

# Goals, Action Steps, and Activities Reference Guide

Prepared by Carey Group  
for the  
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# Foreword

The County Chief Probation and Parole Officers Association of Pennsylvania (CCPPOAP) is proud to present *Goals, Action Steps, and Activities Reference Guide*, a Pennsylvania Partnership for Criminal Justice Improvement (PPCJI) document to support adult probation and parole departments' case planning efforts.

Probation and parole officers across the state have recently integrated case planning into their supervision practices. They are identifying the unique needs and risks of each person on their caseload and developing personalized plans that target these specific areas for intervention, support, and treatment. This strategy enhances the effectiveness of supervision and of community well-being and safety, and it promotes increased engagement between officers and the people with whom they are working.

Probation and parole officials are finding that this proactive approach allows them to set clear goals, monitor progress, and adjust interventions as needed. Typically, they focus case planning efforts on those people assessed as being at medium to high risk of recidivism, which assists with directing resources and efforts to where they are most needed.

We would like to take the opportunity to thank PPCJI's Effective Interventions Workgroup for their impressive work organizing the information and materials for this publication, and extend our appreciation to co-chairs April Billet and Jennifer Wright for championing this document.



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# Introduction

A case plan is a road map that shows what people will be working on during their time on supervision and how they will get there. Framed as a series of goals, action steps, and activities, it is created collaboratively with the person on supervision. Research shows that, when developed effectively, case plans result in fewer technical violations, increased law-abiding behavior, and enhanced perceptions of fairness. Importantly, they allow probation and parole officers to work smarter, not harder, by helping them use their time efficiently and effectively.

## Six Steps to Case Planning

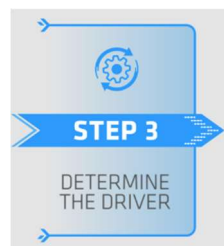
Case planning can be viewed as a six-step process:



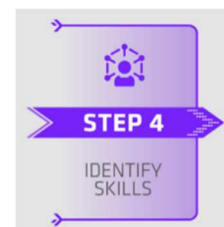
Develop rapport with the person on supervision. Explain what your time together will be like; clarify your roles in supporting them and holding them accountable; and ask them about their goals.



Share assessment results using easy-to-understand, nonjudgmental language (known as “key life areas” language), starting with strengths. Invite feedback. Then, use the information to build a case plan that is consistent with the person’s risk level, the most influential criminogenic needs that are a priority for them, and their barriers/stabilization factors (i.e., those traits, situations, or environments that could impede their ability to achieve their goals).



Whenever possible, prioritize the person’s driver (and immediate barriers/stabilization factors, if necessary). The driver is the criminogenic need that is the dominant force behind law violations and tends to influence other criminogenic needs.



Identify skills that would help the person address their criminogenic needs and make prosocial decisions.



Together, develop goals that enhance the person's likelihood of success; action steps detailing what the person will do to reach each goal; and activities or ways for the probation or parole officer to help the person achieve their action steps:

- **Goals** should be clear and concise, written in language that the person would use, tied to a criminogenic need, stated in the affirmative, and reflect a behavior that will continue to benefit the person in the future.
- **Action steps** should be SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound).
- **Activities** could be behavior-change strategies (e.g., skill practice), referrals, and supervision techniques.

Also, when developing a case plan, keep in mind the person's strengths, responsivity factors, barriers/stabilization factors, and triggers.



Use the case plan to guide appointments; at least once a month, review the plan to determine what is going well and not as well; and update the plan as needed.

## About This Guide

This guide lists sample, everyday language for goals, action steps, and activities that probation and parole officers and people on supervision can use to develop case plans. The guide is organized by key life area, with the ORAS domain included in parentheses. Following the lists of goals, action steps, and activities are lists of barriers/stabilization factors and strengths that should be considered when developing case plans.

The lists in this guide are not exhaustive. People's goals are limitless, and their abilities and barriers are unique. The intention of this document is to provide some examples to assist probation and parole officers and the people they supervise in developing case plans, especially during the early stages of implementation.

Customize case plans for each individual. Choose goals, action steps, and activities that are appropriate for the person, modifying language as needed. If goals, action steps, and activities other than those presented here might be appropriate, add those to the case plan, following the guidelines in step 5, above.

