

THE CAREY GUIDES

Learning Exercises

For Professionals

Developed for Subscribers of
The Carey Guides



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Matching Exercise

Instructions: Working individually, match the case scenarios (Column A) with the proper application of The Carey Guides (Column C). Note your responses in Column B. When everyone in your small group has finished, compare notes and see if the group can come to consensus.

Column A Case Scenario	Column B A, B, C, D, or E	Column C Carey Guide Application
Janice completed a CBT class and learned new ways to problem solve. Last week when she could not find a ride home without getting a lift from one of her using friends, she used herself. She ended up in juvenile detention for using an illegal substance.		A. As a standalone intervention aimed at addressing a criminogenic need
You are completing the case plan with Ralph who has been adjudicated for theft. He has three criminogenic needs that require attention. He cannot get into a program to address these needs.		B. To reinforce what the probationer learned in another program
Matt has gotten in trouble many times and is hanging around a group of peers that often get in trouble. He is reluctant to admit he needs to examine his friendships.		C. To help the offender transfer what he/she learned in one setting to another
William has been in a family counseling program for two months. His family is unwilling to change and he recognizes that they are dragging him down.		D. To capitalize on a “teachable moment”
Jenny completed an anger management program and has done well. Recently, however, she has been having difficulty getting along with two girls in her physical education class and she is afraid she is going to explode.		E. To help the probationer develop awareness and/or prepare for a treatment intervention

Select the Guide

Instructions: Working individually, read the presenting issue and select the Guide or Guides that best correspond to that issue.

BLUE GUIDES	PRESENTING ISSUE	RED GUIDES
<ul style="list-style-type: none"> ➤ Anger ➤ Anti-Social Peers ➤ Anti-Social Thinking ➤ Emotional Regulation ➤ Empathy ➤ Engaging Pro-Social Others ➤ How to Operate in the Family ➤ Moral Reasoning ➤ Problem Solving ➤ Pro-Social Leisure ➤ Social Skills ➤ Substance Abuse 	<p>Travis has been on probation for three years for burglary and theft and can't seem to get off. He is constantly in trouble. He claims that law enforcement is out to get him and that he would be fine if only he had more money.</p> <p>Guide(s): _____</p>	<ul style="list-style-type: none"> ➤ Case Planning ➤ Co-Occurring Disorders ➤ Dosage and Intensity ➤ Drug Dealers ➤ Female Offenders ➤ Impaired Driving ➤ Intimate Partner Violence ➤ Lethality and Violence ➤ Managing Sex Offenders ➤ Maximizing Strengths ➤ Mental Health ➤ Meth Users ➤ Motivational Interviewing Techniques ➤ Offender Typologies ➤ Overcoming Family Challenges ➤ Reentry ➤ Responding to Violations ➤ Rewards and Sanctions ➤ Use of Behavioral Techniques ➤ What Makes an Effective Corrections Professional?
	<p>Barb always seems to be with the wrong people at the wrong time. She acts tough but you suspect she is quite "gentle on the inside." She suffered from a sexual assault when she was ten years of age. She has been through counseling and just wants to be left alone.</p> <p>Guide(s): _____</p>	
	<p>Stu is a high risk offender who has a diverse delinquent history and many criminogenic factors. He has been ordered to a CBT program, substance abuse treatment, and a mentoring program.</p> <p>Guide(s): _____</p>	
	<p>Lisa keeps getting in trouble even though she says she does not want to. She is often ridiculed by others and does not know how to handle it. She tries to fit in by acting out.</p> <p>Guide(s): _____</p>	

Be Prepared

Instructions: Working individually, read the case study below. Assume that this is your probationer. Identify what you would want to accomplish in your next supervision session with this probationer. Fill in both Column A and Column B. When everyone at your table has completed the exercise, discuss your responses as a group and note the group consensus in Column C.

For example, if a probationer was drug dependent and had a relapse six months after treatment, your supervision session goals might be as follows:

- First Goal: Help the offender get back on track with the aftercare plan and relapse prevention plan.
- Second Goal: Determine what sanctions, if any, need to be applied.

The actual supervision goal may change depending on the nature of the interaction with the probationer. If, for example, the probationer refuses to acknowledge that the drug use was a problem, the goal of getting the offender back on track may be premature, at least during this next session.

