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From Case Planning to Intervention A Skill-Based Approach for Coordinators

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Learning Objectives

- Part I: Laying the Foundation – Effective Case Planning
 - Understand your role in behavior change
 - Build high-quality, adaptive case plans
- Part II: Putting Plans into Practice with Practical Skill Training
 - Use case plans to structure impactful staffing
 - Use interventions that promote behavior change

Your Role in Supporting Change



Coordinators in the Change Process

WHO YOU ARE

- Team collaboration lead – the North star!
- Communications hub - Ground control
- Policy & procedure experts
- Wear a lot of hats (orientation, assessments, case management, case planning, scheduling, referrals, check ins, data analysis, grants/audits/budget/funding.....)
- Facilitate multidisciplinary staffing
- Coordinate, monitor, and reinforce best practices



Case plans are evidenced based practices

- Recidivism is significantly reduce when:
 - Services matched to **RISK** assessment results
 - Interventions focus on individual's dynamic criminogenic **NEEDS**
 - Approaches are tailored to individual **RESPONSIVITY** factorsAndrews, Bonta (2024) (Latessa et al., 2009)
- Collaborative SMART planning increases motivation and compliance (Locke & Latham, 2002) (Taxman, Shepardson, & Byrne, 2004) (SMART; APPA, 2024)
- Behavior change, recidivism reduction, compliance, and increased motivation for recovery should be goals of all team members



So why aren't they a staple in staffing??

Lack of Shared Training

- Conflicting Professional Philosophies
- Focus on Compliance Over Change
- Reliance on Anecdotal Impressions
- Overemphasis on Substance Use
- Lack of Access to Risk/Needs Assessment Data
- Lack of Clarity on Unified Case Planning Roles

Key Components of a High-Quality Case Plan



Case Plan Essentials

Case plans are individualized roadmaps of participant's specific goals necessary to support their recovery & successful program completion.

- 🎯 Goals are focused on highest risk/needs assessment results
- 🎯 Goals have sequenced roadmap of behavior change interventions
 - 🎯 Goals and interventions are SMART
 - 🎯 Plan is referenced frequently & adaptive to changes

★ Participant informed ★ Strengths & supports ★ Keep it simple

Sequencing the roadmap

- Outcomes are significantly better when participants only receive the services they need
- Unnecessary services can overburden participants and interfere with engagement
- Wrong order is likely to undermine the effectiveness of the interventions



Right Intervention



Right Dosage



Right Order

Timing Matters

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Responsivity Needs

Symptoms or conditions that are likely to interfere with attendance or engagement in treatment.