# Thoughts and Beliefs (Criminal Attitudes and Behavioral Patterns)

Goals	Action Steps	Activities
Recognize situations that lead to thoughts and behaviors that get me into trouble.	Review the last five times that I got in trouble and list the situations that led to each event. [Target date]	Review the list and identify patterns in the situations that lead to harmful behavior.
	Learn two strategies for managing the situations I identified. [Target date]	Teach, demonstrate, and practice strategies.
	Identify two situations when my thoughts might get me in trouble, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes and discuss and practice ways to address challenges.
Identify how my thoughts and feelings lead to my actions.	Think of the event that got me in trouble with the law and complete a thinking report to help me map out the thoughts I had at the time, my feelings, what I did as a result, and the outcome. [Target date]	Help the person identify their thoughts and feelings, if needed, and ask how satisfied they were with the outcome of their actions.
	List three alternative thoughts for the event that got me in trouble with the law and complete a thinking report for each one. [Target date]	Help the person identify alternative thoughts, if needed, and practice using them.
	Identify two situations when I can use alternative thoughts, practice using them, complete thinking reports, and share them with my PO. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Recognize harmful thinking patterns that take over my brain.	Review a list of harmful thinking patterns, put a checkmark beside statements I say to myself, and identify my thinking trap(s). [Target date]	Introduce the person to the idea of “thinking traps,” provide the BITS <i>Thinking Traps</i> tool or another resource listing thinking traps with sample statements, review the person’s completed work, and discuss times when they’ve experienced the trap(s).
	Identify one situation where a thinking trap came into play, list an alternative thought, and use a thinking report to map out how it could have led to a different outcome. [Target date]	Provide the BITS <i>Overcoming Thinking Traps</i> tool or a thinking report; help the person identify alternative thoughts, if needed; and practice using them.
	Identify two situations when my harmful thinking pattern comes into play, use an alternative thought, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
Learn to avoid high-risk thoughts.	List three times when I got or could have gotten into trouble with the law and one high-risk thought that led to each event. [Target date]	Identify and discuss common high-risk thoughts.
	List one alternative thought for each high-risk thought. [Target date]	Review the list of alternative thoughts and practice using them.
	Identify three situations when I have a high-risk thought, use an alternative one, and let my PO know how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.



Goals	Action Steps	Activities
Take responsibility for my actions.	List five times when I got into trouble and did not take responsibility for what I did. [Target date]	Review the list, ask the person about their role in each event, and discuss their reasons for not taking responsibility.
	Review my list and identify how outcomes may have been different if I had taken responsibility. [Target date]	Review the person's list and further discuss the pros and cons of taking responsibility.
	Practice taking responsibility for two things that happen (e.g., a disagreement with a family member, a conflict with a coworker). [Target date]	Discuss the pros and cons and taking responsibility in these situations.
Recognize values and attitudes that show respect for myself and others.	List three things that I think, say, or do that show that I value <i>myself</i> and three things that I think, say, or do that show that I value <i>others</i> . [Target date]	Review the list and help identify key thoughts and actions that convey value.
	List two times when I show that I value <i>myself</i> and two times when I show that I value <i>others</i> . [Target date]	Review the list and help the person identify patterns of times when they show that they value themselves and others.
	List two things that get in the way of showing respect to myself and two things that get in the way of showing respect to others. [Target date]	Review the list and identify other ways to perceive situations when it's difficult to be respectful.
	Write about a time when it was difficult to show respect to myself or others, what different thoughts I could have had, and how the outcome might have been different. [Target date]	Review and discuss the alternative thoughts and outcome.

Goals	Action Steps	Activities
Have more balanced thoughts about people in authority.	Write down five thoughts I have about people in authority. [Target date]	Ask questions to better understand the person's perspective.
	Identify three people in authority with whom I've had a difficult relationship and the reasons for the difficulty. [Target date]	Help the person see patterns that lead to difficult relationships with people in authority.
	Identify three people in authority with whom I've had a good relationship and the reasons for that relationship. [Target date]	Help the person see patterns that lead to good relationships with people in authority.
	Write down three ways to think about people in authority that would help me keep a balanced perspective. [Target date]	Review the person's list and discuss alternative thoughts that might help keep a balanced perspective.
	Identify two times I have a negative thought about a person in authority, use an alternative thought, and tell my PO how it goes.	Affirm positive outcomes, and discuss and practice ways to address challenges.
Be more sensitive to the rights and feelings of others.	Tell about a time when someone harmed me or someone close to me and how it made me feel. [Target date]	Ask the person questions about their thoughts, feelings, and actions when the event happened, and how they think and feel about it now.
	List my most recent action and how others may have been impacted. [Target date]	Help the person see the impacts of their action.
	Write about how I would have felt if I had been in the other people's shoes. [Target date]	Remind the person of how they felt when someone harmed them or someone close to them.
	Identify two situations where my actions may positively or negatively impact others, think about those impacts, and record how my thoughts about the impacts influence what I do. [Target date]	Debrief with the person, focusing on how considering impacts affected their actions.

