

 <b>JUSTICE AND PUBLIC SAFETY CABINET DEPARTMENT OF JUVENILE JUSTICE POLICY AND PROCEDURES</b>	<b>REFERENCES: 1-JDTP-3D-07-09, 10, 11-13</b>
<b>CHAPTER: Day Treatment Services</b>	<b>AUTHORITY: KRS 15A.0652; KRS 15A.0652(2)</b>
<b>SUBJECT: Individual Treatment Plan</b>	
<b>POLICY NUMBER: DJJ 1008</b>	
<b>TOTAL PAGES: 5</b>	
<b>EFFECTIVE DATE: 4/05/2019</b>	
<b>APPROVAL: Carey D. Cockerell , COMMISSIONER</b>	

## I. POLICY

An Individual Treatment Plan (ITP) shall be developed, implemented, reviewed, and updated as necessary for each student. The student, parent or caregiver, and other treatment team members shall have input into the treatment planning process. The treatment planning process shall include assessments of the student, development of a needs-based ITP, and ITP reviews.

## II. APPLICABILITY

This policy shall apply to Department of Juvenile Justice (DJJ) operated day treatment programs.

## III. DEFINITIONS

Refer to Chapter 1000.

## IV. PROCEDURES

A. Prior to the ITP Conference, the following shall be completed:

### 1. DJJ Probated or Committed Students

The JSW shall complete the risk assessment and needs assessment in accordance with DJJ Chapter 6 (Initial Contact and Court Support for Public Offenders) & (Initial Contact and Court Support for Youthful Offenders).

- a. The risk assessment through identification of dynamic and static risk factors shall estimate the likelihood that continued delinquent behaviors will occur without intervention and guide intervention planning. Dynamic risk factors may be used for treatment planning.
- b. The needs assessment dynamic or changeable risk factors, called criminogenic needs, that contribute to the student's likelihood of reoffending shall be utilized in treatment planning allowing for the

- targeting of treatment interventions for the student and family in order to reduce recidivism.
- c. The JSW shall refer the student for the appropriate screener with a private provider if the student has a positive score for trauma or substance abuse.
  - d. The Superintendent or designee shall review the probation or commitment order.
  - e. The Superintendent or designee shall complete an interview with the student and their parent or caregiver.
  - f. The student's counselor shall review the social needs assessment if one has been provided. The youth counselor shall conduct a social needs assessment if one has not been completed.
2. Non-Probated or Non-Committed Students
- a. The Superintendent or designee shall review all referral packet documents.
  - b. The Superintendent or designee shall complete an interview with the student and their parent or caregiver.
  - c. The student's counselor shall review the social needs assessment if one has been provided. The youth counselor shall conduct a social needs assessment if one has not been completed.
- B. An ITP Conference shall be completed within fourteen (14) school days of admission. The youth counselor shall schedule and coordinate the ITP Conference.
1. The student, parent or caregiver, and JSW, if applicable, shall be invited to attend this conference;
  2. Family identified natural supports may be included in the ITP conference upon request from parent or caregiver;
  3. Members of the assigned treatment team shall participate in this conference; and
  4. An ITP shall be accompanied by a signature sheet that is signed and dated by ITP conference participants.
- C. An ITP shall be developed for each student and shall be based on their current needs. Treatment plan goals and tasks shall be specific, measureable, achievable, realistic, and time-oriented. The treatment plan shall be a workable document for the student and parent or caregiver that targets the identified criminogenic need factors to reduce recidivism.
1. Development of ITP for DJJ Probated and Committed Students
    - a. If present and identified as a need area on the needs assessment, primary criminogenic needs of attitudes, personality, and relationships shall be given priority in treatment plan goal and task development to reduce recidivism.

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- b. If present and identified as a need area on the needs assessment or risk assessment, secondary criminogenic needs such as low levels of achievement and satisfaction in school or at work, substance abuse, parenting or caregiver problems, and lack of involvement in prosocial leisure and recreation opportunities shall also be addressed in treatment plan goal and task development.
  - c. Responsivity issues, which are barriers or challenges that may influence the effectiveness of treatment, may require immediate treatment planning goals and tasks in order to address the barrier or challenge. Responsivity issues are not strong predictors of delinquent behavior. Some examples of responsivity issues are trauma, mental, physical or developmental disabilities, mental health issues, language, motivation, medication management, and transportation.
2. Non-probated and Non-committed Students
- The ITP shall include information received from the referral documents and shall be individualized to meet the needs of the student, which may include the following areas:
- a. School attendance;
  - b. Social Skills in a structured educational setting;
  - c. Identifying and fostering community connections to provide natural support for students to access upon return to home school;
  - d. Family support;
  - e. Academic performance;
  - f. Substance abuse where the student has had an assessment from an outside provider that has determined the student to be up to moderate risk for continued substance abuse; and
  - g. Deficits identified on the student's Individual Education Plan or 504 Plan.
- D. Documentation of the ITP shall occur as follows:
- 1. The Regional Psychologist or designated licensed mental health professional shall review and sign the ITP within twenty-one (21) school days of admission.
  - 2. A hard copy of the ITP shall be given to the student, parent or caregiver, and upon request to any applicable agency or court and placed in the ICR within twenty-one (21) schools days of admission.
- E. Additional areas shall be addressed during the course of treatment, as appropriate, and may be included in the student's ITP. These areas may include:
- 1. Behavioral and social needs, including propensity toward violence;

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2. Emotional functioning, identification and review of previous episodes of suicidal or self-harming behaviors, and issues related to the monitoring of positive or negative effects of psychiatric medications;
  3. Academic and vocational assessment;
  4. Individual Plan of Instruction (IPI) or Individual Education Plan (IEP);
  5. Family and environmental needs;
  6. Reentry needs to include support for the student to return to home school; and
  7. Measurable criteria of expected behavior and accomplishments.
- F. The ITP shall be reviewed at least every sixty (60) school days and updated as needed. If the date of the review falls on a weekend or holiday, the conference shall be held prior to the designated review date.
1. The youth counselor shall schedule ITP reviews;
  2. The student, parent or caregiver, and JSW shall be invited to attend all scheduled reviews;
  3. Family identified natural supports may be included in ITP reviews upon request from the parent or caregiver;
  4. Members of the assigned treatment team shall participate in ITP reviews;
  5. Any update to the ITP shall be discussed with the student, dated, and documented with signatures of the student and the Superintendent or designee; and
  6. The student and parent or caregiver shall receive a copy of the ITP and subsequent reviews.
- G. For any student transitioning back to the regular public school setting, a transition plan shall be completed and a transitional planning conference may be held fourteen (14) school days prior to the student's anticipated release to support the student in their reentry into the appropriate school setting.
1. The student and JSW, if applicable, shall participate in the transitional planning conference.
  2. Every effort shall be made to have the parent or caregiver, natural supports, and educational personnel, to participate in the transitional planning conference.
  3. If a transitional planning conference is not held, a transition plan which details a summary of the student's progress and recommendations to support the student's continued success in an educational setting shall be provided to educational personnel.
- H. Participation in the ITP conference, ITP reviews, and the transitional planning conference may occur via teleconferencing or video-conferencing.

## **V. MONITORING MECHANISM**

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- A. The Superintendent shall be responsible for monitoring compliance with this policy.
- B. The Regional Psychologist or licensed mental health professional designee shall audit compliance on a semi-annual basis.
- C. Monitoring shall also be conducted by the QA Branch and Education Branch during regularly scheduled reviews.