**Steward Family JJ Case Scenario**



**Meet Your Family/Travis Collins Probation Referral**

Travis was just placed on probation in Your County Juvenile Court. He was at court with his Mother Marilyn Steward. You are in court for another case and your supervisor informs you that Travis will be on your case load. To assist the Court Liaison and to begin the engagement process you meet with the family at court. You explain to family what probation is and what the expectations are. You review the court records and see that Travis was placed on probation for Theft under $500. He was charged with stealing items from Wal-Mart. When you reviewed the citation, it stated the items he stole were “razor blades, clothing, and cough syrup”. He pleaded guilty to the charges.

During your interview you obtain the following information about the family:

The family lives in a home in town close to a high crime area. They have been in the same home for many years. They report that they live close to Marilyn’s Dad and Stepmom (the Wilsons). They have nosey neighbors, and everyone is in each other’s business.

Travis and his Mother Marilyn report that Travis is in the 11th grade at Grand High School. He has always struggled academically at school in reading however makes passing grades (Bs, Cs and some Ds). He stopped receiving Special Education services in High School and does not have a current IEP. He has some history of truancy and verbal and physical aggression with boys at school that “pick on him”. He doesn’t really like school and wants to get his GED as soon as possible.

He is healthy with some scarring on his arms due to self-inflicted lacerations. Mother reported that Travis is working with a counselor for what she calls “his issues”.

Marilyn reported that Richard Collins, Travis’ Father, is involved in his life through phone calls and visits on school breaks. He moved to Virginia and remarried. He couldn’t miss work to attend court.

Marilyn reported that her and her two sons, Travis and Michael. are the only ones living in the home. She is currently going through divorce.

When asked about what happened that led to this probation incident, Travis reported that he was just trying to blow off some steam. His Counselor tried to put him on “lock down” and he couldn’t take it anymore. He had been cooped up in the house for so long that he did something stupid and wasn’t thinking.

You complete the initial probation paperwork with the family and obtain signatures. Then, you schedule a visit in the home for when the entire family can be there. You ask the family if they have any questions or immediate needs. They reply no and you thank the family for their time.

**Scenario-Court History and TFACTS**

When you go back to the office you complete your TFACTS entry and search TFACTS for any history on the family. You also request any other court records from Your County Juvenile Court. You see the previous FCIP case and CPS case history.

**Scenario-First Home Visit**

You arrive at the home at 5PM as planned. Travis greets you at the front door. He said that his Mom’s not home yet, but should be home from work soon. You ask Travis if he can call his Mother so you can complete your visit. He does so. Marilyn said she forgot and is on her way home. You wait briefly outside. During that time, you observe Travis on his phone. Marilyn then arrives home. She is not apologetic and seems bothered. You ask her if now is a good time since we had the visit scheduled since court. She responds yes let’s get this over with. You ask who all is in the home. Marilyn calls for Michael, her other son. He comes out of his room and introduces himself to you. He is polite and easy to engage. You ask him of the two of you can speak later and he nods and returns to his room. You then ask about Travis. She reported that she hasn’t had any problems with Travis since court. You asked what problems typically look like with Travis. She reported that Travis talks about needing a break and wanting to get away. He is needy and wants attention, that’s why he is working with a Counselor. You asked about expectations at the home and chores. Travis said that he has to clean up after himself. He also helps his Grandpa sometimes with yardwork or cars that he is working on. He doesn’t really go anywhere unless it’s within walking distance to a friend or his Grandparents’ house.

Marilyn wants Travis to complete his education so he can get a good job but it’s up to him to do it. You ask about looking through the home, particularly Travis’s room. The family shows you the home. There is plenty of food in the home. As you look in Travis’s room you see that he has his own room with a bed, dresser, art easel with supplies and clothes all over the floor. You notice the room is decorated with pictures of cars. You ask Travis about it and he says that he is really into working on cars. The living room and is a little cluttered and there are piles of clothes that need to be folded sitting in a chair.

