



The Carey Group Training Information

Training Sequence and Curricula Descriptions

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The Carey Group Training Sequence and Rationale

Course 1

Evidence-Based Practices Overview for Supervisors/Stakeholders

Course 2

Evidence-Based Practices Overview for Line Staff

Course 3

Motivational Interviewing

Course 4

Four Core Competencies for Supervisors

Course 5

Four Core Competencies for Line Staff

Course 6

Tools Training: The Carey Guides & Brief Intervention Tools (BITS)

Course 7

Effective Case Planning & Management

Course 8

Supervisor's EBP BriefCASE

Course 9

Continuous Quality Improvement/Coaching

Course 10

Ten Steps to Risk Reduction

Lessons learned about implementing evidence-based practices (EBP) suggest that agencies should take a staged approach to competency development. That is, staff may find it easier to accept and integrate knowledge and skills acquired through training when they have the appropriate prerequisites. Some skills are sequential: we have to learn how to walk before we run, swim before we dive, and understand the risk principle before using an actuarial assessment instrument. *There is an important training sequence that, when followed, enhances the likelihood that staff will be receptive to new information, adopt and adapt to new practices and approaches, and retain information and skills for a longer period of time and with greater fidelity.*

Furthermore, staff need time to gain proficiency with a skill before being asked to learn another one. Developing a sufficient level of comfort with a new idea or skill is a key ingredient to adapting to change. Comfort comes with time and practice—first in the training environment and then on the job. *Experience indicates that EBP should be introduced to staff through a series of sequenced events and activities. Movement to the next stage of training should not occur until staff have gained sufficient proficiency in the previous set of skills.* The recommended sequence is shown on page 1, and course descriptions, lengths of courses, recommended class sizes, and optimal numbers of trainers based on class sizes are shown below. Two training timelines—a 36-month timeline and a 24-month timeline—are provided in Appendix 1.

A special note about knowledge and skill development: Provide training and coaching to managers and supervisors. Nothing stops change in its tracks faster—or gets change moving more quickly—than the engagement of line supervisors. Their knowledge, comfort, and mastery of EBP skills positions them to encourage, support, coach, and mentor staff in the development of their skills. Too often supervisors are overlooked in this process when, in fact, they are the single most important target for knowledge and skill development. Therefore, where possible, supervisors should receive their own training “track,” including all of the sessions described below, plus coaching circles and/or discussion/problem solving groups, all tailored to the critical role of the supervisor. At a minimum, supervisors should participate in the Four Core Competencies training (Four Core Competencies for Supervisors) prior to staff attending the line staff version of this course.

Courses and Class Sizes

Knowledge Development Courses

Course 1a: Evidence-Based Practices Overview for Supervisors

Course Length	# of Trainers	Recommended Class Size
1 day	1	Up to 75

For supervisors

The first-line supervisor performs perhaps the most essential role in agencies seeking to implement offender risk reduction practices. An effective supervisor sets the tone, channels staff energies, and coaches individuals in how to engage offenders in ways that improve the odds they will not reoffend.

This training is designed to ground supervisors in the “what” and “why” of EBP, providing basic knowledge about the research behind evidence-based practices. It emphasizes four core principles that are key to recidivism reduction—risk, need, responsivity, and intervention—and includes an overview of specific do’s and don’ts that contribute to improved lives for offenders. Participants will come to understand the components that must be implemented for justice system professionals to effect positive change. They will also learn about the practices that must be in place for an agency to fully integrate evidence-based practices with fidelity and the supervisor’s role in guiding and coaching staff toward risk reduction objectives.

For corrections professionals, this training is the foundation on which all other trainings are built and is therefore critical to a long-term effort to become an evidence-based organization.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Describe the role of supervisors in creating and sustaining an EBP environment
2. Identify the major influences on criminal/delinquent behavior
3. Describe the risk, need, responsivity, and intervention principles and why they are important
4. Identify the interventions that are and are not effective in reducing recidivism
5. Demonstrate techniques to coach staff in evidence-based practices
6. Implement continuous quality improvement processes with respect to EBP
7. Prepare line staff to participate in the EBP Overview training

Course 1b: Evidence-Based Practices Overview for Stakeholders

Course Length	# of Trainers	Recommended Class Size
1 day	1-2	Up to 75

For stakeholders

Note: This course is typically presented by two trainers, at least one of whom represents the stakeholders receiving training.