Case Scenario: Peter, age 17, has been on probation for forty days as a result of charges for felony trespassing and damage to property. He was assessed as medium-high risk and has three significant criminogenic needs including anti-social thinking, anti-social peers, and self-regulation (impulsivity and anger management). He has asked for your help in securing employment. However, he has not been attending school on a regular basis (claiming to have dropped out) nor has he completed his community service work (which he has six months to complete). His mother, a single-parent, has had difficulty holding him accountable and has given up trying to get him to school. Peter was ordered to complete programming “as directed” by probation, however the most appropriate programs for Peter have lengthy waiting lists. Peter is coming in to see you. He is highly personable, charming, and energetic but does not appear to be very motivated to address his issues. He just wants to be left alone.

Column A My Goals for the Supervision Session	Column B Rationale	Column C Group Consensus
First Goal:		First Goal:
Second Goal (if applicable):		Second Goal (if applicable):
Third Goal (if applicable):		Third Goal (if applicable):

Prepare the Probationer

Instructions: Working individually, read the case scenario. Then, read the examples of the effective and ineffective uses of the Guides. Working as a small group, develop three additional examples of your own that illustrate the effective and ineffective use of the Guides with this probationer.

Case scenario: Billy is on probation for theft. Two months into his probation term he was picked up for another theft, this time for a minor shoplifting charge. When you ask him about the incident, Billy says he is frustrated by how little he has, and figured that the store owners had a lot of money and wouldn't miss the X-Box that he tried to take. He goes on to say that store owners are always ripping customers off with high prices, so he is just making things even. You decide that Billy should complete the Anti-Social Thinking Guide tools.

Example, effective use of the Guides with Billy: Explore with Billy what his goals are. When he expresses appropriate goals, explain that the Guide is designed to help people succeed and reach these goals and that you would like him to complete the worksheets.

Example, ineffective use of the Guides with Billy: Tell Billy that he had better cooperate by doing this Guide or you will violate his probation.

Ineffective strategies:

1. _____.
2. _____.
3. _____.

Effective strategies:

1. _____.
2. _____.
3. _____.

Case Plan Integration

Instructions: Working as a small group, answer each of the three questions regarding probationer Jim. Fill in as much of the case plan as possible (question 3) (time permitting).

Case scenario: Jim is an immature seventeen year old high school student (although he looks more like he is twenty). Jim has a wide variety of friends including a group of 13-14 year olds who are impulsive and often “run wild.” Jim wants to be everyone’s friend. Because of this strong desire to please he has on occasion, for example, bought cigarettes and alcohol for these friends despite the fact that he does not smoke or drink.

This same group of friends heard that a neighbor was out of town and had a large super-sized TV screen that covered an entire wall. They wanted to play video games on this screen and convinced Jim to break into her house with them one evening. While playing videos, the man the homeowner hired to watch the house arrived and caught the boys in the home. He pulled out a gun and confronted the boys, almost pulling the trigger when the youngest jumped through the glass pane window to escape.

This is Jim’s first adjudication. His parents were shocked and disappointed by his behavior. He is about to turn eighteen years of age and should be a high school senior but is 1.5 credits short. He has had jobs in the past but has been unable to hold one for more than two months. The assessment indicates that Jim is a medium risk offender.

1. What is Jim’s risk level?

Low

Moderate

High

2. What are Jim’s top three criminogenic needs?

___ Education

___ Use of Free Time

___ Relationships (Peers)

___ Current Living

___ Alcohol/Drugs

___ Attitudes/Behaviors

___ Employment

___ Skills

3. Identify the two highest priority goals in working with Jim. Complete a case plan (using the template on the following page) using resources you currently have at your disposal and using The Carey Guides to address Jim’s criminogenic needs. *(This is a hypothetical scenario. Normally the case plan would be completed with Jim rather than for Jim.)*

CASE PLAN			
My goal is to:	This addresses which need?	The specific steps I will take include:	Date by which it will be done:
		1.	
		2.	
		3.	
		4.	
I will celebrate the completion of this goal by:			
My strengths that can assist with this goal are:			

CASE PLAN			
My goal is to:	This addresses which need?	The specific steps I will take include:	Date by which it will be done:
		1.	
		2.	
		3.	
		4.	
I will celebrate the completion of this goal by:			
My strengths that can assist with this goal are:			

