

**“Practitioners Helping Practitioners”**

# Training Course Catalogue

**November 2009**

# Message to the Reader

These courses are offered through The Carey Group (TCG), a consulting and training firm that specializes in evidence-based practices, action planning, restorative justice, technical assistance, and leadership training in the area of corrections. Our motto is “practitioners helping practitioners.” Most of the courses can be adapted to different target audiences (such as juveniles, adults, probation, parole, pretrial, residential, non-residential, community corrections, jails, prisons, courts, prosecutors, defense counsels, and law enforcement). Some courses can also be provided to human service organizations, community colleges, faith-based organizations, and private businesses. The trainers who deliver these courses have demonstrated expertise in their subject areas and possess excellent presentation skills.

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# Evidence-Based Practices

## Evidence-Based Practices for Risk Reduction: An Overview

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li><li>▶ Judiciary</li><li>▶ Prosecution</li><li>▶ Defense</li><li>▶ Law enforcement</li></ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ul style="list-style-type: none"><li>a. Identify the major influences on criminal or delinquent behavior</li><li>b. Describe the risk, need, and responsivity principles and why they are important</li><li>c. Identify the interventions that increase future crime and those that decrease crime</li><li>d. Understand the traits and behaviors of agency personnel that can influence offenders to change</li></ul>
<b>Description</b>	<p>This training is designed for justice practitioners who are interested in implementing effective recidivism reduction techniques. It includes an overview of the meta-analysis research around risk reduction. The evidence-based practices involve key principles based on social learning and specific do's and don'ts that contribute to improved lives for offenders. Participants will come to understand the practices that lead to reduced recidivism and the components that need to be implemented for the justice system to effect changes. They will also learn what practices must be in place for an agency to fully integrate evidence-based practices with fidelity.</p>
<b>Length</b>	90 minutes to 3 days

## Real-World Motivational Interviewing (MI)

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ul style="list-style-type: none"><li>a. Apply effective interviewing techniques to increase success in managing difficult offenders and thereby reduce their own job frustrations</li><li>b. Recognize and avoid common communication errors</li><li>c. Understand the fundamental spirit and principles of MI</li><li>d. Identify and expand on the importance of eliciting change talk</li><li>e. Work with offender resistance</li><li>f. Demonstrate OARS (open-ended questions, affirmations, reflections, and summarizing) skills</li></ul>
<b>Description</b>	Participants will receive an introduction to motivational interviewing, an evidence-based practice. This training examines a traditional interviewing style versus motivational interviewing. Participants become acquainted with relevant evidence demonstrating the efficacy of motivational interviewing and with the fundamental spirit and principles of MI. Through hands-on, interactive training, participants will learn a variety of tools and skills in motivational communications that decrease offender resistance and hostility and increase cooperation and success. This course is ideal for case managers, correctional officers, group supervision agents, and administrative caseload agents.
<b>Length</b>	2 to 3 days (with 3 days recommended to meet all objectives)

## Advanced Motivational Interviewing (MI)

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ul style="list-style-type: none"><li>a. Demonstrate the ability to make complex reflections</li><li>b. Demonstrate ways to elicit change talk</li><li>c. Recognize commitment language</li></ul>
<b>Description</b>	This training is for participants who have received introductory training in motivational interviewing and who have been using MI as well as receiving feedback and supervision on their MI practice. It is designed to move participants from basic competence to advanced skillfulness by providing an opportunity for more observed practice in advanced MI skills.
<b>Length</b>	2 days

## Motivational Interviewing (MI) Training for Supervisors

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ul style="list-style-type: none"><li>a. Understand the sequence of skills for acquiring MI proficiency</li><li>b. Facilitate practice and improvement of MI over time</li><li>c. Evaluate MI using observational techniques</li></ul>
<b>Description</b>	This training is for participants who have completed Real-World Motivational Interviewing (MI) and Advanced Motivational Interviewing (MI) and have had interviews observed or recorded for coaching and quality assurance purposes. It is designed to prepare individuals to train ongoing groups in MI.
<b>Length</b>	2 days

## Motivational Interviewing (MI) for Judges

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Judiciary</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ul style="list-style-type: none"><li>a. Identify how motivational interviewing is different from other communication techniques</li><li>b. Appraise the extent to which their current communication style and skills fit with motivational interviewing</li><li>c. Hear change talk and make the distinction between DARN statements and commitment talk</li><li>d. Ask questions using motivational interviewing</li><li>e. Know the difference between listening and putting up roadblocks to listening</li><li>f. Inform using motivational interviewing</li><li>g. Integrate motivational interviewing into their communication style</li></ul>
<b>Description</b>	Offenders are shaped by each and every interaction they have with justice system personnel. Judges are in a position of authority and can have a profound influence on offenders appearing before them if they use effective communication techniques. This training provides judges with the motivational interviewing skills that would allow them to truly engage offenders in change talk and maximize their effect on offenders.
<b>Length</b>	1 to 2 days