In order for agencies to effectively implement offender risk reduction practices, full system alignment—including the understanding of—and support for—evidence-based practices by external stakeholders—is critical.

This training is designed to ground stakeholders (the court, prosecution, defense, law enforcement, victim representatives, etc.) in the “what” and “why” of EBP, providing basic knowledge about the research behind evidence-based practices. It emphasizes four core principles that are key to recidivism reduction—risk, need, responsivity, and intervention—and includes an overview of specific do’s and don’ts that contribute to improved lives for offenders, increased public safety, and reduced costs. Participants will come to understand the components that must be implemented for justice system professionals to effect positive change. They will also learn about the practices that must be in place for an agency to fully integrate evidence-based practices with fidelity and the role of system stakeholders in supporting effective risk reduction policy.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Describe the role of stakeholders in creating and sustaining an EBP environment
2. Identify the major influences on criminal/delinquent behavior
3. Describe the risk, need, responsivity, and intervention principles and why they are important
4. Identify the interventions that are and are not effective in reducing recidivism
5. Understand how using effective interventions can increase public safety and reduce costs

Course options

- ½-day and 2-hour course for stakeholders

Course 2: Evidence-Based Practices Overview for Line Staff

Course Length	# of Trainers	Recommended Class Size
1 day	1	Up to 75

For line staff.

This training is designed to ground line staff in the “what” and “why” of EBP, providing basic knowledge about the research behind evidence-based practices. It emphasizes four core principles that are key to recidivism reduction—risk, need, responsivity, and intervention—and includes an overview of specific do’s and don’ts that contribute to improved lives for offenders. Participants will come to understand the components that need to be implemented to effect positive change, and they will learn about the practices that must be in place for an agency to fully integrate evidence-based practices with fidelity.

For corrections professionals, this training is the foundation on which all other trainings are built and is therefore critical to a long-term effort to become an evidence-based organization.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the major influences on criminal/delinquent behavior
2. Describe the risk, need, and responsivity principles and why they are important
3. Identify the interventions that are and are not effective in reducing recidivism
4. Support the agency’s risk reduction efforts.

Course option

- This course can also be appropriate for and, if desired, adapted to non-case management staff.

Skill Training Courses

Course 3: Motivational Interviewing

Course Length	# of Trainers	Recommended Class Size
2.5 days	1	Up to 16

Note: It is recommended—but not required—that this course be delivered first to supervisors and then to line staff (i.e., as two separate events).

This training introduces staff to Motivational Interviewing (MI), a communication style that provides the groundwork for the professional alliance that is so critical to helping offenders address skill deficits and implement risk reduction strategies. The training examines a traditional interviewing style versus MI. Participants become acquainted with relevant evidence demonstrating the efficacy of MI and with the fundamental spirit and principles of MI. Through hands-on, interactive training, participants will learn this collaborative communication style, which has been shown to increase engagement and follow-through with the goals of supervision.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Describe the fundamental spirit and principles of MI
2. Recognize change talk and be familiar with strategies to elicit change talk
3. Recognize and avoid common communication errors
4. Demonstrate skills in using OARS (open-ended questions, affirmations, reflections, and summarizing).

Course 4: Four Core Competencies for Supervisors

Length	# of Trainers	Recommended Class Size
2 days	1	Up to 30

For supervisors.

