Chapter 8. Team-Based Case Management of Gang-Involved Clients

Once the Intervention Team has been established and the appropriate administrative structures have been put into place, the real work can begin.

Creating an Intervention Plan

Referrals have been made to the team, the team members have considered the appropriateness of these referrals, and the team has begun to select clients. At this point, the team begins to work together to create an intervention plan for each client.

The client's case information from the needs assessment is shared with team members during regularly scheduled meetings. The team members discuss possible methods of addressing the client's core needs and then come to consensus on the prioritization of these efforts.

Areas to consider:

➢ **Social Intervention**
  • Is the family supportive of the youth's efforts to change, or are they contributing to the client's difficulties?
  • Are the siblings or parents gang-involved?
  • What actions are needed from the family?
  • What support services may be required to assist the family in addressing the youth's gang involvement and any related issues?
  • Does the client have substance abuse or mental health issues?
  • Has the client previously experienced abuse or neglect?
  • Are there serious family conflicts?
  • What services does the client need?
  • What methods can be used to motivate the client to participate in programming?

➢ **Opportunities Provision**
  • Is the client currently attending school?
  • Does the client have special educational needs or require remedial services?
  • Does the client have a current individualized educational plan at his/her school?
  • What type of educational setting is most appropriate for this client?
  • What educational services are available in the area?
  • What are possible pros and cons of each of these options?
  • Which educational activities will the team pursue with this client?
  • Does the client wish to seek employment? If so, what type?
  • Does the client have any unaddressed issues that will hinder work success?
  • What will the team do to address employment prospects for the client?

➢ **Suppression**
  • Is the client court-involved?
  • Does he have pending charges?
  • Does he have gang-specific conditions of probation or parole?
  • Could some aspects of the intervention plan be court-ordered?

- What role can probation or parole play in holding the client accountable for following through with intervention activities?
- How can the team help the client comply with court-ordered requirements?
- Is the client engaged in ongoing criminal activity?
- Does he pose a threat to the community? How will this be addressed?

The intervention plan should address all relevant issues, be documented, and be reviewed and/or updated on a regular basis (every 30 to 90 days depending on the client's situation).

Take into account the client's current capacity

When creating an individualized case management plan, the team should take the client's current capacity into consideration and address issues on a prioritized, step-by-step basis that proceeds in a logical fashion. For instance, if the client has serious substance abuse issues but states that one of his priorities is to gain employment, the team must work with the client's drug abuse before placing him in a job. Similarly, if the youth has behavioral issues that have kept him chronically in trouble at school, the team must address these issues before mainstreaming the client into a school setting. Safety must be the top priority. If the client is engaged in ongoing dangerous criminal activity, the focus of the team must shift to suppression, and the team's law enforcement members should take the lead in addressing the client's activities. It is to no one's benefit, including the client's, to leave a client at large in the community if he poses a threat to himself and others.

Assign responsibility for follow-up to members of the team

One of the key benefits of the team-based approach to intervention is that it can divide the workload of managing clients who are often heavy consumers of services and involved in the criminal justice system, with frequent contacts with law enforcement. Each team member plays a specific role in ensuring that the client is able to access services and that the team is kept apprised of the client's progress (or lack thereof). The Project Director should supervise this process, assigning responsibility for follow-up with the appropriate team members. The Project Director should also ensure that these actions are documented appropriately in the client's file and ensure that the agencies are reporting to one another during meetings on actions they have taken on behalf of clients.

For instance, school representatives might ensure that the client is assessed for learning disabilities if team members suspect a problem. The school representative is also responsible for reporting to the team on the client's progress, attendance, and any behavioral issues. The same holds true for other agencies. Law enforcement team members should share information on gang activity and trends in the community, as well as criminal activities of targeted clients. Law enforcement officers also interact with clients in the community, not only to arrest them for criminal offenses and to enforce criminal statutes but also to provide positive feedback when possible. The Project Director ensures that each of these activities takes place and manages the work of the team.

Team Member Roles

Each member of the team brings to the table specific skills, access to information, resources for clients, and other professional attributes. The following activities reflect the roles team members play and can be used to develop the memoranda of understanding that quantify these roles.

