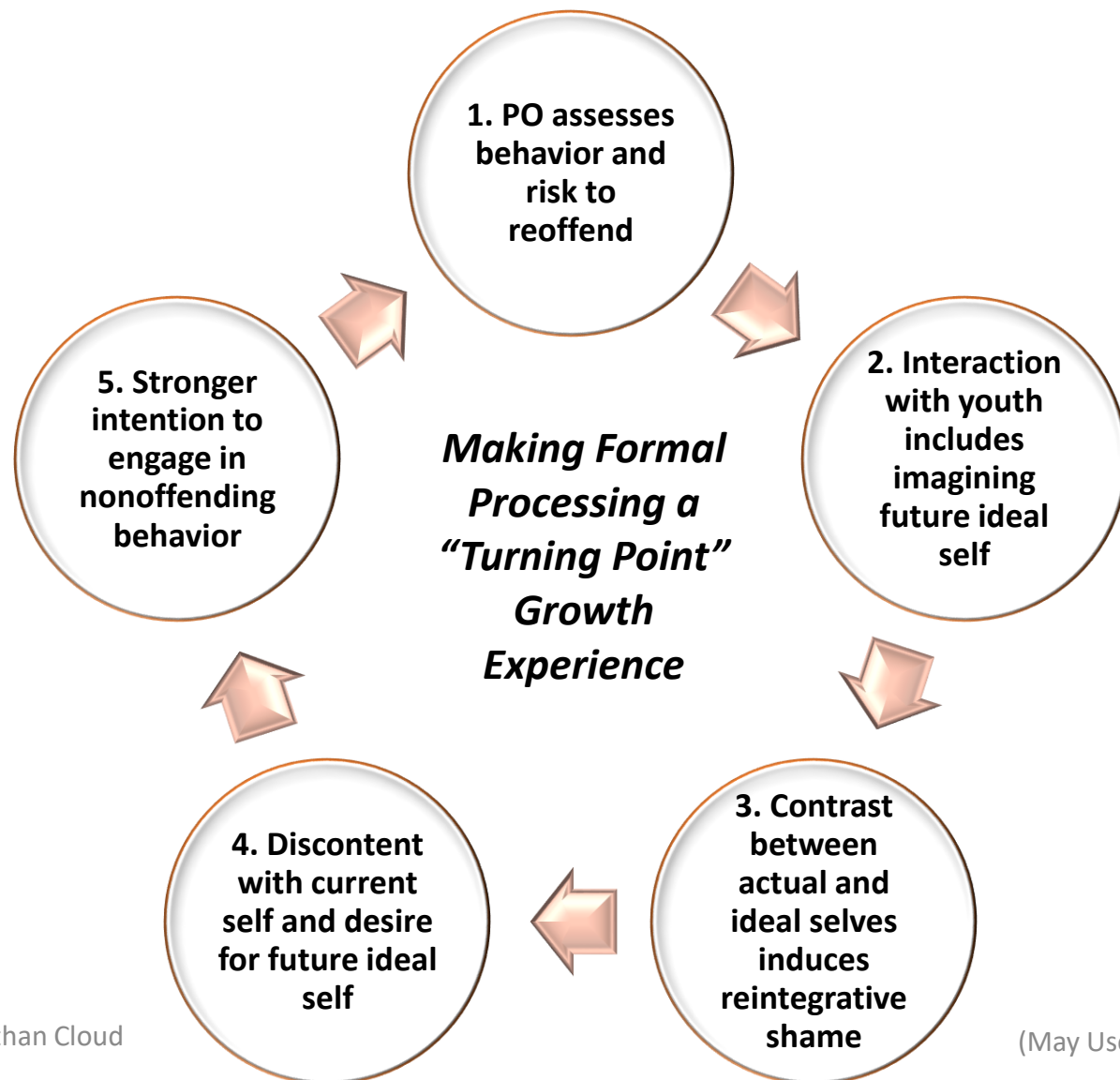


# Three Aspects of the Intention to Change One's Behavior



**GFCM's first core practice of interacting with youth to imagine and verbalize a future ideal self is designed to establish a cognitive orientation away from crime.**

# How Self-Exploration and Ideal Self Turn On Growth and Desistance Process



(Jack J. Bauer, Dan P. McAdams, and April R. Sakaeda, "Crystallization of Desire and Crystallization of Discontent in Narratives of Life-Changing Decisions," *Journal of Personality*, 73(5), 2005; Richard E. Boyatzis and Kleio Akrivou, "The Ideal Self as the Driver of Intentional Change," *Journal of Management Development*, 25(7), 2006; Steven Hitlin and Katherine W. O. Kramer in "Intentions and Institutions: Turning Points and Adolescents' Moral Threshold," *Advances in Life Course Research*, 20, 2014; Ray Paternoster and Shawn Bushway, "Desistance and the 'Feared Self': Toward an Identity Theory of Criminal Desistance," *The Journal of Criminal Law and Criminology*, 99(4), 2009)



# Third Body of Science for Youth Justice Practice

Growth Science Offers an Powerful Third Area of Practice that  
Complements Two Current Areas of Practice  
(See Your Participant Guide for More Details)



**“Healthy development and well-being cannot be explained simply as preventing, mitigating, coping with, or eliminating risk.”**

(Charlyn Harper Brown, PhD, *Youth Thrive: Advancing Healthy Adolescent Development and Well-Being*, Center for the Study of Social Policy, 2014)

**“The possibility has to be entertained that simply targeting (and trying to eliminate) these criminogenic risk factors may not be sufficient . . . to help offenders transition into nonoffending.”**

(Frank J. Porporino, “Bringing Sense and Sensitivity to Corrections: From Programs to ‘Fix’ Offenders to Services to Support Desistance,” in *What Else Works? Creative Work with Offenders*, Brayford et al., editors, 2010)

