

Carey Guides Criminogenic Needs

Carey Guides Effective Case Management

# USER'S GUIDE

2<sup>nd</sup> Edition



Carey Group Publishing  
Revised 2016

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# Using the Carey Blue Guides: Criminogenic Needs

Blue Guides	Use this Guide to address criminogenic traits, such as when an offender ...
<b>Anger</b>	... displays a quick or inappropriate temper that leads to negative behavior.
<b>Antisocial Associates</b>	... has associates who reinforce antisocial thinking and behavior.
<b>Antisocial Thinking</b>	... possesses thoughts, values, and beliefs that justify illegal behavior.
<b>Emotional Regulation</b>	... demonstrates impulsive or thrill-seeking behaviors, leading to choices that include antisocial activities.
<b>Empathy</b>	... is unable to put him/herself in others' shoes or understand how his/her behavior affects others.
<b>Engaging Prosocial Others</b>	... needs to build more friendships with people who do not support illegal behavior.
<b>Interpersonal Skills</b>	... lacks the social skills to effectively communicate, resolve conflicts, and/or assert him/herself appropriately in challenging situations.
<b>Involving Families</b>	... needs to strengthen his/her family relationships and support.
<b>Moral Reasoning</b>	... is motivated by self-interest rather than a sense of responsibility to or concern for others.
<b>Overcoming Family Challenges</b>	... is in a family situation that does not support a prosocial lifestyle or that presents pressures that could jeopardize success in achieving prosocial goals.
<b>Problem Solving</b>	... tends to think in concrete, rigid ways and considers few options when encountering events that require thoughtful decisions.
<b>Prosocial Leisure Activities</b>	... lacks positive, prosocial outlets and recreational activities.
<b>Substance Abuse</b>	... is currently abusing or is dependent on illegal, mood-altering substances.
<b>Your Guide to Success</b>	... and corrections professional review assessment results together and identify primary change targets, goals, and stabilization supports.

# Using the Carey Red Guides: Effective Case Management

Red Guides	Use this Guide when the offender ...
<b>Co-occurring Disorders</b>	... is diagnosed with a mental health condition and abuses substances.
<b>Drug Dealers</b>	... does not necessarily abuse substances but is primarily engaged in drug distribution to make money rather than to support his/her own habit.
<b>Female Offenders</b>	... is female, to understand her strengths, relationships, and goals in a gender-specific context.
<b>Impaired Driving</b>	... has developed a pattern of driving under the influence of alcohol or drugs.
<b>Intimate Partner Violence</b>	... has a history of physically or emotionally abusing his/her spouse or partner.
<b>Managing Sex Offenders</b>	... has engaged in sexually inappropriate behavior and needs assistance understanding and preventing the circumstances that contribute to such behavior.
<b>Mental Health</b>	... is diagnosed with a mental health disorder.
<b>Meth Users</b>	... has a history of using methamphetamine.
<b>Reentry</b>	... is being released from a residential or correctional facility and needs to take steps to plan for a stable life in the community (e.g., housing, employment, identification, etc.).
<b>Responding to Violations</b>	... is at risk of violating, or has already violated, the terms and conditions of supervision.
<b>Violence and Lethality</b>	... has a history of behavior that results in physical harm to others.

# Using the Carey Red Guides: Effective Case Management

<b>Red Guides</b>	<b>Use this Guide when the corrections professional is seeking to ...</b>
<b>Behavioral Techniques</b>	... enhance offender skills in skill practice.
<b>Case Planning</b>	... understand how to develop case plans that are based on offenders' risk factors and criminogenic needs.
<b>Dosage and Intensity</b>	... help offenders understand how much programming is needed to improve their likelihood of success and to encourage them to keep track of their programming dosage.
<b>Maximizing Strengths</b>	... identify offenders' strengths in order to support and encourage prosocial behavior and accomplish case plan goals.
<b>Motivating Offenders to Change</b>	... motivate offenders through the change process.
<b>Responsivity</b>	... understand the most effective ways to supervise individual offenders in light of their unique needs, such as age, gender, language, culture, mental health, and other factors.
<b>Rewards and Sanctions</b>	... implement a system of responses to reinforce and encourage positive offender behavior.
<b>What Makes an Effective Corrections Professional?</b>	... use research findings to improve his/her skills in case planning and management to reduce offender recidivism.