Goals	Action Steps	Activities
Act according to my positive values and beliefs.	Write five values/beliefs that are important to me. [Target date]	Talk with the person about how values/beliefs influence behavior.
	Write one thing I do that supports each value/belief. [Target date]	Ask the person how acting in a way that supports their values/beliefs makes them feel.
	Write one thing I do that conflicts with each value/belief. [Target date]	Ask the person how acting in a way that conflicts with their values/beliefs makes them feel.
	Write three things I could do to bring my behavior in line with my values/beliefs. [Target date]	Help the person brainstorm ideas, if needed.

# Coping/Self-Control Skills (Criminal Attitudes and Behavioral Patterns)

Goals	Action Steps	Activities
Recognize when I start to feel angry.	List three times when I get angry and note what happens in my body. [Target date]	Help the person identify early physical warning signs of anger (e.g., fists clenched, teeth clenched, change in breath).
	Learn two strategies for reducing my anger when I start to feel it in my body. [Target date]	Teach, demonstrate, and practice strategies (e.g., saying “Let it go” or “It’s not worth it,” taking a breath, walking away).
	Identify two situations when I start to feel anger in my body; each time, use one strategy to reduce my anger, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
	Identify two patterns in what makes me angry and jot them down. [Target date]	Review the person’s list and help them see patterns (e.g., people, places, emotions, situations).
	For three events, identify if I’m angry or feeling something else. [Target date]	Ask the person questions to uncover emotions underlying their anger; talk with them about how they might respond now that they have a better understanding of these emotions.

Goals	Action Steps	Activities
Manage my anger better.	List three ways I respond when I'm angry and identify a pro and con of each. [Target date]	Review the person's list and ask about the positive and negative outcomes of the way they manage their anger.
	Learn two strategies to avoid and two strategies to manage things that make me angry. [Target date]	Teach, demonstrate, and practice strategies (e.g., breathe deeply, change thoughts about a situation).
	Identify two situations when I can use these strategies, use them, and tell my PO how it goes.	Reinforce successful strategies and practice strategies that the person would like to work on.
	Review information on an anger management group. [Target date]	Discuss the person's thoughts on participating in an anger management group and provide a referral if needed.
	Attend the anger management group and talk with my PO about what's going well and what's challenging. [Target date]	Check in on the person's progress, reinforce success, discuss concerns, and brainstorm solutions to maintain attendance.
Develop healthy coping strategies	List five things that cause stress, sadness, or disappointment. [Target date]	Review the person's list and help identify patterns (e.g., people, places, situations).
	List five <i>strengths</i> that have helped me cope in the past. [Target date]	Review the person's list, point out additional strengths, and help the person identify how to use these strengths to manage difficult situations.
	List five <i>strategies</i> that have helped me cope in the past. [Target date]	Review the person's list, brainstorm additional strategies, and teach, demonstrate, and practice one strategy.
	Identify two situations when it would be helpful to use coping strategies, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm successes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Know how to problem solve	Learn the problem-solving model. [Target date]	Teach the problem-solving model (i.e., stop and think; brainstorm; evaluate and choose; plan, practice, and act; assess and adjust).
	Apply the problem-solving model to a problem I had recently. [Target date]	Practice with the person how they could have used the problem-solving model with their recent problem.
	Identify a problem I might have in the future and practice applying the problem-solving model. [Target date]	Practice with the person how they could apply the problem-solving model to a potential problem.
	Identify two situations when I can use the problem-solving model, use it, and tell my PO how it goes. [Target date]	Debrief with the person what went well and what they might want to do differently next time.
Make good decisions.	List five decisions I made over the last few weeks, what I was thinking and feeling at the time, and what the outcomes were. [Target date]	Review and highlight patterns of how the person was feeling when they made positive and harmful decisions.
	Learn two strategies for making good decisions. [Target date]	Teach, demonstrate, and practice strategies (e.g., stopping and thinking, listing pros and cons).
	List three decisions I have to make, my options, the pros and cons of each one, my final decision, and the outcome. [Target date]	Reinforce positive decisions and discuss options for decisions that had negative outcomes.

