



Bringing it all Together

The Congruent Supervision Model

May 2015

Brought to you by the Multco

EPICS Training team

What does
congruent supervision
mean?



CASE MANAGEMENT PRACTICES/OMS

Please select criminogenic needs identified in assessment and targeted in behavior change plans	Needs Identified in Assessment		Needs Targeted in Behavior Change Plans	
	First Plan	Second Plan	First Plan	Second Plan
Pro-criminal attitude/orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Companions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antisocial pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education/Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family/Marital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/Drug problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure/Recreation	<input type="checkbox"/>			
Criminal History	<input type="checkbox"/>			
Other criminogenic need	<input type="checkbox"/>			



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

QUICK CASE REVIEW RATING GUIDE

PPO:	Date of Review:
CJM:	Offender:

ITEM # 1 - Risk Assessments Completed

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial Improvement Needed	Improvement Needed	Meets Expectations	Not Applicable

Risk assessment is current	
LS/CMI checklist is current	
BCP's are entered into OMS	
Road Map of interventions in the BCP's	
Intervention and homework from the session entered in BCP's	
Intervention used targets the criminogenic needs of the client	
Action Plan completed in OMS	
Action Plan focused on behavior change	<input type="checkbox"/>
Homework assigned is entered into the action plan	<input type="checkbox"/>
EPICS chrono completed	<input type="checkbox"/>
EPICS Keyword used in chrono	<input type="checkbox"/>
Please enter additional comments in the space below	

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.

OMS & Case Management Congruency

Top Risk/Needs

Criminogenic Need # 1:	Risk/Need	Criminogenic Need # 2:	Risk/Need
------------------------	-----------	------------------------	-----------

Behavior Change Plans

Topic # 1:	Criminogenic Risk/Need	Topic # 2:	Criminogenic Risk/Need
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Current Assessment?

Yes No

Action Plan Utilized?

Yes No

Checklist Completed?

Yes No

Roadmap Present?

Yes No

Current Case plan?

Yes No

BCP Congruent with Assessment?

Yes No

Notes:



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

Bonta, J., Rugge, T., Scott, T., Bourgon, G., & Yessine, A. (2008)



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- RESPONSIVITY 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**

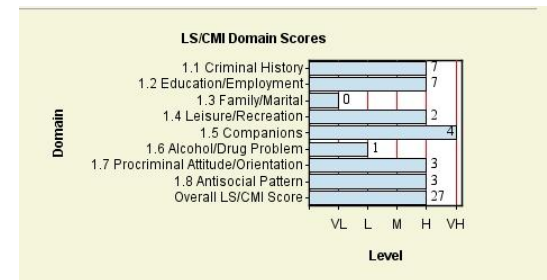
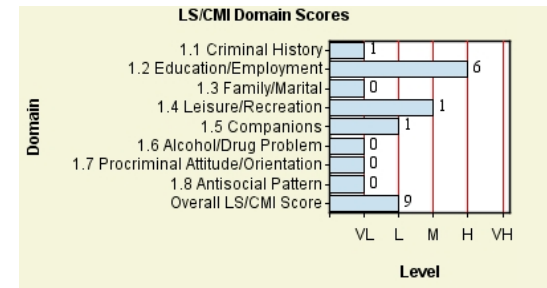
Research has shown the **red** items have twice the impact as the **green**, and the **green** have twice the impact of the **blue**.



