CORE

Competencies for Local Probation and Pretrial Practices

CORE AGENCY TRAINING GUIDE

Guiding New Employees through the Training Process

Virginia Department of Criminal Justice Services

www.dcjs.virginia.gov

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CORE Competencies for

Local Probation and Pretrial Practices

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

Virginia Department of Criminal Justice Services
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Section

1

Section 1: Introduction

***The CORE Agency Training Guide** has been developed as a tool for agency directors, managers and supervisors. The contents of this document will provide information on and assist with reinforcing CORE Competencies for Local Probation and Pretrial Practices.*

Members of the Virginia Department of Criminal Justice Services (DCJS) Training Advisory Group (TAG) have made considerable contributions in time, thought and effort to assist with the development of this *Agency Training Guide*. This guide has been developed at the request of local community corrections and pretrial agency directors, managers and supervisors. This document contains information and tools to inform, involve and support management in the training of staff. In an effort to make the guide more useful, a description and purpose of each section is provided.

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 descriptions for online courses, distance learning exercises and classroom sessions*.* The listing follows the training structure so that you can quickly locate and review course descriptions for a particular component, or phase, of CORE. Additionally, performance measures, worksheets and suggested activities are designed to actively support and engage the agency in the training of staff. Performance measures for each course detail (1) what staff should know; (2) what staff should be able to do; and (3) the skills staff should possess after completion of the course. Knowledge, skills and abilities should be reinforced at the local agency through evaluation, coaching and ongoing learning. To reinforce learning and application of core principles and practices, a list of suggested activities is included which may be incorporated as a part of the local agency's on-the-job training. Supplemental materials, such as course outlines and worksheets, are provided for many of the courses. For those who have identified other activities or worksheets as helpful, please share them so that they can be included in future versions of the *Agency Training Guide*.

Section 4 is a Resource Library, providing a topical list of other available online courses, documents, websites, video clips, etc. These resources may be useful as remedial training in a particular topic area, ongoing learning with a focus on a particular practice / skill or to incorporate expansion of topic areas not included in CORE.

Section 5 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.

As a reminder, a Relias Learning Management Supervisor (LMS) Account has been established for each agency. Each learner is linked to their agency's supervisor account, allowing access only to their staff's information. The supervisor account will be active during any period the agency has a staff member participating in CORE. The account has been established using a contact email address designated by the agency director. This feature allows the designee to view staff's progress and provides a point of contact for email notifications when course deadlines are close or past due. Managers and supervisors should contact their local agency director on their policy for accessing and sharing of information contained in the Relias LMS. If there are any issues accessing the Relias LMS Supervisor Account or you would like to change your point of contact in the future, please contact the DCJS Training Coordinator.

TAG hopes that you will find this guide useful; through collaboration and sharing, we can continue to build upon this work.

A special thank you to the DCJS Training Advisory Group members:

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Charlotte Walmon – *Colonial Community Corrections*
Craig Worley – *Rappahannock Regional Jail*

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 - LMS Course Series 1

Essential Skills - Classroom Session 1

Specialized Skills - LMS Course Series 2

Specialized Skills - Classroom Sessions 2A & 2B

Supervision Strategies - LMS Course Series 3
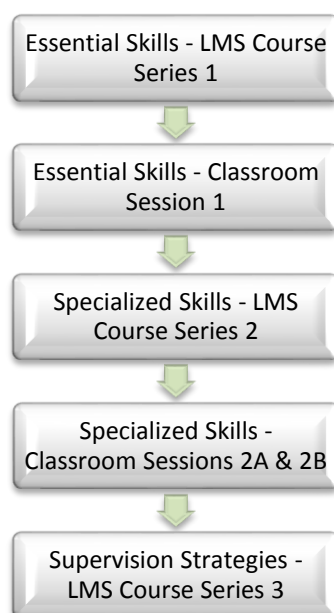
Essential Skills

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
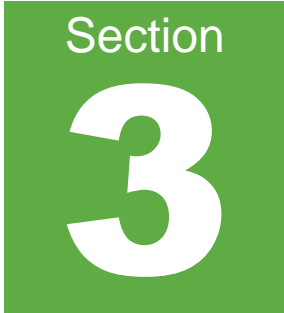
Section 3: Course Overview, Performance Measures and Supplemental Learning

CORE Competencies for Local Probation and Pretrial Practices is a training program that is reliant upon a partnership with the local agency, VCCJA and DCJS to support a structured, ongoing plan for the professional development of staff.

Specialized education, on-the-job training, coaching and ongoing learning are required to ensure that staff fully understand and can apply intervention strategies effectively. In the following section, a course overview and performance measures for each of the online and classroom courses are provided to assist the agency in gauging staff understanding and identifying learning needs. Supplemental learning activities and other suggested activities are also provided to support continued learning at the local level by highlighting the concepts, terminology and practices presented in the online courses. Reinforced learning at the local agency will aid with the transference of knowledge to on-the-job performance.

