

WHY AND HOW PEOPLE CHANGE

RESEARCH SHOWS THAT APART FROM NATURAL DEVELOPMENT AND MATURATION, PEOPLE CHANGE:

AS A RATIONAL DECISION TO AVOID PAIN AND DISCOMFORT AND PROVIDE GREATER SELF-FULFILLMENT

WHEN THEY LEARN THAT WHAT THEY ARE DOING IS NOT MEETING THEIR NEEDS OR CONTRIBUTION TO THEIR WELL-BEING

THROUGH THE DEVELOPMENT OF RELATIONSHIPS THAT MEET THEIR EMOTIONAL NEED AND ALLOWS THEM TO REDUCE THEIR DEFENSES

WHEN THEY LEARN DIFFERENT WAYS OF BEHAVING TO PROVOKE DIFFERENT RESPONSES FROM OTHERS

WHEN THEY REQUIRE TO ADAPT TO CHANGING DEMANDS OF THE SOCIAL SYSTEMS OF WHICH THEY ARE A PART

WHEN THEY HAVE HOPE OF REWARD FOR THE RISK (S) THEY ARE TAKING IN UPSETTING THE STATUS QUO

SYSTEMS CHANGE WHEN THERE IS CHANGE WITHIN COMPONENTS THAT COMPRISE THEM AND WHEN PROVISION IS MADE FOR THE UTILIZATION OF NEW INPUT.

A BASIC TENET OF THE PHILOSOPHICAL FOUNDATION OF HUMAN SERVICES IS THAT FUNDAMENTAL CHANGE MUST COME FROM WITHIN, ALTHOUGH AN OUTSIDE FORCE CAN HELP TO FACILITATE CHANGE. WORKERS CAN AND SHOULD ACT AS CATALYSTS, SETTING INTO OPERATION THE CONDITIONS AND FORCE THAT LEAD TO CHANGE.

**COMPONENTS OF TYPICAL CASE MANAGEMENT
INTERVENTIONS**

SUCCESSFUL CASE MANAGEMENT INITIATIVES INCORPORATE A NUMBER OF NEARLY STANDARD STEPS THAT ALLOW INTERVENTIONS TO BE ORDERLY AND STRUCTURED WHILE ALSO BEING CLIENT CENTERED AND FLEXIBLE.

THESE STEPS VARY IN PRIORITY. SEQUENCING, TIME ALLOTTED, AND CONTENT BASED CLIENT GOALS AND NEEDS. MANY ARE ONGOING OR REGULARLY REPEATED RATHER THAN ON-TIME ACTIVITIES.

- **PRE-SCREENING AND ORIENTATION POTENTIAL PARTICIPANTS**
- **INTAKING CASE MANAGEMENT PARTICIPANTS**
- **ASSESSING CASE MANAGEMENT PARTICIPANTS**
- **SETTING GOALS**
- **DESIGNING A CASE PLAN**
- **IMPLEMENTING THE CASE PLAN**
- **MONITORING SERVICE DELIVERY**
- **WEANING THE PARTICIPANT FROM DEPENDENCE ON CASE MANAGEMENT**
- **EVALUATING**

DEFINITION OF CASE MANAGEMENT: SYSTEMS LEVEL

AT THE SYSTEMS LEVEL, CASE MANAGEMENT IS DEFINED AS A STRATEGY FOR COORDINATING THE PROVISION OF SERVICES TO PARTICIPANTS WITHIN THAT SYSTEM.