Goals	Action Steps	Activities
Recognize and address impulsive behavior.	List five situations when I acted impulsively. [Target date]	Review the person's list and discuss the consequences of acting impulsively.
	Review my list of when I've acted impulsively and identify patterns. [Target date]	Review and discuss people, places, emotions, or situations that lead to impulsive behavior.
	Learn two strategies to help me address impulsive behavior. [Target date]	Teach, demonstrate, and practice strategies (e.g., stop and think, avoid situations that lead to impulsive behavior).
	Identify two situations when I want to act impulsively, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm successes, and discuss and practice strategies that could have led to a more positive outcome.
Be honest about what's going on.	List five times in the recent past when I was not as truthful as I could have been. [Target date]	Review and discuss each situation, help the person understand their reasons for not being completely honest, and review the pros and cons of not sharing the whole truth.
	Journal how the situations I listed could have been different if I had been more honest. [Target date]	Review the journal and help the person identify alternative outcomes.
	Identify two situations when I don't want to be completely honest, tell the truth, and tell my PO how it goes. [Target date]	Acknowledge positive and negative outcomes; reinforce, particularly with negative outcomes, how difficult it can be to be more honest.

Goals	Action Steps	Activities
Learn to manage conflict at work/school. <sup>1</sup>	List three situations that have led me to get in trouble at work/school. [Target date]	Review the person's list and help them identify patterns.
	Identify two strategies that have helped me avoid or handle conflict at work/school. [Target date]	Affirm strategies that have been helpful in the past and discuss how the person might use them in the future.
	Learn two new strategies to cope with conflict at work/school. [Target date]	Brainstorm, teach, and practice additional coping strategies.
	Identify two situations when there is conflict, use the strategies I learned, and discuss with my PO my successes and challenges. [Target date]	Affirm positive outcomes, and discuss and practice how to deal with challenges.

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<sup>1</sup> Although some may feel that this goal fits best under “Work/School (Education, Employment, and Financial Difficulties),” the underlying challenge is related to coping/self-control skills (criminal attitudes and behavioral patterns).



## Friends (Peer Associates)

Goals	Action Steps	Activities
Identify people in my life who do and do not support my goals.	Make a list of five people in my peer group and write about how we started to hang out together. [Target date]	Encourage the person to consider family members, friends, acquaintances, coaches, mentors, coworkers, etc.; explore the factors that led to the peer group.
	Identify my three closest friends and compare my values, traits, attributes, and attitudes with theirs. [Target date]	Discuss discrepancies between the person and their peers.
	Identify the positive and negative impacts that each of my three closest friends has on my life. [Target date]	Ask the person who they can depend on when they need help and who hinders their efforts to be as successful as possible.
	For each friend who has a negative impact, consider whether I want to change, end, or limit my friendship. [Target date]	Discuss possible outcomes to changing, ending, or limiting a friendship.

Goals	Action Steps	Activities
Set boundaries with my friends.	Identify how I feel when my friends pressure me to do something I don't want to do. [Target date]	Discuss the dynamics of peer pressure and the negative aspects associated with "going along."
	List three pros and three cons of setting boundaries. [Target date]	Ask the person why they may or may not want to set boundaries.
	List three past attempts to set boundaries and whether they were successful. [Target date]	Explore previous attempts and highlight triggers and ambivalence.
	Learn two strategies for setting boundaries. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from the friend(s).
	Identify two situations when someone tries to cross my boundaries, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
End harmful friendships	List up to three harmful friendships that I'd like to end. [Target date]	Explore with the person why they'd like to end, as opposed to change or limit, those friendships.
	List three pros and three cons of ending friendships. [Target date]	Acknowledge that ending friendships—especially longstanding ones—can be very difficult.
	List three past attempts to end friendships and whether they were successful. [Target date]	Explore previous attempts and highlight triggers and ambivalence.
	Learn two strategies for ending friendships. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from the friend(s).
	Use the strategies with one or two people and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Avoid people in my neighborhood who lead to me getting in trouble.	List five people in my neighborhood who have led or could lead to me getting in trouble. [Target date]	Review the list and ask about each person's potential or actual negative influence.
	Learn two strategies for avoiding people in my neighborhood who have or could have a negative influence on me. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from the people in the neighborhood.
	Identify two situations when I want to avoid people in my neighborhood, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
Limit my time with friends who have a negative influence on me and whom I can't avoid.	List five places I have to go where I might see friends who have a negative influence. [Target date]	Discuss with the person whether there are options for avoiding their friends.
	Learn two strategies for dealing with friends who have a negative influence whom I can't avoid. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from the friend(s).
	Identify two situations when I can't avoid a friend, use the strategies, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Strengthen relationships with people who support my goals.	List the five people I spend the most time with and how much time I spend with them. [Target date]	Encourage the person to think about family members, friends, acquaintances, coaches, mentors, coworkers, etc.
	Identify whether I'd like to spend more or less time with each person. [Target date]	Discuss with the person what they'd gain by spending more or less time with each person.
	Choose two people with whom I'd like to spend more time and brainstorm ideas for building our friendship and spending more time together. [Target date]	Help the person identify opportunities to spend time with these people and activities to do together.
	Invite one person to get together. [Target date]	Role-play inviting the friend to spend time together.
	Spend time with the person and let my PO know how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
Develop relationships with new, positive people.	List five traits that I want in a positive relationship. [Target date]	Discuss and review the traits and why each is important.
	List three places to meet new people who have traits that are important to me. [Target date]	Help the person identify places to meet new, positive people.
	Practice ways to begin a conversation with someone new. [Target date]	Role-play a conversation with someone new.
	Introduce myself to someone new and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
	Do one thing with the person and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