Focusing on the Big Four

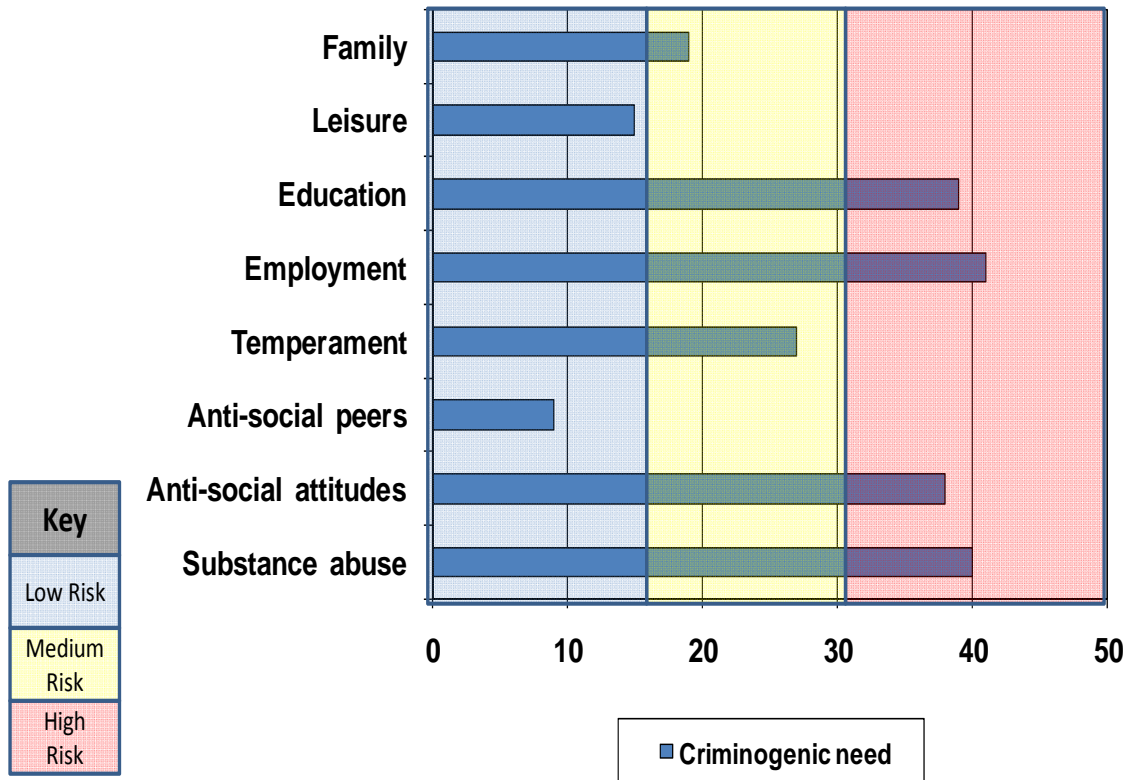
Instructions: This exercise seeks to help corrections professionals focus on the Big Four influences on illegal behavior. Read through the case scenario, then review Roxanna’s assessment results (see next page). Workings individually, identify Roxanna’s top three criminogenic needs and driver(s). Once all group members have finished, work as a small group and see if group members can come to consensus on these and then work together to complete the Identification of Criminogenic Needs/Drivers Chart.

Once you have reached a consensus, select the Guide you would choose to use first with this probationer. For the purposes of this exercise, assume that Roxanna is equally motivated to address all criminogenic needs.

(As a reminder, the Lesser Four are not insignificant but, unless they are deemed to be drivers, they should be the secondary focus. Substance abuse is usually cited by researchers as among the Lesser Four but sometimes it can be the driver or, even if not, may need to be addressed before the other criminogenic needs can be addressed.)

