

Carey Guides Criminogenic Needs

Carey Guides Effective Case Management

USER'S GUIDE

4th Edition



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Using the Carey Blue Guides: Criminogenic Needs

Blue Guides	Use this Guide to address criminogenic traits, such as to help a person ...
Anger	... manage their anger in a more appropriate, less harmful way.
Antisocial Associates	... recognize and change or end relationships that are harmful to them.
Antisocial Thinking	... understand their thinking patterns, feelings, beliefs, and values and to recognize the connection between these and their actions.
Emotional Regulation	... respond thoughtfully and appropriately, rather than impulsively, to their emotions.
Empathy	... increase their understanding of other people's viewpoints.
Engaging Prosocial Others	... build more friendships with people who will impact their lives in positive ways.
Interpersonal Skills	... build social skills to effectively communicate, resolve conflicts, and/or assert themselves appropriately in challenging situations.
Involving Families	... strengthen their family relationships and support.
Moral Reasoning	... increase their sense of responsibility to or concern for others.
Overcoming Family Challenges	... identify challenging patterns in their families and learn ways to manage them.
Problem Solving	... make sound, reasoned decisions that minimize harm to themselves and others.
Prosocial Leisure Activities	... discover positive, prosocial outlets and recreational activities.
Substance Abuse	... understand their patterns of substance use, the factors that influence their use, and strategies for not using.
Your Guide to Success	... understand their assessment results and identify primary change targets, goals, and stabilization supports.

Using the Carey Red Guides: Effective Case Management

Red Guides	Use this Guide when the person ...
Co-occurring Disorders	... is diagnosed with a mental illness and has a substance use disorder.
Drug Dealers	... does not necessarily have a substance use disorder and is primarily engaged in drug distribution to make money rather than to support their own habit.
Female Offenders	... would benefit from understanding her strengths, relationships, and goals in a gender-informed context.
Impaired Driving	... has developed a pattern of driving under the influence of alcohol or drugs.
Intimate Partner Violence	... has a history of physically or emotionally abusing their spouse or partner.
Managing Sex Offenders	... has engaged in sexually inappropriate behavior and needs assistance understanding and preventing the circumstances that contribute to such behavior.
Mental Health	... is diagnosed with a mental illness.
Meth Users	... has a history of using methamphetamine.
Reentry	... 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.).
Responding to Violations	... is at risk of violating, or has already violated, their terms and conditions.
Violence and Lethality	... has a history of behavior that results in physical harm to others.

Using the Carey Red Guides: Effective Case Management

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

Frequently Asked Questions

General Questions about The Carey Guides

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 to develop 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 is available at careygroupublishing.com/research.pdf.

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

A: The Blue Guides have been developed to assist staff in addressing people's criminogenic needs, particularly those most directly related to recidivism. In contrast, the Red Guides provide staff with case management tools to address specific issues that arise as a result of people's patterns of harmful behavior (e.g., sexually abusive behavior or intimate partner violence), conditions that serve as barriers to programming (e.g., lack of motivation, mental health challenges), and techniques for working with people who are justice-involved (e.g., maximizing strengths, managing violations).

Q: In what formats are the Guides available?

A: There is a paper version of the Guides, an electronic version (available with a license to Carey Group Publishing's Digital Library), and an interactive version (available through Carey Group Publishing's Tools on Devices, or TOD). Increasingly, people are moving toward the electronic and interactive formats, which offer unique benefits such as the ability to access agency dashboards and produce reports reflecting tool usage.

Q: What exactly is TOD?

A: TOD is an add-on feature to an English Carey Guide license that allows people to complete tools from the Carey Guides, as well as other Carey Group Publishing products, on their smartphones, tablets, and/or personal computers. The tools are presented as "fillable forms" on these devices.

Q: What are the differences between the different versions of the Guides?

A: In terms of content, they are the same and, except for the interactive features of TOD, they look exactly the same; however, they are accessed differently.

Q: Can I make copies of the Guides?

A: The narrative pages of the Guides (the information provided for staff in the beginning of each Guide) are copyrighted and therefore cannot be copied. However, Carey Group Publishing authorizes each agency to make copies of the tools (the worksheets and the instructions for staff 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 people. 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.

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 staff), and storing scanned versions of the Guides on any computer in any fashion other than Carey Group Publishing's Digital Library or TOD.

Q: Can I give copies of the Guides or the Guide tools to staff in another agency?

A: No, you cannot give copies of the Guides or the Guide tools to staff in another agency; however, you are certainly welcome to show the Guides or the Guide tools to them if they are interested in understanding what they are and how they might be helpful to their agency.

Q: Are the Guides written for youth or adults?

A: Each Guide was developed for use with both youth and adults. 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 people who are age 15 (developmentally) or older, up through adulthood.

Q: Are the Guides available in other languages?

A: The printed Guides and TOD are available in English only; however, the Guides within the Digital Library 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 people 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 people 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 people 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 to them and making note of their answers on the tools. Second, some people 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 people who need this kind of support.

Q: Can those who have developmental delays benefit from the Guides?

A: Some people may require additional services or alternative interventions based upon their unique skills and needs. If it is deemed appropriate to use the Guides with people who have developmental delays, it is likely that you 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.

Q: Can the Carey Guides be used in non-justice settings?