CASE MANAGERS NEED TO BE BACKED UP BY A GROUP OF INSTITUTIONS LINKED THROUGH FORMAL INTER-AGENCY AGREEMENTS, IN A WAY THAT:

- **INSURES THAT THE BROAD SELECTION OF SERVICES COMMONLY NEEDED BY PARTICIPANTS ARE AVAILABLE WHEN THE PARTICIPANTS NEED THEM;**

- **ENABLES CASE MANAGERS TO KNOW, IN ADVANCE, WHAT THEY CAN AND CANNOT PROMISE TO PARTICIPANTS;**

- **EMPOWERS CASE MANAGERS TO “REQUISITION” SERVICES AND RESOURCES ACROSS INSTITUTIONAL LINES;**

- **REVISES TRADITIONAL MODES OF OPERATION (REFERRAL PROCEDURES, CAPACITY, ASSESSMENT METHODS, ETC.) IF THOSE MODES DO NOT WORK IN PARTICIPANT’S BEST INTRESTS.**

DEFINITION OF CASE MANAGEMENT: CLIENT LEVEL

CASE MANAGEMENT IS A CLIENT-CENTERED, GOAL ORIENTED PROCESS FOR ASSESSING THE NEED OF AN INDIVIDUAL FOR PARTICULAR SERVICES AND ASSISTING HIM/HER TO OBTAIN THOSE SERVICES...OFTEN ACROSS INSTITUTIONAL BOUNDARIES.

THE CASE MANAGER WORKS AS A PROFESSIONAL PARTNER WITH EACH CLIENT TO:

- **IDENTIFY AND PRIORITIZE PERSONAL STRENGTHS AND NEEDS, AND TRANSLATE THEM INTO A SET OF REALISTIC GOALS;**
- **DEVELOP A PLAN OF ACTION FOR ACHIEVING THOSE GOALS;**
- **ACCESS, ACROSS INSTITUTIONS, THE RESOURCES NEEDED TO PURSUE THOSE GOALS;**
- **SUCCESSFULLY COMPLETE A “CUSTOMIZED” SET OF SERVICES AMONG A VARIETY OF INSTITUTIONS;**
- **HELP THE CLIENT LEARN TO ACCESS SERVICES ON HIS OR HER OWN AND THEREBY REDUCING DEPENDENCY UPON THE CASE MANAGER.**

ASSET-BASED ASSESSEMENT VS. TRADITIONAL ASSESSEMENT

Focuses on strengths.....	Focuses on problems
Emphasizes personal responsibility..... and capability to make a difference	Assigns blame
Proactive.....	Reactive
Views the client as a resource.....	Views the person and problem synonymously
Vision-building perspective.....	Crisis management approach
Cooperation among all entities.....	Competition among service providers
Unleashing the caring potential.....	Heavy reliance on funding to provide services of all entities so that public resources can be focused on areas of greatest need
Belief that change is possible and..... focuses on change goals	Treats and often re-treat entrenched problems

Adapted from, *What's Different About Asset Building?* Peter L. Benson, Uniting
Communities for Youth (Minneapolis, MN, Search Institute, 1995)

ASSESSMENT COMPONENTS

Personal strengths, resources and skill of this young person

Strengths, resources, and skills of the member's household

Situational strengths and resources

(Natural helping networks and material resources, beyond the home, those are available to the member.)

Physiological, medical and psychological factors

Cultural, ethnic, religious factors

Social History

(A succinct statement of the member's current life situation, inclusive of an overview of medical, educational, and work history; his/her unique social skills and experiences; relevant information of family interaction patterns and any significant events or circumstances.)

Any specific situation or presenting problem(s) upon which this assessment is focused.

Behavioral excesses

(Behaviors, thoughts, feelings that create difficulties and need to be reduced.)

Behavioral/skill deficits

(Behaviors that may be understood but not used enough; behaviors that are needed but have never been displayed.)

ASSESSMENT AS THE FOUNDATION OF GOOD CASE MANAGEMENT

PRINCIPLES OF GOOD ASSESSMENT

DEVELOP AN ASSESSMENT STRATEGY BASED ON AN UNDERSTANDING OF THE DECISION TO BE MADE AND THE PERSON(S) BEING ASSESSED

A COMPREHENSIVE AND ECPOLRATORY APPROACH SHOULD BE UTILIZED

ASSESSMENT IS AN ONGOING PROCESS

ASSESSMENT PROCDURES AND INSTRUMENT SHOULD BE VALID AND RELIABLE FOR THE PROGRAM'S PARTICIPANTS AND RELATED DECISION-MAKING

THE CONDITIONS OF ASSESSMENT ADMINISTRATION SHOULD NOT ADVERSELY AFFECT PERFORMANCE

SEEK OPPORTUNITIES TO EMBED AUTHENTIC ASSESSMENTS WITHIN PROGRAM ACTIVITIES

TEN KEY BI-LEVEL CASE MANAGEMENT CONCEPTS

1. Case management is comprehensive and “client-centered”

Case management starts with the young person and puts his/her unique need before institutional concerns and specializations. Case Management says, “Who are **you**, where are you now, where do you want to go, and how will we work together to get you there?”