This training increases supervisors' knowledge around the four core competencies needed for risk reduction—building professional alliance, using skill practice to address criminogenic needs, effective case planning and management, and responding to prosocial and noncompliant behavior—with a specific emphasis on the role of first-line supervisors as coaches and mentors. The course provides opportunities for hands-on skill training in each of the four competency areas, as well as practice with two Brief Intervention Tools (BITS) worksheets to help offenders address skill deficits, and it engages participants in action-planning discussions specifically for supervisors. The course concludes with each training participant developing their own professional development action plan.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the four competencies that are key to reducing recidivism risk
2. Describe the role of first-line supervisors in creating and sustaining an evidence-based practices environment
3. Demonstrate the skills and techniques that are essential to shaping offender behavior (the four core competencies)
4. Identify techniques to coach staff in the four core competencies
5. Implement continuous quality improvement (CQI) processes with respect to the four core competencies
6. Prepare line staff to participate in the Four Core Competencies training.

Note: A more detailed description of the Four Core Competencies training is included in Appendix 2.

Course 5: Four Core Competencies for Line Staff

Length	# of Trainers	Recommended Class Size
2 days	1	Up to 30

For line staff.

This training increases staff’s knowledge around the four core competencies needed for risk reduction—building professional alliance, using skill practice to address criminogenic needs, effective case planning and management, and responding to prosocial and noncompliant behavior. The course provides opportunities for hands-on skill training in each of the four competency areas and introduces staff to two Brief Intervention Tools (BITS) worksheets to help offenders address skill deficits. The course concludes with each training participant developing their own professional development action plan.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the four competencies that are key to reducing recidivism risk
2. Understand social learning theory and its relevance to teaching new behaviors
3. Demonstrate the skills and techniques that are essential to shaping behavior (the four core competencies)
4. Develop a personal action plan for integrating the four core competencies into their day-to-day work.

Note: For a more detailed description of the Four Core Competencies training, please see Appendix 2.

Course 6: Tools Training—The Carey Guides & Brief Intervention Tools (BITS)

Length	# of Trainers	Recommended Class Size
1 or 2 days	1	Up to 30

Note: It is recommended—but not required—that this course be delivered first to supervisors and then to line staff (i.e., as two separate events).

Note: The Carey Guides and BITS are sold separately. See www.careygroupublishing.com for pricing.

Corrections professionals can have a profound impact on recidivism rates, but only if they deliberately and strategically address offenders’ criminogenic needs and skill deficits. Staff who receive training in evidence-based practices soon realize that they need a structured method to address offenders’ risk factors in their one-on-one interactions. This training equips corrections professionals with an array of specific tools to address offenders’ criminogenic needs and skill deficits in clear, specific, and structured ways.

The Carey Guides include 33 handbooks to help corrections professionals use EBP with offenders: Blue Guides specifically address criminogenic needs and Red Guides address case management concerns. The Guides all follow a consistent format. Background information provides corrections professionals with important research findings and contextual information to support the application of evidence-based approaches. Each Guide also contains a number of “skill practice tools.” These tools are designed for use by offenders to understand key criminogenic issues and build plans for successful behaviors in the future. In addition to training on the Carey Guides, participants will receive training on the Brief Intervention Tools (BITS). The BITS assist corrections professionals to effectively address key skill deficits through short, structured interventions.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Explain the purpose, theory, and use of the Carey Guides and Brief Intervention Tools (BITS)
2. Effectively use the Carey Guides and BITS in order to help offenders learn and practice prosocial skills.

Course options

- 1-day BITS only
- 1-day Carey Guides only
- 2-day Carey Guides only
- 1-day Carey Guides booster training

Course 7: Effective Case Planning and Management

Length	# of Trainers	Recommended Class Size
1 or 2 days	1	Up to 30

Note: It is recommended—but not required—that this course be delivered first to supervisors and then to line staff (i.e., as two separate events).

This training builds upon the introduction to effective case planning and management included in the Four Core Competencies training. It is a highly interactive, hands-on skill-building course that supports staff in developing case plans that effectively address offenders' criminogenic needs, meet the SMART criteria, and appropriately target dosage levels based on offender risk. The one-day course is suitable for staff who have basic case planning skills and would benefit from a booster or an opportunity to refresh their skills. The two-day course is appropriate for staff who are relatively new to case planning or would benefit from in-depth skill practice.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the key elements of effective case plans
2. List the factors that should be taken into consideration when developing case plans
3. Identify the differences between case plan goals and case plan action steps
4. Identify the elements of a SMART case plan
5. Develop a case plan with SMART goals and action steps.

