

MATRIX

RISK FACTORS	RELATED PROBLEMS	PROGRAM INTERVENTIONS	OFFICER INTERVENTIONS
Social Networks	<ul style="list-style-type: none"> - Antisocial Peers - Antisocial Family - Family Conflict - Lack of Prosocial Support 	<ul style="list-style-type: none"> - Referral to MRT - Interactive Journal: "Family Ties" and/or "Peer Relationships" 	<ul style="list-style-type: none"> - Discuss influence of peers and development of peer network. - Discuss influence of family and development of prosocial network. - Identify mentor who the person trusts to give positive, prosocial advice. - Identify prosocial activities with family, employers, peers, and/or mentors. - Utilize "Problem Solving Worksheet" (STARR).
Employment / Education	<ul style="list-style-type: none"> - Education Deficit - Vocational Skill Deficit - Interpersonal Skills Deficit - Lack of Work Experience - Distorted attitudes toward employment - Antisocial attitudes - Medical Health - Mental Health 	<ul style="list-style-type: none"> - Educational Referral - Vocational Rehabilitation Referral - DOWD Referral for consultation, assessment, or job readiness class - Interactive Journal: "Skills to Successful Living" - Referral to MRT - Referral to Social Security Administration - Referral to Dept of Social Services - Referral for medical services - Referral for mental health services 	<ul style="list-style-type: none"> - Complete Employment Assessment (Self-Directed Search or Interests and Skills Checklist). - Reinforce employment efforts and progress using "Effective Reinforcement" (STARR). - Discuss positive benefits of employment. - Monitor progress with referral agencies. - Collaborate with DOWD Specialist.
Substance Abuse	<ul style="list-style-type: none"> - Poor Coping Skills - Antisocial Attitudes - Physical Addiction - Social Networks - Mental Health 	<ul style="list-style-type: none"> - Referral to treatment through Contract Services or Non-Contract Services for Substance Abuse and/or Mental Health if dual diagnosis - Referral to MRT - Interactive Journal: "Substance Abuse" - Referral for medication through mental health or medical provider 	<ul style="list-style-type: none"> - Reinforce positive changes in behavior using "Effective Reinforcement" (STARR). - Reinforce compliance with treatment goals. - Discuss the development of coping skills. - Discuss and review relapse prevention strategies. - Identify a mentor for abstinence support. - Utilize "Problem Solving Worksheet" (STARR). - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR); utilize Thinking Reports if appropriate.

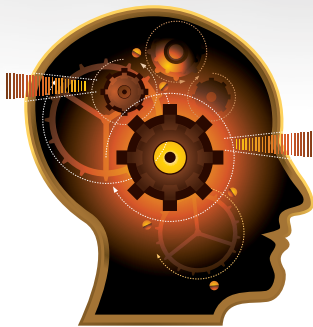
RISK FACTORS	RELATED PROBLEMS	PROGRAM INTERVENTIONS	OFFICER INTERVENTIONS
Cognitions	<ul style="list-style-type: none"> - Criminal Thinking Styles 	<ul style="list-style-type: none"> - Referral to MRT - Interactive Journal: "Responsible Thinking" - Interactive Journal: "Social Values" - Interactive Journal: "Self-Control" 	<ul style="list-style-type: none"> - Assist the person in identifying thoughts associated with increased risk. - Assist the person in developing new thoughts that replace old risky thoughts. - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR). Utilize Thinking Reports if appropriate.
Other	<ul style="list-style-type: none"> - Unstable residence - Financial Problems - Leisure Activities - Physical Health 	<ul style="list-style-type: none"> - Referral to Dept of Social Services or other public housing assistance - Refer to Money Smart Program - Interactive Journal: "Skills for Successful Living" and/ or "Strategies for Success" 	<ul style="list-style-type: none"> - Assist the person in identifying high risk environments. - Utilize "Problem Solving Worksheet" (STARR). - Assist the person in identifying prosocial recreation activities.

