

## Rule 19 Facilitator's Guide

### I Welcome and Introductions

- Have each participant introduce themselves and which agency they represent.
- Have the family and their support members introduce themselves and their relationship to the juvenile.
- Set ground rules of respectful communication – no interrupting, accepting different opinions and ideas, no yelling etc.

### II Discuss the purpose and objectives of the Screening Team, and provide a brief overview of the case history.

### III Discuss confidentiality

- Explain limits of confidentiality
- Identify the purpose of the meeting
- Identify who will receive copies of the report

### IV Briefly Review Juvenile History

- History of mental health issues or substance abuse treatment
- Family Structure & Dynamics
- Parental, guardian or custodian engagement in counseling and treatment designed to develop positive parenting skills and understanding of the family's role in the juvenile's behavior.
- Academic Performance and School Behavior
- Prior intervention and treatment efforts by the family and/or the community
- Prior offenses
- Current and prior risk/need assessments

### V Identify potential risks to the community if the juvenile is not committed

- Give each member of the treatment team an opportunity to state the potential risks to the community if the juvenile is not committed. Evidence of risk may be based on the facts of the juvenile's prior history and/or charged offenses. Start out by going around and asking each team member to share at least one potential risk. Have them state the settings in the community for which they believe the risk could occur (i.e. Home, School, and Neighborhood etc.). If the member chooses to state a risk that is already been stated, place a check by the risk.
- Ask each member to identify the most serious threat to the community. Develop a consensus regarding the top 3 risks to the community.
- Have a discussion with the screening team about what conditions or safeguards could possibly be developed to reduce and effectively manage the identified risks.
- Identify any barriers that may exist with respect to the family or system engagement in implementing the recommended monitoring/supervision conditions.

- Identify the family and system strengths that can be called upon to help ensure the success of the implementation of a safety plan that could effectively reduce and manage the risk. (This can include extended family member support and other close family supports that have agreed to participate in the safety plan) parents engagement and commitment to follow through with the safety plan, etc.
- From a system standpoint, strengths may include the ability to make frequent home visits, to use an on-call probation officer to consult with the parents after hours, frequent drug testing, etc.

**VI. Identify the Competency and Skill Development needs of the juvenile and parents**

- This is where you discuss treatment needs such as substance abuse treatment, mental health treatment, parent management training, family counseling, trauma focused treatment etc. Give all participants an opportunity to comment. In addition, identify skill development components – i.e. Life Skills.

**VII Identify community-based interventions that utilize evidence-based practices to effectively address the identified treatment needs.**

- Identify any barriers that may exist in implementing the evidence-based intervention and work to resolve the barriers focusing on family and system strengths.

**VIII. Review with the participants the outcome of the decision and the identified plan. Ask each person whether or not they support the decision that the group has determined to be the appropriate actions.**

**IX. Thank the group members for their participation and cooperation.**