Course 8: Supervisor's EBP BriefCASE

Length	# of Trainers	Recommended Class Size
1 or 2 days	1–2	16–32

For supervisors only.

Note: The Supervisor's EBP BriefCASE is sold separately. See www.careygrouppublishing.com for pricing.

Research demonstrates that most classroom training is lost if it is not immediately applied and practiced in a day-to-day work environment. Furthermore, even skills that are developed through coaching that directly follows classroom training erode if they are not continually reinforced through booster training and continuous quality improvement efforts, such as ongoing skill practice, observation, and feedback. First-line supervisors are best positioned to provide this support to line staff, yet most do not have the comfort, knowledge, or skills to do so. The Supervisor's EBP BriefCASE (Coach and Advance Staff in EBP) was developed to provide supervisors with the structure to establish a collaborative coaching relationship with staff, and the knowledge and tools to teach and reinforce EBP and core competencies.

This skill-based training introduces participants to the BriefCASE—an 18-module curriculum designed to be delivered by the supervisor in one-hour meetings with staff—and provides them with opportunities to practice using the curriculum materials. The one-day course is appropriate for supervisors who are conversant in EBP knowledge and skills and comfortable in their coaching role. The two-day course is appropriate for supervisors who would benefit from additional support with the EBP content, their roles as coaches, and/or skill practice delivering the curriculum.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the purpose and contents of the Supervisor's EBP BriefCASE and how to effectively use the BriefCASE
2. Identify effective strategies supervisors employ to coach staff in EBP practices
3. Demonstrate how to deliver the Supervisor's EBP BriefCASE curriculum effectively
4. Identify potential staff concerns and strategies to address these concerns
5. Identify issues related to the delivery of BriefCASE training, brainstorm options for addressing these issues, and discuss an implementation plan.

Course 9: Continuous Quality Improvement/Coaching

Length	# of Trainers	Recommended Class Size
2 days	1	Up to 30

For managers, supervisors, and/or CQI coaches only.

Implementing evidence-based practices alone is not enough to ensure recidivism reduction. In fact, most change efforts fail because important implementation and post-implementation strategies are overlooked. The identification and effective implementation of continuous quality improvement (CQI) strategies is critical to sustaining the fidelity of policies and practices that are essential to achieving goals. This training provides managers, supervisors, and/or CQI coaches with a review of the domains that are common to an effective EBP CQI process, a method for determining the agency's needs around CQI, and a process for developing an action plan to implement CQI. A variety of tools to support effective CQI processes (e.g., direct observation and case audit checklists; the Carey Guides Continuous Quality Improvement Manual) will be reviewed and, where appropriate, integrated into the action plan.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Describe the research that underlies the need to implement CQI processes
2. Identify the key EBP policies and practices that are best supported by CQI processes
3. Identify the agency's CQI priorities
4. Describe—through an action plan—the agency's strategy for implementing CQI, including the processes and tools that will be used and the individuals who will be responsible for implementing the plan.

Course 10: Ten Steps to Risk Reduction

Length	# of Trainers	Recommended Class Size
2 days	1	Up to 30

For line staff and supervisors.

This training introduces participants to the 10 steps to risk reduction—from establishing positive expectations to preparing offenders for successful discharge from the corrections system—and to more than 30 tools they can use to achieve these steps. Among these tools are:

- the Role Script, a script to be used at the first appointment between a corrections professional and an offender to clearly identify the roles and responsibilities of each party
- the Driver Workbook, to help corrections professionals identify an offender’s most influential criminogenic need
- the Goal Appointment Card, which identifies the primary case plan goal on which the offender is currently working, the specific skill that is being developed to support achievement of that goal, the offender’s take-home assignment, and the date of the next appointment.