RESPONSIVITY ISSUES/RELATED PROBLEMS	PROGRAM INTERVENTIONS	OFFICER INTERVENTIONS
<p>Low Intelligence</p> <p>Physical Disabilities</p> <p>Reading and Writing Limitations</p> <p>Mental Health Issues</p> <p>No Desire to Change</p> <p>No Desire to Participate in Programs</p> <p>Homeless</p> <p>Transportation</p> <p>Child Care</p> <p>Language</p> <p>Ethnic or Cultural Barriers</p> <p>History of Abuse or Neglect</p> <p>Interpersonal Anxiety</p> <p>Social Security Card, Birth Certificate, ID</p> <p>Driver's License</p>	<ul style="list-style-type: none"> - Refer to Basic Education programs, including GED or ESL - Refer to Vocational Rehabilitation - Referral to Social Security Administration - Referral to Dept of Social Services - Referral for medical services - Referral for mental health services - Referral for emergency or transitional services with community agencies. If community resources are unavailable, refer for assistance with DOWD/Second Chance Act 	<ul style="list-style-type: none"> - Identify a mentor and/or community support agency. - Monitor treatment compliance and reinforce compliance. - Utilize "Problem Solving Worksheet" (STARR).

CRIMINAL THINKING STYLES	PROGRAM INTERVENTIONS	OFFICER INTERVENTIONS
<p align="center">Mollification / Making Excuses</p>	<ul style="list-style-type: none"> - Interactive Journal: "Responsible Thinking" - MRT Referral 	<ul style="list-style-type: none"> - Encourage person to stop externalizing blame and to start taking responsibility for the negative consequences of his/her actions and decisions. - Reinforce positive behaviors using "Effective Reinforcement" (STARR). - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR). Utilize Thinking Reports if appropriate.
<p align="center">Cutoff / Ignoring Responsible Action</p>	<ul style="list-style-type: none"> - Interactive Journal: "Self-Control" - MRT Referral 	<ul style="list-style-type: none"> - Discuss strategies to "stop and think" and help person to develop skills such as patience, tolerance, and emotional control - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR). Utilize Thinking Reports if appropriate.
<p align="center">Entitlement / Feeling Above the Law</p>	<ul style="list-style-type: none"> - Interactive Journal: "Responsible Thinking" and / or "Social Values" - MRT Referral 	<ul style="list-style-type: none"> - Discuss the difference between true needs versus wants. Also point out discrepancies between values and behaviors. Explore the person's expectations.
<p align="center">Power Orientation / Asserting Power Over Others</p>	<ul style="list-style-type: none"> - Interactive Journal: "Self-Control" - MRT Referral 	<ul style="list-style-type: none"> - Focus on the development of personal control and self-discipline. - Utilize "Problem Solving Worksheet" (STARR).
<p align="center">Sentimentality / Self-Serving Acts of Kindness</p>	<ul style="list-style-type: none"> - Interactive Journal: "Responsible Thinking" and/or "Social Values" - MRT Referral 	<ul style="list-style-type: none"> - Discuss awareness of how others have been hurt by the person's criminal actions.

CRIMINAL THINKING STYLES	PROGRAM INTERVENTIONS	OFFICER INTERVENTIONS
<p align="center">Super Optimism / Getting Away with Anything</p>	<ul style="list-style-type: none"> - Interactive Journal: "Responsible Thinking" and/or "Social Values" - MRT Referral 	<ul style="list-style-type: none"> - Discuss different ways the individual has been unable to escape negative consequences of his/her behavior (jail, prison, probation, loss of family, loss of job...). - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR). Utilize Thinking Reports if appropriate.
<p align="center">Cognitive Indolence / Lazy Thinking</p>	<ul style="list-style-type: none"> - Interactive Journal: "Self-Control" - MRT Referral 	<ul style="list-style-type: none"> - Develop critical reasoning skills. - Teach the "Cognitive Model" and review "Application of the Cognitive Model" (STARR). Utilize Thinking Reports if appropriate.
<p align="center">Discontinuity / Getting Sidetracked</p>	<ul style="list-style-type: none"> - Interactive Journal: "Responsible Thinking," "Self-Control," "Social Values," and/or "Strategies for Success" - MRT Referral 	<ul style="list-style-type: none"> - Set measurable goals.