Education
- Ensure client access to educational services.
- Perform educational evaluations as needed.
- Create individual educational plans as mandated by the district.

- Provide feedback on intervention plans.
- Make recommendations for appropriate educational placements.
- Leverage services provided by schools, including counseling or mental health.
- Provide the team with information on clients' performance, attendance, and behavior.
- Hold clients accountable to required standards of behavior in the school setting.
- Facilitate school access by outreach workers.

Law Enforcement
- Report to the team on gang climate and trends affecting the area and/or clients being served.
- Provide input on issues that may affect intervention with clients (e.g., safety risk, association with known gang members, suspected drug-trafficking, witness/victim/perpetrator in a violent crime).
- Provide information on criminal involvement by current clients.
- Brief the team on safety issues.
- Share information with key partners regarding gang incidents that may spawn retaliations or other safety risks.
- Hold clients accountable in the community, assessing appropriate responses depending on the level and severity of each client's behavior.
- Provide clients with positive feedback regarding their positive efforts.

Probation/Parole
- Recommend/enforce conditions of probation that take clients' gang affiliations into consideration.
- Access services available through the justice system to address clients' needs (e.g., substance abuse assessment and treatment).
- Provide feedback on intervention plans.
- Work in conjunction with law enforcement to conduct home visits and/or hold clients accountable to the conditions of probation/parole.
- Share information on each client's court status with the rest of the team.
- Hold clients accountable for accomplishing educational/employment goals.

Social Services
- Provide a link to services for project clients.
- Conduct assessments (mental health/substance abuse) as needed.
- Provide feedback on intervention plans.
- Access services to address family issues (counseling, crisis management, abuse/neglect issues, and parental skills training).
- Hold clients accountable for completing services.
- Share information on clients' progress with the team.

Outreach
Outreach work may be performed by a contracting agency that is already working at the grassroots level in the community or by outreach personnel working for one of the key agencies. The goal of outreach is to identify and engage clients who may be difficult for mainstream organizations to reach. Outreach workers in this type of team-based approach:

- Work directly with clients in gang-intensive settings to assist them in identifying and accomplishing goals.
- Provide further information to the team on the gang climate in affected neighborhoods and causal relationships/factors.
- Recruit gang-involved individuals.
- Encourage prosocial behavior.
- Assist project clients in accessing services.
- Report to the team on each client's progress, interests, and goals.
- Provide feedback on intervention plans.

A more detailed outreach worker job description is found in **Exhibit 9.1** on page 70.

The following forms will assist the Intervention Team in developing client plans and tracking client progress.

Exhibit 8.1   Client Intervention Plan
Exhibit 8.2   Client Contact Log
Exhibit 8.3   Sample Intervention Plan Checklist Form
Exhibit 8.4   Sample Client Tracking Form

Exhibit 8.1
Sample Intervention Plan

CLIENT INTERVENTION PLAN		

First Name:	MI:	Last Name:

Date of Birth:
    /   /
	Date:
	    / /
		School / Status:

Intervention Goal(s):

Social Intervention: Person(s) responsible:	Possible Provider(s):
Education: Person(s) responsible:	Possible Provider(s):
Criminal Justice: Person(s) responsible:	Possible Provider(s):
Employment: Person(s) responsible:	Possible Provider(s):
Family: Person(s) responsible:	Possible Provider(s):
Recreational: Person(s) responsible:	Possible Provider(s):
Other: Person(s) responsible:	Possible Provider(s):
Review Date:	

Exhibit 8.2
Sample Contact Log

CLIENT CONTACT LOG		
First name:	**MI:**	**Last name:**
DOB:	**Who was contacted?** Client ☐	Family ☐
Contact date:	**Person making contact:**	
Type of agency: ☐ Education ☐ Law enforcement ☐ Outreach worker ☐ Probation ☐ Parole ☐ Social service ☐ Other	**Agency:**	
	Contact length: ☐ 5–15 minutes ☐ 30–45 minutes ☐ 60+ minutes ☐ 15–30 minutes ☐ 45–60 minutes	
Contact result:		