# Family Relationships (Family and Social Support)

Goals	Action Steps	Activities
Understand how my family/significant other can affect my behavior.	Make a list of who is in my family, including my significant other. [Target date]	Review the person's list and discuss who is most important to them.
	Identify two ways that my important family members/significant other have had a positive influence on me and two ways that they've had a negative influence on me. [Target date]	Help the person identify ways that their family/significant other has influenced them (e.g., experiences, values, attitudes, dynamics, justice system involvement).
	Highlight three values and attitudes that I share with my family/significant other that I'd like to change in myself. [Target date]	Reinforce positive choices.
	Identify two strategies for dealing with situations when my family's/significant other's values and attitudes don't align with mine. [Target date]	Teach, demonstrate, and practice ways to address differing values and attitudes (e.g., set clear boundaries, assertively say no, maintain a limited relationship).
	Identify two situations when there's a clash between my values and attitudes and those of my family/significant others, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Manage relationships with family members/my significant other who impact me in negative ways.	Identify five family members, including my significant other, who have a negative impact on me. [Target date]	Ask the person in what ways their family members/significant other negatively impact them.
	Identify two strategies for managing family members/my significant other when they try to convince me to do harmful things. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from family members/the person's significant other.
	Identify two situations when my family/significant other try to convince me to do something harmful, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

Goals	Action Steps	Activities
Set healthy boundaries with my family/significant other.	Define why boundaries are important. [Target date]	Discuss why boundaries in a relationship are important.
	Review current boundaries with my family/significant other and new boundaries that I need. [Target date]	Ask the person whether/ which boundaries are being respected, which ones are not being respected, and which new ones they need; ask them how it feels when their boundaries are crossed.
	Learn how to have a conversation with my family/ significant other about boundaries. [Target date]	Teach, demonstrate, and practice having a conversation in a way that will minimize the likelihood of provoking strong negative reactions from family members/the person's significant other.
	Identify two situations when it would be helpful to set boundaries, use the strategies I learned, and tell my PO how it goes. [Target date]	Discuss with the person what went well in the conversation and what didn't go as well, and whether their family member/significant other has respected their boundaries.
	Identify what to do when boundaries are crossed. [Target date]	Teach, demonstrate, and practice strategies that will minimize the likelihood of provoking strong negative reactions from family members/the person's significant other.

Goals	Action Steps	Activities
Find ways to react to conflicts with my family/significant other that are in keeping with my goal to stay out of trouble.	List five current and/or past family conflicts. [Target date]	Help the person identify the source of conflicts, including their role in them, and explore relationships that cause the most conflict.
	Identify three ways that I currently react to family conflict and discuss with my PO what works well and what doesn't work as well. [Target date]	Ask the person what works and what is challenging about the way they react to family conflict.
	Learn two strategies for dealing with family conflict. [Target date]	Teach, demonstrate, and practice effective ways that will minimize the likelihood of provoking strong negative reactions from family members/the person's significant other.
	Identify two situations when there is family conflict, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
Communicate my needs and wishes to my family/significant other in a way that they can hear.	Identify how I currently let people know what I need/want and what works well and not as well. [Target date]	Explore areas of communication difficulty.
	Learn two strategies for communicating more effectively. [Target date]	Teach, demonstrate, and practice effective communication skills (e.g., using "I" statements, expressing needs clearly, active listening, using respectful body posture).
	Identify two situations when I want to let my family/significant other know what I need/want, use the strategies I learned, and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.