Congruence in Case Management

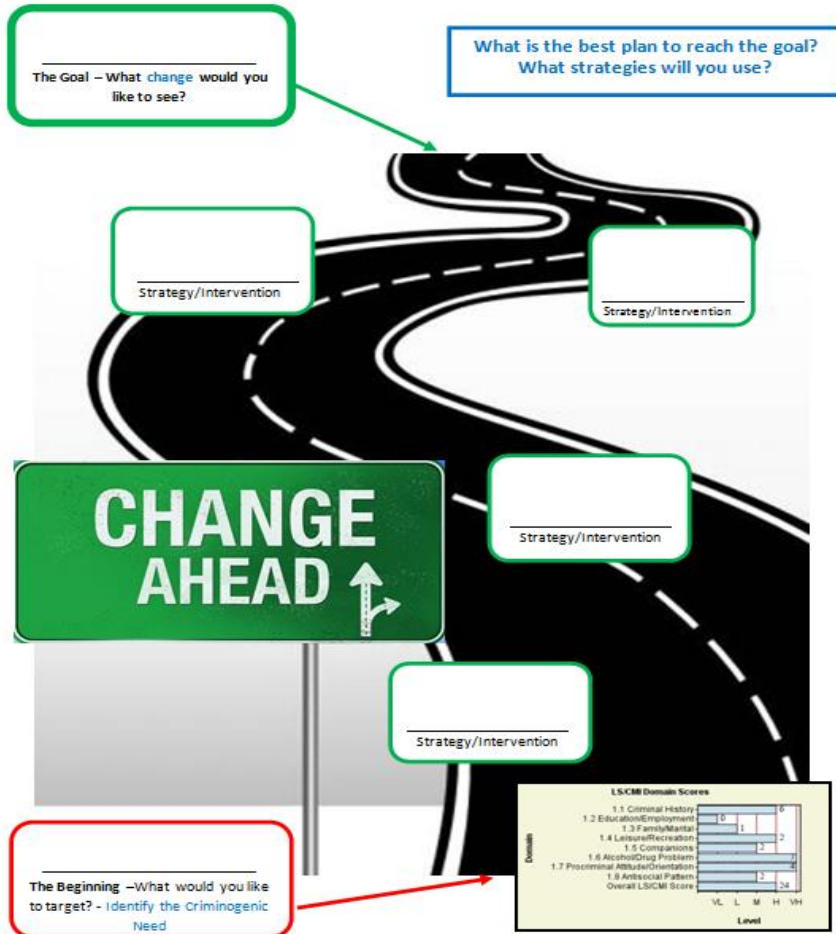
- Things to remember:

- 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:



An example of building the road map:

Behavior Change Plan 2 Change Priority Status: In Progress

Need: Attitude/Orientation Stage of Change: Contemplative

Goal: Establish a pattern prosocial thinking

Goal Details: Long history of anti-social attitudes, values and beliefs. Client will benefit from learning to identify risky thinking and ways to restructure it.

I (client) will know I have accomplished this goal when...
I can identify risky thinking and replace it with thinking that helps me reach my goals.

Strategies [Display All](#)

Txt	Action Steps	Due Date	Done?	
zCarey Guide: Blue, Dealing with Antisocial Thinking, Tool 2: Thinking Patterns		Ongoing	No	
zCarey Guide: Blue, Dealing with Antisocial Thinking, Tool 1: ABC		Ongoing	No	
xEPICS: Tapes and Counters		Ongoing	No	
xEPICS: Behavioral Chain		Ongoing	No	
xEPICS: Cost-Benefit Analysis		Ongoing	No	



ASD Intervention Tools on Multco Commons



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ASD Intervention Tools

Risk Variables for Intervention:

[Pro-criminal Attitude](#)

[Education and Employment](#)

[Family Marital](#)

[Leisure Recreation](#)

[Companions](#)

[Alcohol and Drug](#)

[Universal Tools](#)

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Pro-criminal Attitude

Precontemplation

- [Carey Guide: Empathy Tool 1](#)
- [Thinking Report \(T4C\): Lesson 7 slides-Sample Thinking Report](#)

Contemplation

- [Carey Guide: Empathy Tool 1 & 2](#)
- [Carey Guide: Antisocial Thinking Tools 1-3](#)
- [Carey Guide: 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

- [Carey Guide: Empathy Tool 2b-d](#)
- [Carey Guide: Antisocial Thinking Tool 4](#)
- [Carey Guide: 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.

Change Role:

Parole Officer (Community) ▾

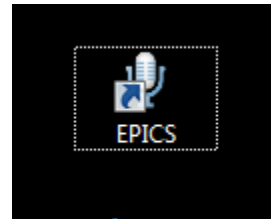
- Home
- Case Management
 - Caseload
 - LS/CMI Assessment
 - LS/CMI Checklist
 - Case Plan
 - Action Plan
 - Summary
 - CMA Reports
- URICA Assessment
- TCUDS Screener