Background information: Roxanna is an 18 year old female who was adjudicated for misdemeanor assault (a fight in school). She resides in a stable residence with her sister and mother who provide a pro-social support system; neither have a criminal history. Roxanna has worn her mother down. She is often unaccountable for many evening hours. Roxanna claims that she is “fine” but the authority figures around her are “all over her” for no good reason. She just wants to be left alone and make her own decisions. Roxanna considers herself a social drinker and former abuser of marijuana. She has a history of depression and has been diagnosed with PTSD. Other than the current offense, she has been arrested on one prior occasion, for driving under the influence. She has a sixth grade education and cannot read or write well enough to get most jobs but she is very interested in changing that, with an ultimate goal of becoming a nurse. Roxanna is the mother of an infant son who has recently been diagnosed with a severe gastrointestinal disorder. Roxanna’s mother, the infant’s grandmother, often takes care of him. Roxanna has a feisty disposition and is outgoing and sometimes aggressive. She loves being the center of attention. Her occasional substance abuse allows her to forget an unaddressed sexual assault that occurred at age eleven. The most recent substance abuse assessment indicated that she is an occasional user and unmotivated to get additional treatment. It is not clear if the assessor is of the opinion that she needs additional assistance, noting in the report that she has been to educational classes, does not appear to abuse chemicals on a regular basis, and “will likely outgrow it.”

Assessment Results



IDENTIFICATION OF CRIMINOGENIC NEEDS/DRIVERS CHART

Criminogenic Need	Record Risk Level (H/M/L)	Select (✓) the Three Priority Needs	Select (✓) the Driver(s)	Identify the Appropriate Guide to Address the Top Three Criminogenic Needs (and Driver(s)) <i>(Refer to page 4 for a complete list of Guides.)</i>
Family				
Education				
Leisure				
Employment				
Anti-social peers				
Alcohol/drugs				
Anti-social thinking				
Temperament and skills				

Did Well/Not So Well

Instructions: The following scenarios describe the ways in which an officer used The Carey Guides. Working as a small group, review each scenario and indicate whether the officer did or did not use The Guides effectively. Indicate your reasoning for each scenario. (Note that it is possible for both columns to be marked for the same scenario.)

Scenario	Did Well	Did Not Do Well	Reasoning
<i>Example:</i> As the probationer was leaving, PO John handed the Guide to the probationer and said, "Here, fill this out and bring it back."		✓	<i>Gave the probationer the tool without any explanation of how it will be used and why he/she should take it seriously.</i>
1. When probationer Mandy was arrested for a second shoplifting charge, she told her PO that she could not explain why she did it, saying "It seems like I keep getting in trouble by doing stuff without thinking." After explaining what the tools are for, PO Tony asked Mandy to fill out the Impulsivity Tool so he could help her make better choices in the future.			
2. George failed to keep his appointments with Bill, his PO. Out of frustration, Bill told George he was in "big trouble" and he needed to complete the Moral Reasoning Guide as a consequence.			

Scenario	Did Well	Did Not Do Well	Reasoning
<p>3. PO Julie has been working with Sarah for months with limited success. Julie gave the Anti-Social Thinking Tool to Sarah and said that she would take ten minutes discussing this with her at the next meeting so she should be sure not to be late.</p>			
<p>4. Mike told his PO, Darnell, that he liked the tools because they make him think. Mike went on to say that he really did not care for the practice sessions. Darnell listened carefully and empathized with him saying, “I really don’t like that part either. Let’s not do them. Will that make it easier for you to finish these?”</p>			
<p>5. Janice finished her cognitive behavioral class last month but her PO, James, could see that she was still struggling with making good choices. He decided to use a couple of the Guides to reinforce what she learned even though it may have been repetitive.</p>			
<p>6. Monica cried repeatedly when her PO, Laura, worked with her using the tools in the Co-Occurring Disorders Guide. It was clear that Monica was suffering from a PTSD condition and that some past event was triggering this reaction. Laura was convinced that Monica was close to a break-through and pressed Monica to keep working through it with the help of the Guides.</p>			

Empathy Exercise

Instructions: The purpose of this exercise is to demonstrate how difficult it can be for offenders to fill out these tools. Complete this tool using your own personal experiences. Following the example and instruction on this page, use the chart on the next page to describe three different occasions when your anger got out of control. (*This exercise was adapted from the tool in the Anger Guide.*)

Emotional Triggers

Part A

1. Think about three times when your anger got out of control. Tell about each time in a diagram like the one below. Using the template on the next page, draw one diagram for each event.
 - Under “Who?,” indicate who you were angry with.
 - Under “Where?,” indicate where you were at the time.
 - Under “What?,” indicate what made you angry.

Example:

Who?
My boss

Where?
On my job site

What?
He told me I wasn't doing a good job.

Event 1

Who?

Where?

What?

Event 2

Who?

Where?

What?

Event 3

Who?

Where?

What?