The training concludes with participants identifying the tools that will best assist them in achieving their risk reduction goals and by creating an action plan to use these tools.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Identify the ten steps to risk reduction
2. Understand the purpose of each of the ten steps and why each step is important to risk reduction
3. Identify key tools that support achievement of the ten steps
4. Prioritize the tools they are most interested in using in order to begin implementing the ten steps.

Train the Trainers Courses

Length	# of Trainers	Recommended Class Size
Varies	1	Up to 12

Note: There is an additional \$300 per participant cost for TTT courses on one-day curricula and \$400 per participant for TTT courses on two-day curricula. This cost covers the training resources provided to each participant, described in further detail below.

To help build sustainability within an agency, all of The Carey Group's courses except for Motivational Interviewing are available as Train the Trainers (TTT) courses. For all TTT courses:

- Recommended class size is 12 persons.
- Individuals participating in these courses should be familiar with the course material (i.e., they should have attended the course as a participant and have since been routinely using the skills/tools).
- Individuals participating in these courses should possess training and facilitation skills.
- Course duration is twice the length of the non-Train the Trainers course (i.e., a one-day course is a two-day TTT course; a two-day course is a four-day TTT course).
- In advance of the TTT course, TCG will ship to the agency's designated contact person materials to be distributed in advance to TTT participants. Participants will be expected to be thoroughly familiar with these materials when they arrive for the training.
 - Each TTT participant will receive a three-ring binder complete with all trainer's materials. Included with each binder is a full-color Trainer's Manual with all the necessary training preparation instructions and a slide-by-slide guide describing the training content; pre- and post-training knowledge tests for optional use; a Participant Workbook with all materials needed to conduct the training's exercises, as well as a glossary of key terms, references of key studies cited throughout the curriculum, and a training evaluation form; Participant PowerPoint Handouts, on which participants can jot notes throughout the training; and a thumb drive complete with the presenter's PowerPoint slides, videos for the course, and all materials that need to be printed for, and distributed during, the training.
 - Option: For paper-free workplaces, only the thumb drive will be provided. All materials, including the Trainer's Manual, Participant Workbook, and Participant PowerPoint Handouts, will be included on the thumb drive.
- Over the course of the training, the trainer will review each module and exercise in the curriculum and respond to participants' questions about the course material. The trainer will select participants to present each module of the training, either alone or with a partner. Feedback will be provided by other participants and the trainer. Each participant will have multiple opportunities to present various segments of the course.

Courses Offered Exclusively as Train the Trainers Courses

In addition to the courses listed above, The Carey Group offers two courses that are exclusively Train the Trainers courses: Thinking for a Change and Family Foundations.

Thinking for a Change

Length	# of Trainers	Recommended Class Size
4 days	1	Up to 12

Thinking for a Change (T4C) is a structured, 25-lesson curriculum designed by the U.S. Department of Justice, National Institute of Corrections, to assist juvenile and adult offenders in addressing antisocial thinking and behavior. The curriculum is typically presented over 13 weeks, in two one- or two-hour sessions a week. In each lesson, offenders observe demonstrations of prosocial ways of thinking and acting, and practice the new skills they have learned. Practice continues between lessons, as offenders work to incorporate these skills into their daily lives.

In the Train the Trainers course, participants in a range of staff roles learn to facilitate T4C groups. They review the objectives and activities for each lesson, become familiar with the presentation slides and supplementary materials, learn effective facilitation skills, and deliver portions of the curriculum in front of other participants.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Demonstrate a deep level of knowledge about the contents of T4C and the process for delivering this training
2. Understand the expectations of the training and requirements for advancing into the trainer role
3. Demonstrate the traits of an effective presenter
4. Facilitate T4C groups.

Family Foundations

Length	# of Trainers	Recommended Class Size
5 days	1	Up to 12

For trainers skilled in facilitating groups, managing group dynamics, and working with justice-involved families.

Marital and family relationships are highly influential in the success of offenders; however, very few programs exist that focus on integrating the family into the offender supervision process.

