

Carey Guides Criminogenic Needs

Carey Guides Effective Case Management

USER'S GUIDE



Carey Guides Criminogenic Needs

Blue Guides	Use this Guide to address criminogenic traits, such as when an offender ...
A Practitioner's Guide to Evidence-Based Practices	... needs to understand why the corrections professional will be emphasizing risk, needs, and responsivity during supervision and why his/her understanding, buy-in, and engagement in the process are crucial to his/her success.
Anger	... displays a quick or inappropriate temper that leads to negative behavior.
Anti-Social Peers	... has a primary peer group that reinforces antisocial thinking and behavior.
Antisocial Thinking	... possesses a set of values and beliefs that justifies illegal behavior.
Emotional Regulation	... demonstrates impulsive or thrill-seeking behaviors, leading to choices that include antisocial activities.
Empathy	... is unable to put him/herself in others' shoes or understand how his/her behavior affects others.
Interpersonal Skills	... lacks the social skills to effectively communicate, resolve conflicts, and/or assert him/herself appropriately in challenging situations.
Moral Reasoning	... is motivated by self-interest rather than a sense of responsibility to or concern for others.
Overcoming Family Challenges	... is in a family situation that does not support his/her legal lifestyle or presents pressures that could jeopardize success in achieving prosocial goals.
Problem Solving	... tends to think in concrete, rigid ways and considers few options when encountering events that require thoughtful decisions.
Prosocial Leisure Activities	... lacks positive, prosocial outlets and recreational activities.
Substance Abuse	... is currently abusing or is dependent on illegal, mood-altering substances.

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Red Guides	Use this Guide when the offender ...
Co-occurring Disorders	... is diagnosed with both a mental health condition and an addiction to substances.
Drug Dealers	... does not necessarily abuse substances but is primarily engaged in drug distribution to make money rather than to support his/her own habit.
Engaging Prosocial Others	... needs to build more friendships with people who do not support illegal behavior.
Female Offenders	... is female and is assessed as having multiple criminogenic needs.
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 spouses or partners.
Involving Families	... needs to strengthen his/her family relationships and support.
Managing Sex Offenders	... needs assistance and understanding to prevent the circumstances that could contribute to reoffense.
Mental Health	... is diagnosed with a mental health disorder.
Meth Users	... has a recent history of using or distributing 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, the terms and conditions of supervision.
Violence and Lethality	... has a history of behavior that results in physical harm to others.

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Red Guides	Use this Guide when the corrections professional is seeking to ...
Behavioral Techniques	... enhance his/her skills in using role plays, practice sessions, and rehearsal techniques with offenders.
Case Planning	... understand how to develop case plans that are based on offenders' risk factors and criminogenic needs.
Dosage and Intensity	... identify ways to monitor an offender's treatment dosage.
Maximizing Strengths	... identify offenders' strengths in order to support and encourage prosocial behavior and accomplish case plan goals.
Motivating Offenders to Change	... motivate offenders to change throughout the change process.
Responsivity	... understand the most effective ways to supervise individual offenders in light of their unique needs, such as age, gender, language, culture, mental health, and other factors.
Rewards and Sanctions	... implement a system of rewards, as well as sanctions, to encourage positive offender behavior.
What Makes an Effective Corrections Professional?	... use research findings to improve his/her skills in case planning and management to reduce offender recidivism.

The Carey Guides User's Guide

Frequently Asked Questions

General Questions about The Carey Guides

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

A: The Blue Guides have been developed to assist corrections professionals in addressing offenders' criminogenic needs, particularly those most directly related to reoffense. In contrast, the Red Guides provide corrections professionals with case management tools to address specific issues that arise as a result of offenders' offense patterns (e.g., sex offending or domestic violence), conditions that serve as barriers to treatment (e.g., lack of motivation, mental health conditions), and supervision techniques (e.g., maximizing strengths, managing violations).

Q: Is the information contained in the Guides supported by research? If so, where are the citations?

A: Carey Guide authors have drawn upon the current research on effective interventions, risk reduction and other related subjects in the development of the Guides. You might be interested in knowing the process we use to ensure the integrity of the information in the Guides. Each Guide is peer-reviewed by researchers and practitioners to ensure that the material included is both current and accurately applied. A deliberate decision to omit research citations was made in order to keep the tools 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 will be posted on the web at www.thecareygroup.com.

Q: Can I make copies of the Guides?

A: The narrative pages of the Guides (the information provided for the corrections professional in the beginning of each Guide) are copyrighted and therefore cannot be copied. However, Carey Guide Publishing authorizes each agency subscriber to make photocopies of the tools for use by staff. In this way a subscription holder can make multiple copies of a Guide's tools for use with different clients. In addition, agency subscribers are authorized to make copies of these tools for distribution to all staff within the agency. 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 within those agencies that purchase subscriptions. Theoretically, an agency of 500 employees could purchase one subscription and share the tools among all 500 staff by making copies of the tools. (More typically, agencies purchase a subscription for each direct line staff person, or one per supervisor who then shares the subscription among the staff.)