2. Look at your diagrams and write down what patterns you notice. Are there certain people, places, or events that trigger your anger? Are certain emotions often behind your anger? Note your responses to these questions below.

3. Write down three things you can do to best avoid the situations, people, and places that trigger your anger.

a.

b.

c.

Part B

1. It's not always possible to avoid the things that make us angry. Because of this, it's important to find a less harmful way to respond. Think about a time when it was difficult to avoid your triggers. It may be one of the events you diagrammed. Brainstorm less harmful ways to respond. Record your ideas below.

2. Choose one of the less harmful ways to respond that you wrote about in Question 1. What might have happened had you tried that suggestion in each of the diagrammed situations? Write it down below. Repeat with other suggestions.

Jeremy

Instructions: This is a role-play practice session using the scenario of Jeremy. Divide into teams of three (four at the most). One person will fill the role of the probationer, one the probation officer, and one (or two if you have a team of four) will be the observer. Begin by reading the case scenario, then review Jeremy’s completed “Side by Side: Friends Exercise” on the following pages (review the completed chart and the written responses to the nine questions that follow the chart). When all group members have finished reading these materials, begin the role play. The individual serving as the probation officer should ask James to come into his/her office and use the supervision session to review the completed tool and engage Jeremy into action, if possible. When done (approximately ten minutes) each observer will give feedback on the practice session. Use an Observation Form from the back of this handbook to keep track of your observations.

Case scenario: As part of Jeremy’s case plan, he is to address his anti-social peer associations. You gave him the “Side by Side: Friends Exercise” tool from the Anti-Social Peers Guide during your previous session with him. Jeremy has returned for his next appointment with you. The goal of this session is to use the tool to help him realize that he needs to change his friendships if he is going to meet his life goals of staying out of the justice system. Review the completed tool with Jeremy and use motivational interviewing techniques to increase his disclosure and desire to change.

Side by Side: Friends Exercise

(Completed by probationer Jeremy)

Does he/she...	Column A <i>Jim</i> List a friend who you get in trouble with a lot or who is a "bad influence" on you:	Column B <i>Lawrence</i> List someone who you look up to or who is a "good influence" on you:
Use drugs or alcohol?	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never
Influence you to use drugs or alcohol?	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never
Call people names or make fun of them?	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never
Think people in authority are crooked or out to get you or them?	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never
Hang out in places where people get in trouble?	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never
Do illegal things with you?	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input checked="" type="radio"/> Never
Participate in and attend sports or music events?	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never
Participate in and attend religious or spiritual events?	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never
Work or go to school full time?	<input type="radio"/> A lot <input type="radio"/> A little <input checked="" type="radio"/> Never	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never
Have many (legal) hobbies?	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never
Really care about others, even people who aren't the same age, race, or as smart as they are?	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never
Control their emotions, their anger?	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never
Make good decisions?	<input type="radio"/> A lot <input checked="" type="radio"/> A little <input type="radio"/> Never	<input checked="" type="radio"/> A lot <input type="radio"/> A little <input type="radio"/> Never

1. What does this list make you think about?

My friend Lawrence really is trying to make a lot of his life. He is going to vocational school and is excited about his future. He is careful not to hang around what he calls the "low life." He is always so upbeat and positive. I like hanging around him but I normally end up spending time with Jim who keeps coming around even when I try to avoid him.

2. Are you more like the person in Column A or in Column B? Which person do you want to be more like in the future?

I really like Lawrence but don't feel like I am in his league. I definitely think I am more like him and want to have his kind of attitude.

3. Think about the friends who you get in trouble with.

- a. What do you get out of these relationships?

I am never bored. They are so much fun. They hang out with me at late hours and always have these funny stories to tell of how they eluded the police or sold pot to some loser. They are fun.

- b. What is stopping you from changing these friendships?

Nothing. I could change these if I wanted to.

4. When you get into trouble with a friend:

- a. What part of the problem are you responsible for?

I make my own decisions. They don't force me to do anything. Sometimes I feel pressured to help them out but really it is my call. I have no regrets.

- b. What part of the problem is the other person responsible for?

I suppose they could stop badgering me. When I tell them "No" they keep at me until I give in.

6. What beliefs or thoughts influence your decision to stay in a friendship that you know isn't good for you?

I like their company. I don't want to lose their friendship. I suppose that I am afraid that they will get mad at me and stop hanging around.