# GFCM Framework Informed by Evidence-Based Model of Growth

Boyatzis Model of Intentional Change



# How GFCM Integrates with RNR Approach to Manage Risk by Facilitating Growth



# GFCM Framework and Integration with RNR

(See Your Participant Guide for More Detailed Information on Each Phase)

**Youth Win:**  
Verbally expresses  
an ideal self  
**Case Planning:**  
Long-term goal;  
re: incentive to  
change

- Facilitate youth's self-exploration
- This fosters positive perceptions of self

**Determine  
risk level**

1. Engaging and  
Stabilizing

- Facilitate youth's self-discovery
- This fosters positive attention on future

**Identity  
criminogenic  
needs**

2. Assessing and  
Discovering

**Youth Win:**  
Verbally expresses  
strengths, goals  
**Case Planning:**  
Short-term goals  
to address  
criminogenic  
needs

**Youth Win:**  
Works with  
services on steps  
**Case Planning:**  
Progress toward  
ideal self

- Facilitate youth's self-realization
- This fosters positive identity development

4. Monitoring  
and  
Transitioning  
**Monitor  
based on risk  
level**

3. Planning and  
Delivering  
**Identify  
responsivity  
factors**

- Facilitate youth's self-efficacy
- This fosters positive planning and action

**Youth Win:**  
Identifies steps to  
reach goals  
**Case Planning:**  
Action steps with  
early wins

# Four Arenas of Interaction Address Developmental Capacities Needed for Identity

## Formal Processing Experience Sets Stage for Identity Formation in Community During Supervision

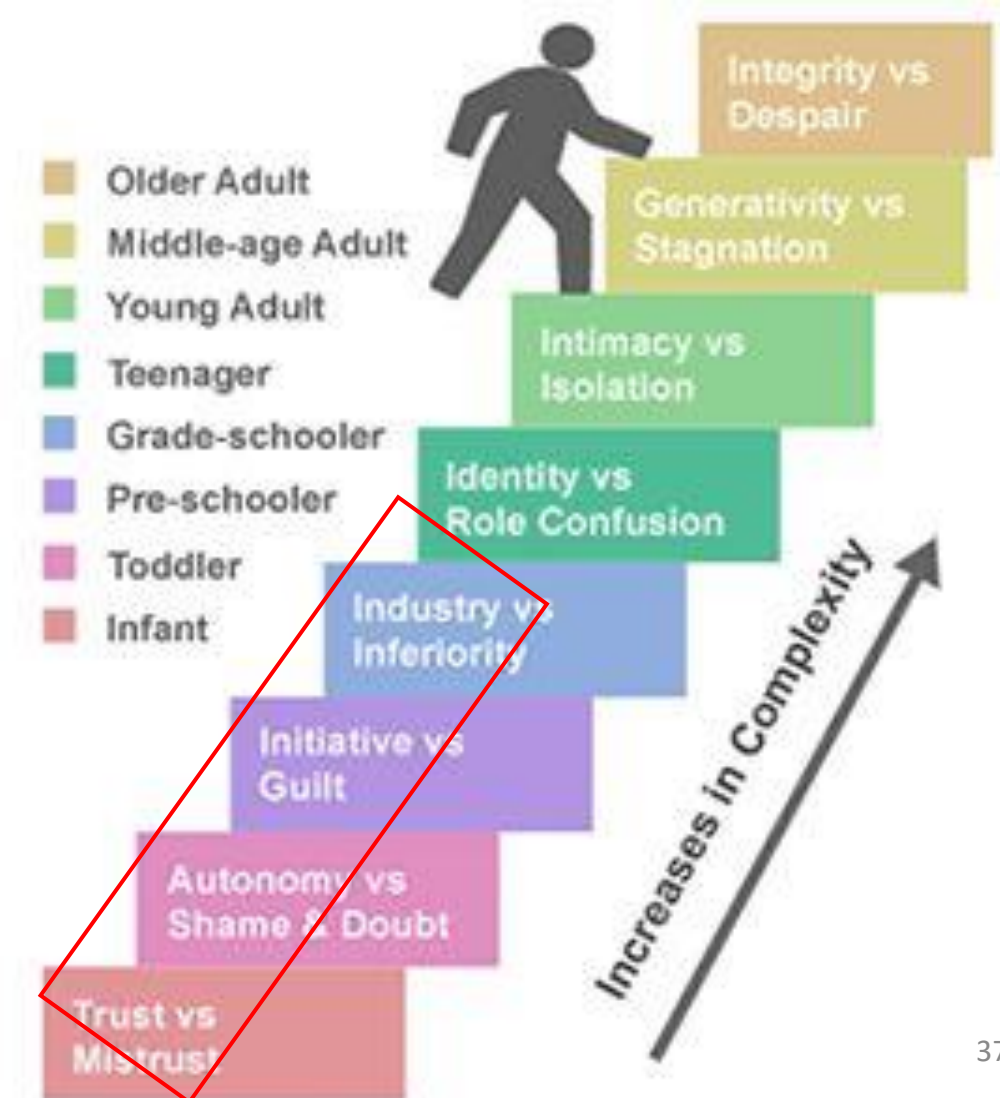
(See Your Participant Guide for More Details)

**Arena One - Engage:** Build youth's **trust**; facilitate self-exploration.

**Arena Two - Assess:** Build youth's **autonomy**; facilitate self-discovery.

**Arena Three - Plan:** Build youth's **initiative**; facilitate self-efficacy.

**Arena Four - Monitor:** Build youth's **industry**; facilitate self-realization.



# Four Developmental Tasks are Foundation for Identity-Making

(Erik Erikson's Model of Psychosocial Development – See Your Participant Guide)

Stages	Developmental Crises	Developmental Tasks	Virtues
Infancy (Age Birth-1)	Trust versus Mistrust	Learning to rely on other key people	Hope
Early Childhood (Age 1-3)	Autonomy versus Shame and Doubt	Learning it's okay to be who one is	Will
Preschool Age (Age 3-6)	Initiative versus Guilt	Learning it's okay to take action; impact things	Purpose
School Age (Age 6-12)	Industry versus Inferiority	Learning one can make it, can succeed	Competence
Adolescence-Early Emerging Adulthood (Age 12-19)	Identity versus Role Confusion	Learning who one is and one's best possible self based on all the above	Fidelity/ Commitment