# Frequently Asked Questions

## General Questions about The Carey Guides

### **Q: What are the differences between the Blue Guides and the Red Guides?**

A: The Blue Guides have been developed to assist corrections professionals in addressing offenders' criminogenic needs, particularly those most directly related to reoffense. In contrast, the Red Guides provide corrections professionals with case management tools to address specific issues that arise as a result of offenders' offense patterns (e.g., sex offending or intimate partner violence), conditions that serve as barriers to programming (e.g., lack of motivation, mental health conditions), and supervision techniques (e.g., maximizing strengths, managing violations).

### **Q: What are the differences between the 2<sup>nd</sup> Edition of the Guides and the 1<sup>st</sup> Edition?**

A: The 2<sup>nd</sup> Edition has new layouts that include multi-color text, photos, and enhanced graphics; new or different Tools have been added to some of the Guides; and the text for corrections professionals has been updated in selected Guides.

### **Q: What are the differences between the paper version of the Guides and the electronic version of the Guides?**

A: In terms of content, they are the same and they look exactly the same; however, they are accessed differently.

### **Q: Is the information in the Guides supported by research?**

A: Carey Guide authors have drawn upon the current research on effective interventions, risk reduction, and other related subjects in the development of the Guides. Each Guide was peer-reviewed by researchers and practitioners to ensure that the material included was both current and accurately applied. A deliberate decision to omit research citations was made in order to keep the Guides as short and as easy to read as possible. However, we know this information is important to users. A full list of citations for each Guide will be posted on the web at [www.careygroupublishing.com](http://www.careygroupublishing.com).

### **Q: Can I make copies of the Guides?**

A: The narrative pages of the Guides (the information provided for the corrections professional in the beginning of each Guide) are copyrighted and therefore cannot be copied. However, Carey Group Publishing authorizes each agency to make photocopies (in the case of the paper version of the Guides) or printed copies (in the case of the electronic Guides) of the Tools (the worksheets and the instructions for corrections professionals that explain how to use the worksheets) for distribution to all staff within the agency. In this way, an agency can make multiple copies of a Guide's Tools for use with different clients. These copyright rules were created to preserve the intellectual property of Carey Group Publishing (i.e., the narrative pages) while encouraging the widespread use of the Tools within those agencies that purchase paper or electronic versions of the Guides. (Typically, agencies purchase a set of Guides or an electronic license for each direct line staff person, or one per supervisor who then shares the Tools among the staff.)

**Q: Can I scan the Guides and store scanned versions of the Guides on an internal server?**

A: No, the copyright strictly prohibits scanning any part of the Guides, including the Tools (both the worksheets and the instructions for corrections professionals), and storing scanned versions of the Guides on any computer in any fashion other than Carey Group Publishing's Digital Library (for use by electronic version license holders).

**Q: Can I give copies of the Guides or the Guide Tools to a corrections professional in another agency?**

A: No, you cannot give copies of the Guides or the Guide Tools to a corrections professional in another agency; however, you are certainly welcome to show the Guides or the Guide Tools to a corrections professional in another agency who is interested in understanding what they are and how they might be helpful to their agency.

**Q: Are the Guides written for juveniles or adults?**

A: Each Guide was developed for use with both juvenile and adult offenders. In this way, the material and examples are intended to be "age neutral." Our assumption is that the Tools in the Guides will work best with offenders who are age 15 (developmentally) or older, up through adulthood. Further experience may demonstrate whether younger developmental age groups can also benefit from the Guides.

**Q: Are the Guides available in other languages?**

A: The printed Guides are available in English only; however, the electronic Guides are available in both English and Spanish.

**Q: What is the reading level of the Guides?**

A: Each Guide was reviewed by a professional editor. The Guide Tools were prepared at the sixth grade reading level.

**Q: If offenders on my caseload are unable to read or comprehend the Tools in the Guides, what should I do?**

A: You are right to be cautious about this. Asking offenders to work on Tools independently when they do not have the skills to do so will undermine their effectiveness and potentially distract from the productive, problem solving relationship you are attempting to build. For those offenders who are not able to work independently on the Tools, there are several good options available. First, consider working on the Guides together by reading the questions aloud and helping offenders by making note of their answers on the Tools. Second, some offenders will have family members or friends who you agree are well positioned to be of help in this same way. Another option is to ask a volunteer or mentor to fill this role. All of these are good options for offenders who need this kind of support.

**Q: Can those who are developmentally delayed benefit from the Guides?**

A: Some individuals may require additional services or alternative interventions based upon their unique skills and needs. If it is deemed appropriate to use the Guides with offenders who have developmental delays, it is likely that the corrections professional will have to adjust the manner and pace of their use, perhaps covering material more slowly or even repeating the use of certain Tools to maximize their learning potential.