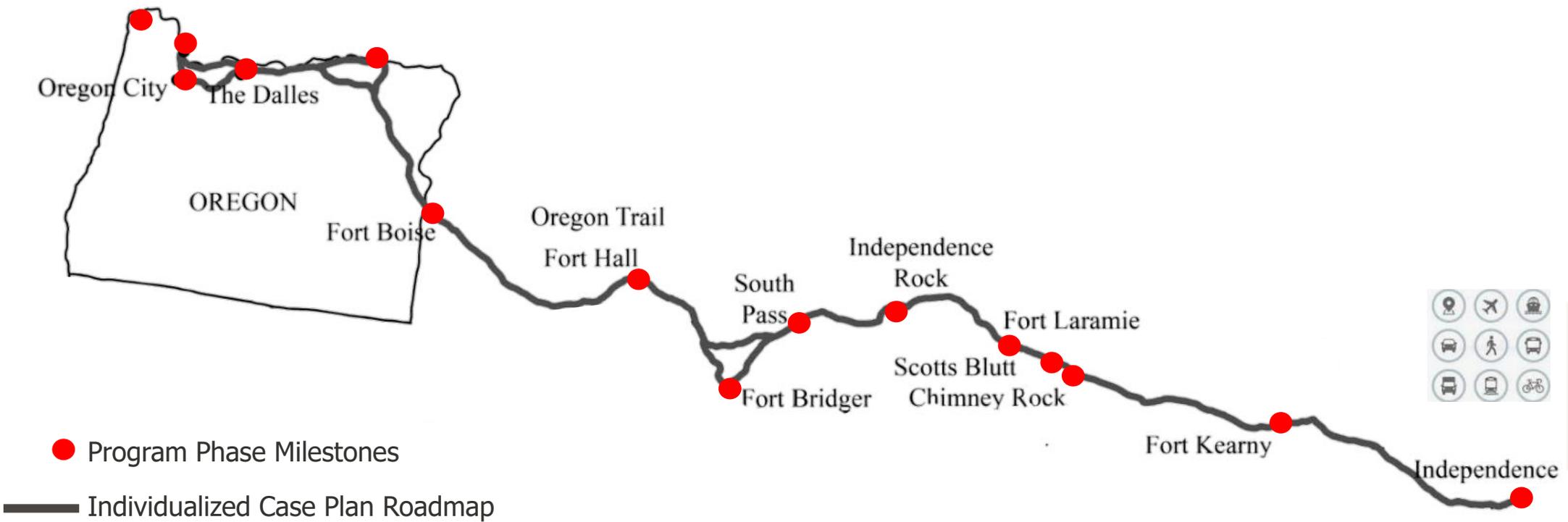
Criminogenic Needs

Traits, characteristics, or problems that are tied to recidivism.

Maintenance Needs

Remaining needs that are likely to undermine treatment gains.

Program Phases vs. Case Plans



Tying Case Plans to Assessment Results



Using Assessment Results



- **Risk Assessments** tell us what **Criminogenic Needs** to target to reduce recidivism and **Responsivity** barriers that could get in the way (RNR).
- **Pair top needs with:**
 - Behavior-focused interventions that targets risk reduction.
 - Recovery capital strategies that supports sustainable change.
- This builds the individualized roadmap!

What about Clinical Assessments like the DSM and ASAM?