Q: I have a friend who is a corrections professional in another agency who is interested in the Guides. Can I share copies from my subscription?

A: You can share the Guide with someone outside of your agency in the same way you would share a book; lend it for reading purposes only. However, non-subscribers are not permitted to copy or use any portion of the Guide. For this reason, as the subscriber you are also not permitted to make copies of any parts of the Guides for your friend. Copies of the tools can only legally be provided to co-workers in an agency that has purchased one or more subscriptions.

Questions about How to Integrate the Guides into Casework

Q: Am I supposed to use the Guides every time I meet with offenders on my caseload?

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 offender. In still other cases, some offenders 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 offenders on your caseload are likely to need help addressing criminogenic needs, regardless of whether they are participating in programs or not, or may present particular case management challenges. These are the conditions the Guides were intended to address. They provide corrections professionals' structure and focus in their efforts to reduce the likelihood of reoffense and address case management challenges. As such, they should be used consistently and with intention toward case plan goals.

Q: I understand that the Guides are designed for medium and high risk offenders. Should I use the Guides with low risk offenders? Should I use them with very high risk offenders?

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

Q: What if a particular tool seems like just the right thing to do with a low risk offender?

A: It is possible that one or more of the tools may be helpful to address a particular issue with a low risk offender. In fact, a low risk offender may greatly benefit from the exercises 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 reoffending. Low risk offenders 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, it will not necessarily reduce the likelihood that they will commit further crime.

Q: Our agency uses supervision/case plans. How should I use the Guides in case planning?

A: The Carey Guides 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 these as action items on the case management plan. In addition, as new issues arise during the course of supervision (e.g., substance abuse relapse, school or work difficulties, family conflicts, etc.), add additional Guides/tools to the strategies included in the supervision/case plan.

Q: Can I use the Guides in a group setting like a treatment or discussion group?

A: The Guides were designed for individual one-on-one sessions between corrections professionals and offenders. This was in response to an identified need to provide more structure in these sessions so as to target risk factors. While many of our authors have expressed their belief that the tools could be effectively used in a group setting, they were not designed with this purpose in mind. 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: I understand that I should be concerned with dosage (the amount of intervention and skill practice time an offender receives over the course of his/her supervision). 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 offenders' level of risk: as risk increases, so too should dosage and intensity. Because the tools in the Guides focus offenders' attention on conditions that can contribute to reoffense –and support the development of pro-social skills – they definitely “count” towards meeting risk reducing dosage and intensity requirements.

Q: I have a lot of clients for whom English is their second language. Are the Guides available in other languages?

A: The Guides are only available in English at this time. However, Carey Group Publishing is considering the possibility of translating the Guides into Spanish in the future. Please expect to hear more from us on this issue in the future as we consider the feasibility of developing the Guides/Spanish Version.

Q: I have a lot of offenders on my caseload who have difficulty reading. What is the reading level of the Guides?

A: Each Guide is reviewed by a professional editor. The Guide tools are prepared at the sixth grade reading level.

Q: If offenders 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 offenders 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 offenders 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 aloud and helping offenders by making note of their answers on the tools. Second, some offenders 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 offenders who need this kind of support.

Q: Can those who are developmentally delayed benefit from the Guides?

A: Some individuals may require additional services or alternative interventions based upon their unique skills and needs. If it is deemed appropriate to use the Guides with offenders who have developmental delays, it is likely that the corrections professional 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: Are the Guides written for juveniles?

A: Yes. Each Guide has been developed for use with both juvenile and adult offenders. 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 offenders who are age 15 (developmentally) or older, up through adulthood. Further experience may demonstrate whether younger developmental age groups can also benefit from the Guides.

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

A: The tools were written with the understanding that most offenders will be in the pre-contemplative or contemplative stage of change. As such, they may be reluctant or only marginally motivated to complete the tools. You should use motivational interviewing techniques whenever possible to engage the offender in change talk. Avoid forcing the tools on the offender and instead seek their agreement to at least try them out. The Guides should not be used as a form of punishment or as a consequence for misbehavior (e.g., “You messed up so now you have to do these worksheets!”); this will only serve to create an aversion to the tools. And be careful about thrusting the tools on offenders when they are resistant; this could deepen resistance. Instead, talk to offenders about the Guides as tools that can help them reach their goals. When introducing the Guides to offenders for the first time, tell them that the Guides 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 supervision. 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 them 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 offenders sense your confidence in their willingness and ability to complete the tools. If the offender resists, consider waiting for another time. For the more hesitant offender you might want to start slowly and pick a Guide that the offender is likely to perceive as interesting and non-threatening (such as Maximizing Strengths) before moving on to more complex and perhaps sensitive issue areas.

Q: What should I do with the tools once offenders have completed them? Is there any reason to keep them?