## Effective Case Management (ECM): A Motivational Approach to Changing Behavior

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objective</b>	Participants will become agents of change, using tools that lead to enhanced behavioral change among offenders.
<b>Description</b>	<p>This interactive course introduces a model for effective case management, increases participants' understanding of the process and "stages of change," and reviews strategies to engage, motivate, and enhance behavioral change among offenders. Participants practice motivational tools and techniques and develop case plans that incorporate small, measurable, attainable, realistic, and timely (SMART) goals.</p> <p><i>Prerequisite: Participants should have prior training in the use of research-based offender assessment instruments such as the LSI-R or the YLS-CMI.</i></p>
<b>Length</b>	2 days

## Equipping Supervisors with Tools to Thrive in a Risk-Reduction Environment

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Identify the core competencies required of staff who work with offenders to reduce the risk of recidivism</li> <li>b. Describe the competencies of the frontline supervisor in an evidence-based practices environment</li> <li>c. Become proficient in the competencies through practice</li> </ol>
<b>Description</b>	<p>Experts on organizational change repeatedly point out that the direct line supervisor performs perhaps the most essential role in agencies seeking to implement offender risk reduction practices. An effective supervisor channels staff energies, coaches individuals, and provides vital direction on how to best engage offenders in order to improve the odds that they will not reoffend.</p> <p>Supervisors will learn how best to teach and mentor officers in the four basic competencies: teaching probationers skills, using effective rewards and sanctions, solid case planning strategies, and developing a trusting relationship with offenders. They will be introduced to at least a dozen tools and processes that they can share with line officers working with offenders to reduce recidivism, practice using these tools, and identify a plan by which they can introduce many of these tools immediately upon returning to their agencies. The goal is to equip direct line supervisors with short, practical, and easy-to-use techniques in order to help their staffs achieve a 30 percent reduction in rearrest rates.</p>
<b>Length</b>	2 days

## Disruptive Innovations and the Fate of Evidence-Based Practices in Community Corrections

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Describe the process of Disruptive Innovations, which are unique ways of implementing EBP that simplify the processes, tools, and interventions required for success</li> <li>b. Demonstrate the relationship between Disruptive Innovations and the implementation of evidence-based practices</li> <li>c. Assess the value of workable practices over initiatives that community corrections agencies may not be ready to undertake at a given moment in time</li> <li>d. Identify Disruption Innovations that might lead to EBP implementation in all community correctional agencies</li> </ol>
<b>Description</b>	<p>As community correctional agencies across the country struggle with the reality of implementing evidence-based practices (EBP), they run the risk of failure. It is a well-known fact that most efforts at organizational change in our field fail at the point of implementation. Indeed, many authorities contend that probation and parole have no business trying to do EBP in the first place. They argue that it is too complex and costly for overworked, badly resourced, and poorly supported line supervisors and officers to accomplish. Indeed, every day the research supporting evidence-based practices becomes more complex and demanding of the practitioner — so much so that it sometimes seems that EBP can only be done by a few elite agencies with the dollars and expertise required to achieve such “high-end” initiatives.</p> <p>This course examines the notion of Disruptive Innovations, unique ways of implementing EBP that simplify the processes, tools, and interventions required for success. It contradicts the contention that probation and parole have no business trying to implement EBP and demonstrates methods by which practitioners can leverage their own culture and environment to maximize positive outcomes and minimize the possibility of failure. While Disruptive Innovations might not provide a “Cadillac” version of EBP, they will guarantee that everyone can at least own a Chevrolet (or maybe in today’s world a Toyota) on the road to changing offender behavior, reducing recidivism, and enhancing public safety.</p>
<b>Length</b>	90 minutes to 1 day