This section contains the answer key to each of the supplemental worksheets found in the accompanying participant workbook; these worksheets highlight the core information contained in the online courses. The participant workbook is available on the DCJS website. Print and provide this to staff so they can complete these worksheets along with the companion online course. Completed worksheets are to be reviewed by the supervisor at the local agency. While these are required, it will be entirely up to the local agency to ensure completion and to evaluate whether staff has gained the knowledge of each topic to sufficiently understand and apply it to their job responsibilities. Establishing this learning partnership, between DCJS, VCCJA and the local agency, is foundational to the professional development of local probation and pretrial staff.

Essential Skills – LMS Course Series 1

Following are the courses that will be required in this online series. Pretrial and Local Probation Officers will be required to complete these courses.

Minimum Standards for Local Probation and Pretrial (Currently Unavailable – Under Revision)

Course Overview: This course provides participants an opportunity to use DCJS Minimum Standards, Guidelines, and local Standard Operating Procedures to make decisions when delivering local probation supervision and pretrial services.

Course Outline: Not Available at This Time
1. To be developed

Performance Measures:
1. Participants will identify the legal, regulatory, and procedural authority for the development and administration of minimum standards, guidelines, and local standard operating procedures.
2. Participants will accurately define and describe the function and purpose of each: minimum standards, guidelines, and local standard operating procedures.

Additional Required Activities:
1. Complete "Supplemental Worksheet ES-1A."

Suggested Activities: None at this time

Minimum Standards for Local Probation and Pretrial / Answer Key to Supplemental Worksheet ES-1A

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

Directions for Management: The director or supervisor will need to ensure the answer key is completed based on the local Standard Operating Procedure. Use the space below to answer each question and update as needed. This answer key will be used to check and discuss the participant's responses to the worksheet on minimum standards.

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

Course Overview: This module provides participants an opportunity to explore relevant legal issues impacting the delivery of pretrial and local probation services and to identify potential liability issues faced by criminal justice supervision officers.

Course Outline:
1. Standard Operating Procedures and DCJS Minimum Standards
2. Types of Liability
3. Release of Information Guidelines
4. Protection for Public Officials
5. Types of Immunity
6. Ways to Lessen Liability

Performance Measures:
1. Define two types of liability applicable to criminal justice professionals under State and Federal Laws.
2. List three possible defendants in civil liability cases.
3. State the difference between intentional and negligent state torts.
4. Describe the three categories of immunity available to officers and how the Public Duty Doctrine Defense is applied to officers.
5. List and describe the top three strategies that can lessen or avoid the potential for the supervision professional to be held liable for his/her actions while performing professional duties.

Additional Required Activities:
1. Complete "Supplemental Worksheet ES-1B."
2. Complete the "Required Activity – Worksheet ES-1C."
3. See "Additional Requirement – Checklist ESCL-1" on page 16.

Suggested Activities: None at this time

Legal and Liability Issues: Model 1 / Answer Key to Supplemental Worksheet ES-1B

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

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheet on legal and liability issues. There may be some responses that are specific to your agency. Update this information accordingly. These worksheets reinforce the information provided in the "Legal and Liability: Module 1" online course.

LEGAL and LIABILITY – MODULE 1

1. What are the two types of liability applicable to criminal justice professionals under State and Federal Laws?

A.	Civil
B.	Criminal

2. Explain 18.2-64.2 of the *Code of Virginia*. Does your locality or agency have a policy on fraternization? If so, in your own words, provide a summary.

According to the *Code of Virginia*, there is no such thing as "consent" when a defendant / probationer is under supervision of the agency; this includes acts or attempts to commit such acts including but not limited to sexual assault, sexual abuse, sexual harassment, sexual contact, conduct of a sexual nature or implication, obscenity, and unreasonable violation of privacy; it also includes but not limited to conversations or correspondence which suggests a romantic or sexual relationship.
If a local policy has been developed, use the space below for talking points.

3. Local probation and pretrial officers can be charged under 18.2-64.2 of the *Code of Virginia*.

⊠ True	☐ True	or	☐ False

4. The two most important liability areas for criminal justice supervision staff are

A.	Disclosure of Information
B.	Confidentiality of Records

5. Where should you be able to find all agency policies and procedures regarding local probation and pretrial services?

In the Standard Operating Procedures, which can be found

6. Which of the following are ways you can lessen your risk of liability? (Check all that apply.)	
☒	Review, understand and utilize your agency's Standard Operating Procedures.
☒	Ask for clarification from your Director/Supervisor on any matters that are not clear.
☒	Maintain case files and information in locked file cabinets.
☒	Do not talk to the media and refer all media contacts to your Director.
☒	Do not release information to anyone for whom you do not have a signed release of information.

Additional Required Activity /
Answer Key to Supplemental Worksheet ES-1C

Directions to Participants: 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.

Directions for Management: The director or supervisor will need to ensure the answer key is completed based on the agency's "Code of Ethics." Use the space below and update as needed. Meet with staff to ensure they have read and summarized on their worksheet the local agency's "Code of Ethics." This answer key will be used to check and discuss the participant's responses to this activity, reinforcing the importance of the key points. Make sure they have made a copy to bring with them 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

Course Overview: This module relates specifically to the Virginia pretrial supervision model and legal issues that are directly applicable to pretrial services based on the unique legal status.

Course Outline:
1. Big Six Constitutional and Legal Rights
2. Virginia Bail Statutes
3. Duties and Responsibilities of Pretrial Officers
4. Potential Liability Issues for Pretrial Officers

Performance Measures:
1. Describe how six primary rights for justice involved individuals during the pretrial phase as stated in the U.S. Constitution and law are applied during the day-to-day practices of pretrial professionals.
2. List and describe the application of the four critical bail statutes in the *Code of Virginia*.
3. Describe strategies applied when interacting with pretrial defendants that avoid potential liability in the two areas of self-incrimination and compulsory participation by following the duties and responsibilities outlined in the *Code of Virginia*.

Additional Required Activities:
1. Complete "Supplemental Worksheet ES-1D."
2. See "Additional Requirement – Checklist ESCL-1" on page 16.

Suggested Activities: None at this time

Legal and Liability Issues: Model 2 / Answer Key Supplemental Worksheet ES-1D

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

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheet on legal and liability issues. These worksheets reinforce the information provided in the "Legal and Liability: Module 2" online course.

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.
Review the *Code* and prepare to discuss some of the potential liability issues. Include in your discussion agency policy that helps to reduce the liability. Use this space for talking points.

2. Which of the following primary rights are for justice involved individuals during the pretrial phase as stated in the U.S. Constitution?	
☐	Presumption of Innocence
☐	Right to Counsel
☐	Right Against Self-Incrimination
☐	Right to Due Process of Law
☐	Right to Equal Protection Under the Law
☐	Right to Bail that is Not Excessive
☒	All of the Above

3. Describe the four (4) critical bail statutes in the *Code of Virginia*.

19.2-120 A & B Admission to Bail	This *Code* section states that those held pending trial should be admitted to bail unless there is probable cause to believe they will fail to appear or be a danger to self or to the public. It also outlines those charges meeting rebuttal presumption.
19.2-123 Release of Accused	This *Code* section outlines the various conditions or combination of conditions the court may impose on those arrested, for either a felony or a misdemeanor, as a condition(s) of release.
19.2-121 Fixing Term of Bail	This *Code* section states that if the person is admitted to bail, the terms thereof shall, in the judgment of any judicial official, will be reasonably fixed to assure the appearance of the accused and to assure his good behavior pending trial.
19.2-152.4:2 Confidentiality of Records and Reports	This *Code* section states that reports prepared by a pretrial services officer are confidential and are exempt from the Freedom of Information Act, but may be disseminated to criminal justice agencies.

4. How do you avoid self-incrimination when interviewing a defendant for a pretrial investigation?

Pretrial staff should avoid asking questions about the facts of the case, the charges or the evidence against the defendant. Remember, the defendant has the right against self-incrimination (5th amendment). If the defendant wishes to converse about his/her case or attempts to share information about the facts surrounding the charges, the pretrial investigator should advise the defendant to not share information about the circumstances surrounding the case or the charges as anything that is shared may place the pretrial staff in a position to testify in court.

Legal and Liability Issues:
Model 3 – Legal and Liability Issues for Local Probation Officers

Course Overview: This module relates specifically to the Virginia local probation supervision model and legal/liability issues that are directly applicable to post-conviction populations.

Course Outline:
1. Duties and Responsibilities of Local Probation Officers
2. Establishing Supervision Expectations
3. Legal and Liability Circumstances
   a. Warrantless Search and Seizure
   b. Duty to Warn
   c. Revocation
4. Defense and Protections for Probation Supervision Officers

Performance Measures:
1. Describe strategies applied when interacting with probationers that avoid potential liability in the area of supervision conditions, revocations, and improper supervision by following duties and responsibilities in the *Code of Virginia*.
2. Describe how the "Good Faith Defense" and Public Duty Doctrine apply to instances of potential liability for correctional supervision officers.
3. Describe how Duty to Warn is applied during the day to day practices of correctional supervision professionals.

Additional Required Activities:
1. Complete "Supplemental Worksheet ES-1E."
2. See "Additional Requirement – Checklist ESCL-1" on page 16.

Suggested Activities: None at this time

Legal and Liability Issues: Model 3 / Supplemental Worksheet ES-1E

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

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheet on legal and liability issues. These worksheets reinforce the information provided in the "Legal and Liability: Module 3" online course.

LEGAL and LIABILITY – MODULE 3
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.
Review the Code and prepare to discuss some of the potential liability issues. Include in your discussion agency policy that helps to reduce the liability. Use this space for talking points.

2. Which of the following are strategies that can be applied when interacting with probationers to avoid potential liability? (Check all that apply.)	
☒	Read and understand sentencing orders and administration conditions carefully.
☒	Carefully explain the conditions to the probationer and be certain the conditions and requirements are understood.
☒	Clarify expectations of the probation agency and the probationer.
☐	Monitor compliance of probation conditions by imposing strict supervision requirements and extra conditions on the probationer above and beyond what the Court has imposed.
☒	Document all interactions with the probationer including any violations and action taken.
☒	Report non-compliance to the court immediately and in accordance with your agency's Standard Operating Procedures.
☐	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.

3. What are the two types of defense and protection for probation officers? Describe them.	
A.	Public Duty Doctrine – narrows intent of "Duty to Warn," official cannot be liable for the safety of each and every person unless the officer has confirmed or reported threats of harm or criminal activity with an identifiable victim from the probationer.
B.	Good Faith Defense – actions were reasonable and within the scope of authority / duties and does not violate statutory or constitutional right that reasonable person would have known.
4. What is "Duty to Warn?"	
Receiving information where there is an identifiable victim(s) and it is reasonable to expect or foresee injury to occur; the degree to which the potential victim has a legal right to depend on the probation officer to disclose information.	
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.)	
☐	Know and follow all department rules, regulations and state statutes.
☐	Document your activities and keep good records.
☐	Arrange for legal counsel and seek legal advice whenever dilemmas arise.
☐	When in doubt, ask your supervisor or check the policies and procedure manual for direction.
☒	All of the above.
6. In your position as a local probation officer, who is your attorney?	
Local agency to provide answer for this question – based on locality.	

Additional Requirement / Checklist ESCL-1

Directions to Participants: Complete each of the following assignments.

Directions for Management: Meet with staff to ensure they have completed a review of the outlined documents. Discuss items most important to their role in the agency.

√	Check Each Assignment After Completed:
☐	Read your agency Standard Operating Procedures
☐	Read DCJS Standards and Guidelines
☐	Read County/Locality Personnel Manual
☐	Review Duties and Responsibilities of Local Community-Based Probation Officers (9.1-176.1 of the *Code of Virginia*)
☐	Review Duties and Responsibilities of Local Pretrial Services Officers (19.2-152.4:3 of the *Code of Virginia*)
☐	Review four critical bail statutes in the *Code of Virginia* – 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

Course Overview: This course provides the knowledge needed to comply with the Prison Rape Elimination Act (PREA) that was signed into law on September 3, 2003 and the National Standards to Prevent, Detect, and Respond to Prison Rape established by PREA. This course is intended for all persons employed in all types of adult and juvenile detention facilities throughout the United States, and will educate you on preventing and responding to sexual abuse and how day-to-day operations and practices can achieve sexual safety for offenders. Focus will be on a zero-tolerance standard for the incidence of rape in jails and prisons in the United States. This course will give you the information needed to identify, prevent, and respond to incidents of sexual abuse, sexual harassment, and sexual misconduct between offenders, as well as between staff and offenders. Beyond learning the "letter of the law," you will learn concrete techniques that can apply on the job. This training will also give you the chance to apply your knowledge in a series of interactive exercises that test your understanding of the material you will learn. The exercises include true/false questions, placing items in ranking order, multiple choice questions, and stories that demonstrate how to apply the training to your job. This course provides essential information to local probation and pretrial officers who have contact with offenders in correctional settings. Further, all community supervision officers will become familiar with the prohibited behaviors as outlined by PREA and the duty to report any knowledge of allegations or incidents.

Course Outline:
1. Prison Rape Elimination Act (PREA)
    a. Purpose
    b. Zero-Tolerance Standard
    c. Compliance
2. Definitions of Sexual Abuse of Inmates
    a. Prohibited Behavior
    b. Sexual Abuse by another Inmate
    c. Sexual Abuse by Staff, Contractor or Vendor
    d. Sexual Harassment
    e. Red Flags
3. Prevention and Responses
    a. Training and Education
    b. Understanding Risk Factors of Sexual Abuse
    c. Reporting Allegations, Knowledge and Suspicions of Sexual Abuse
    d. First Responders: Your Responsibilities

Performance Measures:
1. Identify prevention measures and recognize red flags for sexual abuse.
2. Understand appropriate responses to allegations, suspicions and knowledge of sexual abuse of defendants / offenders while incarcerated.
3. Explain the purpose and intent of the Prison Rape Elimination Act (PREA).

Additional Required Activities:
1. Complete "Supplemental Worksheet ES-1F."

Suggested Activities: None at this time

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

Directions to Participants: 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?

Directions for Management: The following answer key provides guidance based on the Prison Rape Elimination Act. Add any information based on your local agency's standard operating procedure or any policies of your local / regional jail that must be followed. Check and discuss the participant's responses. This worksheet reinforces the information provided in the "PREA: What It Means for You and Your Agency" online course.

If a Defendant / Probationer Reports a PREA Violation to You:
Provide them with immediate assistance.
Direct them to resources that can assist them.
Report the incident to the correctional facility where they came from (hot line).
Continue to monitor their progress with assistance and addressing the trauma they have experienced.
Make the victim feel safe and secure, and have trust in what you will be doing to assist him / her.
Use this space for additional talking points.

Virginia Courts and Courtroom Demeanor

Course Overview: This course provides new pretrial and local probation staff with an overview of the Virginia Courts System and key points to remember when preparing for court appearances throughout the course of their work.

Course Outline:
1. Overview of Virginia Courts
2. Court Personnel
3. Preparing for Court
    a. Before Court
    b. The Day of Court
4. Appearing in Court
    a. Appropriate Attire
    b. Personal Appearance

Performance Measures:
1. Outline the structure of Virginia's Judicial / Court System.
2. Explain the role of the officer in each of Virginia's Courts.
3. Identify the reasons it is important for the officer to be prepared for court and what they need to do in order to be prepared.

Additional Required Activities:
1. Complete "Additional Requirement – Checklist ESCL-2."

Suggested Activities:
1. The participant will attend and observe other peers in the courtroom setting.

Additional Requirement / Checklist ESCL-2

Directions: Check your staff's knowledge of each of the following topics.

Directions for Management: Meet with staff to ensure they can provide some basic information about the topics outlined in the following checklist.

	What do you know about:
√	**Virginia's Judicial / Court System**
	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
√	**The Officer's Role in Each Court**
	Citizen's Rights and Duties
	Criminal and Traffic Cases
	Appeals
	Civil Suits
√	**Officer Preparation for Court**
	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

Course Overview: Working as a community supervision officer (e.g., pretrial, probation or parole officer) is not without risk. Slightly less than half of probation and parole officers will be victimized by either intimidation or assault during their careers. Therefore, all community corrections staff, whether they are armed or not, need to have basic officer safety training. This course provides an overview of the issue of officer safety and offers practical strategies for how officers can work more safely with individuals under supervision whether they are meeting with them in the office or in the field. The course also introduces participants to Critical Incident Stress Management as a way to respond when there is a traumatic event. This course is recommended for staff providing surveillance and / or supervision to adults or juveniles on pretrial, probation, parole, aftercare, or other community supervision options. It is not intended to replace local agency safety training, nor is it considered to be comprehensive enough to provide all that an officer needs to know to be safe. However, it serves as a good primer to more advanced, hands-on officer safety training.

Course Outline:
1. Scope of the Problem
2. Philosophy for Survival
3. Dealing with Aggressive Behavior

4. The Use of Force
5. Use of Force Continuum
6. Office Safety and Special Populations
7. Field Safety
8. Stress and Critical Incident Response

Performance Measures: To be developed

Additional Required Activities: Complete "Supplemental Worksheet ES-1G."

Suggested Activities: None at this time

Basic Safety for Probation and Parole Officers / Answer Key to Supplemental Worksheet ES-1G

Directions to Participants: 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.

Directions to Management: The director or supervisor will need to ensure the answer key is completed based on the local policy and procedure. Use the space below and update as needed. This answer key will be used to check and discuss the participant's responses to this worksheet. The worksheet reinforces the information provided in the "Basic Safety for Probation and Parole Officers" online course, in addition to your local agency policy on office safety.

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. 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

Course Overview: Offender resistance to treatment is a significant challenge for treatment professionals working within the criminal justice system. If not appropriately handled, this resistance can lead to poor treatment outcomes and a waste of resources on ineffective techniques. This course is intended to give you a clear understanding of how offenders develop and sustain resistance in treatment, along with some concrete techniques to effectively manage such resistance using best clinical practices. You will learn strategies for managing client resistance and for avoiding counterproductive power struggles with offenders. This course is appropriate for treatment professionals working in correctional facilities, probation and parole services, and any other setting dealing with criminal justice clients. A blend of interactive exercises and vignettes accompanies the instruction to enhance your learning.

Course Outline:
1. Offender Resistance in Treatment
2. Understanding Offender Resistance
    a. Motivational Interviewing
    b. Recognizing Power and Control Tactics
3. Avoiding Power Struggles and Dealing with Denial
    a. Interventions and Strategies
    b. Turning Complaints into Treatment Goals
    c. Reversing Responsibility

Performance Measures:
1. Articulate why it is important to avoid power struggles with their clients.
2. Critically evaluate their supervision style understanding the areas that come naturally and those they need to work on.
3. Give examples of instances when they entered a power struggle with a client and how they could have better handled it using the tools in Section 4.
4. Demonstrate the use of the tools in Section 4 during client interaction.

Additional Required Activities: None at this time

Suggested Activities:
1. Supervisor observation of officer / client interactions looking for the application of these skills.
2. Role-play various scenarios of client resistance to assess officer ability to recognize and find best tool to address.
3. Practice use of visual tools, such as scales and decisional balance sheets.
4. Self and peer reviews to raise awareness.