7. Explore your feelings around your friendships.

- a. How do you feel when you think about staying in this friendship?

I have two minds. I like them. But, they are not good for me. I end up doing things that get me in trouble. And when I do, they are never around to help bail me out. They just kind of laugh it off. It pisses me off.

- b. How do you feel when you think about ending this friendship?

Kind of two ways. I know I should stop hanging around them but the thought of not having anyone to spend my evenings with makes me anxious. I get bored easily.

- c. How could you change your beliefs and thoughts to help you end a friendship that's not good for you?

I could say to myself that my future is my responsibility and I can't be passive about this. I have to take charge of my life and do what is right. That means I need to say things like: "I am in control of my future." "It is now or never." Stuff like that.

8. What could you do to make it easier to have new thoughts and beliefs about ending a friendship that's not good for you?

Maybe that I will not be as bored as I think I will be. I am sure there are lots of people who are fun but who won't influence me to do stupid stuff.

9. If you could leave a friendship that's not good for you:

- a. What's the best thing that could happen?

I could get my act together and stop doing shit. I am so sick of having other people tell me what to do. I could hang around people who support me and who help me stay straight.

b. What's the worst thing?

I can't think of anything other than being bored but like I said, I think others who are straight can be fun, too.

Monique

Instructions: Divide into teams of three (four at the most). One person will play the role of Monique, the probationer, one the probation officer, and one (or two if you have a team of four) will be the observer. Begin with each team member reading the completed tools on the following three pages “Identifying Meaningful Rewards, Completed by Probationer Monique.” Once done, begin the role play. The individual serving as the probation officer will ask Monique to come into his/her office and use the supervision session to review Monique’s responses on the tool and engage her in a discussion about her responses. The goal of this session is three-fold:

- First, the probation officer is seeking to understand the rewards and incentives that are most meaningful to Monique.
- Second, the probation officer is working with Monique to help her with an issue so many—including Monique—have difficulty with, namely taking in affirmation. (To this end, role play with Monique how she might identify and respond in a situation where her mother is rewarding her.)
- Third, to determine how the probation officer can effectively use these new insights about Monique in the future.

When the role play is completed, discuss as a small group how the probation officer could work with the information s/he has learned about Monique to motivate her in the future if she falters on her case plan.

Case scenario: Monique is new on probation. She has a delightful personality and appears to be easily influenced by others. You have noticed that she has many strengths but appears to have low self-esteem. This lack of confidence may be related to her apparent inability to stand up to peer influences. You are meeting her for only the third time since the court put her on probation for drug trafficking. You are aware that she will likely respond well to rewards and incentives but need to know what she will respond to most.

Identifying Meaningful Rewards

(Completed by Probationer Monique)

The rewards below are ones that our agency offers:

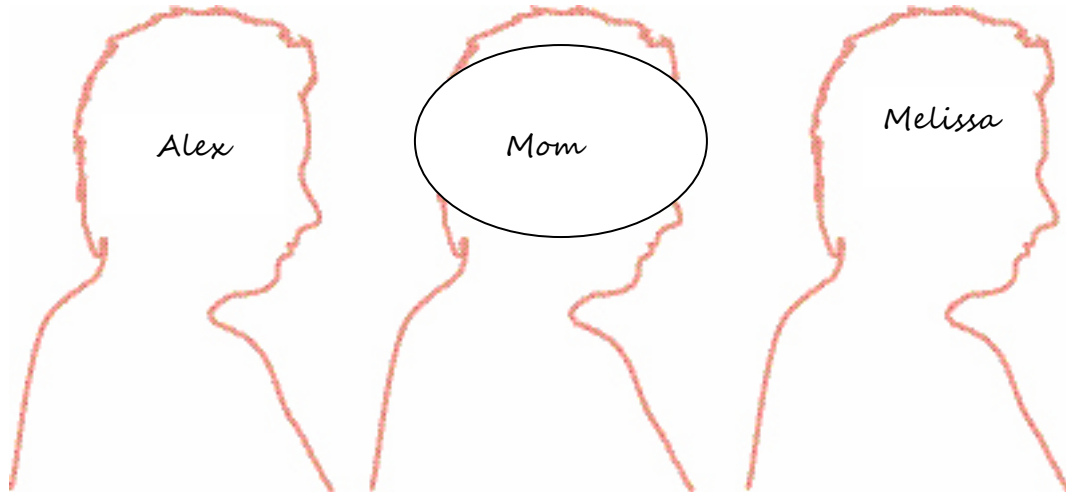
Verbal recognition	Recognition for completing a program/graduation ceremony
Written praise	Being designated an honorary presenter at graduation, a life-skills class, or a treatment group
A letter of recommendation for work, school, court, etc.	Referrals for free or reduced-cost treatment/education programs/services
A letter of progress to family members	Gift cards for food or clothing, gas cards, movie passes, calling cards, etc.
A bus/train pass	Allowing you to use our office phone to make job calls
Allowing you to choose the time for your next meeting with us	Decreased reporting requirements (e.g., calling in rather than reporting in person for one office visit, skipping one office visit)
Decreased community service hours	Decreased curfew restrictions
Early discharge from correctional supervision	