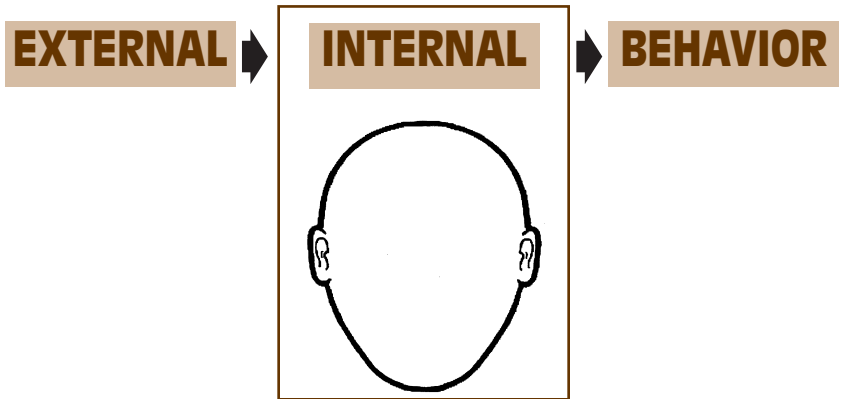
STARR



Staff Training Aimed at Reducing Re-Arrest

Post Conviction Supervision

The Cognitive Model



"Thinking Controls Behavior"

Structured Skill Building

1. Define the skill.

- a. Identify the skill being taught.
- b. Articulate the observable steps of the skill.

2. Model the skill.

- a. Acknowledge difficulty of learning a new skill and reinforce that practice can lead to mastering the skill.
- b. Demonstrate the OBSERVABLE SKILL STEPS in SEQUENTIAL order.
- c. Show the immediate consequence(s) of engaging in the behavior.
- d. Debrief the model by discussing the possible consequences of using the skill.

3. Help the defendant/offender identify a need for the skill.

- a. Ask the defendant/offender how this skill will help him/her.

4. Ask the defendant/offender to role-play the skill.

- a. Ask the defendant/offender to identify a future situation where application of the skill is possible.

- b. Ask the defendant/offender to role-play the situation using the skill.
- c. **Note: Defendant/offenders should follow the behavioral steps as closely as possible.**

5. Provide feedback.

- a. Ask the defendant/offender his impression of the role play (Did it meet the identified need, were the consequences acceptable and did using the skill appear realistic?).
- b. Offer comments on the defendant/offenders ability to do the OBSERVEABLE SKILL STEPS and the consequence as shown in the role-play.

6. Contract with the defendant/offender to use the skill in future situations.

- a. Ask the defendant/offender if he/she is willing to try this skill.
- b. Ask the defendant/offender if he/she can perform this skill.
- c. Ask the defendant/offender to agree to use the skill in a specific future situation.

Active Listening

1. Listen to the whole message.
2. Check for understanding.
 - a. Ask questions to clarify anything you don't understand.
 - b. Allow the speaker to clarify anything you may have misunderstood.
3. Respond respectfully and keep focus on client's message.
 - a. Reflect.
 - b. Summarize.
 - c. Use empathy.
 - d. Use open-ended questions.

Giving Feedback

1. Check to see if it is okay to give the defendant/offender feedback. Ask, "Are you ready for feedback?"
2. Ask the defendant/offender what he/she thinks he/she did well. What the defendant/offender thinks he/she did well should always be first.
 - a. Note: Most people always want to discuss what they did wrong first.
3. Tell the defendant/offender what you observed that he/she did well.
 - a. Be specific and anchor your views in concrete examples.
4. Ask the defendant/offender how he/she thinks he/she might improve.
5. Tell the defendant/offender how his/her performance departed from the defined steps.
 - a. Be clear and specific.

6. Give concrete examples of what the defendant/offender could have said/done differently.
7. Check for understanding; always end with an emphasis on what was done correctly.

Role Clarification

- 1. Identify the district's goals for the supervision period.**
 - a. Social Control / Community Protection
 - b. Provide a meaningful opportunity to change
- 2. Ask the defendant/offender to identify what he/she hopes to accomplish from the supervision process.**
 - a. Can be presented in general terms (I want a job or I want to get clean)
 - b. Information can be used during the case-planning process to help defendant/offender develop targets for change.
- 3. Identify what you (the officer), as a representative of the district, hope to accomplish.**
 - a. Provide services to help defendant/offenders comply with the requirements of the Court.
 - b. Provide services that support the development of skills that promote change.
 - c. Reinforce the development of prosocial skills.

4. Define the supervision process.

- a. What's required?
- b. What's negotiable? What isn't negotiable?
- c. Roles of each player
 1. Defendant/ Offender – Comply with the orders of the Court, attend and participate in programming, and apply the skills learned.
 2. Officer (district) – support skill development, monitor application, and make reports to the Court.
 3. Court (Judge) – Review the application of skills and make decisions regarding supervision status.
 4. Treatment provider – provide skills needed for compliance and behavior change.

