

SPECTRUM WILDERNESS
Student Case Planning & Goals Worksheet

* To be completed with youth and referring agent together

REASON FOR REFERRAL:

What is the current reason for referral (presenting problem)? What is the story behind what got this youth to the point of being referred to Spectrum?

Stage of change:

How would you rate youth's current willingness to change (please check one)?

- Pre-contemplation:** Indifferent, not considering change, doesn't recognize any problem, persists in behavior even if negative consequences, "I don't see any problem."
- Contemplation:** Wavering, hesitant, half-hearted, retracts commitment, debates the issue, undecided, uncertain, "maybe there is a problem, but it's not my fault."
- Preparation:** Resolved, committed, willing, compliant, openly talks about how things really are, may have made some small changes, "Something's got to change. I'll try."
- Action:** Enthusiastic, attentive, doing something different, optimistic, "Why didn't I do this before?"

Incentives:

What does youth view as incentive for completing Spectrum?

- Reduce probation remain in UDIS program completed probation
- Change of residential placement. Where? _____
- (circle)Movie, Shopping, Dinner out Other _____

Notes: _____

Consequences:

What are youth's consequences for failing to complete Spectrum?

- Commitment to JDC Commitment to DOC Other _____
- Change of residential placement. Where? _____

Notes: _____

Goal Identification

This section addresses domains 9 and 10 on the YASI tool. If youth has a YASI assessment filled out please attach in addition to completing this section.

Check one response for each item. Then, please identify the top 3 items (out of the 8 listed) on which it is desired for the youth to work at Spectrum.

Attitudes/Behaviors:

- | | | | |
|--|--|--------------------------|--------------------------|
| 1. Accepts responsibility for status/delinquent or other risk-taking behavior: | <input type="checkbox"/> Accepts responsibility | | |
| | <input type="checkbox"/> Minimizes, denies, justifies, excuses, or blames others | | |
| | <input type="checkbox"/> Accepts behavior as okay | | |
| | <input type="checkbox"/> Proud of behavior | | |
| 2. Willingness to make amends: | <input type="checkbox"/> Eager to make amends | | |
| | <input type="checkbox"/> Willing to make amends | | |
| | <input type="checkbox"/> Unwilling to make amends | | |
| 3. Tolerance of frustration: | <input type="checkbox"/> Rarely gets upset over small things or has tantrums | | |
| | <input type="checkbox"/> Sometimes gets upset over small things or has tantrums | | |
| | <input type="checkbox"/> Often gets upset over small things or has tantrums | | |
| 4. Belief in use of aggression to resolve a disagreement or conflict: | Believes use of aggression is: | <u>Verbal</u> | <u>Physical</u> |
| Verbal: yelling and verbal intimidation | Rarely appropriate | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical: fighting and physical intimidation | Sometimes appropriate | <input type="checkbox"/> | <input type="checkbox"/> |
| | Often appropriate | <input type="checkbox"/> | <input type="checkbox"/> |

Skills

- | | |
|-----------------------------------|--|
| 5. Consequential thinking skills: | <input type="checkbox"/> Youth acts to obtain good and to avoid bad consequences |
| | <input type="checkbox"/> Youth can identify consequences of his/her actions |
| | <input type="checkbox"/> Youth understands there are good and bad consequences of action |
| | <input type="checkbox"/> Youth does not understand that there are consequences of action |
| 6. Problem-solving skills: | <input type="checkbox"/> Youth can apply appropriate solutions |
| | <input type="checkbox"/> Youth can think of different solutions to resolve the problem |
| | <input type="checkbox"/> Youth can identify/describe problem behaviors |
| | <input type="checkbox"/> Youth cannot identify/describe problem behaviors |
| 7. Interpersonal skills: | <input type="checkbox"/> Appropriately expresses needs and feelings |
| | <input type="checkbox"/> Can sometimes express needs and feelings appropriately |
| | <input type="checkbox"/> Cannot express needs and feelings appropriately |
| 8. Goal-setting skills: | <input type="checkbox"/> Usually sets positive, realistic goals |
| | <input type="checkbox"/> Sometimes sets positive, realistic goals |
| | <input type="checkbox"/> Does not set positive, realistic goals |

Notes:
