

# CORE

Competencies for Local Probation and Pretrial Practices

## CORE PARTICIPANT WORKBOOK

Supplemental Worksheets  
for Online Learning



Virginia Department of Criminal Justice Services  
[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

# CORE PARTICIPANT WORKBOOK

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## Supplemental Worksheets for Online Learning

### CORE Competencies for Local Probation and Pretrial Practices

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C	=	Classroom
O	=	Online
R	=	Research
E	=	Evidence



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## Section 1: Introduction

*The CORE Participant Workbook contains supplemental exercises to reinforce terminology and concepts presented in the online courses, which participants are required to complete in the Relias Learning Management System.*

This workbook has been developed to reinforce the information presented in the prerequisite online courses and to highlight the foundation of knowledge required for skill development in the classroom.

**Section 2** outlines the training structure and timeline for *CORE Competencies for Local Probation and Pretrial Practices* (CORE). Details about each component of CORE are provided: pretrial track, probation track, participant eligibility, training hours and course titles.

**Section 3** contains worksheets and checklists for a number of the online courses. The worksheets contained in the *CORE – Participant Workbook* must be completed and submitted to your supervisor for review and discussion. In addition, there may be other supplemental activities required by your local agency.

**Section 4** contains various documents and additional materials related to CORE. Several of these documents will also be available in a separate link on the DCJS website for easy access.

Members of the Virginia Department of Criminal Justice Services (DCJS) Training Advisory Group (TAG) have made considerable contributions in time, thought and effort to support the professional development of each participant of CORE. It is our hope that this companion workbook will be a valuable component in reinforcing the terminology and concepts to support success in the classroom and in fulfilling job responsibilities. Feedback concerning this workbook is welcome and encouraged. TAG will continue to build upon this work as we strive towards excellence.

## ICON KEY



Indicates a Pre-requisite Online Course



Indicates a Pre-requisite Activity Completed for a Classroom Session



Indicates a Live Event / Classroom Session



Supplemental Learning Activity or Worksheet



Additional Information

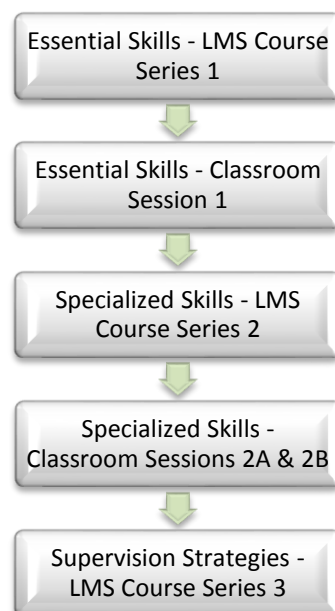
# Section 2

## Section 2: Training Structure

***CORE Competencies for Local Probation and Pretrial Practices*** is a directed approach to training, focusing on specific topic areas and targeting skill development in a way that connects online course work, agency support and classroom sessions.

**C**ore Competencies for Local Probation and Pretrial Practices (CORE), previously known as *Basic Skills for Local Probation and Pretrial Officers*, is an enhanced approach to learning with a blended format that incorporates computer-based learning, distance learning exercises, traditional classroom sessions and on-the-job training to introduce core principles, job skills and the tools needed to effectively apply intervention strategies and techniques. A comprehensive training program is only one of the components for achieving this goal; collaboration between the local agency, Virginia Community Criminal Justice Association (VCCJA) and DCJS to ensure the success of each participant is also essential. To be effective, professionals must have knowledge, tools and skills. This effort requires that we all contribute to and support training efforts.

Structure of the program:



## Essential Skills

### ESSENTIAL SKILLS – LMS COURSE SERIES 1

Required for Local Probation and Pretrial Officers

Eligible: Enroll Within 15 Days of Hire

Training Hours: 14.5

Online Courses:

Minimum Standards (Currently Unavailable, 1 hour course – Revisions Needed)

Legal and Liability Issues: Modules 1, 2 & 3

PREA: What It Means for You and Your Agency

Virginia Courts and Courtroom Demeanor

Basic Safety for Probation and Parole Officers

Managing Resistance

Motivational Interviewing for Correctional Professionals

### ESSENTIAL SKILLS – DISTANCE LEARNING ACTIVITY

Required for Local Probation and Pretrial Officers

Eligible: Assigned Approximately Four Weeks Prior to Essential Skills – Classroom Session 1

Training Hours: 3

Written Assignment:

Evidence-Based Practices / Effective Interventions / Risk-Need-Responsivity Model

### ESSENTIAL SKILLS – CLASSROOM SESSION 1

Required for Local Probation and Pretrial Officers

Eligible: 1 – 3 Months after Completion of Essential Skills – LMS Course Series 1 and  
Distance Learning Activity

Training Hours: 28 (4 Days)

Courses:

Professional Ethics, Boundaries and Legal Issues in LP and PT Practices

Introduction to Pretrial and Community Corrections Case Management System

Time and Case Management

Understanding the Courtroom and Testifying Successfully

Purpose Driven Communication



## Specialized Skills

### SPECIALIZED SKILLS – LMS COURSE SERIES 2

Required for Local Probation and Pretrial Officers

Eligible: Assigned Upon Completion of Essential Skills - Classroom Session 1

Training Hours: 9.25 hours for Pretrial; 13.25 hours for Probation

Online Courses:

Cognitive-Based Communication Skills with Individuals on Community Supervision  
Using Assessment Tools

Understanding Responsivity

Facilitating Offender Success with Effective Case Planning (Probation Only)

### SPECIALIZED SKILLS / PRETRIAL – CLASSROOM SESSION 2A

Required for Pretrial Officers

Eligible: After Completion of Specialized Skills – LMS Course Series 2

Scheduled: Four (4) Weeks after Completion of Essential Skills - Classroom Session 1

Training Hours: 7 hours (1 day)

Courses:

Virginia Pretrial Risk Assessment Instrument

PRAXIS (Under Development)

### SPECIALIZED SKILLS / PROBATION – CLASSROOM SESSION 2B

Required for Probation Officers

Eligible: After Completion of Specialized Skills – LMS Course Series 2

Scheduled: Four (4) Weeks after Completion of Essential Skills - Classroom Session 1

Training Hours: 14 hours (2 days)

Courses:

Screening and Assessing Risk – M/OST

Effective Case Planning and Management

## Supervision Strategies

### SUPERVISION STRATEGIES – LMS COURSE SERIES 3

Required for Local Probation and Pretrial Officers

Eligible: Assigned Upon Completion of Specialized Skills – Classroom Session 2

Completion Time: 2 Months after Assigned

Training Hours: 19.25 hours

Online Courses:

- Supervising Offenders with Mental illnesses

- Crisis Management Basics

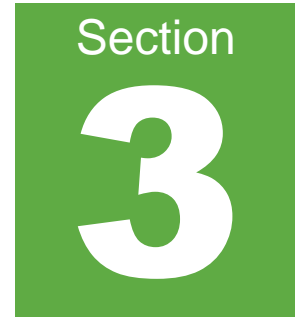
- Understanding Addiction: An Overview for Corrections Professionals

- Female Offenders: Violence, Trauma and Supervision Strategies

- Domestic Violence: Fundamentals for Community Corrections Practice

- Overview of Sex Offender Supervision: The Comprehensive Approach

- Managing Sexual Offenders under Community Supervision

A green square graphic with the word "Section" in white text at the top and a large white number "3" in the center.

## Section 3: Supplemental Exercises

*Concepts and terminology presented in the required online courses will be reinforced through a variety of mandatory worksheets that are contained in this section of the workbook. There may also be other supplemental activities required at the local agency.*

Specialized education, on-the-job training, coaching and ongoing learning are required to ensure a fuller understanding of intervention strategies and to increase the ability to apply them in a more effective way. This section contains companion exercises that are to be completed along with the corresponding online course. Once completed, the activity will be provided to your supervisor for review and discussion about the material.

These exercises are designed to (1) focus on specific information presented in the online course that will prepare you for the subsequent classroom session, and (2) provide resources to assist the local agency with the transference of knowledge gained in CORE to the duties you will be expected to perform on the job.



## Essential Skills – LMS Course Series 1



### Minimum Standards for Local Probation and Pretrial Worksheet ES-1A

*Directions:* Test your knowledge. After a review of your agency’s Standard Operating Procedures (SOPs), answer the following questions.

1. How many hours of training are you required to have each year?
2. How do you request reimbursement for travel?
3. Who takes the Oath of Office and when?
4. What is the policy concerning receiving gifts from clients or giving gifts to clients and what is the importance of such a policy?
5. Does local policy allow you to carry a weapon? Pepper spray? If so, are there requirements for training and certification?
6. List three rules about office safety that are found in your SOP.
7. Find in the SOP and write in the space below any information about “Exposure to Infectious Material.”
8. What is the purpose of local probation and/or pretrial services?

9. What are the requirements for keeping records confidential and secure in your office?

10. How are you to handle inquiries from a reporter about someone on your caseload?

11. What do you do if you hear that one of your defendants/probationers sets a fire at a school?

12. Who is eligible for probation supervision and / or pretrial services?

13. Does your agency collect supervision/intervention fees? If yes, what is the procedure?

14. In probation, what are your responsibilities as it relates to the Sex Offender Registry?

15. In pretrial, what type of fees do you collect?

16. What information in the SOP did you find helpful?



**Legal and Liability Issues: Model 1 – Legal and Liability Issues for Pretrial and Local Probation Officers**  
**Worksheet ES-1B**

*Directions:* Test your knowledge. After reviewing the corresponding online course, answer the questions and provide the completed worksheet to your supervisor.

LEGAL and LIABILITY – MODULE 1	
<b>1. What are the two types of liability applicable to criminal justice professionals under State and Federal Laws?</b>	
A.	
B.	
<b>2. Explain 18.2-64.2 of the <i>Code of Virginia</i>. Does your locality or agency have a policy on fraternization? If so, in your own words, provide a summary.</b>	
<b>3. Local probation and pretrial officers can be charged under 18.2-64.2 of the <i>Code of Virginia</i>.</b>	
<input type="checkbox"/> True    or <input type="checkbox"/> False	
<b>4. The two most important liability areas for criminal justice supervision staff are</b>	
A.	
B.	
<b>5. Where should you be able to find all agency policies and procedures regarding local probation and pretrial services?</b>	
<b>6. Which of the following are ways you can lessen your risk of liability? (Check all that apply.)</b>	
<input type="checkbox"/>	Review, understand and utilize your agency’s Standard Operating Procedures.
<input type="checkbox"/>	Ask for clarification from your Director/Supervisor on any matters that are not clear.
<input type="checkbox"/>	Maintain case files and information in locked file cabinets.
<input type="checkbox"/>	Do not talk to the media and refer all media contacts to your Director.
<input type="checkbox"/>	Do not release information to anyone for whom you do not have a signed release of information.



**Code of Ethics / Required Activity  
Worksheet ES-1C**

*Directions:* Locate the “Code of Ethics” for your agency. After reading it, summarize the main points in the box below. Make a copy to bring with you to CORE-Essential Skills, Classroom Session 1.

The “Code of Ethics” states the following:



**Legal and Liability Issues:  
Model 2 – Legal and Liability Issues for Pretrial Officers  
Worksheet ES-1D**

*Directions:* Test your knowledge. After reviewing the corresponding online course, answer the questions and provide the completed worksheet to your supervisor.

**LEGAL and LIABILITY – MODULE 2**

**1. Review the Duties and Responsibilities of Local Pretrial Officers (19.2-152.4:3), and list any duties that you think could lead to liability in day to day work.**

**2. Which of the following primary rights are for justice involved individuals during the pretrial phase as stated in the U.S. Constitution?**

<input type="checkbox"/>	Presumption of Innocence
<input type="checkbox"/>	Right to Counsel
<input type="checkbox"/>	Right Against Self-Incrimination
<input type="checkbox"/>	Right to Due Process of Law
<input type="checkbox"/>	Right to Equal Protection Under the Law
<input type="checkbox"/>	Right to Bail that is Not Excessive
<input type="checkbox"/>	All of the Above



<b>3. Describe the four (4) critical bail statutes in the <i>Code of Virginia</i>.</b>	
19.2-120 A & B Admission to Bail	
19.2-123 Release of Accused	
19.2-121 Fixing Term of Bail	
19.2-152.4:2 Confidentiality of Records and Reports	
<b>4. How do you avoid self-incrimination when interviewing a defendant for a pretrial investigation?</b>	



**Legal and Liability Issues: Model 3 – Legal and Liability Issues for Local Probation Officers  
Worksheet ES-1E**

*Directions:* Test your knowledge. After reviewing the corresponding online course, answer the questions and provide completed worksheet to your supervisor.

LEGAL and LIABILITY – MODULE 3
<b>1. Review the Duties and Responsibilities of Local Community-Based Probation Officers (9.1-176.1), and list any duties that you think could lead to liability in day-to-day work.</b>

<b>2. Which of the following are strategies that can be applied when interacting with probationers to avoid potential liability? (Check all that apply.)</b>	
<input type="checkbox"/>	Read and understand sentencing orders and administration conditions carefully.
<input type="checkbox"/>	Carefully explain the conditions to the probationer and be certain the conditions and requirements are understood.
<input type="checkbox"/>	Clarify expectations of the probation agency and the probationer.
<input type="checkbox"/>	Monitor compliance of probation conditions by imposing strict supervision requirements and extra conditions on the probationer above and beyond what the Court has imposed.
<input type="checkbox"/>	Document all interactions with the probationer including any violations and action taken.
<input type="checkbox"/>	Report non-compliance to the court immediately and in accordance with your agency’s Standard Operating Procedures.
<input type="checkbox"/>	Discontinue efforts to work with a probationer following a non-compliance being reported to the Court while awaiting court disposition, even though the probationer has continued to report and has shown a willingness to comply.
<b>3. What are the two types of defense and protection for probation officers? Describe them.</b>	
A.	
B.	
<b>4. What is “Duty to Warn?”</b>	
<b>5. Which of the following is a proactive step you can take to lessen or avoid liability while conducting your duties? (Check the correct answer.)</b>	
<input type="checkbox"/>	Know and follow all department rules, regulations and state statutes.
<input type="checkbox"/>	Document your activities and keep good records.
<input type="checkbox"/>	Arrange for legal counsel and seek legal advice whenever dilemmas arise.
<input type="checkbox"/>	When in doubt, ask your supervisor or check the policies and procedure manual for direction.
<input type="checkbox"/>	All of the above.
<b>6. In your position as a local probation officer, who is your attorney?</b>	



### Legal and Liability Issues: Additional Requirement Checklist ESCL-1

*Directions:* Complete each of the following assignments.

√	Check Each Assignment After Completed:
<input type="checkbox"/>	Read your agency Standard Operating Procedures
<input type="checkbox"/>	Read DCJS Standards and Guidelines
<input type="checkbox"/>	Read County/Locality Personnel Manual
<input type="checkbox"/>	Review Duties and Responsibilities of Local Community-Based Probation Officers (9.1-176.1 of the <i>Code of Virginia</i> )
<input type="checkbox"/>	Review Duties and Responsibilities of Local Pretrial Services Officers (19.2-152.4:3 of the <i>Code of Virginia</i> )
<input type="checkbox"/>	Review four critical bail statutes in the <i>Code of Virginia</i> – 19.2-120 A & B, 19.2-123, 19.2-121 and 19.2-152.4:2.



### PREA: What It Means for You and Your Agency Worksheet ES-1F

*Directions:* Test your knowledge. Based on the Prison Rape Elimination Act (PREA) and your agency’s standard operating procedure what would you do if a PREA violation was reported to you.

**If a Defendant / Probationer Reports a PREA Violation to You:**



## Virginia Courts and Courtroom Demeanor: Additional Requirement Checklist ESCL-2

*Directions:* Be prepared to discuss each of the following topics with your supervisor.

What do you know about:	
✓	<b>Virginia’s Judicial / Court System</b>
	Hierarchy System / Levels of Courts
	Magistrates’ Role in System / First Appearances
	Roles of Each Court: GDC, J&DR, CC, Court of Appeals and Supreme Court
	Civil and Criminal Cases
	Court Personnel and Uniform Practices
✓	<b>The Officer’s Role in Each Court</b>
	Citizen’s Rights and Duties
	Criminal and Traffic Cases
	Appeals
	Civil Suits
✓	<b>Officer Preparation for Court</b>
	Understanding Your Role as an Officer in Each Court
	Differences in Each Court and Roles they Play in the Judicial System
	Court Personnel / Key Players
	File Preparation and What to Do Before Court Hearing
	Attire and Demeanor



## Basic Safety for Probation and Parole Officers Worksheet ES-1G

*Directions:* The online course outlines 16 situations that an officer could encounter. The following presents those scenarios more likely to be encountered by a local probation or pretrial officer. Consider each situation and how you would respond.

Discuss the situations and the responses you think are appropriate with your supervisor.

1. You are working late one night when you receive a call saying noises have been heard coming from one of your client’s apartments. It sounded like someone was screaming and crying as though he or she was hurt. The caller also states there were sounds of a fight going on.

2. You are given a case in which the probationer has a record of assault, and has been placed on a misdemeanor probation sentence after hitting a welfare examiner.

3. Your discussion of a probationer's failure to pay restitution becomes increasingly heated. The probationer suddenly stands and with one swipe of his hand clears your desk of all materials and then remains standing glaring at you.

4. You are in the hallway outside of court waiting for one of your cases to be called for a hearing on a violation of probation. The girlfriend of one of your clients begins to scream at you for how you are handling her boyfriend's case.

5. Through the open doorway of your office you hear raised voices and sounds of an argument from an office down the hallway. The sounds increase and the argument seems as though it may be escalating.

6. You notice two people outside the entrance to the office building arguing. You do not know either person, and the argument continues as you approach.

7. At a regularly scheduled reporting appointment, one of your clients becomes increasingly agitated. You decide to terminate the interview, and allow them to leave. As he exits the building he is heard to say, "None of you cares what happens to me. I'm coming back here with a gun to blow this place apart."

8. While attempting to contact a client, a spouse answers the phone and becomes very upset and starts to yell obscenities at you. She tells you not to call her phone again.

9. It is Friday afternoon and because of “flex time” most everyone has left for the day. Your office is in the back of the building at the end of a long empty hall. One of your clients comes in unscheduled and wants to meet with you. What would you do if the receptionist told you they appeared upset and angry?

10. You return to the office to find that one of your clients came in looking for you and was extremely upset that you weren’t there. The client was very loud and abusive toward the receptionist.



### Managing Resistance

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### Motivational Interviewing / Classroom Training

To: Directors, Supervisors and CORE Participants  
 From: DCJS – Training Coordinator

CORE Competencies for Local Probation and Pretrial Practices, Essential Skills includes a three-day classroom session on communication, focusing on motivational interviewing techniques. Participants will actively engage in discussion and role plays to reinforce learning in basic techniques, such as OARS (open ended questions, affirmations, reflections and summaries), effectively engaging individuals based on the Stages of Change Model, and working with individuals who demonstrate “Discord” and “Sustain Talk.”

Following are the performance measures for this session:

1. Identify and explain the application of the eight evidence-based principles for effective intervention found in the NIC Evidence-based Practices Model.
2. Explain the outcomes that can be achieved in community corrections as a result of implementing evidence-based practices.
3. List the criminogenic risk factors and how they relate to rates of reoffending.
4. Identify and explain each component of the Risk-Needs-Responsivity Model.
5. Explain Social Learning Theory and how this theory can be applied to corrections.
6. Explain the criminal thought process, the importance of recognizing the elements of criminal thought and how an understanding of thinking patterns is fundamentally important to behavior change.

7. Identify common thinking errors.
8. List the Stages of Change and the appropriate officer response based on the motivation of the client.
9. Describe the “MI Spirit,” the “Four Processes of MI,” “Change Talk,” “Communication Traps,” and “Sustain Talk” and “Discord.”
10. Demonstrate an understanding of and ability to use OARS.
11. Demonstrate an ability to develop and strengthen “Change Talk.”
12. Identify the appropriate use of strategies to respond to “Sustain Talk” and “Discord.”

As stated previously, this course provides a foundation. It is the responsibility of the agency and participant to continue learning and advancement of these skills. Motivational interviewing is a simple technique; however, proficiency requires time, effort, self-reflection and practice. A participant will not be proficient in motivational interviewing by simply attending this course. As stated in the “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition,” it takes many years of practice.

*Please note:* The change process is gradual and complex. To reinforce this concept, as well as facilitate readiness and understanding when dealing with the individuals the local probation or pretrial officer will encounter, they will choose a “target behavior” for role play purposes. A “target behavior” is a behavior in which the participant is ambivalent, but one they are comfortable talking about in a group setting. This exercise assists with the development of empathy, connecting with the difficulty of the change process, the importance of engaging a person according to the Stage of Change Model and the ability to identify internal motivation for behavior change.

Change can be a painful and emotional process. While this is sometimes uncomfortable, the expression of emotion should not be viewed as negative. The goal is to provide a controlled environment in which participants can begin to develop a level of comfort with motivational interviewing techniques, the change process, the possibility the individual may have an emotional response during any interaction and how to respond appropriately.

If you have any questions, please contact the DCJS Training Coordinator.



## Motivational Interviewing for Corrections Professionals Worksheet ES-1H

*Directions:* This is a required reading for Essential Skills, Classroom Session 1. This should be completed beforehand and brought with you to class. If it is not completed prior, it will be assigned as homework following Day 2 of the Essential Skills Session.

Read pages 3–36 in “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.” Based on the reading, you will list two key points presented in the material that you believe relates to you and your job as a local probation or pretrial officer.

### “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.”

This assignment will be reviewed on Day 3 of Essential Skills, Classroom Session 1.

#### Part 1

Read pages 3–36 in “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.”

In the space provided, list two key points presented in the material that you believe relate to you and your job as a local probation and / or pretrial officer.

#### Part 2

In the space provided, write down a personal target behavior that you are currently working on or one that you would like to work on. This will be used in class as we present and work through various motivational interviewing techniques. Please make sure it is something that you are comfortable sharing in a group setting.

A “target behavior” is a behavior that is causing you discomfort and that you are considering changing – a behavior that you are ambivalent about and currently doing. Examples could be smoking, eating poorly, exercise, saying yes when you want to say no, being social, drinking, gambling, etc.

My target behavior is:





## Motivational Interviewing for Corrections Professionals Worksheet ES-1I

*Directions:* This is a required reading for Essential Skills, Classroom Session 1. This should be completed beforehand and brought with you to class. If it is not completed prior, it will be assigned as homework following Day 3 of the Essential Skills Session.

Read pages 157–195 in “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.” There are various strategies listed, beginning on page 171, for evoking change talk. Use the worksheet to take notes while reading this section of the book. In addition, list two strategies that you feel you can use and create a scenario for how they can be used successfully during an office visit with a client.

### “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.”

This assignment will be reviewed on Day 4 of Essential Skills, Classroom Session 1.

#### Part 1

Read pages 157–195 in “Motivational Interviewing: Helping People Change, 3<sup>rd</sup> Edition.”

Use the space provided to take notes to prepare for tomorrow’s discussion about evoking and responding to change talk.

#### Part 2

There are various strategies listed, beginning on page 171, for evoking change talk. List two strategies that you feel you can use and create a scenario for how they can be used successfully during an office visit with a client.



## Specialized Skills – LMS Online Course Series 2



### **Cognitive-Based Communication Skills with Individuals on Community Supervision**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### **Using Assessment Tools**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### **Understanding Responsivity**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



## Facilitating Offender Success with Effective Case Planning Worksheet SS-2A

*Directions:* This worksheet will be completed only by probation officers or those who will be assigned a probation caseload. Test your knowledge. After reviewing the corresponding online course, answer the questions and provide the completed worksheet to your supervisor.

**1. Identify eight (8) major risk factors associated with delinquent or criminal behavior of individuals under supervision.**


**2. How do those factors contribute to criminal and antisocial behavior?**

--

**3. In the space below, indicate whether each statement is “True” (T) or “False” (F).**

	Officers should focus all supervision plans on static or non-criminogenic needs.
	Officers understand that consistent supervision is required; therefore, every supervision plan for each individual under supervision is the same.
	Officers should send all of the individuals under supervision to the same treatment provider. If it is successful for one individual, it will be good for everyone.
	Officers should use communication skills and positive reinforcement to focus on the strengths of each individual when developing supervision plans.

**4. Create a list of criminogenic needs that can be identified through an assessment tool and addressed by case plans.**


**5. Briefly describe what strategies could be used to address criminogenic needs using case planning.**


## Specialized Supervision Strategies – LMS Online Course Series 3



### Supervising Offenders with Mental illnesses

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### Crisis Management Basics Worksheet SS-3A

*Directions:* Complete the following worksheet using the information provided in the online course “Crisis Management Basics.”

<b>1. Identify the three components of a crisis.</b>	
A.	
B.	
C.	
<b>2. When is the best time to complete a crisis intervention plan?</b>	
<b>3. Identify the correct answer with the corresponding letters:</b>	
<b>R = Crisis Risk; F = Complicating Factor in a Crisis</b>	
	Previous crises or history of trauma
	Extremely reactive people
	People who are psychotic and may be actively hallucinating or having delusions
	History of substance abuse
	People who become physically aggressive
	Significant and/or multiple external stressors
	People who are not verbally capable due to disability
	Psychiatric illness
	Domestic violence
<b>4. What skills would you use if a client who is normally compliant and good natured came to the office and began cursing at the front desk staff and threw a chair in the lobby?</b>	



### **Understanding Addiction: An Overview for Corrections Professionals**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### **Female Offenders: Violence, Trauma and Supervision Strategies**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### **Domestic Violence: Fundamentals for Community Corrections Practice**

*Directions:* There are no additional activities required for CORE Competencies at this time. Check with your supervisor for any supplemental activities that may be required by your agency.



### **Overview of Sex Offender Supervision: The Comprehensive Approach and Managing Sexual Offenders under Community Supervision**

*Directions:* Complete the following two worksheets.



## Supervision Strategies for Those with Sex Offenses Worksheet SS-3B

*Directions:* Read the article “Sex Offenders” found on page 82 of [“Tools of the Trade: A Guide to Incorporating Science into Practice,”](#) a manual funded through different initiatives and the National Institute of Corrections, the Maryland Division of Parole and Probation, the Maryland Governor’s Office of Crime Control and Prevention and the University of Maryland’s Bureau of Governmental Research (BGR). A reprint of this article can be found in Section 4, page 36 of this workbook. Complete the following worksheet based on the information found in this article.

<b>1. Sex offenses tend to be about pleasure-seeking behavior.</b>	
	T = True or F = False (Write either “T” or “F” in the space provided.) If false, explain.
<b>2. Sex offenders will generally self-correct and usually require less supervision.</b>	
	T = True or F = False (Write either “T” or “F” in the space provided.) If false, explain.
<b>3. List four particularly risky situations in which sex offenders tend to be manipulative.</b>	
<b>4. One primary treatment goal for sex offenders is:</b>	
<b>5. What are some effective supervision strategies to consider when developing a supervision plan for someone on your caseload who has been charged or convicted of a sex offense?</b>	
<b>6. List the three criteria for supervision of sex offenders.</b>	
A.	
B.	
C.	



## **Supervision Strategies – The Sex Offender Registry Worksheet SS-3C**

*Directions to Participants:* Complete the following worksheet using agency policy and the Chapter 9 of the *Code of Virginia*.

**1. Review Chapter 9 of the *Code of Virginia* and list some of the offenses that require someone to register on the sex offender registry.**

**2. Per your local agency policy, what is your responsibility when one of your clients has been convicted of a registerable offense?**



Section  
**4**

## Section 4: Additional Resources

This section contains documents and additional information related to CORE. You can find the checklist for the each series of online courses that will be assigned in the Relias Learning Management System, a comparison of the language used in the 2<sup>nd</sup> edition and 3<sup>rd</sup> edition of “Motivational Interviewing: Helping People Change,” as well as other information for easy reference.