## Effective Sentencing Practices: What Does the Research Tell Us?

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Judiciary</li><li>▶ Prosecution</li><li>▶ Defense</li></ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ul style="list-style-type: none"><li>a. Identify offenders who are the best candidates for recidivism reduction strategies</li><li>b. Identify the information required to sentence offenders most effectively</li><li>c. Reduce the risk of recidivism among probationers by linking the conditions of probation to each offender's risk factors</li><li>d. Respond to probation violations in a manner that reduces the risk of reoffense</li><li>e. Determine whether the probation supervision practices and treatment programs in their communities are effective in reducing the risk of recidivism</li><li>f. Reduce the risk of reoffense by addressing and interacting with offenders in constructive ways</li></ul>
<b>Description</b>	<p>This session examines the large body of science that describes what works in reducing recidivism and considers the growing concern among researchers about the ethics of the justice system, namely, the potential for the system to do harm by imposing sanctions and conditions that actually increase recidivism. Most judges instinctively do the right thing without the advantage of research data. However, understanding the research can strengthen the court's sentencing positions when confronted with external or media criticism and can improve public safety outcomes targeted sentencing orders and court demeanor. Participants will learn the science of how offenders do and do not change and what sentencing practices best bring about long-term changed behavior.</p>
<b>Length</b>	2 days

## Doing Evidence-Based Management (EBM) Ain't for Sissies

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Define the characteristics of evidence-based management (EBM)</li> <li>b. Identify correctional “never” events — adverse events that should never occur in our profession because they tend to cause harm to positive outcomes</li> <li>c. Embrace and learn from errors and mistakes</li> <li>d. Distinguish between the practice of rational decision making and just “muddling through”</li> <li>e. Gain control of the evidence-based management research agenda</li> <li>f. Approach EBM with hope and courage</li> </ol>
<b>Description</b>	<p>This course provides managers with the latest research on human resource management and organizational development. It focuses on issues such as transformational leadership, motivating staff, strategic thinking, and collaboration. It challenges common wisdom on each of these topics and uses research to provide managers with effective techniques to manage change in their organization.</p>
<b>Length</b>	1 day

## Carey Guides: Using Structured Tools to Effectively Address Criminogenic Needs

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Understand the purpose and theory of the Carey Guides</li> <li>b. Use the guides in such a way that offenders both learn and practice new competencies designed to improve their ability to be law-abiding</li> </ol>
<b>Description</b>	<p>Corrections professionals who work with offenders can have a profound impact on recidivism rates but only if they purposefully address the criminogenic needs. Staff trained in evidence-based practices soon realize that they need a structured method to focus on the major factors that influence crime. Each Carey Guide (33 guides in total) provides corrections professionals with 2-4 tools that address criminogenic needs, risk factors, and effective case management. The guides contain worksheets that are completed by offenders. Corrections professionals then use these worksheets to help offenders realize that change is needed, make alternative choices, and practice the kind of skills that can make a difference. The training is designed to teach corrections professionals the most effective ways to use the guides.</p>
<b>Length</b>	4 hours to 1 day

## Effective Staff-Offender Interaction

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ul style="list-style-type: none"><li>a. Understand social learning theory and why it is the most powerful shaper of past and future behavior</li><li>b. Identify the three conditions required for most offenders to change their behavior</li><li>c. Understand how the practitioner is key to helping an offender want to change and take the necessary steps toward making that change</li></ul>
<b>Description</b>	This training is designed for justice practitioners who work directly with offenders. It includes an overview of social learning theory and of effective techniques that can motivate and steer an offender toward prosocial change. Participants will examine how people change, under what circumstances, and what style and intervention holds the most promise of bringing about change. It includes a review of three ingredients, all of which must be present to some degree, for creating an environment that encourages change. Exercises will be provided to deepen the learning and to begin developing the practitioner's skills.
<b>Length</b>	90 minutes to 1 day

## Aggression Replacement Training (ART)

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will become proficient in the use of ART, a multi-modal, comprehensive intervention to deal with violent and aggressive offenders.
<b>Description</b>	This facilitator-training seminar consists of intensive learning and interaction. Participants learn the theory behind ART, explore evidence-based practices, prepare demonstration lessons, and observe one another as they facilitate each of the three components of ART—skillstreaming (behavioral techniques to build offenders' anger management and moral reasoning skills), anger control (emotion-targeted), and moral reasoning (cognitive).
<b>Length</b>	5 days

## Everything I Learned in Corrections, I Learned in a Women's Prison

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Participants will understand what makes people more likely to commit crime, what works in reducing recidivism, and why and how their services are so badly needed.
<b>Description</b>	Life in prison contains many lessons. There are simple rules that help an inmate live a law-abiding life, resist temptations upon release, and learn from difficult situations. This training focuses on major lessons learned in the prison setting, all of which are similar to the lessons learned by people who work with offenders in the community. These lessons include how offenders can make long-lasting change, what conditions must exist, and how the corrections professional, family members, and volunteers can apply research knowledge to their day-to-day interactions with offenders. In many ways, the research can be boiled down to a few simple concepts. Real-life prison experiences will be used to illustrate these lessons so that participants in the training will have a few, easy-to-remember guidelines when working with offenders.
<b>Length</b>	90 minutes to 4 hours