# National Evidence-Based Model for Fostering Cognitive Transformation Used as a Guide for the GFCM Framework

V. Identity Vs Identity Confusion  
^

IV. Industry Vs Inferiority  
^

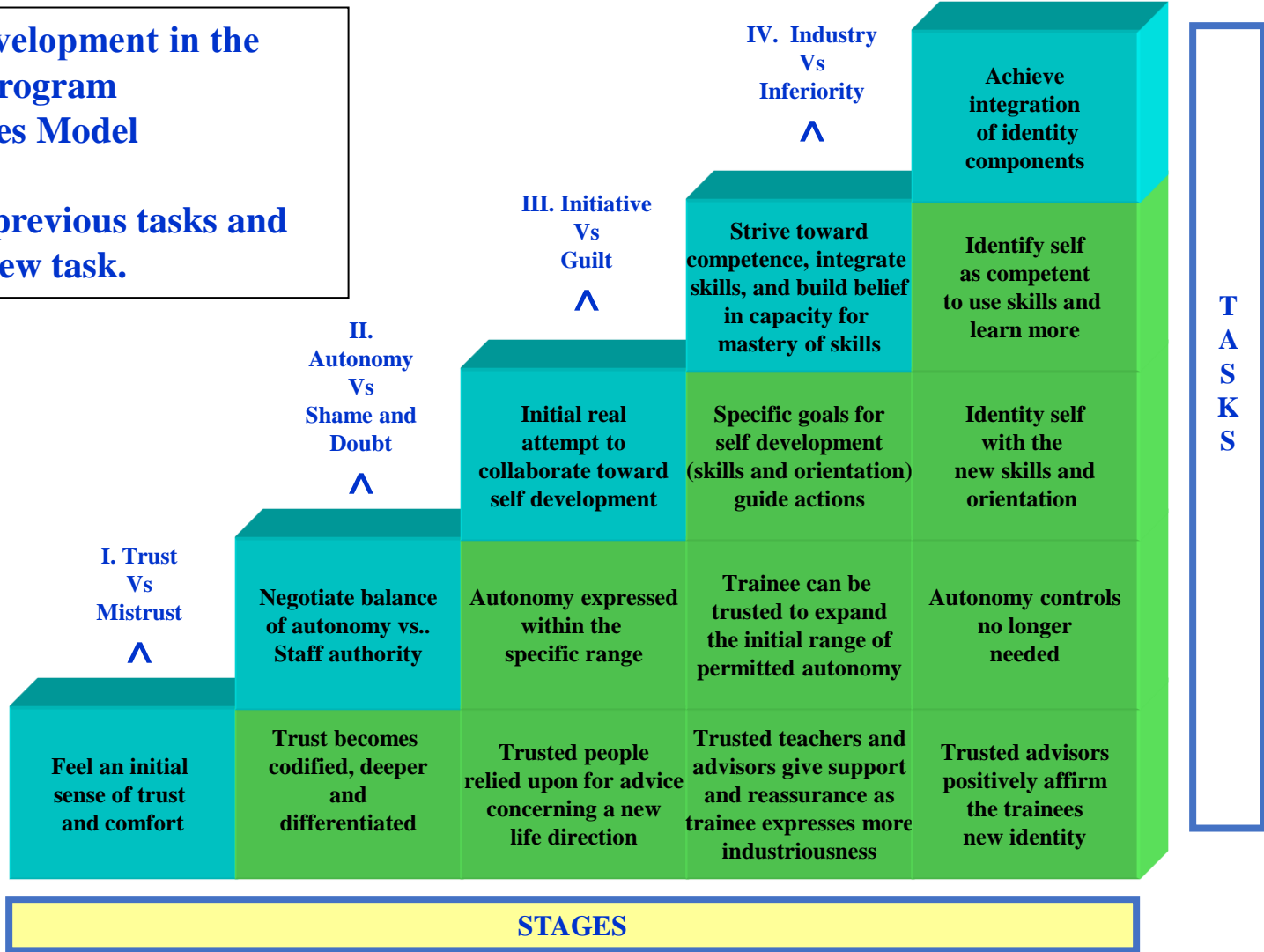
III. Initiative Vs Guilt  
^

II. Autonomy Vs Shame and Doubt  
^

I. Trust Vs Mistrust  
^

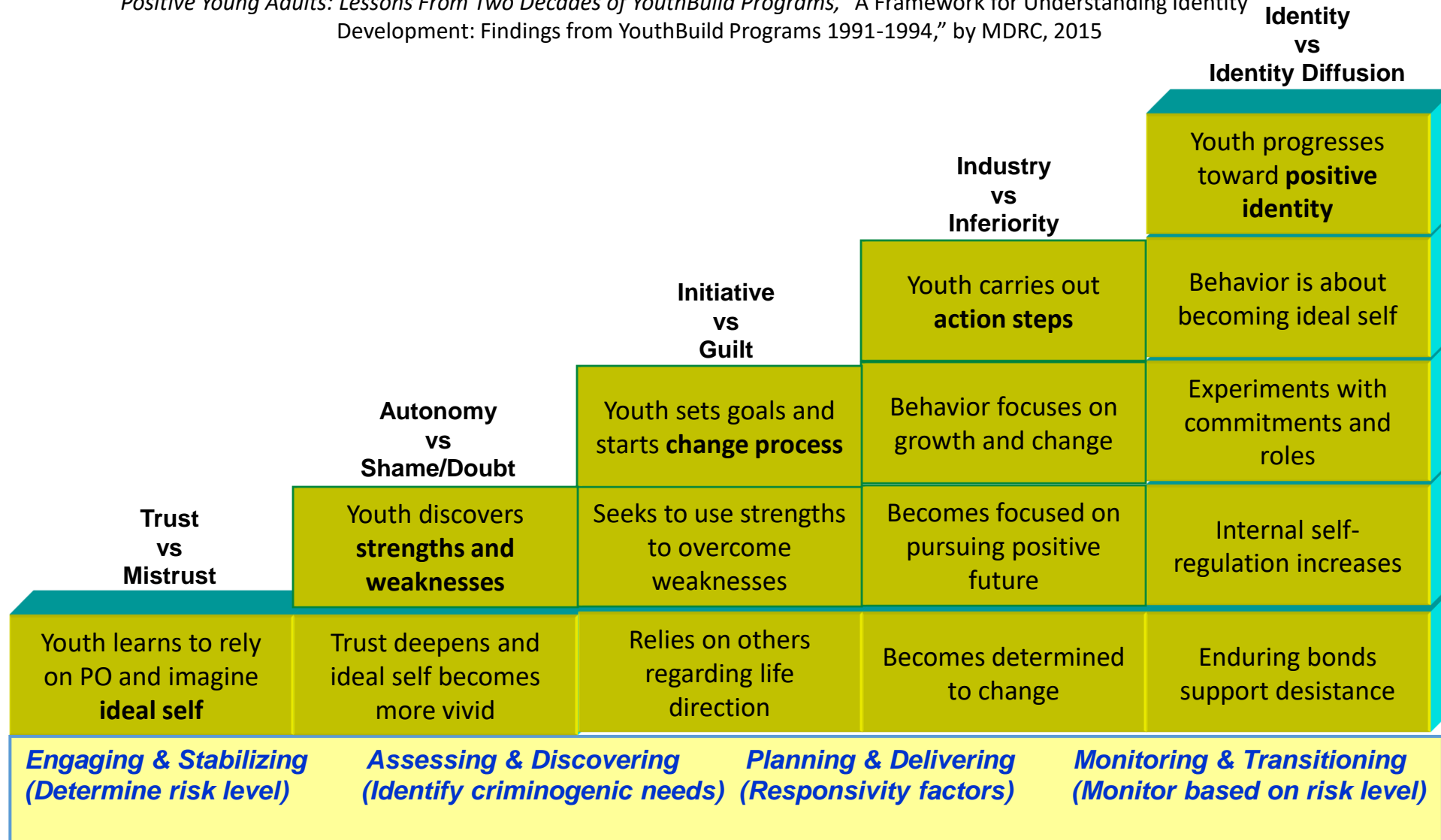
**Stages of a Youth's Development in the YouthBuild Program Ferguson-Snipes Model**

Each stage builds upon previous tasks and introduces a new task.



# GFCM Growth Facilitation Integrated With RNR Risk Management Increases Procedural Justice

Source: Modification of framework developed by Ronald F. Ferguson and Jason Snipes (2009), presented in *Developing Positive Young Adults: Lessons From Two Decades of YouthBuild Programs*, "A Framework for Understanding Identity Development: Findings from YouthBuild Programs 1991-1994," by MDRC, 2015





