The Carey Guides Blue Guides—Criminogenic Needs

Guide	Tool	Design or Objective
Anger	1. Recognizing Physical Signs of Anger	Raises people's awareness of early warning signs of anger.
	2. Making Connections	Helps people connect their anger with other concealed emotions.
	3. Emotional Triggers	Helps people find and understand what triggers their anger.
	4. Changing Beliefs, Changing Consequences	Helps people start working on the change process in regards to their thoughts and beliefs.
Antisocial Associates	1. Thinking About Friendships	Helps people identify the traits they like and dislike in a friend, reflect on who they spend time with, and determine with whom they'd like to spend more and less time and how they would go about doing that. (Use with people who are precontemplative or resistant to acknowledging that antisocial associates are an issue. Recommend working on problem solving tools in correlation with this tool, if not yet done.)
	2. Changing My Associates	Helps people change or end harmful relationships.
Antisocial Thinking	1. Thought–Feeling–Action Link	Helps people to examine their thoughts and beliefs about situations that led to their harmful actions, and to explore the consequences of their actions and their level of satisfaction with those outcomes.
	2. Thinking Patterns	Helps people understand their thinking patterns and how they contributed to their legal problems.
	3. Values and Beliefs	Helps people identify the gap between their values and beliefs and their behavior, and to align their behavior with those values and beliefs.
	4. Defeating Harmful Thoughts, Values, and Beliefs	Helps people shift antisocial thoughts and beliefs toward more prosocial ones.
Emotional Regulation	1. How Do I Respond?	Helps people determine if they act impulsively.
	2. Identifying Feelings	Helps people identify triggers for their feelings.
	3. Decreasing Emotional Strength	Helps people learn techniques to control emotions.
	4. Stop and Think	Helps people consider options when they feel bad and when they feel good.
	5. Feeling Good Without the Thrill	Helps people consider ways to deal with strong emotions without resorting to thrills.
Empathy	1. Assess Your Empathy	Helps provide a sense of people's degree of empathy. (Use this tool early in the supervision process and again later in the supervision process to gauge progress.)
	2. What Are the Effects?	Helps people understand how their actions have affected others.
	3. Different Perspectives	Helps people understand the impact of their behavior by considering the point of view of the person who was harmed.
	4. Letter to the Victim	Allows people to demonstrate empathy after they have accepted at least some responsibility for their actions and have some understanding of how their actions have affected others.
Engaging Prosocial Others	1. Who Would You Call?	Helps people identify occasions in which they involve prosocial people in their lives and who those people are. (Use this tool early in the supervision process.)
	2. Expanding Your Prosocial Network	Helps people renew prosocial relationships and develop new ones.
Interpersonal Skills	1. Your Social Network	Helps people identify their networks, both prosocial and antisocial.
	2. Getting Along with Others	Helps people assess interpersonal skills and practice interacting in more prosocial ways.
	3. Expanding Your Social Network	Encourages people to use/practice what they have learned about interpersonal skills to meet new prosocial people.
	4. Using the STOP Method to Resolve Conflicts	Helps people work on conflict resolution skills.

Involving Families	1. Who Is in Your Family?	Helps people identify who they define as family and what support they receive from them.
	2. Asking for Support	Helps people identify support they need to be successful and how to begin the dialogue to ask for support.
Moral Reasoning	1. Assess Your Moral Reasoning	Helps people explore their moral reasoning by looking at the difference between what they think and what they do.
	2. Moral Dilemmas	Helps people practice their decision making and thought processes by exploring scenarios that require them to make difficult decisions.
Overcoming Family Challenges	1. What's Happening?	Helps people to identify family members who have the greatest influence on them and to recognize family patterns that might make behavior change difficult.
	2. Changing the Response	Helps people learn ways to respond to behaviors that their families engage in that may make it difficult for them to reach their goals.
Problem Solving	1. Stop and Think	Help people learn how to handle problems or challenges more effectively. This initial step assists in teaching people how to think about situations clearly and rationally. (Stepped Process)
	2. Brainstorm	Helps people realize that they almost always have a choice in how they respond to a problem.
	3. Evaluate and Choose	Helps people look at possible solutions and choose the best one.
	4. Plan, Act, Assess, and Adjust	Helps people develop a plan to solve a problem, take action, assess the outcome of that action, and adjust the action if necessary.
	5. Solve On-the-Spot Problems	Teaches a shortened version of the problem solving process that can be used in on-the-spot situations, when people do not have a lot of time to think and react. (Use after people have mastered the previous steps.)
Prosocial Leisure Activities	1. Identifying Prosocial Leisure Activities	Helps people identify prosocial activities they enjoy and with whom they enjoy doing them.
	2. The Benefits of Prosocial Activities	Helps people understand how engaging in prosocial activities can reduce their risk of engaging in harmful behavior.
	3. Time Chart	Helps people outline their daily activities and determine when they are at the greatest risk of engaging in harmful behavior, and gives people the opportunity to organize their leisure time.
	4. Making a Plan	Helps people make a plan to engage in prosocial activities and identifies ways in which staff can support them.
Substance Abuse	1. Understanding Your Drug or Alcohol Use	Helps gather information about people's drug/alcohol use patterns and raise their awareness of the extent of their problems. (Best when used in precontemplation or contemplation stage of change.)
	2. Moving Toward Change	Helps people to evaluate pros and cons of use and to identify prosocial activities that may bring them the same benefits as their use. (Helps move people along the stages of change and possibly develop their motivation.)
	3. People, Places, and Feelings	Introduces people to strategies for avoiding influences and resisting substances. (Most useful when people are in the action or maintenance stage of change.)
	4. Recovering from a Relapse	Helps people understand why they relapsed. (Use after a person has admitted relapse and after any sanction.)