Motivational Interviewing for Corrections Professionals

Course Overview: In this course, you will learn about the philosophy, principles and practice of motivational interviewing (MI) with offenders in a correctional setting. After gaining valuable information about how MI was developed to motivate behavioral change, you will take part in interactive exercises that show you specific strategies for dealing with offender resistance. MI techniques are evidence-based best practices in working with highly resistant individuals – learn how to "roll with offender resistance" and watch the change happen. NOTE: This course uses terminology from "Motivational Interviewing: Preparing People for Change, 2nd edition."

Course Outline:
1. Motivational Interviewing and Stages of Change
2. Introduction to Motivational Interviewing
3. Four Basic Principles of Motivational Interviewing
4. What is Resistance
5. Enhancing Motivation for Change
6. Goals of Motivational Interviewing
7. Elicit Change Talk
8. Avoiding Traps

Performance Measures:
1. Explain the principles and skills of motivational interviewing.
2. Describe the stages of change model and how it relates to the practice of motivational interviewing.
3. Identify strategies for dealing with resistance from offenders.

Additional Required Activities:
1. Read the informational letter that provides an overview and the expectations for the three-day classroom session on communication.
2. Complete "Supplemental Worksheet ES-1H."
3. Complete "Supplemental Worksheet ES-1I."
4. Review "Communication, Terminology Reference Guide (New v Old Language)" found in the Appendix Section of this Guide. Note: This can also be found in Section 4 of the Participant Workbook.

Suggested Activities:
1. Read "Motivational Interviewing: Helping People Change, 3rd Edition."

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, 3rd 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 / Answer Key to Supplemental Worksheet ES-1H

Directions to Participants: 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, 3rd 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.

Directions for Management: This assignment is discussed on Day 3 of Essential Skills, Classroom Session 1. The participant will read the above referenced section of "Motivational Interviewing: Helping People Change, 3rd Edition" and complete the worksheet. If it is not completed prior to attending the classroom session, it will be assigned as homework on Day 2. Answers will vary based on what information each participant takes from the reading.

"Motivational Interviewing: Helping People Change, 3rd 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, 3rd 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 / Answer Key to Supplemental Worksheet ES-1I

Directions to Participants: 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, 3rd 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.

Directions for Management: This assignment is discussed on Day 4 of Essential Skills, Classroom Session 1. The participant will read the above referenced section of "Motivational Interviewing: Helping People Change, 3rd Edition" and complete the worksheet. If it is not completed prior to attending the classroom session, it will be assigned as homework on Day 3. Answers will vary based on what information each participant takes from the reading.

"Motivational Interviewing: Helping People Change, 3rd 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, 3rd 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.

Distance Learning Exercise – EBP 101

Pretrial and Local Probation Officers will be required to complete this exercise.

**Evidence-Based Practices/Effective Interventions/
Risk-Need-Responsivity Model
Distance Learning Exercise DLEBP-101**

Activity Overview: This written exercise is a prerequisite to attending Essential Skills, Classroom Session 1 and is assigned approximately four weeks prior. Understanding evidence-based practices as it relates to corrections underscores the importance of developing effective communication skills. This activity outlines the effective interventions as defined by the NIC Model, effective approaches and the application of these principles in Virginia. This written exercise is found on pages 28–33 of this manual.

Performance Measures:
1. Explain "evidence-based practices."
2. List the "Eight Principles of Effective Intervention," explain each principle and identify the application of each principle in Virginia's community corrections agencies.
3. Demonstrate familiarity with the RNR Model and how each component is essential when determining appropriate interventions.
4. List the eight primary criminogenic factors.

Directions to Participants: Complete the following worksheet. Email the completed worksheet to the DCJS Training Coordinator for scoring and feedback. This should be printed and taken to CORE Competencies for Local Probation and Pretrial Practices, Essential Skills – Classroom Session 1.

Suggested Activities:
1. Read and be familiar with the resource materials listed under Section 3 of the "Risk-Needs-Responsivity Model (RNR Model)" portion of the Distance Learning Exercise.

Evidence-Based Practices / Effective Interventions / Risk-Needs-Responsivity Model (2017)

This worksheet must be completed and submitted as a prerequisite to attending the classroom training on communication and motivational techniques. Complete this worksheet using the following document: "Implementing Evidence-Based Policy and Practice in Community Corrections, 2nd Edition".

Evidence-Based Practices

Read Chapter 1 "What is Evidence-Based Practice" (pages 3–5) of the referenced document. Answer the following questions. Each question scores 2 points (8 points total for this section).

1.	*Check the correct answer.* Generally an evidence-based practice is:		
	☐	A. An intervention based on common sense and individual experience	
	☐	B. The application of science to operational practice in any field	
	☐	C. A practice that will always be effective	
	☐	D. Based on objective, balanced and responsible use of current research	
	☐	E. Both (B) and (D)	
2.	Evidence-based practices in community corrections lead to improved outcomes such as (a) and (b).		
	a.		
	b.		
3.	*True or False:* Implementing an evidence-based strategy will always result in the reduction of recidivism.		
	☐	TRUE	☐ FALSE: If the statement is false, provide an explanation in the text box below.
4.	*True or False:* The success of evidence-based practices is dependent upon adherence to effective principles and responsiveness to new evidence.		
	☐	TRUE	☐ FALSE: If the statement is false, provide an explanation in the text box below.