# Core Emotional Needs Associated with the Four Early Developmental Tasks

- **Secure attachments to others; safety, stability, nurturance, and acceptance (builds trust)**
- **Freedom to express valid needs and emotions (builds autonomy)**
- **Spontaneity and play (e.g., builds initiative)**
- **Realistic limits and self-control (builds industry)**
- **Autonomy, competence, and early sense of identity (builds early identity)**



# Effects of Core Emotional Needs Not Being Satisfied

## Self-Defeating Perceptions of Self and Others that Contribute to Behavior Problems and Delinquency

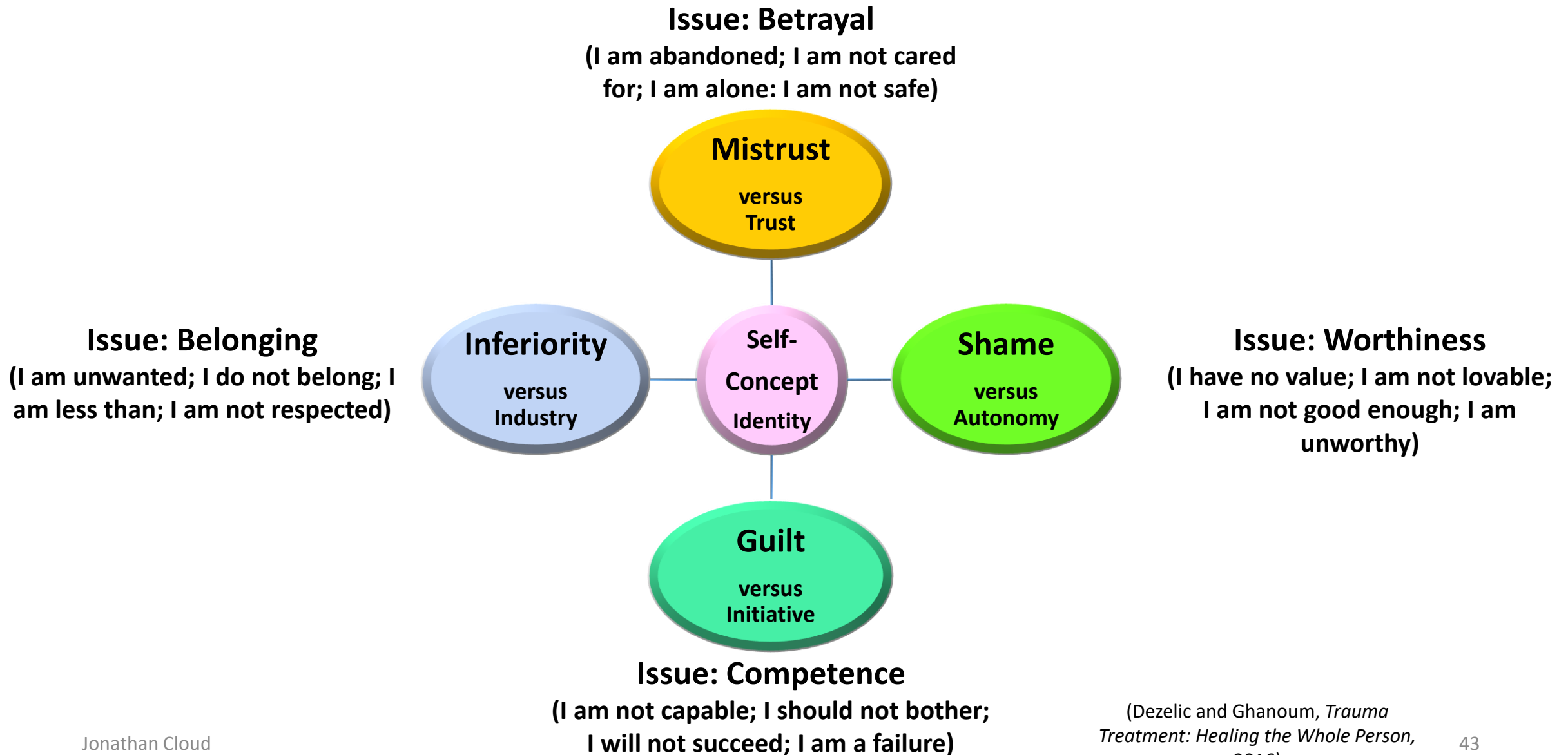
(Young, Klosko, and Weishaar, *Schema Therapy: A Practitioner's Guide*, 2003; adapted)

