What does congruent supervision mean?
A targeted and structured approach to supervising each individual with a focus on RNR through the utilization of assessments, case plans, teaching skills, and developing a professional relationship. It includes using all of the tools in your toolbox to change behavior and promote public safety.

Research based case management and offender interventions that adhere to principles of risk, need, and responsivity.
Rationale for Congruent Supervision

WHAT HAS KEPT COMMUNITY SUPERVISION FROM ACCOMPLISHING OUR GOALS?

A meta-analytic review of the supervision research revealed:

• The development of supervision plans were based on court-mandated conditions and not assessment results

• Even when criminogenic needs were identified, they were not discussed in the majority of cases

• ↑ probation officer focused on conditions of probation, ↑ in recidivism

Rationale for Congruent Supervision

WHAT CAN WE LEARN FROM THESE RESULTS?

1. Adhere to the principles of effective Intervention:
   • Target moderate and high risk offenders
   • Target criminogenic needs
   • Use cognitive behavioral interventions

2. Use core correctional practices:
   • Quality collaborative relationship
   • Reinforcement, Disapproval, Use of Authority
   • Cognitive restructuring
   • Structured skill building
   • Problem solving skills
1. Adhere to the Principles of Effective Intervention

- **RISK**
  - WHO: Deliver more intense intervention to higher risk offenders

- **NEED**
  - WHAT: Target criminogenic needs to reduce risk for recidivism

- **RESPONSIVITY**
  - HOW: Use CBT approaches. Match mode/style of service to offender

- **FIDELITY**
  - HOW WELL: Deliver treatment services as designed
1. Adhere to the Principles of Effective Intervention

TRANSLATING THE RISK- NEED- RESPONSIVIVITY PRINCIPLES

Case management should include the following features:
- A proper assessment of the offenders risk and needs,
- A case plan that targets criminogenic needs specific to the offender,
- And use of behavioral techniques to influence offender change and target criminogenic needs. (Bonta et. al, 2008).
Incorporating the Risk Assessment

**Targeting top 3 needs**

**LS/CMI Risk Domain**
- Criminal History
- Procriminal Attitude / Orientation
- Companions
- Antisocial Pattern
- Family/Marital
- Substance Abuse
- Employment/Education
- Leisure/Recreation

Research has shown the **red** items have twice the impact as the **green**, and the **green** have twice the impact of the **blue**.
Congruence in Case Management

- Things to remember:
  - Assessment drives the case plan
  - Case plan to the top criminogenic needs from the assessment
  - Target top 3 needs – Attitude/Orientation, Companions, Antisocial Pattern
    - If there is a tie – target the need that has more intrinsic value to the offender
  - Identify strategies that match your target
  - Build a “road map for success”
Building a Road Map for Success

Developing Congruence and Creating a Road Map for Success:

The goal - What change would you like to see?

What is the best plan to reach the goal? What strategies will you use?

The beginning - What would you like to target? Identify the criminogenic need

An example of building the road map:

Identify criminogenic need from risk assessment

Identify target or goal

Identify strategies and interventions
ASD Intervention Tools on Multco Commons

ASD Intervention Tools

Risk Variables for Intervention:
- Pro-criminal Attitude
- Education and Employment
- Family Marital
- Leisure Recreation
- Companions
- Alcohol and Drug
- Universal Tools

Pro-criminal Attitude
- Precontemplation
  - Caregiver: Empathy Tool 1
  - Thinking Report (T4C): Lesson 7 slides-Sample Thinking Report
- Contemplation
  - Caregiver: Empathy Tool 1 & 2
  - Caregiver: Antisocial Thinking Tools 1-3
  - Caregiver: Moral Reasoning Tool 1
  - Cost-Benefit Analysis
  - Recognize Risk Jim’s Thinking Report (T4C)
  - Recognize Risk (T4C): Lesson 8
  - Recognize Risk Questions (T4C): Slides
  - ABC- Decisional Balance
- Preparation
  - Caregiver: Empathy Tool 2b-d
  - Caregiver: Antisocial Thinking Tool 4
  - Caregiver: Moral Reasoning Tool 1
  - Basic Cog: Recognizing Negative Thinking (DRC)
  - Knowing Your Feelings (T4C)
  - Writing New Thinking (T4C)
  - BITS: Overcoming Automatic Responses
  - BITS: Thinking Traps
OMS Supporting the Utilization of EPICS