## Cognitive-Behavioral Interventions: An Introduction to the Impact of Thinking Patterns and Skills on Behavior

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Participants will understand the content of cognitive-behavioral approaches and why they work.
<b>Description</b>	This workshop introduces professionals to the basics of cognitive-behavioral principles and methods. It is ideal for corrections professionals who supervise offenders participating in cognitive-behavioral interventions and for managers and administrators considering implementing cognitive-behavioral programs in their agencies.
<b>Length</b>	1 day <i>(Optional: 2–4 hour follow-up consultation for agency leaders)</i>

## Practice, Practice, Practice: Practice Sessions Work Best

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ol style="list-style-type: none"><li>a. Understand why a behavioral approach is critical to offender success</li><li>b. Identify effective and ineffective behavioral approaches</li><li>c. Demonstrate behavioral techniques that should be implemented in corrections</li></ol>
<b>Description</b>	Corrections professionals have become very familiar with the concept of cognitive-behavioral restructuring and skill development (aka "cog skills"). However, being only conceptually familiar with such an important tool for enhancing public safety is not enough. It is essential for individuals working with offenders, whether cognitive-behavioral facilitators, prison counselors, or probation/parole officers, to routinely use this important technique in their interactions. Participants will become intimately familiar with the application of behavioral techniques and, most importantly, develop the skills and comfort level necessary for their effective implementation in corrections.
<b>Length</b>	4 hours to 1 day

## Thinking for a Change (T4C) for Facilitators

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Participants will be able to facilitate the National Institute of Corrections' Thinking for a Change (T4C) program with offender groups.
<b>Description</b>	This advanced-level course teaches how to implement the T4C program. The objective of the program is to change offenders' behavior by restructuring their antisocial attitudes, values, and beliefs and integrating their new thinking with newly learned prosocial cognitive skills (effective problem solving, decision making, and anger management).
<b>Length</b>	4 days

# Terrorism

## Managing the Unimaginable: Corrections and Terrorism

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li><li>▶ Prosecution</li><li>▶ Law enforcement</li></ul>
<b>Learning Objective</b>	Participants will learn basic techniques for identifying potential terrorist activities and for integrating those techniques into traditional methods of case management.
<b>Description</b>	This course outlines a variety of ways that probation and parole agencies can become involved in thwarting domestic and international threats to our country's security.
<b>Length</b>	1 day

# Leadership, Organizational Development, Self-Improvement, and Change Management

## Squaring the Circle of Budget Cuts: Resource Management in Tough Times

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objective</b>	Participants will be able to identify ways to cut expenses while meeting their mission and the demands of external stakeholders.
<b>Description</b>	As public resources shrink, supervisors find it increasingly difficult to match funding with the demands of their business, including the demands of external stakeholders who expect them to do more with less. This course outlines ways to continue to offer effective correctional services in the face of diminishing financial resources. It provides tools for identifying duplicative and superfluous activities, for streamlining processes, and for focusing existing dollars on the agency's primary business while addressing the demands of external stakeholders.
<b>Length</b>	1 day

## Ethics and Professionalism

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Identify what constitutes a professional and ethical organization</li> <li>b. Recognize the components of an accountability system for an ethical and professional agency</li> <li>c. Understand how organizational culture can reinforce professional and ethical behavior or aggravate an unprofessional environment</li> </ol>
<b>Description</b>	Every agency should be concerned about the level of ethical and professional behavior exhibited by staff and management. It has immense implications for morale, productivity, teamwork, organizational image, and vulnerability to lawsuits. This training examines the similarities and differences between professionalism, personal integrity, and ethics. It covers why it is important for an agency to ensure that all staff have a practical, day-to-day understanding of ethics as well as how an agency can develop an accountability system. Participants will examine what it means for a member of an agency to act professionally. The workshop is dynamic and interactive, requiring audience participation and discussion of various scenarios involving ethical situations.
<b>Length</b>	90 minutes to 4 hours

## Charisma and Influence: We All Can Have It!

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li><li>▶ Judiciary</li><li>▶ Prosecution</li><li>▶ Defense</li><li>▶ Law enforcement</li><li>▶ Victim advocacy agencies</li></ul>
<b>Learning Objectives</b>	Participants will be able to <ol style="list-style-type: none"><li>a. Understand the components of charisma</li><li>b. Describe how charisma helps leaders and professionals perform their jobs</li><li>c. Utilize the charismatic qualities they possess</li></ol>
<b>Description</b>	Is success and influence a matter of skill, experience, timing, or luck? How much is due to charisma? Charisma is a misunderstood and mystical trait and yet it is often credited for people's success. It can lead people to greater influence and stronger outcomes. Charisma is an essential quality for leaders and professionals. Many people are afraid to exhibit charisma. Leaders often yearn for more of it but believe that unless one is born with it, it cannot be acquired. Researchers, however, have identified the ingredients of charisma and have concluded that individuals can develop this quality in themselves. This interactive workshop will explore what makes up charisma, how much of it can be developed, and what specific steps you can take to increase your charisma.
<b>Length</b>	90 minutes to 4 hours