<b>Developmental Stages</b>	<b>Developmental Crises</b>	<b>Related Self-Defeating Perceptions of Self and One's World</b>
<b>Infancy (Age 0-1)</b>	<b>Trust versus Mistrust</b>	<b>Disconnection and Rejection (expectation that others will hurt me)</b>
<b>Early Childhood (Age 1-3)</b>	<b>Autonomy versus Shame and Doubt</b>	<b>Impaired Autonomy and Performance (belief that one has failed or will inevitably fail)</b>
<b>Preschool Age (Age 3-6)</b>	<b>Initiative versus Guilt</b>	<b>Impaired Limits (insufficient self-control; not bound by rules)</b>
<b>School Age (Age 6-12)</b>	<b>Industry versus Inferiority</b>	<b>Other-Directedness (surrenders control to others; seeks approval)</b>
<b>Adolescence (Age 13-19)</b>	<b>Identity versus Role Confusion</b>	<b>Over-vigilance and Inhibition (focuses on negative aspects of life)</b>

(May Use With Permission)

# Unmet Early Emotional Needs Disrupts Positive Identity Formation

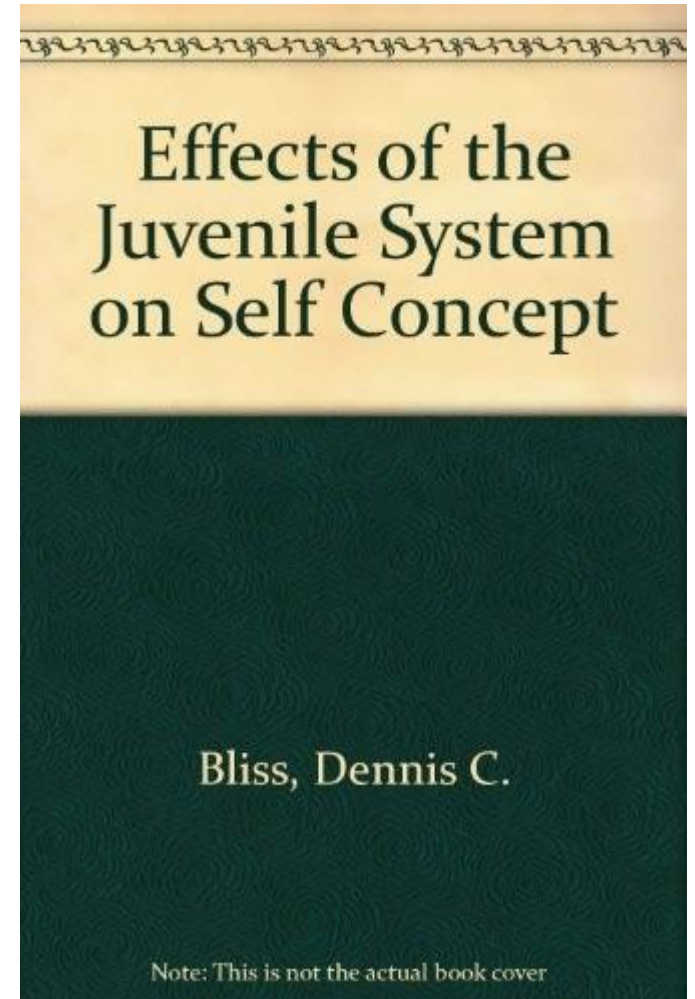
## Procedural Justice and Fairness Must Consider These Issues



# Sometimes Formal Processing Has Unintended Negative Effects

Undermines Self-Concept and Identity and Thus Contributes to Increased Likelihood to Reoffend

- I am abandoned; I am not cared for; I am alone: I am not safe
- I have no value; I am not lovable; I am not good enough; I am unworthy
- I am not capable; I should not bother; I will not succeed; I am a failure
- I am unwanted; I do not belong; I am less than; I am not respected



Note: This is not the actual book cover

# Keys to Integration

<b>Risk Management Approach (RNR)</b>	<b>Growth Facilitation Approach (GFCM)</b>
<b>Assess youth's risk level for reoffending.</b>	<b>Risk assessment offers information about youth's difficulties with identity formation tasks and extent of help needed with forming a future ideal self.</b>
<b>Identify criminogenic needs, or dynamic risks related to youth's offense.</b>	<b>Criminogenic needs are specific barriers between youth's actual self and ideal self.</b>
<b>Identify responsivity factors.</b>	<b>Factors specific to each youth include interests, aspirations, etc. related to future self that be made part of services.</b>

# Integration Addresses Challenges to Risk Management Implementation Identified by Research

## Risk Management Implementation Challenges

Rarely used risk and needs assessments as designed and relied on previous experiences to guide practice (Viglione, Rudes, & Taxman, 2015).