You observe family photos and shoes at the front door. This information all supports what the family reports of who lives in the home. At that time, you inform the family that you need to meet with each one of them separately and alone. Marilyn said we can sit down at the kitchen table to talk. You obtain information during conversation to score the CANS. Marilyn is currently going through a divorce. This was her third marriage. She was married to her older son Andrew’s Father first. Andrew is an adult now and they only have telephone contact. Marilyn reported that Andrew has some sexual problems and was taken out of the home to live with his Dad. They have had their problems over the years and have had an on again off again relationship. Marilyn has an Associate Degree in Business Administration and returned to work last year when she and Mr. Steward separated. She had been a full-time parent for seven years prior to this time. She describes herself as “very religious.” She attends the same church as her father and his wife. There are numerous extended family members in the area, and she has several friends from church. Marilyn reports feeling overwhelmed with all the changes in her life, she is divorcing, she has returned to work, and she is frustrated with Travis’ behaviors. She says she needs to start cooking dinner now. You say of course, I can meet with the boys.

You meet with Travis first. His favorite activities include working out with weights in his garage, listening to music, and working on cars with his grandfather. He states his mother “doesn’t get it” because she punishes him by not allowing him to go to the garage or to his grandfather’s house as punishment when she gets angry with him, although that is his way of controlling his emotions.

You ask about Travis’ friends. Everyone reports that he only has two real friends. The rest are just “associates”. One of his friends is a cousin that is a year older than him. The other friend he met in elementary school and have stayed friends ever since. When asked about who he was with at Wal-Mart Travis said he was alone.

Travis reports that he doesn’t really like to do any drugs except vape sometimes. He sometimes vapes with weed cartridges. You asked him when he does this. He reported that there isn’t any set time, just sometimes. He is just so stressed with everything. You discuss what stress looks and feels like to him and think that maybe there is some anxiety present. You specifically asked about the incident at Wal-Mart. He said that they took all of his blades away and he wanted some new ones and he also heard that you could drink cough syrup to help forget. You drug screen Travis during the visit. He tested negative for all substances.

You then meet with Michael. He reports that he wants to make good grades and go to college, but he can’t get anything done with his mom and brother constantly yelling and fighting. He reports that his brother “has problems” and he needs help. He loves his mom, but she just can’t control Travis and they are constantly yelling and fighting.

You obtain signatures on the release of information form. You review the Rules of Probation with the family to make sure they understand the Court’s Order. You schedule another meeting so you can develop the Perm Plan.

**School Visit**

You stop by Grand High School to obtain Travis’s school records. The Guidance Counselor reports that they are concerned with absences again this year. He has 8 unexcused absences. You review his grades, and he seems like he is on track to graduate with a 2.0 GPA. His disciplinary record shows arguments and fights with peers, tardiness and talking back to a teacher.

**Perm Plan CFTM**

Travis, Marilyn and Richard (By Phone) participate in the CFTM with the Family Service Worker and Supervisor. You hold the CFTM in the home. You discuss strengths and needs. You also share the results of the CANS assessment and the supervision level. You address court requirements and the needs identified by the team including what you learned from the school. You then review the report for the Counselor. The Counselor reports that Travis is participating in most sessions now however the mother does not see the importance of her participating. You also address incentives and sanctions. Travis shared that he started working on a neighbor’s car with his Granddad to make extra money.

**Hazard**

For the first four weeks of his probation, Travis followed all conditions and attended all probation appointments and his mom reported no problems at home or in school. During the fifth week of supervision, though, you get a call from Grand High School. Travis is in the principal’s office with the School Resource Officer. He was fighting with another kid at school. When he was searched by the School Resource Officer, they found cough syrup on him. They are going to suspend him for 10 days. The school resource officer stated they are going to charge him with assault. The school also stated they are also considering zero tolerance.

You ask to speak with Travis. He tells you that he thinks that the school is stupid and that he doesn’t care anymore.

**Violation Plan**

You hold a CFTM to address the concerns with the family. Travis opened up to you that this same guy has been picking on him for years. The guy was talking about him being a weirdo and told him to just go kill himself. Travis just lost it and began swinging. When you ask what lost it meant Travis replies by I just didn’t care anymore. I wanted him out of my face. You then ask about the cough syrup found in his possession. He said that she had been sick and needed something to help him get through the day. You are concerned since this is the second time you are aware of that cough syrup has been an issue for him.