## Questions about How to Integrate the Guides into Casework

### Q: How do I start working with the Guides?

A: Carey Group Publishing has a training curriculum available at no cost. It is highly recommended that agencies use this curriculum to train and coach new Guide users until they are comfortable with the Guides and the Tools. The training curriculum can be downloaded at <http://www.thecareygroupinc.com/careypublishinggroup/trainingandcoaching>. Training on the Guides is also available through Carey Group Publishing's partner organization, The Carey Group. For more information, email [info@thecareygroup.com](mailto:info@thecareygroup.com) or call 1-877-892-2739 #80.

### Q: Which Guide do I use first?

A: We recommend that you begin with *Your Guide to Success* to help offenders understand their risk/needs and to engage them in the process of working with the Guides. The training curriculum referenced above includes a recommended sequence for using the rest of the Guides, unless other conditions suggest using the Guides in a different order.

### Q: Do I always start with a Blue Guide and then use the Red Guides?

A: There is no “right” or “wrong” order for using the Guides (i.e., Blue to Red, or Red to Blue, or within a color series, one that should be used before another) although, as noted above, it is recommended that you begin with *Your Guide to Success*. After that, corrections professionals need to make judgments about the most important issues to address with offenders at any given time — keeping in mind the sequence suggested in the training curriculum — and select the most appropriate Guides accordingly (regardless of their color or title). For example, although addressing criminogenic needs should be of highest priority in the case management process, it may be necessary to first address issues that would otherwise serve as barriers to success (e.g., mental health, reentry). For those offenders who are exhibiting high levels of resistance, you might choose to use the *Maximizing Strengths* Guide and/or *Motivating Offenders to Change* (both Red Guides) before addressing the significant influences around illegal behavior. The key to success is to engage offenders in their own action plans and to tailor the use of the Guides — in terms of their sequencing and timing — around the needs of individual offenders.

### Q: Should I use the Guides every time I meet with offenders?

A: Not necessarily. The Guides are tools and should be used when needed in the same way a carpenter would use a tool when the situation calls for it. For example, critical issues — such as a loss of employment or housing — are bound to arise. These issues will, of necessity, become the focus of your immediate work with the offender. In still other cases, some offenders will participate in programs that adequately address their criminogenic needs. In these cases, it may not be necessary to use the Blue Guides. On the other hand, many offenders on your caseload are likely to need help addressing criminogenic needs, regardless of whether they are participating in programs or not, or they may present particular case management challenges. These are the conditions the Guides were intended to address. They provide corrections professionals with structure and focus in their efforts to reduce the likelihood of reoffense and address case management challenges. As such, they should be used consistently and with intention toward addressing case plan goals.



**Q: Should I use the Guides with low-risk offenders? With very high-risk offenders?**

A: Based upon the research on effective interventions, the Guides were developed for use with medium- and high-risk offenders. Research demonstrates that low-risk offenders are not in need of intensive programming and for this reason the Guides are not intended for this population. Similarly, the Guides were not developed for use with extremely high-risk offenders, who likely need much more intensive and structured interventions.

**Q: What if a particular Tool seems just right for a low-risk offender?**

A: It is possible that one or more of the Tools may be helpful to address a particular issue with a low-risk offender. In fact, a low-risk offender may greatly benefit from the Tools and make positive changes, especially if they are highly motivated. These behavioral changes may help them become more successful in their personal lives. However, the goal of the Guides is to reduce reoffending. Low-risk offenders are largely self correcting, meaning that they are not likely to return to illegal behavior. So, while the Guides might help them become more skilled, it will not necessarily reduce the likelihood that they will commit further offenses.

**Q: How should I use the Guides in case planning?**

A: The Carey Guide Tools were designed to be integrated into agencies' case plans. During the assessment and case planning process, criminogenic needs, other case management issues, and their corresponding interventions should be identified. As various interventions are considered, identify the Carey Guide Tools that address these issues. List the completion of appropriate Tools as action items on the case management plan. In addition, as new issues arise during the course of supervision (e.g., substance abuse relapse, school or work difficulties, family conflicts, etc.), add additional Guides/Tools to the strategies included in the supervision/case plan.

**Q: Can I use the Guides in a group setting?**

A: The Guides were designed for individual one-on-one appointments between corrections professionals and offenders. They help provide structure to these appointments, enabling corrections professionals and offenders to effectively target risk factors. While it may be possible to use the Guides effectively in a group setting, they were not designed for this purpose. As such, if they are used in this way, it should be considered experimental and the results should be monitored. Please share your learnings with us!