Responsivity Needs Case Planning Goals

Reduce:
Ambivalence,
power
struggles,
ultimatums

Increase:
Buy-in,
decisional
balance
activities,
reinforcement

Medical
Issues

Mental
Health

Learning
Style

Responsivity
Factors

...and many more

Social
Skills

Housing

Reduce: Strict
attendance or
paperwork heavy
tasks they can't meet

Increase:
Housing/shelter
referrals, clothing,
hygiene items

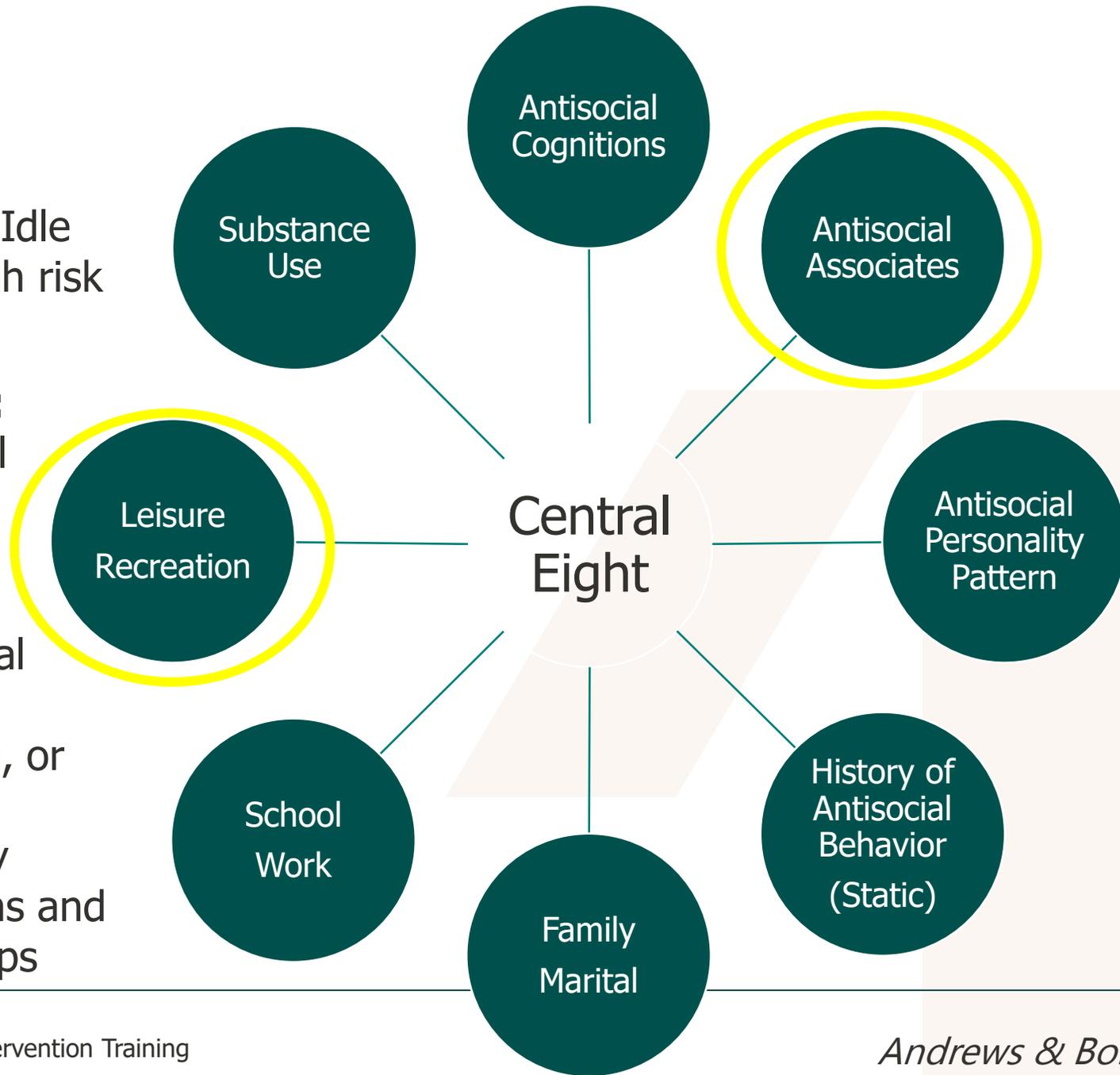
Motivation

Transport

Criminogenic Needs Case Planning Goals

Reduce: Idle time in high risk situations

Increase: Meaningful structured activities, skill build around goal setting, scheduling, or making community connections and relationships



Reduce: Time with unhealthy peers/networks - CBA, skill building

Increase: Social capital - Prosocial peers, mentors, community – skill building on introducing yourself, asking for help, etc.

Dynamic Case Plans in Practice



Initial Planning

Review

- Criminogenic needs
- Responsivity barriers
- Strengths & supports

Engage

- Share results
- Gain buy in
- Collaborate

Develop Plan

- Pick 2-3 goals
- Create action steps
- Share it

Each Review

Engage

- Discuss progress
- Discuss barriers

Target Barriers

- Skill development
- Motivational tech.
- Reward successes

Update

- Any changes
- Check alignment
- Share it

Quality Check: Reviewing Plans for Impact



S

- Specific – Clearly define what to accomplish without ambiguity

M

- Measureable – Track progress with concrete criteria (numbers, frequency, percentages...)

A

- Attainable – Realistic given the person's resources, abilities, and constraints

R

- Relevant – Aligns with needs, phase, best practices, and participant's voice

T

- Time bound – Clear deadlines

Specific

Measurable

Attainable

Relevant

Time bound

CASE PLAN

🎯 **Goal #1:** Write one change you are working toward:

~~Get a job~~ *Get and maintain a full-time job for at least 1 year*

Action steps to accomplish this goal:	Due Date	Date Completed
Stop getting angry Practice skill card on “Responding to Criticism” and report progress at next check in.	9/3/25	9/3/25
Get a job Apply for 3 jobs every Mon, Wed, Fri. and document on my job log and turn into case manager each check in.	10/1/25	
Improve job skills Attend a resume-building workshop and a mock interview session at <u>JobsRUs</u>	10/12/25	
Practice skill card on “Communicating Honestly” when people ask about my criminal history at upcoming mock interview.	10/12/25	
Obey all laws	Ongoing	

Activity



Use
Checklist
and Blank
Case Plan
Handout

Instructions:

- Create a case plan for a pretend participant
- Exchange completed plans with someone in the room
- Use your case plan checklist to review their plan
- Offer feedback (strength based – progress not perfection!)

Wrap-Up



Key Takeaways

- Case plans can be an evidenced based roadmap for risk reduction and recovery capital growth
- Criminogenic needs should drive the case plan, otherwise you're shooting in the dark and risk making things worse
- You're the north star when aligning the team to the standards

Questions?