Caseload / Case Plan

Template Text
Identify 5 high risk situations and how to cope
Identify relapse triggers
Identify treatment benefits
Obtain a sponsor or mentor
Participate in addiction groups
Participate in outpatient treatment
Participate in recovery support groups
Participate in residential aftercare
Participate in residential treatment
xEPICS: ABC Model
xEPICS: Behavioral Chain
xEPICS: Cost-Benefit Analysis
xEPICS: Problem Solving
xEPICS: Skill Building
xEPICS: Tapes and Counters
xEPICS: Thinking Report
zCarey Guide: Blue Anti-Social Peers Tool 1: Concentric Circles
zCarey Guide: Blue Anti-Social Peers Tool 2: Side by Side
zCarey Guide: Blue Dealing with Anger Tool 1: Recognizing Physical Signs of Anger
zCarey Guide: Blue Dealing with Anger Tool 2: Making Connections
zCarey Guide: Blue Dealing with Anger Tool 3: Emotional Triggers
zCarey Guide: Blue Dealing with Anger Tool 4: Changing Beliefs, Changing Consequences



Accessing Intervention Worksheets



Avengers 4	4/10/2015 11:34 AM	File folder	
Avengers 5	4/15/2015 11:14 AM	File folder	
DRC	4/26/2015 5:23 PM	File folder	
DV	2/24/2015 12:00 PM	File folder	
East	2/20/2015 9:07 AM	File folder	
Gresham	11/24/2014 10:16 AM	File folder	
Mead	2/6/2015 9:32 AM	File folder	
North	2/11/2015 2:54 PM	File folder	
X EPICS INTERVENTION WORKSHEETS	4/13/2015 7:57 AM	File folder	
XX MI-EPICS Library	12/17/2014 9:31 AM	File folder	
XXX Coaches Only	4/29/2015 8:45 AM	File folder	
2015 EPICS Rating Form Coding Manual V1	5/1/2015 10:36 AM	Microsoft Office ...	154 KB
2015 EPICS RATING FORM	5/1/2015 10:33 AM	Microsoft Office ...	76 KB
EPICS training protocol and tape submiss...	4/23/2015 4:21 PM	Microsoft Office ...	38 KB
EPICS	4/24/2015 1:46 PM	Shortcut	2 KB
I Submitted an EPICS tape Form	2/12/2015 10:17 AM	Internet Shortcut	1 KB
microphone_blue	8/19/2011 12:59 PM	Icon	67 KB
Readme	8/30/2011 8:18 AM	Text Document	1 KB



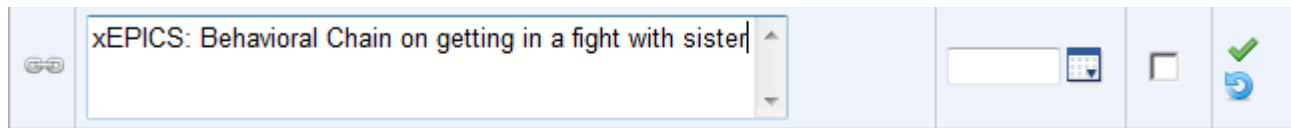
Behavior Chain	4/30/2015 3:09 PM	File folder	
Carey BITS	5/1/2015 10:36 AM	File folder	
Cheat sheats	3/27/2015 1:33 PM	File folder	
Cost Benefit Analysis	4/30/2015 8:34 AM	File folder	
DBT	4/13/2015 9:00 AM	File folder	
EPICS Intervention worksheets in Spanish	4/7/2015 10:22 AM	File folder	
Goals	4/30/2015 8:37 AM	File folder	
MIO EPICS Pilot Worksheets	4/13/2015 9:21 AM	File folder	
Other Interventions	4/2/2015 2:25 PM	File folder	
Problem Solving	4/28/2015 2:35 PM	File folder	
Skill Cards	4/30/2015 8:44 AM	File folder	
Tapes and Counters	4/30/2015 3:09 PM	File folder	
Thinking Report	4/7/2015 10:04 AM	File folder	



Entering Interventions and Homework into OMS

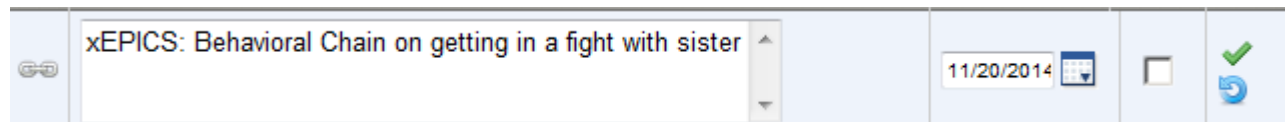
Enter both the intervention and homework into OMS