Crime and Justice Institute at Community Resources for
Justice (2009). Implementing Evidence-Based Policy and
Practice in Community Corrections,
2nd ed. Washington, DC: National Institute of Corrections.

The Principles of Effective Intervention

Read Chapter 3 "The Principles of Effective Intervention" in
"Implementing Evidence-Based Policy and Practice in Community
Corrections, 2nd Edition" (pages 11–20). Complete the following
sections. Each question scores 2 points (16 points total for this
section).

Section 1: *A model for effective supervision in community
corrections has been developed by the National Institute of
Corrections and the Crime and Justice Institute. In your own words,
summarize each of the eight guiding principles for risk / recidivism
reduction in two to three sentences in the text boxes provided.*

1. Assess Actuarial Risk / Needs

2. Enhance Intrinsic Motivation

3. Target Interventions

4. Skill Train with Directed Practice

5. Increase Positive Reinforcement

6. Engage On-going Support in Natural Communities

7. Measure Relevant Processes / Practices

8. Provide Measurement Feedback

Section 2: Matching Exercise – *Implementing the "Principles of Effective Intervention" in Virginia's community corrections agencies. In the following chart, (1) identify the practice from column A that corresponds with and supports the effective principle listed in the first column; (2) identify the application from column B that corresponds with and supports the effective principle listed in the first column.* Each correct match scores 2 points (32 points total for this section).

P / A	Principles		A – Practice (P)		B – Application (A)
/	Principle 1: Assess Actuarial Risk / Needs	A.	Engage the client as an active participant in their change targets, goals and case planning activities	1.	Complete an initial case plan, through a collaborative process w/ the client, on medium and high risk clients based on assessment results
/	Principle 2: Enhance Intrinsic Motivation	B.	Determine appropriate interventions based on risk, criminogenic needs present, driver identified and areas of increased motivation to change	2.	Identify and connect the client with external supports; assist with transitional and aftercare plans
/	Principle 3: Target Interventions	C.	Analysis of client assessment results and progress; analysis of organizational measures; provide results to staff and clients; revise goals, if needed	3.	Pretrial clients are screened using the VPRAI. Probation clients are screened using the MOST; if required, the OST is completed to identify risk and criminogenic needs
/	Principle 4: Skill Train with Directed Practice	D.	Work with the client to learn new skills related to needs and prosocial replacement behaviors, providing feedback about progress	4.	Apply a higher ratio of positive reinforcements to negative reinforcements; rewards for positive behavior change and treatment successes
/	Principle 5: Increase Positive Reinforcement	E.	Connect client with support and aftercare in the community, including family mentors, prosocial influences, etc.	5.	Peer review, coaching, learning teams, data collection through PTCC, recidivism studies, client and stakeholder surveys to measure outcomes
/	Principle 6: Engage On-going Support in Natural Communities	F.	Use of a validated, actuarial instrument to determine need for case plan and / or interventions	6.	Targeted supervision contacts to include role play, Carey Guide exercises, activities and programming that incorporate cognitive behavioral strategies
/	Principle 7: Measure Relevant Processes / Practices	G.	Reassessment, routine evaluation and tracking of client progress; evaluation of staff performance and fidelity to program design	7.	Feedback to client; revise goals, targets or interventions as needed based on results or the client; performance feedback to staff; communicate organizational goals and progress
/	Principle 8: Provide Measurement Feedback	H.	Work to reinforce and reward prosocial behaviors when they are used by the client	8.	Use of communication and motivational techniques to encourage internal motivation, self-exploration and self-efficacy

Risk-Needs-Responsivity Model (RNR Model)

To develop an effective implementation approach for Principle 3: "Target Interventions" requires an understanding of the Risk-Needs-Responsivity Model. The components of this model must be considered in light of each individual client when the officer begins to determine what services / treatment a client will need. Review Chapter 3 "The Principles of Effective Intervention" in "Implementing Evidence-Based Policy and Practice in Community Corrections, 2nd Edition" (pages 13–15) to complete this section. Each answer scores 2 points (10 points total for this section).

Section1: *List the five components of the RNR Model:*

1.	
2.	
3.	
4.	
5.	

Section 2: *Complete the right column by selecting the component from the RNR Model listed under Section 1 (above) that corresponds with each of the following statements.* Each answer scores 2 points (10 points total for this section).