## The Helpless Organization

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Participants will be able to identify organization acts and individual and agency traits that can positively or negatively influence the workplace environment.
<b>Description</b>	Everyone has been in a work environment where some individuals contribute tremendously to innovation and optimism and others fight against creativity and teamwork. Agencies, too, can operate with energy, enthusiasm, and synergy or they can be listless and seemingly void of life. This workshop explores how organizations can actually teach helplessness through the daily things it does, restricts, and permits. Individual and agency "personality traits" that promote healthy interactions are identified. Participants are asked to volunteer in a series of experiments that demonstrate traits that either generate positive energy or drain away vibrancy.
<b>Length</b>	90 minutes to 4 hours

## Courage and Authenticity

### Audience

- ▶ Community corrections
- ▶ Jail or prison
- ▶ Judiciary
- ▶ Prosecution
- ▶ Defense
- ▶ Law enforcement
- ▶ Victim advocacy agencies

### Learning Objectives

- Participants will be able to
- a. Define what it means to be courageous and to identify the characteristics that make up courage
  - b. Understand the link between courage and fear as well as authenticity and ethics
  - c. Recognize what happens when one does not act in accordance with one's internal value system
  - d. Act with courage and authenticity

### Description

We often encounter events that challenge our ethics and resolve. We may feel intensely about a correct course of action, but act differently than what we feel. This misalignment, left unchecked, takes a toll on our self-respect and mental and emotional health. Participants in this workshop will discuss what it means to be authentic and how to act authentically when the potential price is high. They will take a courage test, a written self-assessment of their level of courage, and will identify action steps that they can take if they lack a courageous disposition. Finally, tips on how to increase one's authenticity and courage will be explored.

### Length

90 minutes to 4 hours

## Why Lemmings Should Be Extinct: Self-Responsibility Toward Organizational Change

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> <li>▶ Judiciary</li> <li>▶ Prosecution</li> <li>▶ Defense</li> <li>▶ Law enforcement</li> <li>▶ Victim advocacy agencies</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Discern when to resist change and when not to</li> <li>b. Stay healthy in an organization experiencing rapid change</li> <li>c. Adapt effectively within the change environment</li> </ol>
<b>Description</b>	<p>In a fast-paced world, the most pertinent question is not so much what is changing or how fast, but rather how well we are coping with or adapting to the change environment. Participants in the workshop will focus on ways to be healthy and vibrant in a changing world and on how to create an empowered organization. Looking at the unique behaviors of creatures in the animal kingdom, such as ostriches that bury their heads in the sand and rhinos that charges into large, unmoving targets, participants will consider what characteristics are necessary in order to become strengthened by change instead of threatened and overwhelmed by it. Participants will acquire practical information on what strengths are most important in a charged, changing environment and learn tips on how to build on those strengths.</p>
<b>Length</b>	<p>90 minutes</p>

## Policy to Practice NOT Practice to Policy: An Introduction to a System-Wide Approach to Corrections

### Audience

- ▶ Community corrections
- ▶ Jail or prison
- ▶ Judiciary
- ▶ Prosecution
- ▶ Defense
- ▶ Law enforcement
- ▶ Victim advocacy agencies

### Learning Objective

Participants will collaborate with other criminal justice agencies, as well as their own employees, to develop a smooth and consistent process for working with offenders to effect behavioral change.

### Description

As offenders move through the justice system, they come into contact with a number of criminal justice representatives—from prosecutors and public defenders to judges and probation officers—with different goals and practical self-interests. Frequently the result is confusion, contradiction, and ineffectiveness in achieving public safety goals. This course for criminal justice policymakers, managers, and administrators focuses on developing policies that lead to effective justice system practices.