Goals	Action Steps	Activities
Restore relationships with family members/my significant other.	Identify someone with whom I'd like to improve my relationship (i.e., family member, significant other). [Target date]	Talk with the person about why the family member/significant other is important to them and what happened to the relationship.
	Identify my first step in repairing the relationship and make a plan to act on it. [Target date]	Brainstorm and practice strategies to begin repairing the relationship.
	Talk with my family member/significant other and tell my PO what went well and what didn't go as well. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
	Do one thing to demonstrate to my family member/significant other that I have changed. [Target date]	Affirm the person's efforts and reinforce the positive changes you have seen.
Spend more time with positive family members	Make a list of five positive family members and describe what makes them healthy influences in my life. [Target date]	Review the person's list and ask them who they would most like to spend more time with.
	List three ways that I can spend time with positive family members. [Target date]	Review the list of activities and, if needed, help the person figure out how to implement an idea.
	Approach a family member and ask them if they'd like to spend time together. [Target date]	Practice with the person what they might say to their family member.
	Spend time with a family member and discuss with my PO how it goes. [Target date]	Debrief with the person, highlighting successes, challenges, and ways to address those challenges.

Goals	Action Steps	Activities
Strengthen my relationship with my significant other by doing healthy activities together.	Evaluate the time I spend with my significant other. [Target date]	Help the person identify healthy and harmful activities.
	Have an honest conversation with my significant other about the things we do together. [Target date]	Practice with the person how to discuss activities with their significant other.
	With my significant other, define healthy activities and decide what we'd like to do together. [Target date]	Affirm the person's healthy choices and, if needed, help them brainstorm others.
	Do three healthy activities together and talk with my PO about how it goes. [Target date]	Debrief with the person, highlighting successes, challenges, and ways to address those challenges; ask the person how engaging in the healthy activities impacted their relationship.

# Alcohol/Drug Use (Substance Misuse)

Goals	Action Steps	Activities
Evaluate my current use of alcohol and/or drugs.	Describe my history and current patterns of use and identify the reasons for my use. [Target date]	Provide an objective recap of the person's history and current use and factors behind their use (e.g., peer influence, stress management).
	Identify ways I've tried to change/end my use. [Target date]	Talk with the person about different options (e.g., cold turkey, tapering off, trying moderation).
	List ways that my life would improve if I changed or stopped how I use. [Target date]	Review and discuss the person's list.
	Determine whether I need help to change/end my use. [Target date]	Discuss possible options (e.g., self-help recovery group meetings, treatment).
Get help with my substance use.	Complete a pros and cons list to help me decide whether self-help recovery group meetings or treatment would be most helpful to me. [Target date]	Discuss the pros and cons of the options and which might be most appropriate.
	If group meetings would be best for me, find a place to attend meetings. [Target date]	Provide referrals to local 12-step programs.
	If group meetings would be best for me, attend meetings. [Target date]	Check in on the person's participation; discuss concerns and brainstorm solutions to maintain attendance.
	If treatment would be best for me, undergo an evaluation to determine my needs. [Target date]	Make a referral to treatment and follow up with the treatment provider.

Goals	Action Steps	Activities
Manage and enjoy life without misusing substances.	List things that bring me joy that do not involve using substances. [Target date]	Review the person's list and help identify how they can increase the positive things in their life.
	List ways that have helped me deal with stressful situations in the past. [Target date]	Review the person's list and help them identify effective strategies for dealing with stress that do not involve substances.
	Try one or two ways to enjoy life or deal with stress that do not involve substances and tell my PO how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.
Get back on track after a relapse	Tell my PO when I relapse. [Target date]	Ask the person about the circumstances surrounding their relapse; emphasize the importance of learning from a relapse.
	Brainstorm ways to get back on track and choose one strategy to try. [Target date]	Discuss possible strategies and teach, demonstrate, and practice the one that the person would like to try.
	Try the strategy I practiced and report back on how it goes. [Target date]	Affirm positive outcomes, and discuss and practice ways to address challenges.