The team develops these action steps:

Request meeting with the school

* Talk with school about bullying
* IEP request to re-visit special education services

Counseling to address issues with peers

Alcohol and drug assessment and follow recommendations

Re-visit Supervision level

Develop recommendations for the court (Is this a major violation?)

**Court Scenario**

Travis’s Judge stated that this incident was the “last straw,” since you came to court with a plan that convinced Judge Judy to give him one more chance at probation. At that hearing, Judge Judy said that she expected “nothing less than perfection” to convince her that Travis was serious about changing his behavior. He was found guilty of assault and violation of probation. His disposition was to remain on DCS supervised probation.

**Quarterly Review**

Over the last months, you’ve had your ups and downs with Travis, but you feel like he is finally moving in the right direction. He initially missed two meetings with his required substance abuse treatment. He admitted that he had skipped the meetings because he thought the group was a waste of time, but you warned him about the consequences of not attending the first time and had him make up the missed meetings and gave him some reading to do and discuss with you the second time. He realized that you weren’t going to let up, and it was easier to go to the program than do all the extra work for you, so he started going regularly. He is passing drug screens and alcohol screens. He is also continuing to meet with his counselor and is now wearing a rubber band on his wrist instead of cutting. He is attending school regularly and has good grades with the support of IEP services. He said the SRO is keeping an eye on him and the other guy that fought so he hasn’t been in his face anymore. He has been compliant with the rules of probation and the rules at home. Marilyn reports that she has no concerns, and the boys are getting along at home. Dad participated by phone and encouraged Travis to keep up the good work.

**Bridge**

During your scheduled home visit Travis reports that he completed A&D treatment. He shows you the certificate. You can see on his face how proud of himself he is. He said that he feels like he has a better handle on life. He said that he wants to be a mentor for other kids in the program.

After the visit, you follow-up with the substance abuse treatment provider. The provider states that Travis became a role model client. He asked good questions and really took his sobriety seriously. They spoke about the steps to be a mentor to other kids in the program. Travis came to them with a great idea about having a support group during lunch at his school. The provider is in the process of coordinating this with the school.

**Probation Case Closure**

A CFTM is held to review the progress Travis and his family have made. The court order, Rules of Probation, CANS and Perm Plan are reviewed. Travis shares his report card proudly to the team. He passed all of his classes. He hasn’t had any disciplinary issues. The school is keeping a close eye on Travis and the other guy he got in a fight with. They took the bullying allegations seriously and worked with both students to address safety. Travis continues to work on cars with his Granddad on the weekends. Marilyn reports that Travis is completing his chores at home and hasn’t been so attention seeking. She even attended a counseling session and said it wasn’t that bad. Travis is leading the peer support group during lunch with the support of the Social Worker at the High School. The team determines that Travis completed all of his requirements and recommend him for discharge from probation. A Case Closing Summary and CS-0046 Juvenile Justice Case Closure-Discharge will be submitted to the Court for approval.

**Fork in the Road (Rewind to Probation Case Prior to Bridge)**

You have a hearing today for Travis. He was picked up over the weekend for Unauthorized Use of a Motor Vehicle/Joyriding, possession of a handgun and possession of schedule II (Hydrocodone). He was held in detention until the hearing Monday morning. You have a few minutes before court to speak with Travis. He told you he was working on a car at his Granddad’s and really wanted to drive it. It was a classic. Time must have gotten away from him, and he tried to hurry home and was speeding. He was pulled over for speeding but when they checked the car had been reported stolen. He didn’t mean to cause his Grandad any problems, he just wanted to drive around in the car. He reported that he didn’t know that there was a gun and drugs in the car.

You speak with Mom at court. She is very upset and wonders what will happen to Travis. She reports that she has concerns about his decision making.

**Court Outcome**

Aside from the current issues, Travis has been compliant with other probation requirements. You reported all of this to Judge Judy in a written report prior to the hearing. When Travis’s case is called, Judge Judy begins by saying that she is “very disappointed to see that Travis couldn’t keep his end of the bargain.” She is also clearly upset with you, stating that you “gave Travis way too much leeway” and that you “sent the message that the rules don’t mean anything.”

Judge Judy finds Travis guilty of Joyriding and places him in DCS Custody as a delinquent youth.