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



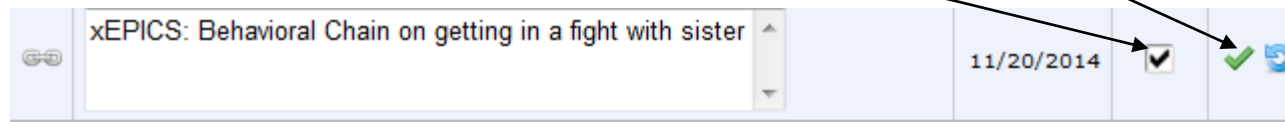
A screenshot of a software form. The first field is a text box containing the text "xEPICS: Behavioral Chain on getting in a fight with sister". To the right of this field are three smaller fields: an empty text box, a date picker icon, and a checkbox. Further right are a green checkmark icon and a blue refresh icon.

- Enter the date the intervention was taught



A screenshot of the same software form. The date picker field now contains the date "11/20/2014". The other fields remain the same as in the previous screenshot.

- Check the “Done” box and use the green check mark to save and complete the intervention



A screenshot of the software form. The checkbox is now checked. Two black arrows point from the text "Check the 'Done' box" and "use the green check mark" to the checked checkbox and the green checkmark icon, respectively. The date field still shows "11/20/2014".



Entering Interventions and Homework into OMS

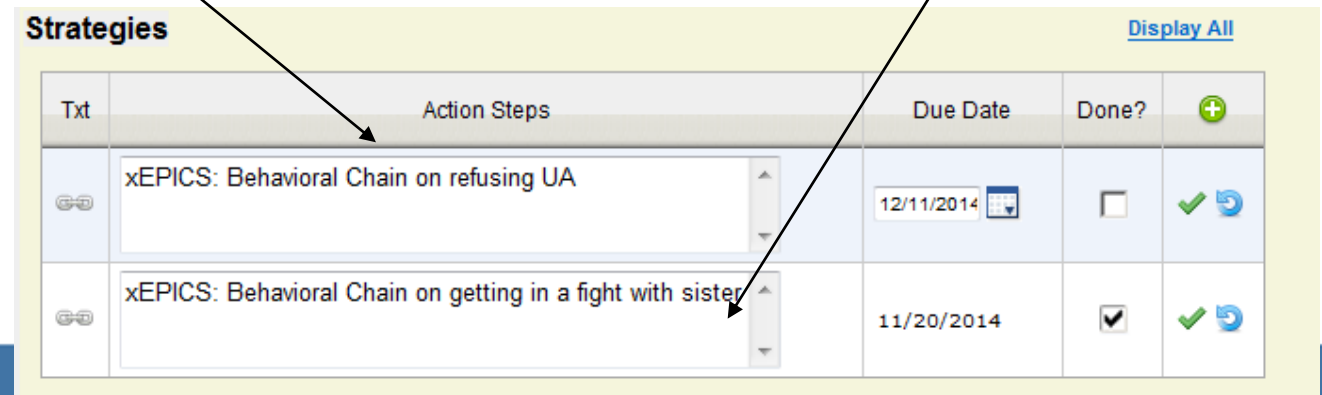
Enter both the intervention and homework into OMS

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:



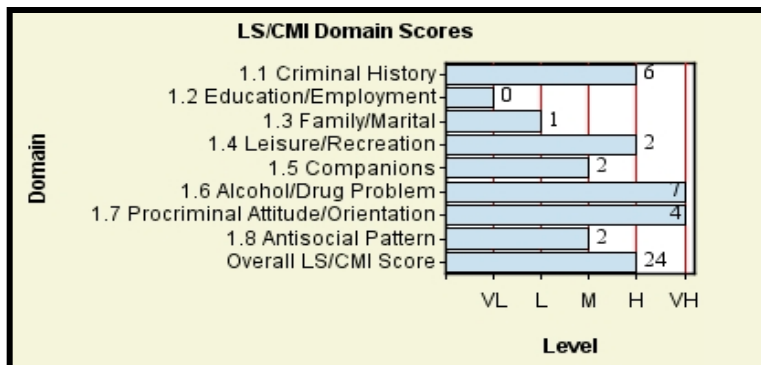
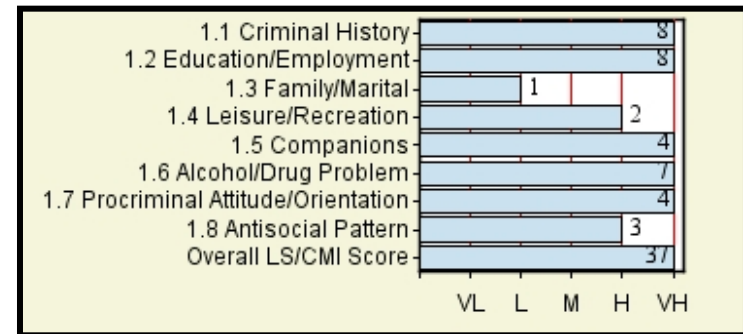
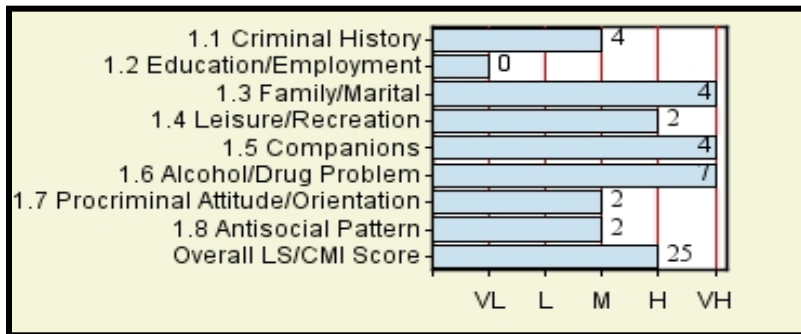
The screenshot shows a table titled "Strategies" with a "Display All" link in the top right. The table has five columns: "Txt", "Action Steps", "Due Date", "Done?", and a column with a green plus icon. Two rows are visible. The first row has "xEPICS: Behavioral Chain on refusing UA" in the "Action Steps" column, a due date of "12/11/2014", and an unchecked "Done?" checkbox. The second row has "xEPICS: Behavioral Chain on getting in a fight with sister" in the "Action Steps" column, a due date of "11/20/2014", and a checked "Done?" checkbox. Arrows from the text above point to the "Action Steps" and "Due Date" columns.

Txt	Action Steps	Due Date	Done?	
	xEPICS: Behavioral Chain on refusing UA	12/11/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	xEPICS: Behavioral Chain on getting in a fight with sister	11/20/2014	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Case Planning Activity

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
Andrews and Keissling (1980)
- 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
Dowden and Andrews (2004)