Rarely focused on criminogenic needs (Bonta et al., 2008).

## How Integration with GFCM Addresses Challenges

Risk and needs assessments provide insight into youth's story and actual self.

Criminogenic needs are barriers to youth's ideal or best self.

# Integration Addresses Challenges to Risk Management Implementation Identified by Research

## Risk Management Implementation Challenges

## How Integration with GFCM Addresses Challenges

Rather than responding to needs, POs focused on levels of risk to control and manage risk (Feeley & Simon, 1992).

Considers unmet early developmental needs related to identity formation.

By the nature of the science on which they are based, risk and needs assessments do nothing to promote the idea that youth are assets with strengths (Carreon and Petteruti, Justice Policy Institute, 2015)

Case plan not merely intended to address offending, but assist youth with realizing their possibilities (e.g., ideal selves).

# Integration Addresses Challenges to Risk Management Implementation Identified by Research

## Risk Management Implementation Challenges

## How Integration with GFCM Addresses Challenges

Paid little attention to engaging in case planning (Flores, Travis, & Latessa, 2004).

Four phases are aligned with the four steps for effectively building a case plan.

POs were observed engaging in case planning with youth in 15 of 243 (6%) interactional episodes (Jill Viglione, “The Risk-Need-Responsivity Model,” Criminal Justice and Behavior, 2019).

Youth Wins involve ways in which youth are involved with the HSW in the case planning process.



# Conversation on Challenges of Implementing RNR Approach

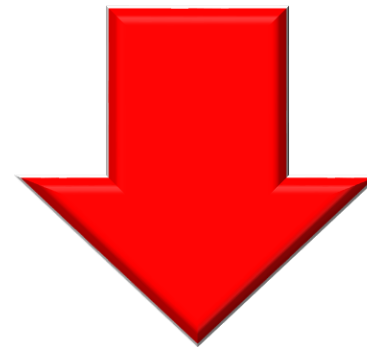
- 1. Understanding of risk assessment instruments?**
- 2. Ability to effectively administer risk assessments?**
- 3. Acceptance and/or use of risk assessment findings?**
- 4. Don't have the time to really do it well due to caseloads?**
- 5. Do assessments but it takes away time to really talk with and get to know youth and family?**
- 6. Tend to only see risk or danger and less able to see strengths?**
- 7. Input and ideas from youth not really sought after and used. Just base everything on risk level and criminogenic needs?**