5. Identify and discuss the expectations of confidentiality.

- a. Identify what information can/will be shared and the circumstances for sharing.
- b. Clarify misconceptions related to confidentiality.

Effective Reinforcement

- 1. Identify the pro-social behavior you would like to reinforce.**
- 2. Tell the defendant/offender you like what was said or done and why.**
 - a. Formula example: I like _____ because _____.
 - b. Your reinforcement should be different from supportive comments normally afforded to defendant/offender.
 - c. Reinforcement should be varied and consistent with the behavior or skill being reinforced.
- 3. Ask the defendant/offender the short- and long-term benefits of continuing to perform the skill or engage in the behavior.**
 - a. Explore both extrinsic and intrinsic rewards.
 - b. Identify reasons to continue engaging in the behavior.
- 4. Contract with the defendant/offender to use the skill in the future.**
 - a. Ask for a verbal commitment that includes a specific time, place, and situation if possible.

Effective Punishment

1. Identify the behavior the defendant/offender did or failed to do.
 - a. Note: Defendant/offender should have been aware of expectations and how what he/she did or didn't do violated expectations.
2. Tell the defendant/offender what the consequence will be.
 - a. Note: Treatment should not be a sanction.
3. Deliver the consequence.
 - a. Note: The severity of the consequence should be matched to the frequency and severity of the behavior.
4. Debrief the defendant/offender to determine how to avoid the behavior in the future.

Effective Disapproval

- 1. Identify the problem behavior.**
- 2. Immediately tell the defendant/offender in an objective manner that you disapprove of what was said or done.**
 - Formula example: _____ was unacceptable.
 - Your disapproval should be clear and different from other comments (e.g., you need to work on this) suggesting a need for improvement.
 - Disapproval should be offered consistently when expectations aren't met.
- 3. Identify specific reasons why what was said or done is unacceptable.**
- 4. Ask the defendant to explore the short- and long-term consequences of continuing to engage in the behavior.**
 - Explore both external and internal consequences.
 - Identify reasons not to continue engaging in the behavior.

5. **Ask the defendant/offender to identify and discuss pro-social alternatives that could be used in place of the unacceptable behavior.**
6. **Contract with the defendant/offender to use the pro-social alternative in future.**

Effective Use of Authority

- 1. Identify the behavior and structure a message that targets the behavior and not the client.**
 - a. Be direct and specific concerning objectives.
 - b. Deliver the message in an objective tone (*Note: avoid harsh language and raising your voice*).
 - c. Include choices and immediate consequences in the message (*Note: avoid using doomsday ultimatums*).
 - d. Deliver encouraging messages that acknowledge the positive and provide guidance towards compliance in needed areas (*Note: avoid being just a compliance monitor*).
- 2. At the next available opportunity, follow up by determining if objectives were met.**
 - a. If objectives were met, reinforce the actions of the defendant/offender.
 - b. If objectives were not met, determine the reason and respond appropriately.

Teaching the Cognitive Model

- 1. Identify a problem behavior or situation that would benefit from the Cognitive Model and offer the model as a solution to the situation.**
 - a. Behavior may be identified by the defendant/offender or by the officer based on information received from collateral or other sources.
 - b. Behavior should be articulated in a factual manner.
- 2. Explain the components of the Cognitive Model emphasizing the attention given to the internal thoughts and replacement thoughts of the defendant/offender.**
 - a. Identify the external event.
 - b. Identify the internal thoughts.
 - c. Identify corresponding behavior.
 - d. Identify replacement thoughts that reduce the likelihood of the corresponding behavior.

3. Ask the defendant/offender to examine his/her situation using the Cognitive model.

- a. Factually describe the initiating event.
- b. Identify the thoughts that occurred *just prior to* or *in the midst of* the initiating event.
- c. Identify what happened (if you are reviewing a past incident) or could happen (if the event has not occurred).
- d. Identify new thoughts that reduce the likelihood of the behavior.
- e. Note: The defendant/offender is responsible for his or her thoughts. Thoughts can be suggested, but the defendant/offender is in charge of his or her thought process.
- f. Note: Defendants/offenders should be guided away from thoughts that occur after the behavior.

4. Contract with the defendant/offender to use the Cognitive Model in a future situation.

- a. Ask the defendant/offender to identify a future situation that will allow him or her to use the Cognitive Model.
- b. Ask for a verbal agreement that provides as much detail as possible (day, time, & location).