List five rewards that you would like to receive in order of most important to least important. Explain why you chose those rewards.

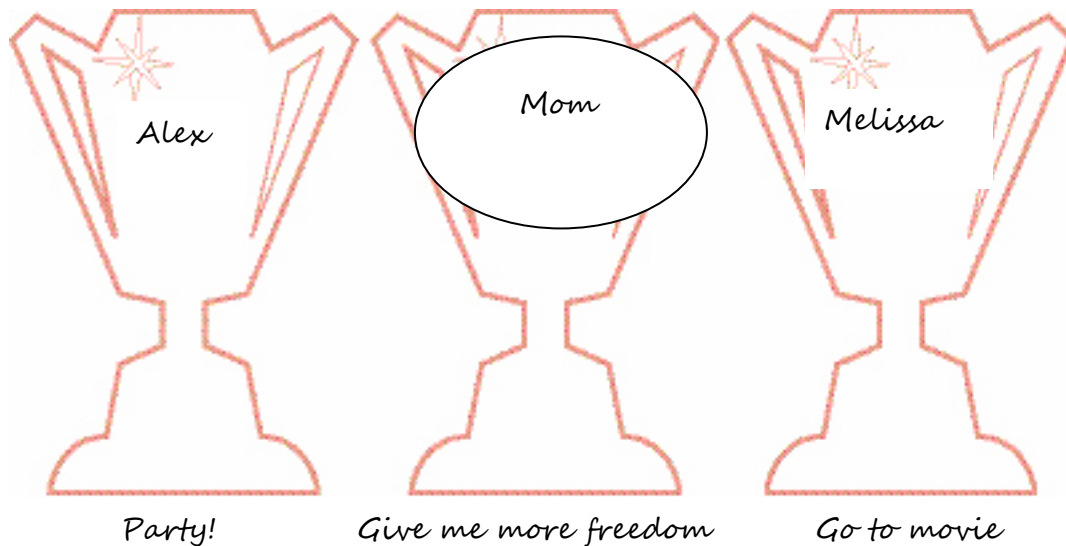
Reward	It is meaningful to me because ...
Example: Letter of progress to my spouse.	Example: It is important for my family to know that I am trying. I don't want them to lose confidence in me.
<i>Verbal recognition</i>	<i>I like being told when I do things right.</i>
<i>A letter of progress to family members</i>	<i>My family's respect is important to me.</i>
<i>Early discharge from correctional supervision</i>	<i>I would like to get on with my life.</i>
<i>Gift cards</i>	<i>I could use some help with things I can't afford.</i>
<i>Early discharge</i>	<i>I would like to get on with my life. Probation is an embarrassment to me. I am better than this.</i>

When people who are important to you recognize your progress, it can make you feel good about your positive behavior and help you reach your goals. This exercise will give you the chance to practice asking for and responding to recognition and support.

1. Think of family members, friends, and others who are important to you and have a positive influence on you. Choose three people from whom you'd like to receive recognition for your progress. Write their names in the illustrations below. Circle the name of the person you'd like to speak with first.



2. List three ways you'd like the people in Question 1 to reward you for your progress (e.g., praise you, write a card to say how proud they are of you, treat you to a movie). Write a reward in each trophy. Circle the reward you want to ask for first.



3. Now, imagine that you're asking the person whose name you circled for support and recognition.
 - a. How do you want to start the conversation?

Mom: I've been doing great and think I should be given more freedom. I am not a kid anymore

- b. What can you say to let the person know how important his/her feedback is to you?