The Family Foundations training was developed by The Carey Group for family members of a justice-involved person.¹ The training consists of three sets of sessions—Family Foundations Orientation, Family Foundations 1, and Family Foundations 2—with three sessions in each set, for a total of nine sessions. The goal of the training is to help families support their loved one’s success on supervision and beyond, to enhance their own communication and problem solving skills through scenario-based practice, and to learn how to best reinforce the positive skills that their family member is learning in programming.

In this Train the Trainers course, participants learn to facilitate the Family Foundations training. They review the objectives and activities for each session, become familiar with the presentation slides and supplementary materials, learn effective facilitation skills, and deliver portions of the curriculum in front of other participants.

Learning objectives

At the conclusion of this training, participants will be able to:

1. Demonstrate a deep level of knowledge about the Family Foundations curriculum
2. Demonstrate understanding of the strengths of, and challenges faced by, families of justice-involved individuals
3. Understand the expectations of the training and requirements for advancing into the trainer role
4. Demonstrate the traits of an effective presenter
5. Facilitate the Family Foundations training.

¹ “Family” is broadly defined as those who provide its members with kinship through shared values, beliefs, and traditions; common experiences and activities; and unconditional, non-judgmental support.

Coaching

In today's outcome-driven world, coaching is an essential tool for keeping our workforce apace with emerging knowledge and expectations for improved outcomes. The Carey Group coaches executives, managers, supervisors, and staff to ensure that they have the knowledge and skills needed to achieve their organization's mission and to maximize their opportunities for success.

Available services include the following:

- On-site observation of one-on-one interactions followed by structured feedback and coaching
- Off-site audio/videotape review combined with phone consultation and/or written feedback
- On-site training of agency coaches
- Facilitated action planning discussions focused on advancing in-housing coaching and continuous quality improvement efforts.

Costs

Costs for training and coaching services are based on the length of the training/coaching assignment and the number of trainers/coaches. Contact us for pricing.

Appendix 1: EBP Training Timelines

Two EBP training timelines are shown below. The first is a 36-month timeline, and the second is a 24-month timeline. The 24-month timeline is an aggressive one, offered for jurisdictions that wish to compress the training schedule. In ideal circumstances, the training sequence would take place over 36 months. This allows optimal time between sessions for staff to gain mastery of each skill.

A Note About Achieving Mastery

Four principles guide each of the training components shown in the timelines and are designed to ensure systemic integration of learning into practice:

- Skills must be sequenced properly in order to maximize the training benefit. Professional skills are developed in the same way that a building is constructed: strong footings and walls must be erected before a roof can be added.
- Supervisors require special attention and assistance in order to be effective as coaches and proponents of change.
- Staff must have sufficient “soak time” between trainings in order to gain proficiency in one skill set before learning another.
- Coaching and continuous quality improvement processes must be established at the outset and continued throughout and after the professional development process in order for change to endure over time.

Research indicates that without developing rapport with offenders, staff are limited in their ability to impact lasting change. Corrections professionals who possess effective professional alliance skills are able to reduce recidivism, increase treatment compliance, reduce violations, and improve outcomes (Asay & Lambert, 1999; Dowden & Andrews, 1999a; Dowden & Andrews, 1999b; Kennealy, Skeem, Manchak, & Eno Loudon, 2012; Skeem, Eno Loudon, Polascheck, & Camp, 2007).

In addition to these tangible results, staff report improved job satisfaction when they maintain an effective working relationship with offenders, and offenders report increased satisfaction with their interactions with staff.