Your Guide to Success	1. My Life Until Now	Allows people to reflect on their life and understand the influences. Helps people understand what areas you are targeting in your work with them, and why. (Use this tool in correlation with the risk/needs assessment.)
	2. Increasing the Odds of My Success	Helps people understand that there are things they can do to positively influence their chances of success.
	3. Request for Stabilization Services	Helps people identify the support services that would allow them to be successful during and after supervision, and assists staff in building rapport and trust with people while assisting them with their everyday challenges. (Use this tool early in supervision and again at 6 months.)

The Carey Guides Red Guides—Case Management Issues

Guide	Tool	Design or Objective
Behavioral Techniques	1. Conducting a Practice Session	Helps people develop the ability, confidence, and comfort needed to engage in skill practice sessions with staff.
	2. Applying New Skills	Helps people apply skills learned in practice sessions to day-to-day situations.
Case Planning	1. Your Influences	Helps people identify their strengths and criminogenic needs.
	2. Working Toward Your Goals	Helps people set goals related to their criminogenic needs and work toward those goals.
Co-occurring Disorders	1. Understanding Your Mental Health and Substance Abuse Conditions	Allows for the gathering of information about symptoms, diagnoses, and treatment associated with people's co-occurring disorders. Encourages open conversation around these topics.
	2. Asking Questions	Prepares people to ask treatment and service providers questions and play a more active roll in their own care.
	3. Getting Organized	Helps people build structure and organization in order to navigate the delivery of services that can be fragmented and confusing.
	4. Identifying Patterns	Helps identify situations and activities that lead to increased symptoms and address those issues before they lead to relapse.
Dosage and Intensity	1. Why Does Programming Have to Be So Long?	Helps people understand the factors that influence their behavior and how these factors play into the length of programming.
	2. Getting the Right Amount of Programming	Provides people with a way of tracking their "dosage" and progress as it applies to their risk factors.
Drug Dealers	1. How Lucrative Is the Life?	Allows people to reflect on why they deal drugs and why they might consider making a change.
	2. What Needs to Change?	Encourages people to reflect on their 5-year goals and develop plans to reach these goals.
Female Offenders	1. Strengths	Helps people to identify role models and characteristics they admire and to reflect on their own strengths.
	2. Relationships	Allows people to identify individuals in their lives who support them and those who interfere with their efforts to meet their goals.
	3. Setting Goals	Helps people identify challenges, set goals, and use their strengths and resources to achieve these goals.

Impaired Driving	1. The Cost of an Arrest	Helps people look at the negative consequences of an arrest for impaired driving.
	2. The 5 Ws	Helps people identify patterns of behavior that lead them to drive impaired.
Intimate Partner Violence	1. Looking Back to Go Forward	Gives people the opportunity to reflect on factors that may be strengths for them and areas that might need attention if they are to avoid committing future intimate partner violence. **For all people who engaged in IPV.**
	2. How Did I Get Here?	Identifies the person's forms of intimate partner violence and factors that may have led to their IPV; helps determine whether the person's behavior pattern demonstrates escalating IPV or whether the behavior is more sporadic, non-escalating, and more likely due to a lack of skills and an inability to deal with stressful circumstances. **For all people who engaged in IPV.**
	3. Weighing the Pros and Cons of My Behavior	Designed to increase people's motivation to change by having them consider how their behavior is moving them closer or further away from their healthy life goals. **For all people who engaged in IPV whose behavior patterns do <u>not</u> reflect escalating violence.**
	4. Healthy Relationship Goals	Helps people define their "ideal self" in terms of relationships. **For all people who engaged in IPV whose behavior patterns do <u>not</u> reflect escalating violence.**
	5. Staying on a Positive Path	Explores and reinforces people's progress in changing their IPV behavior. **For those who are engaged in DV programming, have completed DV programming and are in aftercare, or did not participate in DV programming but are in the action or maintenance stage of change as it relates to their past IPV behavior.**
Managing Sex Offenders	1. Time Chart	Helps people plan their time and activities to decrease the frequency of risky situations.
	2. Treatment Check-In	Assists people in assessing progress toward treatment goals.
Maximizing Strengths	1. Identifying Strengths	Helps people reflect on their accomplishments over the past year and how their strengths have contributed to them.
	2. Using Your Strengths to Face Day-to-Day Challenges	Gives people the opportunity to practice using skills and talents to overcome challenges in their lives.