**Q: Does working on the Tools in the Guides contribute to meeting dosage requirements?**

A: Yes! Research demonstrates that the length, intensity, and duration of interventions should match offenders' level of risk: as risk increases, so too should dosage and intensity. Because the Tools in the Guides focus offenders' attention on conditions that can contribute to reoffense — and support the development of prosocial skills — they definitely “count” towards meeting risk-reducing dosage and intensity requirements.

## Questions about Working with Offenders on Guide Tools

**Q: Should I give an entire Guide to someone when I want them to learn about an issue or work on a Tool?**

A: The entire Guide should not be provided to the offender. The first section of the Guide (i.e., the narrative portion) is written for the corrections professional; it captures the relevant research and provides a context for the use of the Tools. (In addition, for the e-Guides, the first section cannot be printed.) The instructions are also written just for the corrections professional; they provide tips for talking to offenders about the issues the Tools address. Only provide offenders copies of the actual Tools. The Tools themselves provide enough information to enable offenders to fill them out properly.

**Q: Should I give offenders an entire Tool if it's long?**

A: Typically, offenders are asked to complete the Tools in between appointments although for a variety of reasons (e.g., your desire to build rapport with offenders, concerns about their ability to work independently and/or follow through, lack of privacy at home) you may choose to work with offenders to complete the Tools. You are encouraged only to give them the portion of the Tool you expect the offender to complete before your next appointment. Some Tools have multiple parts (i.e., Part A, Part B). Depending upon the length of the section and the offenders' eagerness and attention capacity, it may be best to assign just one section at a time. This may mean that it takes multiple one-on-one appointments to complete and review the Tool; this is not a bad thing. Clearly, it is important that corrections professionals examine the Tools carefully and consider the specific circumstances with each offender before assigning work to be completed at home.

**Q: Should I give offenders all of the Tools in a Guide at once?**

A: No. As indicated above, parcel out Tools by only assigning the amount of work you believe offenders can handle in between appointments and only the amount of work you will have time to review with them during your next one-on-one appointment.

**Q: Do I have to use the Tools within each Guide in order?**

A: The Tools are designed to be completed in the order that they appear in the Guide; they are each building blocks for the next. Generally speaking, most of the Guides are structured in the following manner: The first Tool provides a method to assess the issue and increase offenders' motivation to address these concerns; the middle Tool(s) moves the offender toward action steps and provides skill practice sessions; and the last Tool supports the development of a relapse prevention plan. It is possible that you may not need to use one or more of the Tools in a Guide. For example, if offenders already demonstrate a high level of insight and motivation regarding an issue, it may not be necessary to complete the first Tool. Again, it is important to tailor your approach to the individual offender.

**Q: Do I have to use all the Tools in a Guide?**

A: No. There will be occasions where you may want to use just one Tool in a Guide to address a specific situation. For example, if you are working with an offender who appears attached to a cognitive distortion who has already been through a cognitive behavioral intervention class, you might consider using the "Defeating Harmful Thoughts, Values, and Beliefs" Tool in the *Antisocial Thinking* Guide. The Tool could be used as a refresher of what the offender learned in class. In such a case, it would be unproductive to go through each of the Tools in this Guide since,

through participation in group, the offender already learned about the relationship between thoughts, feelings, and behaviors. Given the dynamic nature of the offender population, it is likely there will be a number of situations that will result in using only one Tool from a Guide. However, in the majority of cases, the Guides will serve as an important part of your case management intervention strategy and, in these cases, it is appropriate to use all of the Tools in the Guides sequentially.

**Q: Can I use the first Tool from one Guide and then move to another Guide?**

A: Yes, *but*... Moving from Guide to Guide as the need dictates can be appropriate, but only within some limits. It is likely that use of the Tools will surface a variety of issue areas and concerns. This is in part what they are designed to do. In some instances, this surfacing may suggest that the better course is to switch to another issue and Guide immediately. Another reason to switch to another Guide midstream is if the offender is offering a great deal of resistance. It may be more prudent to move to another topic until more rapport is established or the offender is otherwise more willing. That said, corrections professionals should avoid moving from Guide to Guide too often or too abruptly. Most Guides are designed to help offenders assess an issue, increase their motivation to work on that issue, develop a plan, practice a corresponding skill, and develop a relapse plan. Too many transitions from Guide to Guide could jeopardize the important sequencing of these Tools.