Up Next:

Part II: Putting Plans into Practice with Practical Skill Training

Use case plans to structure impactful staffing

Use interventions that promote behavior change

PART 2: Putting Plans into Practice with Practical Skill Training



Recap & Session Objectives

- Key ideas from Part 1:
 - Case plans should be SMART, tied to top risks/needs, properly sequenced, adaptive, participant-driven, and used in staffing
- Next:
 - Practice incorporating case plans into staffing
 - Understand how behavior change works
 - Learn intervention tools

Case Plans in Staffing



Case Plans: A Staffing Roadmap

- Sidetracked staffing waste time
- Use the plan flow to structure team focus and Judge's interactions



Multidisciplinary Communication Tips

- Set intentions at the beginning of staffing

- Use

- Don

- High

- Con

“Let’s begin staffing with a focus on each participant’s case plan as a roadmap for their progress and a framework for conversation. As we discuss each participant, let’s be intentional about identifying where they are in relation to their goals, what progress or barriers we’re seeing, and how the team’s responses—both supportive and corrective—align with that plan. This will help ensure our decisions are personalized, goal-oriented, and consistent with the principles of effective treatment court practices.”

Activity



Use
Staffing
Activity
Handout

- Review the case study example for Jeremy Cole
- For the next slide, you'll write down what response you'd give to the team member's comment to draw alignment back to case planning best practices.

"He owes a significant amount to restitution, lets connect him with the employment specialist today."



"Jeremy wants to do our parenting class and there is a opening, should I enroll him?"

"He's always with Stacy. She's a distraction. You should be single for your first year in recovery."



Understanding the Change Process



Social Cognitive Theory

- Behavior is learned through observation and imitation
- Learning occurs through modeling, reinforcement, and feedback
- Motivation plays a central role
- People learn both prosocial and antisocial behaviors in this way.



Steps to Teaching New Skills

Intro

Introduce the skill

Engage

Elicit the importance

Teach

Explain each step of the skill

Model

Demonstrate the skill using a specific (easy) situation

Practice

Have them try the skill with you and provide feedback

Homework

Have them practice in real life scenarios

Progressive Skill Practice

Review

Review how homework went – what went well/what was difficult

Clarify

Review the steps of any concepts that were challenging

Model

Demonstrate the skill again while gradually increasing challenges

Practice

Have them demonstrate the skill again and provide feedback

Homework & Repeat, Repeat, Repeat

Intervention Skill

#1: SMART Planning

Worksheet



SMART Planning

- Teaches lifelong planning/problem solving skills
- Makes big things feel more attainable
- Helps participants take ownership of their progress
- Encourages motivation



A goal without a plan is just a wish

Antoine de Saint-Exupéry

How to teach the SMART worksheet

1. Introduce what this worksheet is
 “Creates goals that are Specific, Measurable, Achievable, Relevant, and Time-bound”
2. Elicit the importance of the skill
 “Why do you think this is important to learn?”
 “What might happen if you didn’t know this skill?”
3. Explain each step on the worksheet
4. Model how you would fill it out
5. Have them practice it by filling it out
6. Offer them feedback on how they did
7. Assign a new one as homework

! Remember – goal is to teach them a skill, not solve their problem. Failure is a learning opportunity!

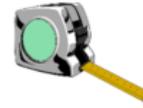
Specific: Clearly write what you want to accomplish here



List some **specific** action steps you need to take to accomplish your goal:

- 1.
- 2.
- 3.
- 4.

Measurable: Describe how you will track your progress (use numbers, percentages, etc.)



I will track my goal in the following way:

I will know I’ve reached my goal when:

Attainable: Detail the resources or supports you might need to be successful



Things I will need:

Time I will need:

Knowledge I will need:

Other support I will need:

Any barriers that could get in my way?

Relevant: List why this goal is important for you to complete



Time-Bound: Give you self some deadlines



I will reach my objective by:

My half way point success will be completing:
 on this date:

Any other dates I want to set for my steps?