Reviewing Application of the Cognitive Model

1. Ask if the defendant/offender completed the assignment.

- a. Defendant/offender should have been asked to apply the Cognitive model after being taught the model during the previous contact.
- b. If the defendant/offender failed to use the skill, determine if the failure was willful or due to a lack of understanding.
- c. If failure occurred willfully, disapprove of the behavior and identify situations when the skill could have been used.
- d. If failure occurred due to a lack of understanding, determine what the defendant/offender did not understand and use the skill steps for Teaching the Cognitive Model to educate the defendant/offender.

2. Ask the defendant/offender to describe the situation used to practice the skill.

- a. Allow the defendant/offender to describe the situation in detail.
- b. Reflect the situation using a brief and factual description that the defendant/offender agrees accurately describes what happened.
- c. **NOTE: The goal is for the defendant/offender to learn to describe the situation factually.**

3. Ask the defendant/offender to present the thoughts and new thinking that occurred in the situation.

- a. Thoughts should be presented without judgment of right or wrong. The purpose of the exercise is to teach the defendant/ offender how to recognize high-risk thoughts and develop replacement thoughts.
- b. Replacement thoughts are designed to reduce the risk of engaging in an identified behavior. They must be *realistic* for the defendant/offender.
- c. ***NOTE: Defendants/offenders should be guided away from presenting thoughts that occur after the situation.***

4. Ask the defendant/offender to describe the resulting behavior.

5. Reinforce or disapprove of the resulting behavior.

- a. If the defendant/offender applied the model skillfully, reinforce the application of the skill and encourage future use that further develops the skill.
- b. If the defendant/offender failed to apply the model skillfully, appropriately disapprove and look for ways to develop the skill through practice and real-world application.

Problem Solving

1. Stop and think and identify the Problem.

- a. Help the defendant/offender identify when he/she has a problem. Discuss some signs or cues that might alert the defendant/offender that he/she is facing a problem.
- b. Help the defendant/offender describe the problem.
- c. **Note: defendant/offender should work to factually describe problem.**

2. Clarify goals.

- a. Help the defendant/offender determine what exactly he/she wants to happen in the situation and what is best for him/her and everyone involved.
- b. **Note: Defendant/offender should be guided toward realistic and positive outcomes.**

3. Generate alternative solutions.

- a. During this step, brainstorm with the defendant/offender possible solutions to the problem. Simply create a list of

possible actions the defendant/offender could take. It is important that all ideas be accepted without judgment.

4. **Develop a plan.**

- a. Review all the alternatives generated in Step 3 and discuss the possible short-term and long-term consequences of each alternative.
- b. Have the defendant/offender choose the solution that achieves the identified goal and has the acceptable consequences.
- c. Have the defendant/offender develop concrete action steps that implement the chosen option.
- d. Role-play the action steps. **(Note: Defendant/offender should experience success with the role-play.)**
- e. Contract with the defendant/offender to use the plan before the next meeting.

5. **Implement the plan.**

- a. Between practicing the skill and the next interaction, the defendant/offender should use the agreed-upon plan.

6. Evaluate the plan.

- a. Once the defendant/offender has implemented the plan, review the outcome to determine if a) action steps were implemented as practiced; b) outcomes were consistent with the outcomes predicted during practice; and c) modifications should be made to the plan developed in step 4.

Session Structure

1. Check-In

- a. Determine if the defendant/offender has any crises/ acute needs.
- b. Build rapport.
- c. Discuss time-sensitive compliance tasks.

2. Review

- a. Remind the defendant/offender of skills discussed during the last interaction.
- b. Review application of the skill.
- c. Provide education and reinforcement when appropriate.

3. Intervention

- a. Identify the skill target (cognitive and behavioral target).
- b. Identify the skill being taught and review the steps of the skill (Cognitive Model/problem solving).

- c. If defendant/offender performed the skill correctly, assign homework and move to the wrap-up. If the offender failed to perform the skill, provide instruction as needed.
- d. Model the skill for the defendant/offender.
- e. Allow the defendant/offender to practice the skill.
- f. Provide objective feedback targeting the performance of the skill.
- g. Note: Listen for problematic thoughts that might interfere with the defendant/offender's ability to perform the skill.

4. Wrap-up / Closure

- a. Review the defendant/offender's understanding of the skill and the expectations.
- b. Assign homework that focuses on the application of the new skill.
- c. Provide explicit instructions that the defendant/offender should follow before the next visit.