### Participant Online Course Checklist (2017)

Essential Skills, Pretrial and Probation – LMS Course Series 1 / Completion Reporting Form			
Participant Name _____			
✓	DATE COMPLETED	SCORE	COURSE TITLE
<input type="checkbox"/>			<i>Basic Safety for Probation and Parole Officers</i>
			<i>Legal and Liability Issues – Modules 1, 2 &amp; 3 (See below)</i>
<input type="checkbox"/>			<i>Module 1: Legal and Liability Issues for Pretrial and Local Probation Officers</i>
<input type="checkbox"/>			<i>Module 2: Legal and Liability Issues in Pretrial Services</i>
<input type="checkbox"/>			<i>Module 3: Legal and Liability Issues in Local Probation / Community Supervision</i>
<input type="checkbox"/>			<i>Managing Resistance</i>
<input type="checkbox"/>			<i>Motivational Interviewing for Corrections Professionals</i>
<input type="checkbox"/>			<i>PREA: What It Means for You and Your Agency</i>
<input type="checkbox"/>			<i>Virginia Courts and Courtroom Demeanor</i>

Specialized Skills, Pretrial Track Only – LMS Course Series 2 / Completion Reporting Form			
Participant Name _____			
✓	DATE COMPLETED	SCORE	COURSE TITLE
<input type="checkbox"/>			<i>Cognitive-Based Communication Skills with Individuals on Community Supervision</i>
<input type="checkbox"/>			<i>Understanding Responsivity</i>
<input type="checkbox"/>			<i>Using Assessment Tools</i>

Specialized Skills, Probation Track or Pretrial / Probation Track – LMS Course Series 2 / Completion Reporting Form			
Participant Name _____			
✓	DATE COMPLETED	SCORE	COURSE TITLE
<input type="checkbox"/>			<i>Cognitive-Based Communication Skills with Individuals on Community Supervision</i>
<input type="checkbox"/>			<i>Facilitating Offender Success with Effective Case Planning</i>
<input type="checkbox"/>			<i>Understanding Responsivity</i>
<input type="checkbox"/>			<i>Using Assessment Tools</i>

**Supervision Strategies, Pretrial and Probation –  
LMS Course Series 3 / Completion Reporting Form**

<b>Participant Name</b> _____			
✓	DATE COMPLETED	SCORE	COURSE TITLE
<input type="checkbox"/>			<i>Crisis Management Basics</i>
<input type="checkbox"/>			<i>Domestic Violence: Fundamentals for Community Corrections Practice</i>
<input type="checkbox"/>			<i>Female Offender: Violence, Trauma, and Supervision Strategies</i>
<input type="checkbox"/>			<i>Managing Sex Offenders under Community Supervision</i>
<input type="checkbox"/>			<i>Overview of Sex Offender Supervision: The Comprehensive Approach</i>
<input type="checkbox"/>			<i>Supervising Offenders with Mental Illness</i>
<input type="checkbox"/>			<i>Understanding Addiction: An Overview for Corrections Professionals</i>



## Communication, Terminology Reference Guide (New v Old Language)

“Old” Language	“New” Language
Effective Communication / Motivational Strategies (ECMS)	Motivational Interviewing – a collaborative style for strengthening a person’s own motivation and commitment to change
Based on “Motivational Interviewing: Helping People Change” (1 <sup>st</sup> Edition–1991)	Developed from “Motivational Interviewing: Helping People Change, 3 <sup>rd</sup> Edition” (2013)
<p><i>Guiding Strategies</i></p> <ul style="list-style-type: none"> <li>→ No Debates</li> <li>→ Self-Efficacy</li> <li>→ Through Their Eyes</li> <li>→ Express Accurate Empathy</li> <li>→ Roll with Resistance</li> <li>→ Look For and Leverage Discrepancies</li> <li>→ Listen Reflectively</li> <li>→ Get to a Choice</li> </ul>	<p><i>MI Spirit</i></p> <ul style="list-style-type: none"> <li>→ Partnership – functions as a partner or companion, collaborating with the client’s own expertise</li> <li>→ Acceptance – does not mean that you necessarily approve of the person’s actions or acquiesce to the status quo</li> <li>→ Compassion – acts benevolently to promote the client’s welfare, giving priority to the client’s needs</li> <li>→ Evocation – elicits the client’s own perspectives and motivation</li> </ul>
-----	<p><i>Four Processes of MI</i></p> <ul style="list-style-type: none"> <li>→ Engage</li> <li>→ Focus</li> <li>→ Evoke</li> <li>→ Plan</li> </ul>
<i>Repeat/Rephrase</i>	<i>Simple Reflection</i> – contains little or no additional content beyond what the client has said
<i>Paraphrase/Emotion</i>	<i>Complex Reflection</i> – adds additional or different meaning beyond what the client has just said; a guess as to what the client may have meant
<i>Self-Motivating Statements</i>	<i>Change Talk</i> – any speech that favors movement toward a particular change goal
<p><i>Eliciting Self-Motivating Statements</i></p> <ul style="list-style-type: none"> <li>→ Problem Recognition</li> <li>→ Expression of Concern</li> <li>→ Intention to Change</li> <li>→ Optimism About Change</li> </ul>	<p><i>Preparatory Change Talk</i> – expresses motivations for change without stating or implying specific intent or commitment</p> <ul style="list-style-type: none"> <li>→ Desire</li> <li>→ Ability</li> <li>→ Reason</li> <li>→ Need</li> </ul>