**Q: Can I use the same Tool more than once with the same offender?**

A: Absolutely. Keep in mind that most people learn through repetition. Completing the same Tool in different situations can deepen learning and result in a longer lasting impact. Not only *can* you use the same Tool more than once with an offender, if it works with your case planning efforts, we encourage it!

**Q: What's the best way to help an offender get interested in the Tools?**

A: The Tools were written with the understanding that most offenders will be in the pre-contemplative or contemplative stage of change. As such, they may be reluctant or only marginally motivated to complete the Tools. You should use Motivational Interviewing techniques whenever possible to engage the offender in change talk. Avoid forcing the Tools on the offender and instead seek their agreement to at least try them out. The Tools should not be used as a form of punishment or as a consequence for misbehavior (e.g., "You messed up, so now you have to do these worksheets!"); this will only serve to create an aversion to them. And be careful about thrusting the Tools on offenders when they are resistant; this could deepen resistance. Instead, talk to offenders about the Tools as instruments that can help them reach their goals. When introducing the Tools to offenders for the first time, tell them that they were designed with their needs in mind and that they are aids to help them gain new insights and skills so they can be successful during and following supervision. Explain that they are easy to fill out and do not take a lot of time. Remember that it is difficult for anyone to agree to do something when they don't know exactly what they are agreeing to, so show offenders the Tools as you talk about them so they can see what they look like before you ask them to agree to complete one. Use positive and encouraging language so offenders sense your confidence in their willingness and ability to complete the Tools. If the offender resists, consider waiting for another time. For the more hesitant offender, you might want to start slowly and pick a Guide that the offender is likely to perceive as interesting and non-threatening (such as *Maximizing Strengths*) before moving on to more complex and perhaps sensitive issue areas.

**Q: What is a “practice session”?**

A: The research is clear that people are most likely to learn and adopt new behaviors when the behaviors are practiced over and over again. Habits and patterns are built when we learn a skill, apply the skill, get feedback, practice it under increasingly difficult conditions, and transfer that skill to new settings. That is, learning is experiential. For this reason, the Tools in the Guides provide many opportunities for experiential learning through practice sessions — with you! Typically, a practice session will involve a role play between you and the offender in your one-on-one appointment, providing the offender an opportunity to practice the use of a new skill in a non-threatening, supportive environment. Given how important practice is to behavioral change, an entire Guide (*Behavioral Techniques*) is devoted to this topic.

**Q: Why is the title of the Guide at the bottom of the Tools sometimes different than the title on the cover?**

A: In some instances, the title of the Guide is different on the pages that offenders use — the Tools — than on the pages that were developed for corrections professionals. We did this intentionally in an effort to make the Tools more user-friendly.

**Q: What should I do with the Tools once offenders have completed them?**

A: Keep the original and make a copy. It is recommended that offenders receive the original copy of the Tools so they can refresh their learning at a later point. (However, it is possible that some offenders may be reluctant to keep their copy at home due to concern over who might read them. Some of the Tools require identification of people in their lives who may be contributing to their difficulties. For this reason it may not be safe for offenders to keep copies at home. In this case, corrections professionals might offer to keep the offender’s copies for them in their office.) Corrections professionals should maintain their own copies for future reference as well. They could prove particularly useful if offenders encounter difficulties in the future. In this case, refer back to previously completed Tools to determine if these problems were or were not anticipated and the extent to which new behaviors were used to manage these difficulties.

## Other Questions?

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## CAREY BLUE GUIDES | CRIMINOGENIC NEEDS

The Blue Guides provide short, practical exercises for offenders, designed to address their criminogenic needs and to reduce their future criminal or delinquent behavior.

Anger	Antisocial Associates	Antisocial Thinking
Emotional Regulation	Empathy	Engaging Prosocial Others
Interpersonal Skills	Involving Families	Moral Reasoning
Overcoming Family Challenges	Problem Solving	Prosocial Leisure Activities
Substance Abuse	Your Guide to Success	

## CAREY RED GUIDES | EFFECTIVE CASE MANAGEMENT

The Red Guides provide you with strategies for effective case management.

Behavioral Techniques	Case Planning	Co-occurring Disorders
Dosage and Intensity	Drug Dealers	Female Offenders
Impaired Driving	Intimate Partner Violence	Managing Sex Offenders
Maximizing Strengths	Mental Health	Meth Users
Motivating Offenders to Change	Reentry	Responding to Violations
Responsivity	Rewards and Sanctions	Violence and Lethality
What Makes an Effective Corrections Professional?		

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