**First Day in Custody/Initial CFTM**

You transport Travis to the office to hold the initial CFTM (Mom requested due already being off work today). You explain the custodial process with the family and share next steps. You ask about other people that can join the team to support Travis. The family says they have to think about it. You call Dad in to participate by phone. During the CFTM it comes out that Mom has been spending time away from home with a new boyfriend. She said she needed a break. You make a note of this as it sounds like something you’ve heard Travis say. Due to this there hasn’t been as much supervision in the home. Travis said she has been hanging out more because Mom always seems sad now and he couldn’t handle it. Travis has been hanging out with a “questionable” crowd in the neighborhood. Travis was mad that the Judge placed him in custody. He said he wasn’t “that bad” and should just give up now. You asked him what give up means and he said stop trying. You asked him who will giving up hurt? Travis replied me. You ask questions to update the CANS. You discuss strengths and needs with the team. Travis admits that he was using again. You drug screen him and he tests positive for opioids. You remember that the drugs found in the car with Travis can test positive for opioids on a drug screen. The parents admit that they thought Travis was doing better so they loosened up. They state that Travis is old enough to make his own decisions and that his choices led to this. Mom is fed up and frustrated and starts crying. Based upon the assessment and needs identified the team determines that Travis needs a placement that can address his alcohol and drug needs, self-harm, trauma history, education needs and decision making. They also want to focus on his strength related to automotives and look for a placement that can support that. You document this, fill-out the initial packet and placement referral. Travis’s Mom leaves to get his clothes and then returns. You search the items. Travis waits in the office until placement is found. A placement is found, and you work with transportation to transport him to placement. You make a note to discuss the parents’ needs at the Perm Plan CFTM.

**Perm Plan CFTM**

You meet the team at Travis’s placement to develop the permanency plan. Travis reports that he is adjusting ok. He doesn’t really like school, but he never has so it’s no big deal. He has a roommate which he says is weird since he’s never shared a room before. So far, he is on level 1 in the program. He hopes to move up after today. His Mom visited once so far. He has phone calls with his Mom and Dad separately weekly. His Granddad sent a letter saying he forgives him and just wants him to get the help he needs. The placement staff join the meeting. Dad and Grandad participate by phone. The outcome of the CANS is shared with the team. The placement staff share that Travis has been following the rules, follows the daily schedule well and keeps his room clean. He is participating in group. The facility has been updating some of it’s rooms and Travis has taken an interest in painting quotes and pictures on the walls. Travis proudly shows this off to the team. Placement shares that Travis is behind academically. They ask about and special education services. Mom shares that Travis was in Special Ed years ago but after moving schools in High School she didn’t receive services. Placement would like to test him again to see if he qualifies.

**Diligent Search**

You update the Genogram, Ecomap and Timeline with the family. The hope is to complete a diligent search to find supportive relatives, kin and/or supports for the family. You find a paternal uncle that works in restoring classic vehicles and co-owns a small business in Another Town, Tennessee. Travis remembers his uncle Tomas and wants to re-connect with him.

**FCRB/Judicial Review (Hazard)**

Even though you had prepared Travis, he thought that he would get to discharge and go home from the FCRB. He is visibly upset on the drive back to placement. You try and process with him, but he blames you for not discharging and tells you that he is not talking to you, and he is done trying. After a while you all process and he tells you that he just wanted to be home and all the kids at placement said you usually go home from court. You all discuss what is still needed to complete the plan for discharge. Travis is still upset and you inform placement.

Later that night other youth at the placement tell him that there is no way he is getting out any time soon, and their case managers said the same thing to them months ago. Travis decides he is going to run away from placement. Placement finds him missing during bed checks and calls to report him as a runaway.

**Lost, Found, Searching**

Travis decided that since he is on the run that he needs to be able to take care of himself, he can’t depend on anyone else anymore. He finds a car in a yard with the keys in it and takes off. It is the middle of the night and needs money to get out of town. He is worried about getting caught. He starts driving around looking for houses where people are gone so he can go in and find money, clothes and food. He finds one that he thinks is empty and scopes it out. He parks down the road and walks up to the backdoor of the home. He enters the home and finds a bag in the kitchen and grabs some food and drinks. He leaves that bag at the back door as he enters the living room looking for money, then to the back bedroom. He is hoping to find money and clothes when the homeowner returns home and sees the bag at the backdoor and thinks someone is in his home. He calls the police and Travis is apprehended. He is charged with auto theft, burglary, and escape. He is held in detention until the next morning.