“Old” Language	“New” Language
	<p><i>Mobilizing Change Talk</i> – expresses or implies action to change</p> <ul style="list-style-type: none"> <li>→ Commitment</li> <li>→ Activation</li> <li>→ Taking Steps</li> </ul>
<p><i>Resistance</i></p>	<p><i>Sustain Talk</i> – any speech that favors the status quo rather than movement toward change (resistance to the change)</p> <p><i>Discord</i> – interpersonal behavior that reflects dissonance in the working relationship (resistance to the relationship)</p>
<p><i>OARS</i></p> <ul style="list-style-type: none"> <li>→ Open-Ended Questions</li> <li>→ Affirmations</li> <li>→ Reflective Listening</li> <li>→ Summarizing</li> </ul>	<p><i>OARS</i></p> <ul style="list-style-type: none"> <li>→ Open-Ended Questions</li> <li>→ Affirmations</li> <li>→ Reflective Listening</li> <li>→ Summarizing</li> </ul>

## Sex Offenders (Reprinted from “Tools of the Trade”)

Sex offenses cover a broad range of behavior from sexual contact with another person without their consent to noncontact behaviors, such as some offenses involving pornography.

In general, sex offenses tend to be about power and control rather than pleasure-seeking behavior.

### Assessment Issues

A frequent misconception is that there is a common profile of sex offenders, and that the behaviors that define a sex offender are well known. However, assessment of sex offenders is a complicated process.

Many sex offenders tend to have a slightly different profile than “typical” criminals. They tend to be high school graduates, more likely employed, and score low on traditional risk scales. Sex offenders seem to live according to society’s standards but there are multiple problems underneath their façade.

Sex offenders tend to make inappropriate requests, create discrepancies between information that others have (such as staff, treatment providers, family), lie or contradict, be rude or threatening, try to take control of interviews, focus on irrelevant issues, and consume an inordinate amount of time (Center for Sex Offender Management, 2002).

There are instances where an assessment can be augmented by a clinical interview, psychometric or physiological assessment. Some offenders will exhibit intimacy deficits, and sexual and emotional self-regulation issues. Not all sex offenders will have mental health issues that require special resources, but staff should be aware that in some instances they might be necessary.

### Triggers

Sex offenders can be especially manipulative in risky situations. These tend to be when the offender is in possession of a dangerous weapon, has contact with under-aged children, uses illegal substances, poses a physical threat to others/animals. Child sex offenders, for example, should avoid being near schools, playgrounds, or any other area where children gather. Sex offenders often plan their actions so there may be no noticeable triggers for staff to identify, however staff should be aware of any changes in offenders’ behavior and take those changes as a warning.

### Service Tools

A primary goal of treatment for sex offenders is to develop controls over their behaviors. Combinations of educational, cognitive-behavioral, and family system interventions are effective interventions. Creating a relationship among offenders, treatment providers and staff allows tighter supervision, assists the offender in becoming aware of his behavior, and leads to increases in success rates.

### Incentive Tools

Effective supervision of sex offenders requires a wide range of conditions. Most importantly, staff must help them to learn their sexual behaviors and manipulation patterns.

Three basic criteria for supervising are: 1) establish collateral contacts with family and friends who are aware of the offender’s behaviors; 2) control the offender’s environment by limiting his access to victims, situations and triggers; and 3) engage the offender in the process of change. In addition to

various monitoring systems, including position tracking and urine screens, polygraph tests are becoming more widely used in attempt to detect sex offender behavior.

Under new laws, several other external controls often apply to sex offenders. Certain offenders may be required to submit DNA samples and register with local police for a length of time or for the rest of their lives. Community notification laws may require that a sex offender's residence be disclosed to area residents. Registration and notification usually is required on a periodic basis, and must be verified by staff.

Victims of sex offenders must be kept aware of their offenders' criminal justice status and other information as requested. Staff should ensure that victims are involved in counseling and have an adequate safety plan.

Reprinted from Taxman, Faye S., et. Al. (2005). [Tools of the Trade: A Guide to Incorporating Science into Practice](#). Page #82. Washington D.C.: National Institute of Corrections, Maryland Department of Public Safety and Correctional Services.