Mom, you obviously make the rules and I have to listen to those or I get in trouble. I just think that I should have more say about my life. It is not that I don't care about what you say. I just want more freedom to make my own choices.

- c. What can you say if the person doesn't seem to want to get involved?

She will want to be involved. Her problem is that she is overly controlling. She won't bend the rules for me.

4. Practice with your corrections professional asking for recognition and support. Use your notes in Question 3 to help you. As you practice, imagine that the person you're speaking to recognizes, supports, or rewards your positive behavior. How do you respond? Remember that if you're positive and thankful, there's a greater chance that you'll get more recognition and support in the future.

Do's and Don'ts for Conducting Practice Sessions with Offenders

Do This	Don't Do This
Be relaxed; make sure the environment is emotionally safe	Worry about performance as this is not about competency around acting.
Be natural and as real-life as possible. Play it out as if it is actually happening.	Write a script or explain what you are doing while you are doing it.
Role model a casual approach.	Show a lot of anxiety which will only increase the anxiety of the offender.
Discuss any anxieties by the offender before conducting the practice session.	Tell them that if they feel too uncomfortable they don't have to do it. The more they do it, the easier it becomes.
Start with an easy scenario and increase with difficulty as the offender shows proficiency.	Start at a level too difficult that increases the likelihood of failure. The goal is to gain success with an easy effort at first and gradually increase the difficulty.
Stop the session if it gets out of hand.	If the practice session is causing too much difficulty or learning is not occurring, stop the session until you can rearrange it so there is a greater likelihood of success.
Praise frequently, emphatically and with sincerity.	Be silent or wait until the offender is totally proficient before giving positive feedback. You should praise even the effort and then give more affirmation for each step in the right direction.
Follow the steps in each case.	Take shortcuts and assume the offender will be bored if you follow each step in sequence.

Sequential Steps for Conducting Practice Sessions with Offenders

Sequential Steps	Explanation	Example
Demonstrate the skill	Practice sessions begin with the officer showing how a skill is conducted.	"Today, as we discussed, we are going to work on dealing with the frustrations you are having with your teacher. I am going to demonstrate first how you might want to handle it."
Ask for clarification and repeat if necessary	Don't assume that the offender understood how this works even if you demonstrate it. Make sure there is proper comfort in seeing the skill demonstrated. You may need to do it more than once.	To the offender: "How did that appear to you? What seemed to make sense, what didn't? Is this something you think you can do? Why or why not?"
Point to head	This indicates that you are talking to yourself which precipitates action.	"My teacher is picking on me when he calls on me. He knows that I don't know the answer and wants to embarrass me."
Drop hand and point to head again	This indicates that you are exploring alternative thoughts.	"I am getting individual attention. My teacher really wants me to succeed. This is better than being ignored."
Have offender practice	Using the same techniques (point to head) have the offender play one side of the situation.	
Provide feedback	Give the offender feedback on how he/she did (not how they performed in the role play but how they managed the content of the practice session). Be specific.	"You really did a great job in the way you voiced frustration with your teacher in a respectful way. You asked for a private conversation and you used 'sir' when you spoke to him."
Repeat the practice session	Once the offender gains proficiency and appears to be able to do it without much difficulty move to the next step.	To the offender: "Now I am going to act out the teacher in such a way that he is not going to be receptive to your feedback. In fact, I am going to defend myself by talking about your behavior."
Increase the difficulty	Make the situation more difficult and continue to practice. If necessary, demonstrate the skill with you and the offender switching roles.	To the offender: "That was a tough practice session. Let me switch roles and see if that helps."
Debrief	At the end, debrief the session, exploring any ambivalence or concerns of the offender.	To the offender: "How did this go? How comfortable do you feel in addressing this now with your teacher?"
Give homework	Have the offender practice the skill in his/her natural setting and be prepared to give you feedback at your next session. If necessary, have them write down their experiences.	To the offender: "By our next session, then, you have agreed to address your concerns with your teacher using these techniques. We will talk about how it went then. Please write down what went well and didn't go well so we can discuss."
Review	At the next session, review what you covered last time.	
Process homework	At the next session, process the success or frustrations from the homework assignment.	

Observation Form

	Did Well	Suggestions
Opening		
Verbal Statements		
Body Language		
Closing Statements		

Observation Form

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Opening		
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