At the detention hearing Judge Judy is furious. She remands Travis to DCS Custody and tells you to find somewhere that he can’t escape from.

A CFTM is held at court, you involve the absconder unit, placement, and the family team in the decision. Travis is recommended to be placed in a YDC. The referral is made, and he is accepted. You arrange with transportation to transport him to Wilder.

**Wilder**

Travis is nervous when he arrives at Wilder. He enters the facility and proceeds to complete intake and calls his Mom. He is shown to his dorm. The dorm is ok. He has his own room. He has to wear a uniform. He starts reading his handbook until they tell him to line up for dinner. He eats and returns back to the dorm. They have a quick group, watch TV, shower and then its lights out. He gets used to this routine day after day. He gets to know his Counselor and they schedule an IPP meeting.

**IPP/Perm Plan CFTM**

A meeting is held at Wilder to update the custodial perm plan and include the IPP indicators. Mom, Dad and Granddad all participate by phone. The JSW, RCM, YSO and teacher are present for the meeting. The YSO shares that Travis is following the schedule, keeps his room clean and there are no hygiene issues with him. He doesn’t have any issues with the other youth and seems to stay to himself. The teacher reported that Travis is working at his own pace. She explored options for graduation versus completing his Hi-set. The RCM reported that she meets with Travis at least weekly. He starts individual therapy this week and attends all groups. He is not particularly active in the groups but also doesn’t cause any distractions. Family therapy options were explored. The team discusses strengths and needs. A plan is developed. Visitation and connection activities are explored. The RCM explains the points and level system to the family.

**Quarterly Review CFTM**

The quarterly review is held at Wilder. Mom, Dad and Granddad all participate by phone. The JSW, RCM, YSO, therapist and teacher are present for the meeting in-person. Travis shares his progress in school. The teacher shares how proud she is of Travis. Travis is getting extra support since he was tested and found to have a learning disability in reading comprehension. Mom and Travis’ brother Michael have visited twice. Mom is participating in family therapy 1 time per month via Zoom. Dad and Travis have phone contact 1 time per week. He spoke to his Grandad 1 time this month. Travis appeared down and sad earlier last month. He wasn’t a behavior problem but did refuse to attend to school or any activities for 2 days. He spoke with his therapist and rebounded to his typical behavior. Since that time, he has been participating in school, groups and schedule as instructed. He is still seen as a loner in the dorm but there aren’t any known issues with peers.

**Almost There!**

Travis continues to work in his treatment program, during this time several positive developments (bridges) are made. Travis completes his treatment plan and has been showing great strides in her therapy both family and individual. He has passed all drug screens and has not shown any indications of being under the influence.

Travis completed all of his requirements to graduate from high school. He is very proud of this, as he was very behind when she was brought into custody. With the right services he caught up. His teachers bragged on her hard work.

Travis has been participating in individual therapy and works on his trauma that led to self-harming behaviors including cutting and drug use. His parents both have phone contact weekly. Mom has participated in 1 family session by phone each month. Mom is in agreement for Travis to return home. Case Manager confirmed a visit to the home this week with no safety concerns.

Travis’ Uncle was added to his contact list. He has had phone contact with him and is glad to get to know him again.

Extension of foster care and independent living were discussed in the meeting. Travis wants to return home and apply to the voc-tech school to get a certificate as a mechanic. The team hopes to return Travis home prior to his 18th birthday so he is eligible for IL services.

You complete a release readiness check with the team, and everyone agrees that Travis and his family are ready for reunification.

**Transition**

You talk with the family about change and transition. You remind everyone that it will take time for Travis to adjust to being home. You develop and aftercare plan with the team to support that transition.

With the supports the team put in place Travis has been successful. Since he completed his education in placement, he started school and loves it! He is even considering taking a job with his uncle after completing his program. Travis continues to attend AA meetings at the local church 1 time per week. Sometimes he goes more if needed. After 2 months another CFTM is held to discuss discharge. Everyone agrees he is ready. The discharge is submitted to the court.