# Work (Education, Employment, and Financial Difficulties)

Goals	Action Steps	Activities
Identify jobs I'd like to have.	List the last three jobs I've had and things that made them enjoyable or challenging. [Target date]	Help the person identify patterns in the things that have made work enjoyable or challenging.
	Take a survey to identify what jobs might interest me. [Target date]	Provide links to job interest surveys (e.g., <a href="https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx">https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx</a> ).
	Choose five jobs that might interest me, research the job requirements, and determine whether I have or can gain the skills to do each job. [Target date]	Refer the person to resources about types of careers (e.g., <a href="https://www.careeronestop.org/ExploreCareers/Learn/learn-about-careers.aspx">https://www.careeronestop.org/ExploreCareers/Learn/learn-about-careers.aspx</a> ) and help them see opportunities they may not see on their own.
	Narrow down my choice of jobs. [Target date]	Help the person identify the job(s) that might be best for them.
Complete a job training program	Identify the training I would need for my job of choice. [Target date]	Discuss reasons for a job training program.
	Review information on job training programs and choose one that interests me. [Target date]	Suggest resources with information about job training (e.g., <a href="https://www.careeronestop.org/FindTraining/find-training.aspx">https://www.careeronestop.org/FindTraining/find-training.aspx</a> ) and, if needed, make a referral to a job training program.
	Attend the job training program and talk with my PO about my successes and challenges. [Target date]	Check in on the person's progress, reinforce successes, and brainstorm and practice ways to address challenges.
	Celebrate in a healthy way completing my job training program. [Target date]	Affirm the person's accomplishments; talk with them about next steps.

Goals	Action Steps	Activities
Find a rewarding job.	Make sure I have all appropriate identification for working. [Target date]	Review the person's identification and provide referrals to obtain additional documentation if needed.
	Search PA CareerLink's website and other helpful sites, and find out about five available positions I might enjoy. [Target date]	If needed, help the person navigate PA CareerLink ( <a href="https://www.pacareerlink.pa.gov/jponline/">https://www.pacareerlink.pa.gov/jponline/</a> ) and introduce them to other resources that might be useful (e.g., <a href="https://www.careeronestop.org/JobSearch/FindJobs/find-jobs.aspx">https://www.careeronestop.org/JobSearch/FindJobs/find-jobs.aspx</a> ).
	Write a résumé/job application and submit it to three potential employers. [Target date]	Refer people to sources for assistance in writing résumés/filling out applications (e.g., <a href="https://www.careeronestop.org/JobSearch/Resumes/resumes-and-applications.aspx">https://www.careeronestop.org/JobSearch/Resumes/resumes-and-applications.aspx</a> ); help them identify strengths to include in their résumé.
	Ask three people for references. [Target date]	Discuss who the person might ask for references; practice asking.
	Go to interviews. [Target date]	Review and practice job interviews, paying particular attention to responding to questions about justice system involvement, and help the person anticipate and problem solve barriers to work (e.g., transportation, childcare, other commitments).
Keep my job.	Identify five things I can do <i>at work</i> to be successful. [Target date]	Brainstorm ideas and discuss the benefits.
	Identify five things I can do <i>outside of work</i> to stay on track. [Target date]	Brainstorm ideas and discuss the benefits.

Goals	Action Steps	Activities
Keep track of my money and avoid debt	Identify my current sources of income. [Target date]	Help the person identify various sources of income (e.g., wages, financial support from family, government benefits); introduce them to worksheets/planners they might use to track their income, and help them choose one that would work best for them.
	Keep track of my spending. [Target date]	Brainstorm with the person their various expenses and review how to add them to their worksheet/planner.
	Create a budget based on how much I currently earn. [Target date]	Review the budget.
	Determine if I need to cut back on my expenses, find an additional/another job, or seek out other sources of support. [Target date]	Help the person determine financial priorities and ways to meet those priorities; refer them to community-based organizations for assistance.

# School (Education, Employment, and Financial Difficulties)

Goals	Action Steps	Activities
Complete my high school diploma/GED.	List five ways that my life would be different if I completed my high school diploma/GED. [Target date]	Review the list, identify key motivators to complete a high school diploma/GED, and help the person develop a way to remind themselves of the benefits.
	Contact local GED programs and schedule appointments. [Target date]	Provide a list of local GED programs.
	Choose the program that works best for me. [Target date]	Help the person evaluate the pros and cons of each choice (e.g., full-time, part-time, day, night).
	Make a list of three things that might get in the way of working on my high school diploma/GED and problem solve. [Target date]	Brainstorm and practice strategies to address challenges (e.g., childcare, transportation, other commitments).
	Attend classes and discuss with my PO my successes and challenges. [Target date]	Check in on the person's progress in the program, reinforce successes, and brainstorm and practice ways to address challenges.
	Celebrate in a healthy way completing my high school diploma/GED. [Target date]	Affirm the person's accomplishments; talk with them about next steps.