A: Yes, keep the original and make a copy. It is recommended that offenders receive the original copy of the tools so they can refresh their learning at a later point. (However, it is possible that some offenders may be reluctant to keep their copy 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 offenders to keep copies at home. In this case, corrections professionals might offer to keep the offender's copies for them in their office.) Corrections professionals should maintain their own copies for future reference as well. They could prove particularly useful if offenders 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.

Questions about Working with Offenders on Guide Tools

Q: Should I give an entire Guide to someone when I want them to learn about an issue or work on a tool?

A: The entire Guide should not be provided to the offender. The first section of the Guide (i.e., the narrative portion) is written for the corrections professional; it captures the relevant research and provides a context for the use of the tools. The instructions are also written just for the corrections professional; they provide tips for talking to offenders about the issues the tools address. Only provide offenders copies of the actual tools. The tools themselves provide enough information to enable offenders to fill them out properly.

Q: Some of the tools are pretty long. Should I still give offenders the entire tool?

A: Typically offenders are asked to complete the tools in between sessions. You are encouraged only to give them the portion of the tool you expect the offender to complete before your next session. Some tools have multiple parts (i.e., Part A, Part B). Depending upon the length of the section and the offenders' 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 sessions to complete and review the tool; this is not a bad thing. Clearly it is important that corrections professionals examine the tools carefully, and consider the specific circumstances with each offender, before making assignments.

Q: Should I give offenders all of the worksheets in a Guide at once?

A: No. As indicated above, parcel out tool assignments by only assigning the amount of work you believe offenders can handle in between sessions, and only the amount of work you will have time to review with them during your next one-on-one session.

Q: Do I always start with a Blue Guide and then use the Red Guides? Can I go back and forth between the Red and Blue Guides? Which Guide do I use first?

A: There is no “right” or “wrong” order for using the Guides (i.e., blue to red, or red to blue, or within a color series, one that should be used before another). Corrections professionals need to make judgments about the most important issues to address with offenders at any given time, 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 health). For those offenders who are exhibiting high levels of resistance, the corrections professional might choose to use the Maximizing Strengths Guide (a red Guide) before addressing the significant influences around illegal behavior. The key to success is to engage offenders in their own action plans and to tailor the use of the Guides – in terms of their sequencing and timing – around the needs of individual offenders.

Q: Do I have to use the tools within each Guide in the order that they appear?

A: The tools are designed to be completed in the order that they appear in the Guide; they are each building blocks 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 offenders’ motivation to address these concerns; the middle tool(s) moves the offender toward action steps and provides skill practice sessions; and the last tool in the Guide 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 offenders already demonstrate 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 offender.

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 an offender who appears attached to a cognitive distortion who has already been through a cognitive behavioral therapy class (CBT), you might consider using the Anti-Social Thinking tool to deal with an isolated incident. The tool could be used as a refresher of what the offender learned in CBT. In such a case it would be unproductive to go through each of the tools in this Guide since through participation in group, the offender already learned about the relationship between thoughts, feelings and behaviors. Given the dynamic nature of the offender population, it is likely there will be a number of situations that will result in only using 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 because of what may have emerged in the use of that tool?

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 a variety of issue areas and concerns. 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 issue and Guide immediately. Another reason to switch to another Guide mid-stream is if the offender is offering a great deal of resistance. It may be more prudent to move to another topic until more rapport is established or the offender is otherwise more willing. That said, corrections professionals should avoid moving from Guide to Guide too often or too abruptly. Most Guides are designed to help offenders 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 offender?

A: Absolutely. Keep in mind that most people learn through repetition. Completing the same tool in different situations can deepen learning and result in more long lasting impact. Not only *can* you use the same tool more than once with an offender, if it works with your case planning efforts, we encourage it!

Q: What does it mean when a Guide instructs offenders to have “practice sessions with a corrections professional”?

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 offender in your one-on-one session, providing the offender an opportunity to practice the use of a new skill in a non-threatening, supportive environment. Given how important practice is to behavior change, an entire Guide (Behavioral Techniques) is devoted to this topic.

Other Questions?



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CAREY BLUE GUIDES | CRIMINOGENIC NEEDS

The Blue Guides provide short, practical exercises for offenders, designed to address their criminogenic needs and to reduce their future criminal or delinquent behavior.

A Practitioner's Guide to Evidence-Based Practices		Anger
Antisocial Peers	Antisocial Thinking	Emotional Regulation
Empathy	Interpersonal Skills	Moral Reasoning
Overcoming Family Challenges	Problem Solving	Prosocial Leisure Activities
Substance Abuse		

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	Engaging Prosocial Others
Female Offenders	Impaired Driving	Intimate Partner Violence
Involving Families	Managing Sex Offenders	Maximizing Strengths
Mental Health	Meth Users	Motivating Offenders to Change
Offender Typologies	Reentry	Responding to Violations
Rewards and Sanctions	Violence and Lethality	
What Makes an Effective Corrections Professional?		

Carey Group Publishing research indicates that administrators and program staff would also value guides that support organizations in applying evidence-based practices in the real world. This project is also being considered.

Carey Group Publishing

Practitioners Helping Practitioners

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