To assist officers in using and tracking cognitive behavioral interventions, within the Behavior Change Plan screen, in the strategies section, there is a boiler plate menu that allows officers to choose the intervention they would like to utilize. It contains each of the EPICS interventions as well as all the Carey guides.
## Accessing Intervention Worksheets

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Entering Interventions and Homework into OMS

Enter both the intervention and homework into OMS

- When entering the intervention indicate what the intervention focused on
  - For example:

- Enter the date the intervention was taught

- Check the “Done” box and use the green check mark to save and complete the intervention
Entering Interventions and Homework into OMS

Enter both the intervention and homework into OMS

Now that you have the intervention entered you will enter the homework the same way

- The only difference is you will enter the date the assignment is and you will not complete the line. It should stay active until they come back with the assignment which is when you will complete it.

For each EPICS session you enter two lines. Enter one line for the intervention and one line for the homework.

- For example:
1) Choose from the following risk assessment results:

2) Choose a celebrity to have as a client

3) Build a case plan for your new client
   - Identify 2 significant responsivity factors
   - Identify their top criminogenic need
   - Identify the goal for behavior change
   - Build your road map of interventions that will be most effective with your client

4) Be ready to report out to the larger group
1. Adhere to the Principles of Effective Intervention

- **RISK**
  - **WHO**
    - Deliver more intense intervention to higher risk offenders

- **NEED**
  - **WHAT**
    - Target criminogenic needs to reduce risk for recidivism

- **RESPONSIVITY**
  - **HOW**
    - Use CBT approaches
      - Match mode/style of service to offender

- **FIDELITY**
  - **HOW WELL**
    - Deliver treatment services as designed
1. Adhere to the Principles of Effective Intervention

FIDELITY PRINCIPLE

• Implementing the intervention as closely as possible to the way it was designed

• Every major study shows a strong relationship between fidelity and recidivism

• Poor fidelity can lead to null effects or unforeseen consequences (increasing recidivism)
1. Adhere to the Principles of Effective Intervention

TRANSLATING THE FIDELITY PRINCIPLE

• Ensure staff have training and coaching around the model and specific skills

• Make sure barriers are addressed, but criminogenic needs are targeted

• Monitor delivery of model & skills and provide feedback

• Reassess offenders in meeting target behaviors
2. Use Core Correctional Practices

• Core correctional practices were first introduced in the 1980s as a way to increase the therapeutic potential of rehabilitation programs

• These are concrete practices that correctional staff can use with offenders to be more effective at changing behavior and reducing recidivism

• Over 700 evaluations show that programs that incorporate these practices with an RNR model have been associated with better treatment effects compared to programs that don’t
2. Use Core Correctional Practices

1. Relationship Skills
2. Anti-criminal modeling
3. Structured Learning
4. Cognitive Restructuring
5. Problem Solving
6. Effective Reinforcement
7. Effective Disapproval
8. Effective Use of Authority
Supervision Timeline using EPICS

1. Build Motivation
   - Build Collaborative Relationship
   - Set Goals
   - Identify Targets for Change
   - Use Cognitive Behavioral Interventions
     - Restructure Risky Thinking
     - Teach Social Skills
     - Teach Problem Solving Skills
   - Support Behavior Change
Balanced Approach

- Probation staff trained in EPICS who had high fidelity to the model were significantly more likely to be perceived as trusting by the offenders on their caseload.

- The study found that as trust increased between the offender and the officer, the odds of being re-arrested are lowered.

Labrecque et al. (2013).
Building a Collaborative Relationship

IMPORTANCE OF ROLE CLARIFICATION

“Research suggests that effective work with involuntary clients is characterized by clear, honest, and frequent discussions about the role of the worker and the role of the client in the direct practice process.”

Trotter (2006)

Role clarification should be viewed as one of the key skills in work with involuntary clients and has been linked to better outcomes with probationers

Andrews and Bonta (2010)
Building a Collaborative Relationship

ROLE CLARIFICATION COMPONENTS

• The dual role of the probation officer
• Flexible vs. inflexible items
• Offender expectations
Building a Collaborative Relationship

**HELPER ROLE**

- Explain to the offender that staff’s role is to also help with any problems the offender has while on supervision

- Help to provide guidance, support, and interventions
  - Identify goals to work towards
  - Be open about strategies (interventions) that will be used during contact sessions
  - Help offender to recognize risky situations
  - Work with offender to develop strategies to use in identified risky situations
Building a Collaborative Relationship