Mental Health	1. Understanding My Symptoms	Helps staff and people who are justice-involved gain an understanding of the person's mental health disorders/diagnoses. (Discussion should be informed by a mental health assessment.)
	2. How Do Different Situations Affect My Mental Health?	Helps identify situations that produce negative and positive reactions in people who are justice-involved.
	3. Making a Plan	Helps people find ways to deal with situations that increase their symptoms and include in their daily lives activities that decrease these symptoms.
Meth Users	1. Stages of Recovery	Helps people understand the recovery process, recognize the stages of recovery, identify their stage, and explore how they are feeling as they move through the various stages.
	2. Surviving the Wall	Helps people get through the stage of recovery known as the "Wall."
	3. Identifying Triggers	Helps people identify their triggers for using meth and teaches strategies to avoid or manage those triggers.
	4. Planning Your Day	Helps people plan a schedule that fills their time with prosocial activities.
	5. How Am I Doing?	Provides an opportunity for people to reflect on how they are doing in the four areas crucial to their recovery and to make a plan to address areas in which they are not doing well.
Motivating Offenders to Change	1. Making Your Decision	Helps people in the precontemplation stage consider the costs of their involvement with the legal system and motivates them to consider change.
	2. Making Your Commitment	Helps people in the contemplation stage identify the importance of change, why they may want to change, and how confident they are that they can change.
	3. Making Your Change Plan	Helps people make a plan for change.
	4. Renewing Your Commitment	Help people interrupt a relapse, recommit to the change process, and get back into the action and maintenance stages of change.
Reentry	1. Short-Term Stability	Helps people reentering the community after a period of incarceration/detention evaluate key areas that may present challenges in the short term.
	2. Long-Term Stability	Helps people reentering the community identify and establish long-term areas that may present challenges.
Responding to Violations	1. Preventing Violations	Helps people understand their conditions of supervision, identify conditions that might present challenges, and make plans to avoid violating these conditions.
	2. Making Choices	Helps people understand the decisions they make when they are confronted with situations that can lead to violations and recognize other choices they could make.
	3. Understanding Violation Behavior	Used after a violation occurs, this tool helps people understand the events that led to the violation, identify patterns in their behavior, make the link between their behavior and assessed criminogenic needs, and explore alternative behavior. (Can be used as a response to noncompliant behavior.)
	4. Preventing Future Violations	Helps people understand the opportunities they have to avoid a problem and prevent the problem from getting worse.

Responsivity	1. The Ways I Learn Best	Helps people identify the ways in which they learn most effectively.
	2. Making Supervision Work for Me	Gives people an opportunity to discuss past supervision experiences so that staff can identify which efforts have worked with individual people and how to tailor that knowledge into current supervision.
Rewards and Sanctions	1. Identifying Meaningful Rewards	Helps people identify rewards that will have the greatest impact on their behavior and what steps they would have to take to receive these rewards.
	2. Linking Behaviors with Rewards	Used early in the supervision process, this tool helps identify the target behaviors that staff want to encourage.
Violence and Lethality	1. STORC	Helps people recognize their negative emotions, analyze factors that contribute to them, and consider the consequences.
	2. Recognizing Relapse Cycles	Helps people understand the stages of relapse and develop plans for intervening at different times in the relapse cycle.
What Makes an Effective Corrections Professional?	1. Comparing Your Personal Beliefs with Your Agency's View	Helps staff compare their views to what they believe their agency's views are. (Not used with people who are justice-involved.)
	2. Skill Analysis	Helps staff rate their skills in four key areas: developing professional alliance, using effective case planning and case management skills, using skill practice sessions, and effectively using rewards and sanctions. (Not used with people who are justice-involved.)
	3. Professional Development Plan	Gives staff an opportunity to prepare a professional development plan. (Not used with people who are justice-involved.)