### Length

1 day (plus follow-up)

## Opening the Black Box of Evidence-Based Collaboration

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> <li>▶ Judiciary</li> <li>▶ Prosecution</li> <li>▶ Defense</li> <li>▶ Law enforcement</li> <li>▶ Victim advocacy agencies</li> </ul>
<b>Learning Objectives</b>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Describe the most recent research on evidence-based collaboration</li> <li>b. Apply the principles of collaboration to solve common organizational and interorganizational problems</li> <li>c. Develop a process model for successful collaboration in their organizations and jurisdictions</li> </ol>
<b>Description</b>	<p>Collaboration is often touted as the key to effective implementation of evidence-based practices, but in many cases efforts at collaboration produce little of lasting value and often result in personal frustration and disappointment. The primary reason for these difficulties has not been a lack of goodwill and good intentions, but rather the failure to recognize that goodwill on its own is not enough. Just as good intentions on the part of a correctional supervisor will not transform an antisocial offender into a law-abiding citizen without the application of research and knowledge, so too collaboration requires the application of research and knowledge to be successful. This course opens up the black box of evidence-based collaboration. It teaches and applies the latest empirical research on collaboration from the private, non-profit, and public sectors to the problems confronting criminal justice agencies and state and local criminal justice jurisdictions. It ensures that future practitioners of collaboration will maximize their potential for producing successful outcomes, thereby wanting to collaborate again and again.</p>
<b>Length</b>	<p>90 minutes to 4 hours</p>

## Dope, Hope, or the Pope: What Does It Take to Cope?

### Audience

- ▶ Community corrections
- ▶ Jail or prison
- ▶ Judiciary
- ▶ Prosecution
- ▶ Defense
- ▶ Law enforcement
- ▶ Victim advocacy agencies

### Learning Objective

Participants will recognize why and how hope should be incorporated into supervising offenders, meeting victim needs, and reaching out into the community.

### Description

Today's uncertain political and economic times are reflected in our view of the world and they affect how we approach life and what we bring to the workplace. Offenders and victims who enter the justice system are also affected by these worldwide events and are often looking for hope when they come into contact with justice system personnel. This presentation takes a look at the research on why hope is necessary for better physical and mental health and how hope should be woven into the way practitioners supervise offenders, meet victim needs, and reach out to communities. Since movies can inspire us to think bigger, feel deeper, and be more energized, carefully selected Hollywood film clips will be used to demonstrate how the profession can provide a potent mixture of accountability, protection, skill building, and the galvanizing of positive emotion to improve public safety and improve the lives of those it serves.

### Length

90 minutes to 4 hours

# Planning, Measurement, Evaluation, and Training

## From Practitioner to Trainer

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> <li>▶ Judiciary</li> <li>▶ Prosecution</li> <li>▶ Defense</li> <li>▶ Law enforcement</li> <li>▶ Victim advocacy agencies</li> </ul>
<b>Learning Objective</b>	Participants will learn basic skills needed to prepare and deliver effective classroom training.
<b>Description</b>	Probation officers and supervisors are often asked to assist with classroom training since their expertise and experience are viewed as essential to providing field staff with necessary job skills. Few of these “adjunct” trainers have received training that would help them maximize the learning transfer. This course provides adjunct trainers with the basics of adult learning theory, presentation methods, and communication skills. It also delivers simple techniques for writing lesson plans and preparing effective interactive exercises and games.
<b>Length</b>	1 day

## Quality Assurance Tools

<b>Audience</b>	<ul style="list-style-type: none"> <li>▶ Community corrections</li> <li>▶ Jail or prison</li> </ul>
<b>Learning Objective</b>	Participants will be able to design and implement quality assurance measures that will assist in ensuring change efforts are successful.
<b>Description</b>	Implementing evidence-based practices alone is not enough to ensure recidivism reduction. In fact, most change efforts fail because managers do not pay attention to the details and neglect to install key quality assurance measures. This training provides managers and staff with a number of tools to determine whether evidence-based practices are being implemented with fidelity.
<b>Length</b>	1 day

## Action Planning for Risk Reduction

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Jurisdictional teams will develop a concrete set of steps designed to move their agencies toward evidence-based practices and risk reduction.
<b>Description</b>	This hands-on working session is designed for teams within jurisdictions that are seeking to develop a specific set of action steps that will lead to risk reduction. The components include goals, objectives, tasks, persons responsible, and timelines. The teams will discuss and develop a consensus on activities that are required in order for their agencies to move closer to an evidence-based practice model designed to drive down recidivism. The teams will participate in a series of activities to help their jurisdictions develop an eighteen-month action plan.
<b>Length</b>	2 to 3 days