A: Not only *can* they be used in non-justice settings; they *are* being used in non-justice settings—for example, in social service settings and in secondary schools—to help people build skills that would support them in leading successful lives. One caution is that some of the tools currently include language that is specific to people who are justice-involved. For example, there are references to "corrections professionals" and to "illegal behaviors." (This language will be changed over time.) As you review those tools with the people with whom you are working, you would want to modify the language to suit the circumstance.

Questions About How to Integrate the Guides into Casework

Q: How do I start working with the Guides?

A: Training on the Guides is available through Carey Group Publishing's partner organization, The Carey Group. For more information, email 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 people understand their needs and to engage them in the process of working with the Guides. Beyond that, careygroupublishing.com/product-resources includes several resources to help you decide which Guide and which tool within each Guide to use when.

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, 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, you will need to make judgments about the most important issues to address at any given time — keeping in mind the sequence suggested in the resources referenced above — 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 illness, reentry). For those people 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 people in their own action plans and to tailor the use of the Guides — in terms of their sequencing and timing — around the needs of individuals.

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

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 person. In still other cases, some people 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 people 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 staff with structure and focus in their efforts to increase the likelihood of law-abiding behavior 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 people who are low risk? With people who are extremely high risk?

A: Based upon the research on effective interventions, the Guides were developed for use with people who are medium and high risk. Research demonstrates that people who are low risk 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 people who are extremely high risk, who likely need much more intensive and structured interventions.

Q: What if a particular tool seems just right for someone who is low risk?

A: It is possible that one or more of the tools may be helpful to address a particular issue with a person who is low risk. In fact, someone who is low risk 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 recidivism. People who are low risk 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, they will not necessarily increase the likelihood of law-abiding behavior.

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 your work with a person (e.g., substance use relapse, school or work difficulties, family conflicts, etc.), add additional Guides/tools to the strategies included in the case plan.

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

A: The Guides were designed for individual one-on-one appointments. They help provide structure to these appointments, enabling staff and the people with whom they are working to effectively address criminogenic needs. 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 people's level of risk: as risk increases, so too should dosage and intensity. Because the tools in the Guides focus on conditions that can contribute to recidivism — and support the development of prosocial skills — they definitely “count” toward meeting risk-reducing dosage and intensity requirements.

Questions About Using Guide Tools

Q: Should I give an entire Guide to someone when I want them to work on a skill?

A: Do not provide a person with the entire Guide. The first section of the Guide (i.e., the narrative portion) is written for staff; it captures the relevant research and provides a context for the use of the tools. The instructions are also written just for staff; they provide tips for talking with people who are justice-involved about the issues the tools address. Only provide people copies of the actual tools. The tools themselves provide enough information to enable people to fill them out properly.

Q: Should I give people an entire tool if it's long?

A: Typically, people are asked to complete the tools in between appointments although for a variety of reasons (e.g., your desire to build rapport with them, concerns about their ability to work independently and/or follow through, lack of privacy at home) you may choose to complete the tools together. You are encouraged to give people only the portion of the tool you expect them 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 person's 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 you examine the tools carefully and consider the specific circumstances with each person before assigning work to be completed in between appointments.

Q: Should I give people 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 people can handle in between appointments and only the amount of work you will have time to review with them during your next 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; each one is a building block 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 people's motivation to address the concern; the middle tool(s) moves the person 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 a person already demonstrates 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.

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 someone 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 person 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 person already learned about the relationship between thoughts, feelings,

and behaviors. Given the dynamic nature of the population with whom you are working, 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 various areas of concern. 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 area of concern and Guide immediately. Another reason to switch to another Guide midstream is if the person is offering a great deal of resistance. It may be more prudent to move to another topic until more rapport is established or the person is otherwise more willing. That said, avoid moving from Guide to Guide too often or too abruptly. Most Guides are designed to help people 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 person?

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 a person, if it works with your case planning efforts, we encourage it!

Q: What's the best way to help an people get interested in the tools?

A: The tools were written with the understanding that most people who are justice-involved will be in the precontemplation or contemplation stage of change. As such, they may be reluctant or only marginally motivated to complete the tools. Use motivational interviewing techniques whenever possible to engage them in change talk. Avoid forcing the tools on them 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 response to noncompliance (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 people when they are resistant; this could deepen resistance. Instead, talk to them about the tools as instruments that can help them reach their goals. When introducing the tools to them for the first time, explain 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 their time with you. 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 people 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 they sense your confidence in their willingness and ability to complete the tools. If they resist, consider waiting for another time. For people who are more hesitant, you might want to start slowly and pick a Guide that they are likely to perceive as interesting and non-threatening (such as *Maximizing Strengths*) before moving on to more complex and perhaps sensitive issues.

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 person with whom you are working, providing them an opportunity to practice 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: In the printed and e-versions of the Guides, 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 the people with whom we’re working use — the tools — than on the pages that were developed for staff. We did this intentionally in an effort to make the tools more user-friendly.

Q: What should I do with the tools once people complete them?

A: Make copies of completed printed and electronic tools. Keep the copies for your future reference (note that you can scan completed tools to retain in your records), and give people the originals so they can refresh their learning at a later point. (It is possible that some people may be reluctant to keep their copies 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 them to keep copies at home. In this case, offer to keep their copies for them in your office.) With TOD, people have access to their completed work for 6 months after discharge, and completed TOD tools will be permanently saved within the system for your reference. Completed tools could prove particularly useful if people 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 designed to address people's criminogenic needs and to increase their likelihood of law-abiding 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
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