Competency 2: Using Skill Practice to Address Criminogenic Needs

Core Professional Alliance Skills

Articulate
 Attentive
 Confident
 Empathetic
 Empowering
 Flexible
 Listens Actively
 People-oriented
 Purposeful
 Reinforcing
 Respectful
 Sense of humor
 Strength-based

A large body of research shows that incorporating evidence-based practices into the day-to-day interactions between corrections professionals and offenders results in significant improvement in recidivism (see, for example, Bonta et al., 2010; Bonta et al., 2008). These evidence-based practices include adhering to the risk principle, focusing on criminogenic versus non-criminogenic needs, discussing the risky situations offenders find themselves challenged with every day, adhering to the principle of responsivity (thereby helping individual offenders negotiate barriers to their success), adopting a human-service approach that utilizes skills such as empathy and trust while maintaining professionalism and authority, as well as utilizing cognitive behavioral interventions. Studies have further demonstrated that the use of behavioral strategies, such as role-playing and practicing new behaviors (“skill practice”), are strongly correlated to reductions in recidivism. The consistent use of these specific techniques produces the most significant positive outcomes among offenders.

Research related to effective offender interactions has the following implications for correctional practice:

- The content of interactions between corrections professionals and offenders matters, regardless of the length of the interaction. However, better results are achieved when corrections professionals spend approximately 20 minutes or more using cognitive behavioral interventions that address offenders’ criminogenic needs.
- Corrections professionals can positively influence offenders by modeling prosocial skills, addressing antisocial attitudes and beliefs, teaching new skills using cognitive behavioral methods, giving offenders opportunities to practice those new skills in increasingly challenging situations, and reinforcing offenders’ efforts, even within the context of brief appointments.

Competency 3: Effective Case Planning and Management

A growing body of research on evidence-based practices has provided corrections professionals with the knowledge and skills to change offender behavior and reduce the likelihood of reoffense. Case management—which is gaining empirical support as an effective model for use with offenders—is a key strategy in the application of these evidence-based practices (Lipsey, 2009). Effective case management is characterized by a number of features.

Effective Case Management...

- ...is based on the assessment of risk and need.
- ...is comprehensive, ongoing, and dynamic.
- ...includes professional partners in a joint effort.
- ...targets interventions to offenders' individual needs.
- ...results in a case plan that serves as a roadmap for success.
- ...engages offenders in the process of change.

Like mapping out a journey from one location to another, case plan goals should be rooted in a clear understanding of the final destination offenders intend to reach, include specific steps to reach these goals, and be accompanied by realistic timelines.

For corrections professionals, case plans represent a deliberate strategy for addressing the issues that will lead offenders toward success. At a minimum, what a case plan *is* is a written document that describes the goals and action steps that will lead to long-term success. What a case plan is *not* is a list of conditions or mandated actions the offender must follow.

Competency 4: Appropriately Using Rewards and Responses to Noncompliance

Research has demonstrated that incentives and rewards are a more effective way to shape behavior than responses to noncompliance (Molm, 1988). Specifically, the ratio of rewards and incentives to responses to noncompliance should be at least 4:1 (Andrews & Bonta, 2010; Wodahl, Garland, Culhane, & McCarty, 2011).

Rewards are most effective when they are used consistently and frequently initially and tapered over time when the behavior becomes normalized (Skinner, 1974). To be effective, rewards should also be customized to the individual rather than reflect a “one size fits all” approach. Rewards can be tangible, such as bus tokens, food or clothing, or intangible, such as verbal

praise and affirmations. Incentives and rewards can also be the withdrawal of something perceived to be unpleasant (e.g., removal from curfew).

As with the use of incentives and rewards, there are ways to respond to acts of noncompliance that will maximize the effectiveness of the response. For responses to noncompliance to be effective, they should follow several principles:

- The celerity principle suggests that we should reduce the time lapse between the behavior and the response as much as possible (Hawken & Kleiman, 2009).
- The certainty principle suggests that we should increase the likelihood that the behavior will elicit a response (Martin & Van Dine, 2008).
- The consistency and neutrality principles suggest that responses should be perceived as fair, meaning that they are neither more harsh nor more lenient for similarly situated individuals (Taxman, Soule, & Gelb, 1999).
- The parsimony and proportionality principles suggest that the severity of the response should be no more severe than the behavior warrants (Martin & Van Dine, 2008; Quirk, Seldon, & Smith, 2010).
- The responsivity principle suggests that each offender has different traits that will likely compel him or her to react differently to selected responses at different times (Andrews, Dowden, & Gendreau, 1999).

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