Exhibit 8.3
Sample Intervention Plan Checklist Form

<table>
<tr><td colspan="7">Youth Intervention Project
Intervention Plan Checklist</td></tr>
<tr><th>Name of Youth</th><th>Converted to Intake</th><th>Plan Created</th><th>Plan Review Due</th><th>Plan Areas</th><th>Personnel Responsible for Plan</th><th>Client No.</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Exhibit 8.4
Sample Client Tracking Form

Name of Client: _____

Current Date: _____   **Date of Youth Intake:** _____

Number of Months Since Intake: _____

Current Status in the Project (use list): **Active** _____   **Not Active** _____

<u>**Current Status**</u>:

Current Living Situation

Residence
     No longer resides in target area: _____
     Continues to reside in target area: _____

Please check one of the following living conditions that best describes the individual's current family status.
     ____ Mother and father
     ____ Mother only
     ____ Father only
     ____ Mother and stepfather
     ____ Father and stepmother
     ____ Mother and another adult (specify)
     ____ Father and another adult (specify)
     ____ Other relatives (specify)
     ____ Legal guardian (not relative)
        (specify)_____
     ____ In a foster or group home
     ____ Living by self—independently or with
        other person
     ____ In local or state jail

Current Employment Status

Was the individual employed at the time of intake?
____ No
____ Yes (if yes, please check following):
     ____ Employed part-time (no. hrs/wk)____
     ____ Employed full-time

Job title: _____

Current School Status

Was the individual enrolled and regularly attending school this reporting period?
____ No   ____ Yes (If yes, what grade?) _____

Please check the individual's school status.
____ Attends school regularly
____ Attends school only occasionally
____ Attends an alternative school, or participates in
     nontraditional school-sponsored program (name of
     school or program): _____
Was the youth suspended or placed on some other disciplinary status?   Yes ____   No _____

If yes, describe_____

Gang Affiliation Status

List the gang with whom the youth is affiliated.
_____
Did this affiliation change since the last reporting period?
Yes ____ No ____

Current Substance Abuse Involvement

Alcohol Use
___ Occasional use (use list)
___ Regular but not problematic use (use list)
___ Chronic and problematic use (use list)

Drug Use
___ Occasional use of drugs (use list)
___ Chronic use of drugs (use list)

Selling drugs? Yes ___ No ___

Activities During Reporting Period

Number of Contacts With Youth in Reporting Period

Number of outreach worker contacts with individual during this reporting period: _____

Number of probation officer contacts in this reporting period: _____

Other official contacts with youth: _____

List the programs in which the youth participated during this reporting period.

Service program (1): _____   No. of service hrs. provided: _____

Service program (2): _____   No. of service hrs. provided: _____

Service program (3):_____   No. of service hrs. provided: _____

Participation in School and Community Activities

During the reporting period did the youth:

____ Enroll in any school-based activities?

      List: _____

____ Participate in any nonschool, community-based activities?

      List: _____

Criminal History Update on Youth During the Reporting Period

New Criminal Offenses

Was the youth arrested for any new offenses during this reporting period? Yes _____ No _____

(If yes, complete the following)

    Date of **first** new offense: ____/_____/_____

    List offense: _____

    Gang-related: Yes _____ No _____

    Did offense involve violence? Yes ___ No ___

    Did offense involve use of a weapon?

        Yes _____ No ___

        If yes, list type of weapon: _____

    Date of **second** new offense: ___/_____/_____

    List offense: _____

    Gang-related: Yes _____ No _____

    Did offense involve violence? Yes ___ No ___

    Did offense involve use of a weapon?

        Yes _____ No ___

        If yes, list type of weapon: _____

(Repeat for any additional offenses committed.)

Probation Information

If the youth was on probation, did the individual violate any of the terms of his probation during this reporting period?

_____ Total number of probation violations

    _____ No. of contempt of court violations

    _____ No. of missed curfews

    _____ No. of failed drug tests

    _____ No. of failures to appear at referral programs or services

    _____ No. of school truancy violations

    _____ Other violations (list)

    _____

Detention/Jail Information

Was the individual sentenced to a jail or other institution during this reporting period?

____ No ____ Yes

If yes, what facility? _____

Length of sentence:_____

Other Incidents During This Reporting Period (include dates and details)

_____

_____

_____

_____

_____

_____

_____

_____