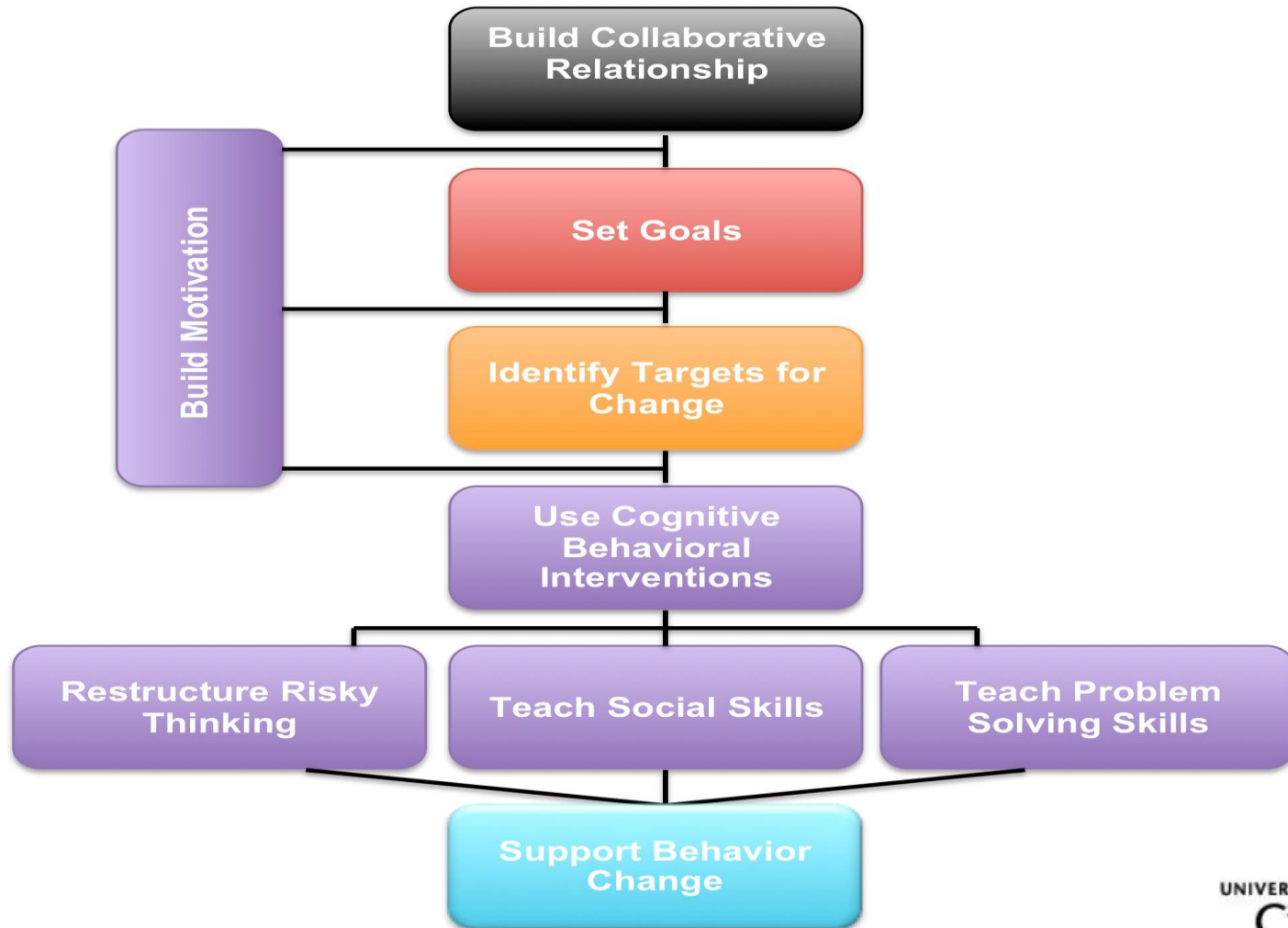


2. Use Core Correctional Practices

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



Building a Collaborative Relationship

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



Building a Collaborative Relationship

“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



Building a Collaborative Relationship

“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.

An example:

Pro-Criminal Attitude/Orientation → **Drug use** →

- Being downtown
- Someone offering me drugs
- Running in to old friends

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



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.



What is most important to you? What are your **values**? Circle &/or write in your values.

Values are the things that are most important to us and help us make decisions about our priorities and goals.

Achievement	Education	Leadership	Tradition	_____
Balance	Family	Loyalty	Understanding	_____
Belonging	Financial Security	Purpose	Variety	_____
Challenge	Happiness	Recognition	Wellness	_____
Competence	Honesty	Service	_____	
Creativity	Independence	Spirituality	_____	



What do you want to work towards? What are your **goals**?

Goals are things we want enough that we make an effort to reach them. Goals are driven by the things we value most.

	Short Term	Long Term
	_____	_____
	_____	_____
	_____	_____

What will it take to get there? **Goal setting exercise**

Goal setting is the process of identifying our goals and the actions steps to achieve them.

<p>Goal Setting Steps</p> <ol style="list-style-type: none"> 1) Identify the goal you want to reach 2) Decide how you will know you have achieved your goal 3) Identify what steps you need to take to reach your goal 4) Decide on the first step and make a plan to take it 	<p>Applying the steps to your goal:</p> <ol style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____
--	---

What gets in the way? What **risky situations** get in the way of achieving your goals?

Risky situations are the people, places and things that can lead to trouble and compromising our values and goals.



Homework: Apply the goal setting steps to a second goal you identified

Goal Setting Steps

- 1) Identify the goal you want to reach
- 2) Decide what reaching your goal would look like
- 3) Identify what steps you need to take to reach your goal
- 4) Decide on the first step and make a plan to take it

Applying the steps to your goal: _____

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Goal Setting Exercise that pulls it all together



Model of Goal Setting Exercise