Case managers work with institutions to assure that each young person’s key needs and goals are merged into a realistic service strategy. They assure that no young person will be “a square peg forced into a round hole.”

2. A young person should have only one service strategy

When multiple systems that utilize case management are involved in a young person’s life, service providers should mutually agree to regularly communicate, to develop a coordinated strategy (plan of action), and work together to implement that strategy. One service provider should be designated the lead case manager assuming the responsibility for the coordination.

The case manager’s relationship with a young person spans organizational boundaries and lasts over the long-term. This is very different from the majority of human service relationships. In traditional systems, a youth’s relationship with someone at an institution usually lasts only for the duration of the services provided by that institution.

In contrast, case managers in change-directed endeavors oversee each youth’s progress (or lack of it) as the youth utilizes a variety of institutions and services. The relationship spans time and institution. The case manager becomes the steady “foundation” or “primary person”- always there regardless of what else is happening or who is involved.

3. There must be a relationship of mutual respect between the youth and the case manager

A young person will be enthusiastic about participation in the long-term activities inherent in case management only if she/he trusts and respects the case manager. The youth will need to be comfortable enough to share personal thoughts, dreams, aggravations, and fears.

Effective case managers convey respect to the young people they work with, and know how to tap the motivation within them. Without the open and honest communication that stems from a relationship of mutual respect, little that a case manager does will be effective.

4. Case management requires partnership at the client level

The case manager works in partnership with the young people, sharing responsibility rather than working on the youth. There is a division of labor. Young people share responsibility for achieving their goals and their level of responsibility increases over time as the case manager helps them become more independent.

5. Effective case management involves the young person's family and significant others

People close to the young person (parents, boy/girlfriend, siblings, significant others, etc.) may need to play a part in the development and joint ownership of the service strategy. Those individuals often need to have a stake in insuring its success.

In far too many cases, service strategies imposed without regard for the young person's and significant others' interests prove fruitless. In every aspect of case management, the young person must be treated as a mature, responsible partner who is not alone in the world; and there must be an acknowledgement that support of other key people is crucial if the young person is to successfully demonstrate that responsible role.

6. Case management relates the young person's actions to outcome

Many young people experience life as a series of random events over which they have little or no control. Successful case management strives to build or rebuild the sense of control and predictability by helping youth to plan, to set goals and to undertake a systematic process of meeting those goals. Young people learn that they can make choices and that their actions lead directly or concrete outcomes. Good case management helps people to find the power within them and to take control of their lives.

7. Case management is integrated and coordinated

Solid case management integrates many things. It uses a youth's strength to overcome barriers. It uses well-timed interventions at one institution to improve or enhance the effects of interventions provided by other institutions. It integrates the young person's actions with institutional actions.

The case manager facilitates this integration of actions and services. She/He makes sure that the participant and the involved institutions are kept informed about what the others are doing. The case manager mediates between and advocates among parties to ensure that each intervention supports other interventions.

8. The case manager and the case management system must be accountable

For a young person to trust and respect the case manager, and for effective coordination of services to succeed, the case manager must deliver what she/he promises. Clients, case managers, and associated time-lines must be written down and regarded seriously. Ambiguity must be replaced by explicit agreements. When accountability is unclear, case management breaks down.

9. Case management involves flexibility and creative problem-solving

A case manager who develops a service strategy with a young person recognizes that the plan of action is not carved in stone. The case manager anticipates that somehow, somewhere, the strategy may break down. Effective case management adapts, with minimal trauma, to planned and unplanned changes in a youth's personal situation and/or in the human service system. Revisions of plans are expected. Changes are expected also. Good case management is driven by an attitude reflected by the question, "How can we do this?" Good case managers model empowered behavior. Flexibility and creativity replace an attitude of, "We can't do that because the system won't allow it."