## Accountability Through Intermediate Measures (AIM)

<b>Audience</b>	<ul style="list-style-type: none"><li>▶ Community corrections</li><li>▶ Jail or prison</li></ul>
<b>Learning Objective</b>	Participants will be able to <ol style="list-style-type: none"><li>a. Understand the principles around the effective use of data to drive offender behavioral change aimed at key risk reduction outcomes</li><li>b. Pursue a structured method (AIM) of interacting with staff and managers regarding the use of key performance indicators that help the organization know if it is achieving its risk reduction strategies</li><li>c. Practice the AIM process</li><li>d. Determine what changes to process should be employed and next steps</li></ol>
<b>Description</b>	This workshop is designed to assist those individuals who are seeking to develop an agency performance mechanism similar to CompStat, a police approach that conducts “live audits” and provides continuous evaluation of agency performance. AIM uses a transparent, structured process of reviewing key success indicators in order to improve clearly defined targeted outcomes. It does this by examining progress, making incremental service and policy changes, holding those responsible accountable, and celebrating improvements.
<b>Length</b>	4 hours

# Train the Trainers

## Evidence-Based Practices in Jails and Prisons

<b>Audience</b>	▶ Jail or prison
<b>Learning Objectives</b>	Participants will be able to <ol style="list-style-type: none"><li>Describe the research around risk reduction and criminal behavioral change</li><li>Apply the research to daily activities and situations in custodial and community settings</li><li>Teach evidence-based practices to institutional staff</li></ol>
<b>Description</b>	<p>This course is designed for justice practitioners who are interested in teaching effective recidivism reduction techniques to others who work in a jail or prison setting. It assumes that participants possess a foundational level of knowledge in evidence-based practices. The course includes an overview of the meta-analysis research around risk reduction, including practices that lead to reduced recidivism, the components that jails and prisons need to implement to effect these changes, and the practices that must be in place for an agency to fully integrate evidence-based practices with fidelity. Examples are tailored to correctional institutional circumstances and related staff roles. Participants will be required to teach sections of the curriculum to other classmates and receive constructive feedback to ensure both mastery of the information and effective platform skills. Participants will have a complete curriculum to use when the course is completed.</p>
<b>Length</b>	2 days

## Evidence-Based Practices for Community-Based Supervision Agencies

<b>Audience</b>	► Community corrections
<b>Learning Objectives</b>	Participants will be able to <ol style="list-style-type: none"><li>Describe the research around risk reduction and criminal/delinquent behavioral change</li><li>Apply the research to daily activities and situations in a community-based setting (correctional supervision and out-patient programming)</li><li>Teach evidence-based practices to community corrections staff</li></ol>
<b>Description</b>	<p>This course is designed for justice practitioners who are interested in teaching effective recidivism reduction techniques to others who work in community corrections and non-residential programming. Two separate versions of the course exist, one for those who work with adults and one for those who work with juveniles. The course assumes that the participants possess a foundational level of knowledge in evidence-based practices. The course includes an overview of the meta-analysis research around risk reduction, including practices that lead to reduced recidivism, the components that community corrections need to implement to effect these changes, and the practices that must be in place for an agency to fully integrate evidence-based practices with fidelity. Examples are tailored to community corrections circumstances. Participants will be required to teach sections of the curriculum to other classmates and receive constructive feedback to ensure both mastery of the information and effective platform skills. Participants will have a complete curriculum to use when the course is completed.</p>
<b>Length</b>	3 days

# Other Courses Offered by TCG Partners

## Contact TCG for more information

### Emotional Intelligence and Addiction

This workshop explores a biopsychosocial model of problematic alcohol and other drug use. Emphasis is on how a person's thoughts are the source of cravings and of justifications for using in the face of persistent problems. Cognitive-behavioral interventions for the management of emotions and dealing with cravings are also covered.

### Hue Are You?: What Color is Respect?

What is your personality type and how does it contribute to the conflict in your life? In this 1½ hour workshop, participants will take a simple but fun personality test commonly called COLORS. They will gain insights into the nature of their personalities and the personalities of those around them. These insights will allow them to deal with conflict more comfortably and productively.

### Discovery/Experiential-Based Facilitation Skills

People who act up in class are often either bored or believe that the class objectives are not relevant to their life situations. Discovery/Experiential-Based classes are based on a delivery method that captures students' curiosity. This 1 ½ hour workshop explores by example how such classes function.

### Denial: A Cognitive-Behavioral Perspective

In Freudian psychology, denial is an unconscious mechanism used by the ego to reduce the anxiety produced by conflict between the id and superego. In addition to being difficult to understand, denial is held to be largely beyond the control of most individuals. The cognitive-behavioral perspective on comparable psychological processes is easier to grasp. Denial is held to sometimes be unconscious and sometimes deliberate. This workshop explores the methods offenders frequently use to avoid responsibility for their acts. It further provides guidelines on how to enhance motivation and teach offenders the skills to free themselves from these negative cognitions.