Use
 SMART
 Handout

SMART Practice

Player One

Take a moment to read the SMART worksheet

Practice with your participant by:

1. Introducing what the worksheet is:
"This is a SMART Planning worksheet that helps you create goals that are Specific, Measurable, Achievable, Relevant, and Time-bound"
2. Elicit the importance of the skill:
"Why do you think this is important to learn?"
"What might happen if you didn't know this skill?"
3. Explain the details of each step on the worksheet

Pause there for feedback from your partner

Player Two

Role play being the participant while your partner practices the tool with you

- Provide peer feedback after role play completes
- Ask how they felt they did first
 - Think about it from a participant perspective – what was clear and what wasn't.
 - Focus on the "how" not just the "what"
 - Encourage progress, not perfection

When your done, switch roles

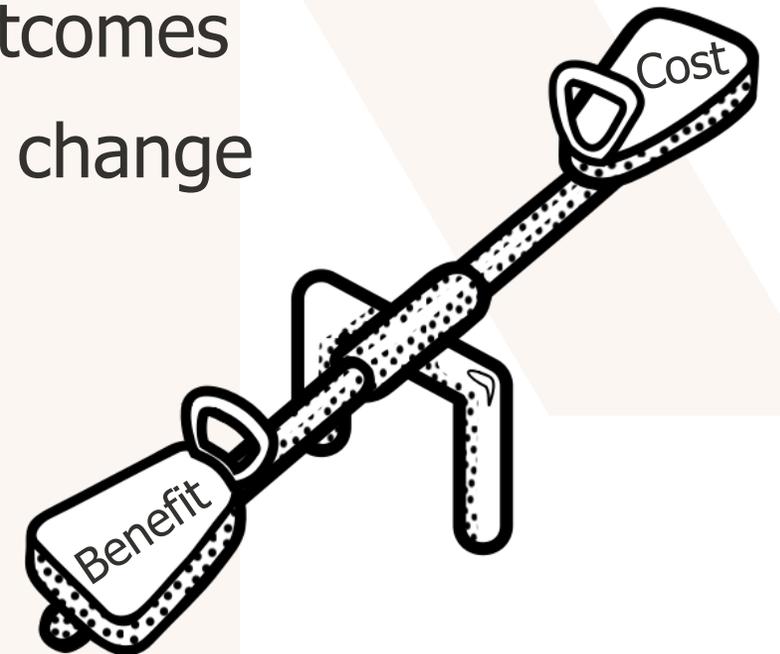
Intervention Skill

#2: Cost-Benefit Analysis



Cost-Benefit Analysis (CBA)

- Participants often struggle with automatic or emotion driven decisions
- CBA weighs short-term vs. long-term benefits and consequences of decisions to help objectively identify the real outcomes
- Motivational enhancement tool for resistance to change
- Can use before decisions or after missteps



Cost-Benefit Analysis (CBA)



The Thought or Behavior:

Short Term Benefits	Short Term Costs
Long Term Benefits	Long Term Costs



Common Pitfall:
Ignoring or rushing the fact that antisocial actions do have + and - outcomes



Common Pitfall:
Using on a behavior they already committed to change

Turning it into a "gotcha" moment

CBA Practice

Player One

- Practice tool with your participant
- Introduce the tool
- Elicit why the tool is important
- Explain each step of the tool

The Thought or Behavior:	
Short Term Benefits	Short Term Costs
Long Term Benefits	Long Term Costs

Player Two

- Role play being the participant while your partner practices the tool with you
- Provide peer feedback after role play completes
 - Ask how they felt they did first
 - Stay strength-based
 - Focus on the "how" not just the "what"
 - Encourage progress, not perfection

When your done, switch roles

Intervention Skill

#3: Skill Building Cards



Skill Building Cards

- Structured cards can be used to focus on specific skills in brief, targeted teaching moments.
- Identify needed skills: communication, time mgmt., refusal
- Use role-plays to build confidence
- Don't need to be a clinician, just structure safe practice

How to Teach a Skill Card

1. Introduce
2. Elicit the importance
3. Explain each step
4. Model it
5. Practice it
6. Offer them feedback
7. Assign homework

Responding to Criticism

Thinking Steps:

Notice how I am feeling.

Separate the criticism from my self-worth.

Identify any truth in the message.

Action Steps:

Pause, breath, and stay calm.

Listen without interrupting.

Tell them “I have heard what you have shared.”

If I disagree, calmly say “I respectfully disagree but I’m willing to continue thinking about it.”

Action Planning



- What will I do differently in:
- Case planning?
- Staffing?
- Participant check-ins?
- What supports do I need?



Use
Reflection
& Action
Guide
Handout

Share-Out

- What are you committing to?
- One idea to share with your team
- One barrier you expect and how you'll manage it

- Final Questions?
- Other resources available for download
 - Reach out if you're interested in more treatment court focused skill cards or team training!

Thank you!!

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Thank
You 