10. Case management requires partnership at the systems level

Case management is not just a line-staff function. The agency administrative level and strong inter-institutional partnerships must support it.

There must be formal interagency agreements that give case managers the power to access services for their clients. Institutions must become more flexible and willing to share information, resources and program "slots". In that context, the case manager works for all the institutions that have allied themselves in the name of "client-driven" services for the youth of the community. The case manager helps institutions recruit participants, and links participants with institutions that offer the services participants need.

Case Management & Youth Development Success Indicators

Youth Outcome	Success Indicators	Case Management Practice and Student Competency
<p style="text-align: center;">Originality (Creative Competency)</p> <p>Creative Competency applies to the exploration and development of self-expression</p>	<p>Artistic Expression Express Individuality Personal Leisure Time</p>	
<p style="text-align: center;">Understanding ourselves and others (Personal Competency)</p> <p>Personal competency applies to actions that reflect the understanding of one's own opinions and thoughts and those of others in order to handle situations appropriately and non-violently</p>	<p>Accountability Decision- making Goal Setting Values Clarification Initiative Self-Reliance</p>	
<p style="text-align: center;">Thinking and reasoning (Cognitive Competency)</p> <p>Cognitive competency applies to intellectual development and the integration of information into operational functions.</p>	<p>Educational/Academic Skills Awareness of Learning Process Analytical Thinking Reasoning Goal Setting Basic Skill Development Functional Abilities Negotiating Systems/ Advocacy Skills</p>	
<p style="text-align: center;">Civic Competency</p> <p>Civic competency applies to a core of respect and others and the recognition that one can further these rights for oneself and one's community by participating in the government process and in community service and organization.</p>	<p>Government Participation Legal Awareness Awareness of Government Participation in Community Service Projects and/or Organizations Advocacy Civic Duty and Responsibility</p>	
<p style="text-align: center;">Our Bodies (Physical Health Competency)</p> <p>Physical health competency applies to the ability to maintain one's well being and to identify, understand and practice healthy behaviors.</p>	<p>Free of Substances Abuse: Drugs, Alcohol, and Tobacco Health Maintenance Good Nutrition</p>	
<p style="text-align: center;">Mental Health Competency</p> <p>Mental Health competency applies to the ability to identify, understand and deal with one's emotions and feelings</p>	<p>Sense of well-being Develop Coping Skills Maintenance of Relationships</p>	

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<p style="text-align: center;">Employability Competency</p> <p>Employability competency applies to vocational awareness based upon analysis of current labor market and workplace conditions: they are not prescriptive judgments.</p>	<p>Openness to Learning Responding to authority Pre-Employment Skills Interview Skills Job Search Skills Language Skills Decision Making Demonstrating Initiative Working well in Groups Adapting to change Responsibility Self-Management Understanding Culture of Workplace</p>	
<p style="text-align: center;">Social Competency</p> <p>Social Competency applies to the manner in which one consistently responds to other individuals, expects other individuals to respond to oneself and interaction with members of groups sharing one's "social address" as well as with members of groups different than one's own.</p>	<p>Trust Respect Caring Involvement Communication Skills Conflict Resolution Skills Independent Living Skills</p>	

FOUR AGREEMENTS

BE IMPECCABLE WITH YOUR WORD

Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your words in the direction of truth and love.

DON'T TAKE ANYTHING PERSONALLY

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

DON'T MAKE ASSUPTIONS

Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just one agreement you can completely transform your life.

ALWAYS DO YOUR BEST

Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under the circumstances, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

Basic Principles

Long-term behavior change, not quick fixes

Dealing with youth behavior is part of the job

Rules must make sense

Be a model of what you expect

Always treat youth with dignity

Responsibility is more important than obedience

Stop doing ineffective things

**You can be fair without always having to treat everyone
the same.**