### What Does It Mean To Have A Disorder?: Training for Non-Mental Health Care Providers

How do mental health care providers decide who has a mental health disorder and who is just having problems? Is there really a difference? What is the DSM IV-R? Are alcoholism, antisocial personalities, or sexual attractions to children disorders or are they choices? This workshop explores these questions in a way that will be useful for non-mental health care professionals who work with challenging clients.

## A Feeling Mind that Thinks

“In a very real sense, we have two minds: one that thinks and another that feels.” This is the focus of the best-selling book *Emotional Intelligence*, by Daniel Goleman. This training is a series of four workshops that breaks this concept into separate themes:

- 1) The Bicameral Mind - the psychology of emotional/rational decision making
- 2) Getting What You Want - the nature of values
- 3) Taming Your Beast - managing emotions
- 4) Owner’s Manual to the Human Mind - problem-solving skills

## Living Life on Life’s Terms

Why do some people choose to gripe rather than solve or cope with problems? This workshop explores that issue and discusses why griping is not only a dead-end strategy, but also addictive.

## Incarceration and Its Role in Community Corrections

Traditionally, the justice system has used incarceration to promote deterrence and incapacitation and to provide just desserts. On the other hand, the mission of community corrections is to provide rehabilitation in the community in a way that does not unreasonably threaten public safety. This workshop uses several small group discussions to prompt participants to clarify their thoughts concerning the role incarceration should play in community corrections.

## Interpreting the LSI-R Score Sheet for Case Management

Many jurisdictions use the Level of Services Inventory – Revised (LSI-R) as their primary risk/needs assessment. It provides information on offenders’ levels of antisocial tendencies. This in turn guides decisions on how to segregate high-risk offenders from low-risk offenders to prevent corruption of lower-risk offenders. The assessment also provides information about which need areas can be addressed to reduce recidivism. This two-hour workshop helps participants use the LSI-R score sheet to provide better services to their clients.

## Understanding the Neglectful Parent

This workshop explores how role models and social environments influence a person’s parental attitudes, as well as the processes that might lead a person to act contrary to their desires to be a good parent. Participants will also learn about techniques that help people change.

## Pathways to the Criminal Mind

How do people become criminals? Is it their upbringing? Is it in their genes? Is it alcohol or drugs? This workshop explores the factors that contribute to criminal behavior. Emphasis is placed on psychopathy, dysreasoning, and moral disengagement.

## The Psychology of Criminal Behavior

This workshop offers an advanced look at criminal behavior and what can be done to correct it. It is designed for people who deal with either criminals or those on the path to becoming criminals. It discusses the scientific information referred to as the “What Works” literature. The training also explores how role models and social environments influence a person’s attitudes toward committing crimes, as well as the cognitive-behavioral processes that might lead a person to act contrary to their desires to be law-abiding citizens.

## Inside the Criminal Brain: Corrections and Psychopathy

Psychopaths’ brains are wired in such a way that they do not experience the natural self-restraining mechanisms of empathy and compassion. This workshop explores why that is so. It also covers the strategies that research suggests community corrections should follow in treating and monitoring psychopaths.

## The Psychology of Punishment

The typical response to supervision violations is to apply sanctions. Further violations are responded to with progressively more intense sanctions. This frequently leads to revocation in the face of frustration and a sense of futility. Often revocation happens without considering whether an offender is an increased risk to community safety or not. While corrections may have to use prison to incapacitate offenders who present a serious risk to public safety, we are misguided if we believe that punishment is an effective agent for change. This workshop explores why that is so.

## Your Thoughts Are Killing You: A Cognitive Perspective on Stress

What you think determines how you feel and what you do. Certain thoughts create stress, which not only wears out your body prematurely, but also causes much unnecessary physical and emotional pain. In this 1 ½ hour workshop, you will learn about stress and how you can eliminate much of it by managing your thinking style.

## Therapeutic Approach and Counseling Style

“Overall, no one therapeutic approach stands out as offering better results than any other.” While that is what the evidence suggests, research also indicates that certain counseling styles may be more effective than others in helping people change. This workshop explores this issue and presents the case for cognitive-behavioral psychotherapy for antisocial individuals.

## What Does It Mean to Have a Problem?

People change because they think they have a problem, not because someone else thinks they have a problem. It is very common for people to not understand their role in their own problems and their role in the solutions. If helping professionals do not recognize this and the reasons behind it, their attempts to help others will be met with resistance. The Stages of Change model is an established evidence-based practice that facilitates the change process, especially in those not ready for change. This 1 ½ hour workshop explores Stages of Change and other aspects of a client-centered approach to help others change.

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