# **The Milwaukee Situation: How We Integrated GFCM with RNR Approach and Lessons Being Learned**



**Growth  
Level**

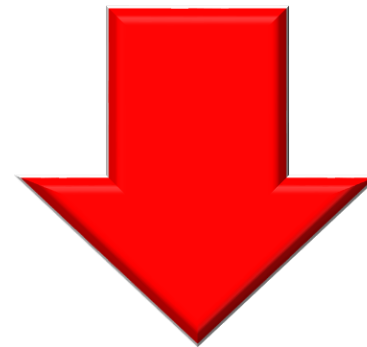


**Risk  
Level**

# Group Practice Building a Growth-Focused Case Plan



**Growth  
Level**



**Risk  
Level**

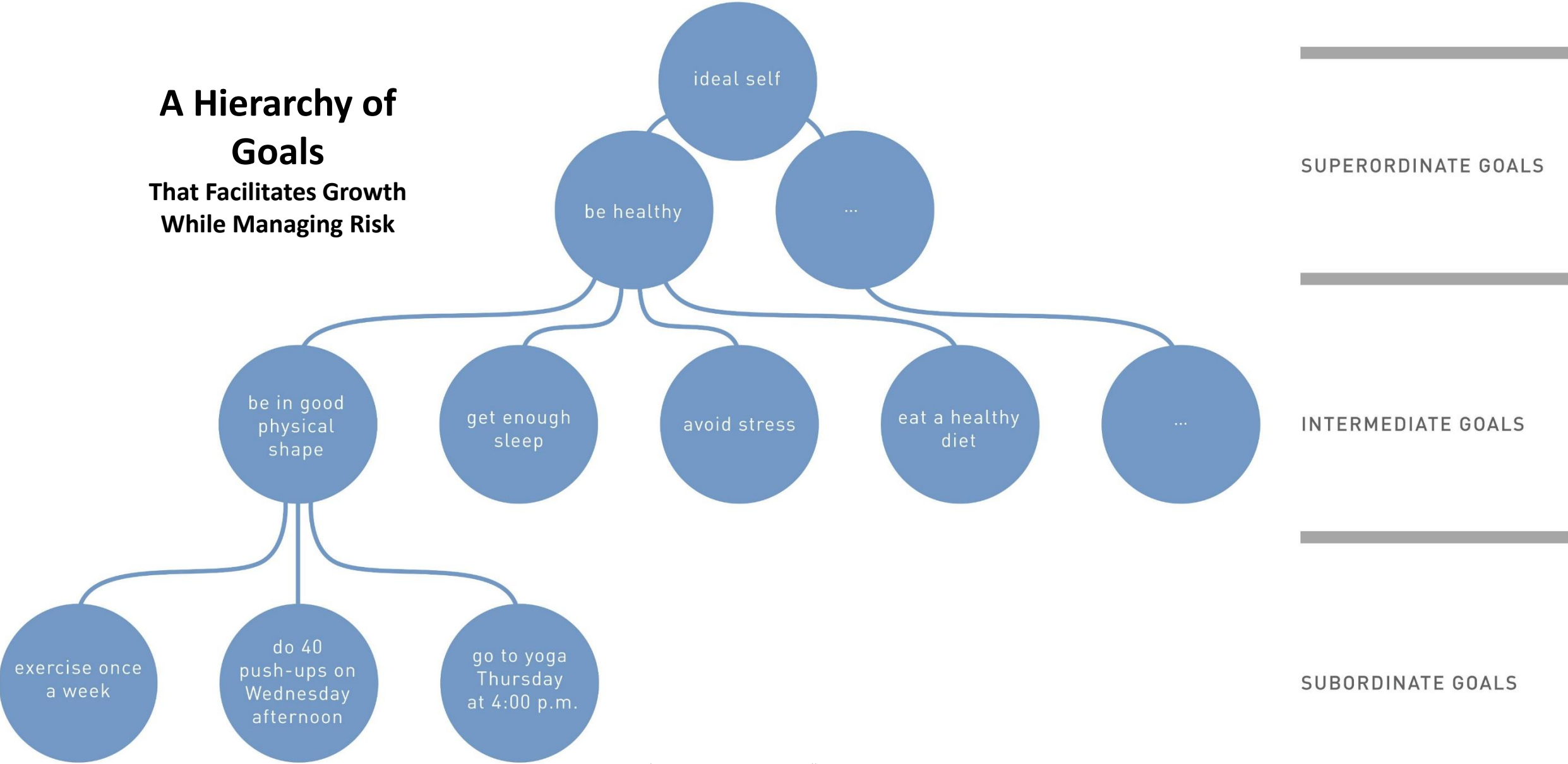
# GFCM Case Planning Practice Session

Three Sessions Each Preceded by Some Information About a Youth for Your Group to Use

Sessions	RNR Task	Core Practices	Youth Win	Case Planning
<b>1. Engaging and Stabilizing</b>	<b>Assess risk to reoffend</b>	<b>Help youth explore who they have been and can become</b>	<b>Verbalizes positive future ideal self</b>	<b>Long-term goal; incentive to change</b>
<b>2. Assessing and Discovering</b>	<b>Prioritize criminogenic needs</b>	<b>Help youth discover strengths and weaknesses</b>	<b>Verbalizes strengths and sets goals to address weaknesses</b>	<b>Short-term goals; targets criminogenic needs</b>
<b>3. Planning and Delivering</b>	<b>Identify responsibility factors</b>	<b>Help youth believe they can and will do and be better</b>	<b>Identifies some action steps to reach short-term goals</b>	<b>Action steps; service responsibility included</b>

# A Hierarchy of Goals

That Facilitates Growth While Managing Risk

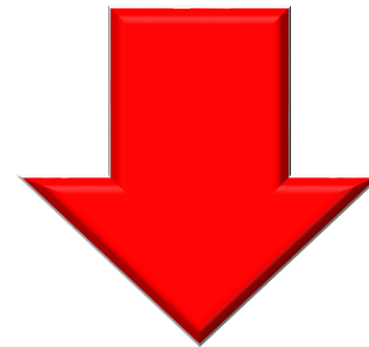


(Bettina Hochli et al., "How Focusing on Superordinate Goals Motivates Broad, Long-Term Goal Pursuit: A Theoretical Perspective," *Frontiers in Psychology*, October 2018)