Goals	Action Steps	Activities
Complete an associate degree.	List reasons why an associate degree would be helpful. [Target date]	Review the person's list and highlight reasons to enroll.
	Identify an area in which I'd like to complete an associate degree. [Target date]	Remind the person of areas in which they've expressed interest.
	Review the qualifications for the field that interests me to make sure I can work in it. [Target date]	Explore strengths (i.e., personal qualities, talents and abilities, and social and interpersonal traits) that may help the person pursue their field of interest.
	Find out which local schools offer an associate degree in the area that interests me. [Target date]	Help the person research associate programs in the area.
	Reach out to an advisor at the school(s). [Target date]	Practice a conversation with the advisor.
	Explore funding opportunities. [Target date]	Help the person explore funding opportunities or refer them to appropriate agencies.
	Explore specific courses. [Target date]	Help the person explore and narrow down course choices.
	Attend classes and discuss with my PO my successes and challenges. [Target date]	Check in on the person's progress in the program, reinforce successes, and brainstorm and practice ways to address challenges.
	Celebrate in a healthy way completing my associate program. [Target date]	Affirm the person's accomplishments; talk with them about next steps.

## Use of Free Time (Leisure/Recreation)

Goals	Action Steps	Activities
Identify fun activities that I can do when I have free time.	Define what leisure means to me.	Explore with the person why taking part in prosocial leisure activities is important.
	Make a list of things that I've enjoyed doing in the past and things that I might want to try again or try for the first time.	Talk with the person about what they enjoyed about these activities, what needs they meet, and which activities they'd like to do more often or try for the first time.
	Over the next week, take a leisure interest survey.	Provide a weblink to a leisure interest survey.
	Decide on two activities I'd like to try over the next two weeks.	Encourage choices that would be healthy (i.e., not risky) for the person, and help them identify places where they can take part in these activities (e.g., local community centers, parks, faith-based organizations).
Set aside time for healthy leisure activities.	Fill in a daily schedule for the next two weeks with the things <i>I have</i> to do.	Help the person identify activities they have to do and times when they might be available to take part in a leisure activity.
	Decide on the best time to take part in a fun, healthy activity.	Help the person identify the best time(s) of the day and day(s) of the week for their leisure activities.

Goals	Action Steps	Activities
Do something fun with someone positive.	Identify someone with whom I'd like to do something fun and healthy.	Encourage the person to tell you about their choice.
	Identify potential barriers to doing something fun and ways to overcome those barriers.	Brainstorm strategies for addressing potential barriers (e.g., childcare, transportation, cost, equipment).
	Invite someone to do something fun.	Practice with the person ways to invite a friend to participate in a fun, healthy activity.
	Do something fun with the person I invited and tell my PO how it goes.	Affirm successes, and discuss and practice ways to address challenges.

# Barriers/Stabilization Factors

Conflict with work or school schedule

Cost of services

Financial insecurity

Food insecurity

Housing instability

Lack of cell phone/access to technology

Lack of childcare

Lack of education

Lack of family support

Lack of government ID

Lack of insurance

Lack of social network

Lack of transportation

Lack of work

Learning differences

Limited job history

Limited job skills

Limited time

Limited treatment services

Mental health concern

Physical differences

# Strengths (Personality Traits, Skills, External Supports)

Able to control temper

Able to express feelings

Adaptable

Adventurous

Ambitious

Artistic

Assertive

Athletic

Believes in self

Cares about others

Carpentry skills

Competitive

Confident

Connected with 12-step support groups

Contented/has inner peace

Cool-headed

Cooperative

Creative

Curious

Determined

Eager to get off supervision

Emotionally intelligent

Empathetic

Employed

Encouraging teacher

Energetic

Enthusiastic

Ethical

Extensive work history

Fair

Flexible

Forgiving

Friendly

Funny

Generous

Good endurance

Good friends

Good memory

Good parent/motivated to be there for their children

Good problem solver

Good sense of humor

Happy

Hard-working

Healthy

Honest  
Imaginative  
Independent  
Intelligent  
Internally motivated  
Likable  
Logical  
Loves animals  
Loves children  
Loyal  
Mechanical  
Musical  
Optimistic  
Opportunities  
Organized  
Patient  
Peacemaker  
Persistent  
Polite  
Practical  
Prosocial family  
Prosocial friends  
Quick-thinking  
Relaxed  
Reliable  
Religious  
Resourceful  
Sensitive to the needs of others  
Sincere  
Smart  
Spiritual  
Spontaneous  
Strong  
Strong family support  
Strong leadership skills  
Strong role models  
Successful in the past  
Supportive boss  
Transportation  
Warm-hearted  
Well-liked by others  
Willing to learn  
Willing to take a stand  
Willing to take risks