“I mentioned that part of my job will be to help you work on thinking and behaviors that may have played a part in you ending up on probation. During your time on my caseload, we will be using some tools such as a behavior chain, skill building, and problem solving in order to help you better manage risky situations in the future.”
Building a Collaborative Relationship

ACCOUNTABILITY ROLE

• Help the offender understand the nature of staff’s job
  – Hold offender accountable
  – Monitor for compliance with conditions

• It is important to be clear with the offender possible outcomes of not complying with expectations
  – Be clear with offender about behavioral expectations- be direct
  – Specify possible consequences
“I mentioned that part of my job is to make sure that you carry out the conditions of your court orders. This is going to involve some monitoring on my part. We will meet regularly, I may conduct home visits and/or school/work visits, and it will also involve drug testing at times. If there are ever times when you are not complying with your court orders, this could result in me issuing consequences. Possible consequences for breaking court orders are probation violations, jail or detention time, increased frequency of drug testing, and more frequent meetings with staff.”
Building a Collaborative Relationship

FLEXIBLE VS INFLEXIBLE AREAS

• Staff should be clear about areas that are negotiable (time and day of supervision meetings) and areas that are non-negotiable (frequency of supervision meetings, having to report)

• It is important to understand whether non-negotiable requirements are based on:
  – Legal mandate
  – Organizational expectation
  – Staff expectation
“Also during our time together, there are going to be certain things that are flexible and some things that are not. For example, that we meet every week is not flexible. However, I am willing to work around your schedule or the bus schedule to make sure that you are able to make the appointments. Therefore, the time and days we meet are flexible. Other things that are flexible include what you want to work on and focus on first and where you complete your community service.”
Building a Collaborative Relationship

OFFENDER EXPECTATIONS

• Help to:
  – Clarify nature of staff’s role by exploring misconceptions
  – Clarify nature of experience expected while on supervision

• Discuss with offender previous experiences with supervision

• Discuss with offender what s/he expects while on community supervision

• Discuss with offender what s/he expects of staff
Building a Collaborative Relationship

Offender: “My last PO did not seem too interested in talking about my problems. All she cared about was whether I turned up for appointments and paid my fines.”

PO: “I also believe it is important that you turn up for your appointments. However, I am concerned about other things you do as well. In fact, I hope we can work on some other issues that seem to have led to you being placed on probation. What are some other previous experiences you’ve had on probation?”
Building a Collaborative Relationship

ROLE CLARIFICATION TIPS FOR SUCCESS

• Role clarification should occur during initial contact sessions

• Continues throughout contact sessions as necessary

• Can occur simultaneously with other skills
Identifying Targets for Change

- After identifying high criminogenic need areas and setting goals with offenders, we want to begin targeting specific risky situations and behaviors for change.

- Identifying *High Risk Situations* can help you and the offender identify situations to target.

**CRIMINOGENIC NEED** (Anti-social pattern)

**TARGET BEHAVIORS** (Problem Solving)
Behaviors we can target to increase or decrease through intervention

**RISKY SITUATIONS** (Fighting with his brother over how he talks to their mom)
Situations clients present that can lead to trouble

An example:
**Pro-Criminal Attitude/Orientation** → Drug use →
- Being downtown
- Someone offering me drugs
- Running in to old friends
Identifying Targets for Change

After identifying risky situations and behaviors to target, there are two strategies for recognizing which situation to target during your individual EPICS contact session.

**STRATEGY 1**

Identify target for change before EPICS session. Come in with a clear intervention in mind.

**STRATEGY 2**

Identify target for change during the check-in or review component. Use the most appropriate intervention.
Identifying Targets for Change

STRATEGY 1 IN PRACTICE

“The last time we met we discussed common risky situations that have led you to trouble in the past. One in particular that you said you would like to work on is how to avoid using substances when you are at family gatherings. You mentioned that you typically use after being offered something by your brothers. I have several skills that I think would be helpful for situations like these and would like to focus on one today called Using Self Control.”
Identifying Targets for Change

STRATEGY 2 IN PRACTICE

“During our check-in today you mentioned that a difficult situation came up over the weekend where you got angry and got into an argument with a co-worker. You mentioned you didn’t like the way this co-worker treated you and that he is not your supervisor. This sounds like a situation you are going to have to keep dealing with at work and I want to focus on this situation for our intervention today using a Behavior Chain.”
Goal Setting Exercise that pulls it all together
Model of Goal Setting Exercise