# DYFS's GFCM-RNR Evaluation Framework

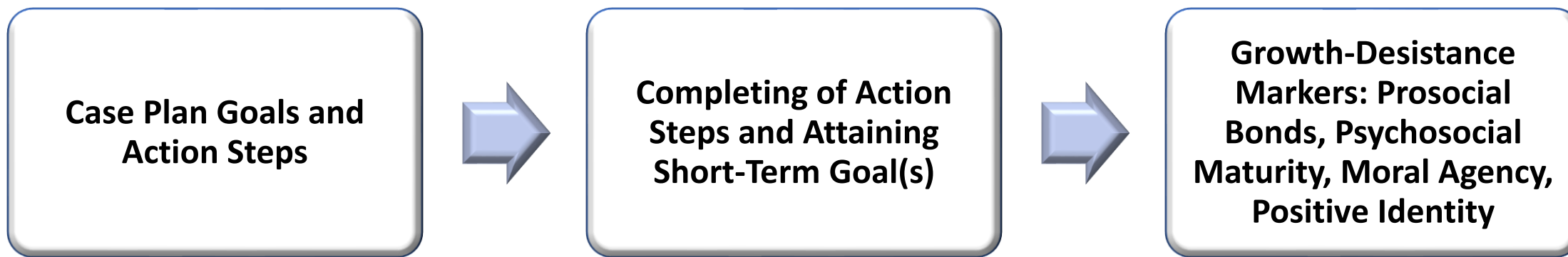


**Growth  
Level**



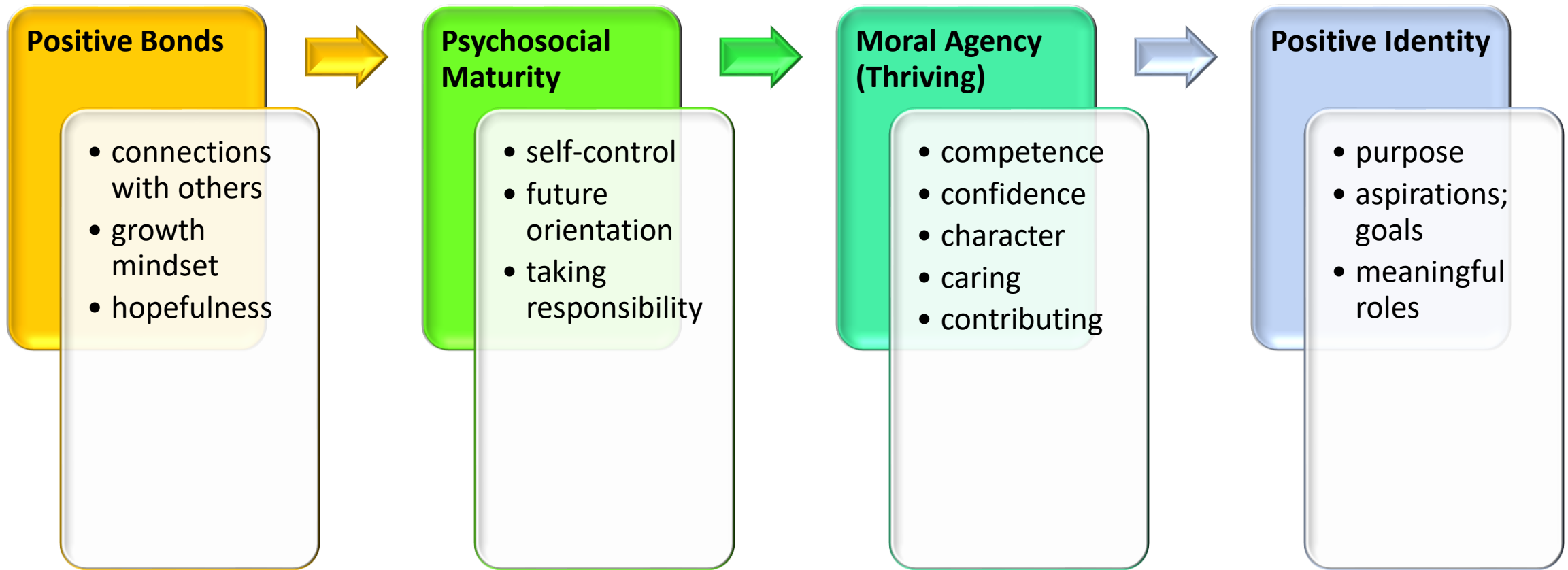
**Risk  
Level**

# Monitoring Indicators of Growth and Desistance



# Indicators of Growth and Desistance to Monitor and Include in Case Notes

Helpful to Build on If Youth Commits Serious New Offense





# Positive Bonds

Assessment Instruments  
Related to Indicators Not  
Shown But Are Available  
From Consultant

Indicators	Things PO Can Look For
<p><b>Connections with individuals, groups and organizations that support ideal self.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Trusts others.</b></li> <li>▪ <b>Resolves conflicts peacefully.</b></li> <li>▪ <b>Able to ask for help.</b></li> <li>▪ <b>Open to interacting with persons outside immediate circle.</b></li> </ul>
<p><b>Growth mindset</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Believes that their efforts can achieve needed change in behavior.</b></li> <li>▪ <b>Can learn from failure to try harder and do better.</b></li> <li>▪ <b>Likes to do things that are challenging or difficult.</b></li> </ul>
<p><b>Hopefulness regarding one's personal future.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Believes one's future will be good.</b></li> <li>▪ <b>Believes things will get better.</b></li> <li>▪ <b>Being generally positive, upbeat, optimistic, happy</b></li> </ul>

# Psychosocial Maturity

Assessment Instruments Related to Indicators Not Shown But Are Available From Consultant

Indicators	Things PO Can Look For
<p><b>Temperance: Ability to control impulses, including aggressive impulses.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Thinks things through before acting.</b></li> <li>▪ <b>Maintains control of emotions and actions.</b></li> <li>▪ <b>Manages frustration, fear, and anger without becoming aggressive.</b></li> </ul>
<p><b>Future Orientation: Ability to take into account longer term possibilities and consequences.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Remains steadfastly focused on ideal self.</b></li> <li>▪ <b>Sees how present behavior leads to future results.</b></li> </ul>
<p><b>Responsibility: Ability to take responsibility for one's behavior and resist negative influences.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Complies with court orders and conditions of supervision.</b></li> <li>▪ <b>Follows through on case plan action steps.</b></li> <li>▪ <b>Admits mistakes or wrongdoing.</b></li> <li>▪ <b>Makes amends for wrongdoing.</b></li> </ul>

# Moral Agency

Assessment Instruments  
Related to Indicators Not  
Shown But Are Available  
From Consultant

Indicators	Things PO Can Look For
Competence: includes good executive function	<ul style="list-style-type: none"> <li>▪ Sets goals and stays focused on them.</li> <li>▪ Takes actions necessary to attain goals.</li> <li>▪ Stays organized and can reset when things don't go as planned.</li> <li>▪ Doesn't give in to negative peer pressure.</li> </ul>
Confidence: includes initiative-taking	<ul style="list-style-type: none"> <li>▪ Believes able to do what they set out to do.</li> <li>▪ Does not give up easily.</li> <li>▪ Thinks highly of their abilities or talents; "I have something to offer."</li> </ul>
Character: includes trustworthiness and integrity	<ul style="list-style-type: none"> <li>▪ Keeps promises.</li> <li>▪ Tells the truth even when difficult.</li> <li>▪ Strong sense of right and wrong.</li> </ul>
Caring: includes empathy and compassion	<ul style="list-style-type: none"> <li>▪ Cares for others.</li> <li>▪ Protects others; stands up for fairness.</li> <li>▪ Shares time, possessions, etc. with others.</li> </ul>
Contributing: includes altruism and generosity	<ul style="list-style-type: none"> <li>▪ Desires to make a positive difference.</li> <li>▪ Concerned about needs of others.</li> </ul>

# Positive Identity

Assessment Instruments  
Related to Indicators Not  
Shown But Are Available  
From Consultant

Indicators	Things PO Can Look For
Commitment to one’s purpose (e.g., ideal self)	<ul style="list-style-type: none"> <li>▪ Focused on moving toward who they want to become.</li> <li>▪ Has behaviors that are aligned with positive goals.</li> </ul>
Positive aspirational goals regarding oneself.	<ul style="list-style-type: none"> <li>▪ Has positive things they want to accomplish with their lives.</li> <li>▪ Has positive dreams, ambitions.</li> <li>▪ Appropriate idealism (wants to achieve something “great”).</li> </ul>
Positive intrinsically rewarding roles	<ul style="list-style-type: none"> <li>▪ Has a part to play in some endeavor or active that is done mostly out of personal desire or enjoyment.</li> <li>▪ Does things that uses their strengths, gifts, or talents.</li> </ul>