STATEMENT	RNR COMPONENT
The _____ principle maintains that effective treatment should focus on dynamic criminogenic factors that are correlated to one's likelihood of reoffending.	
The _____ principle supports appropriately targeted and timely interventions, particularly those developed around cognitive-behavioral strategies, which should be integrated in the supervision and case planning process.	
The _____ principle is a strategic application of resources, dedicating the appropriate amount of time, structure and resources based on the risk level of the client.	
The _____ principle states that criminal behavior can be predicted and treatment should be targeted towards those who are more likely to re-offend to reduce harm and increase public safety.	
The _____ principle emphasizes the importance of delivering programs and services in a manner that considers relevant individual characteristics and motivation of the client. Matching client characteristics to appropriate services is the key to successful supervision.	

Section 3: *The use of a validated, actuarial assessment assists the officer in identifying who would benefit most from treatment services. The next step is to determine what to target. The needs principle stresses the importance of identifying the greatest criminogenic need or the factor(s) directly related to recidivism. Research indicates there are eight most significant criminogenic needs. List them in the following chart. With the use of other resources, determine the indicators / characteristics that would be present with each criminogenic need and identify some possible interventions for each.* Each column scores 1 point (24 points total for this section).

Resources:

Bonta, James & Andrews, D.A. (2007). *Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation.* (User Report 2007–06). Ottawa, Ontario: Public Safety Canada. www.publicsafety.gc.ca/cnt/rsrcs/pblctns/rsk-nd-rspnsvty/index-eng.aspx

James, Nathan. (2015). Risk and Needs Assessment in the Criminal Justice System. CRS Report R44087. *Congressional Research Service.* www.fas.org/sgp/crs/misc/R44087.pdf

Taxman, Faye, Shepardson, Eric, and Byrne, James. *Tools of the Trade: A Guide to Incorporating Science into Practice*. (2004). U.S. Department of Justice National Institute of Corrections, Maryland Department of Public Safety and Correctional Services. https://s3.amazonaws.com/static.nicic.gov/Library/020095.pdf

Criminogenic Need	Indicator / Characteristics	Intervention

Participant Information

Completing the following information verifies this exercise is the work of the individual listed below:

Name:	
Position:	
Agency:	
Date:	

Worksheet Scoring Guide (Administrative Use Only)

Tally the scores for each section of the distance learning activity to determine next steps.

Section	Maximum Score	Your Score
Evidence Based Practices	8	
The Principles of Effective Intervention:		
Section 1	16	
Section 2	32	
Risk-Needs-Responsivity Model:		
Section 1	10	
Section 2	10	
Section 3	24	
TOTAL	100	

Scoring Guide	
Score between $100 \geq 76$	Great! You are ready to attend the communication training.
Score $< 76 \geq 52$	Good job. Re-read chapters 1 & 2; correct your answers and submit for rescoring.
Score < 52	Let's make sure you have the knowledge to be successful. Re-read Chapters 1 and 2 of "Implementing Evidence-Based Policy and Practice in Community Corrections, 2nd Edition" and Sections 1 & 2 of "Tools of the Trade," (referenced above). Contact your supervisor and DCJS Training Coordinator for additional instructions.

Essential Skills – Classroom Session 1

Following are the courses that will be required in this classroom series. Pretrial and Local Probation Officers will be required to complete these courses.

Professional Ethics, Boundaries and Legal Issues in Local Probation and Pretrial Practices

Prerequisite online courses: Minimum Standards (Currently Unavailable – Revisions Needed); Legal and Liability Issues: Modules 1, 2 & 3; PREA: What It Means for You and Your Agency

Course Description: This course is designed to ensure that participants understand the impact of unethical behavior in the community corrections field and potential individual consequences. They will acquire a working knowledge about ethics and responsibilities which can be applied to daily practices through the use of decision-making guidelines.

Performance Measures:
1. List six things that define a professional career.
2. Identify how ethical and boundary decisions impact aspects of the corrections profession.
3. Develop the ability to make ethical decisions using general guidelines and established policy.
4. Define the purpose of the Prison Rape Elimination Act (PREA).
5. List responsibilities of local probation and pretrial officers under PREA.

Introduction to the Pretrial and Community Corrections Case Management System (PTCC)

Prerequisite online courses: None at this time

Course Description: This course is designed to provide participants with an overview of the PTCC system. They will receive information and tips on how to navigate through each module of the PTCC application. Participants will also receive information regarding the importance of accurate data entry as related to case management, reporting purposes, and research findings which have implications for evidence-based decision making.

Performance Measures:
1. Understand the basic data entry elements of the PTCC application.
2. Demonstrate ability to apply knowledge of data entry techniques for various data entry scenarios.

Time and Case Management

Prerequisite online courses*:* None at this time

Course Description: During this session participants will examine the connection between time and case management. They will identify potential pitfalls and develop solutions to effective time and case management. Participants will also look at ways to manage workloads efficiently and effectively. They will be encouraged to look honestly at their own habits and have the opportunity to self-evaluate their own strengths and areas of improvement. The essential components of performance ethics and accountability will be emphasized, as will the importance of self-care.

Performance Measures:
1. Define the link between time and case management.
2. List potential pitfalls and ways to avoid them.
3. List ways to manage workloads effectively and efficiently.
4. Through a self-evaluation, identify personal strengths that will improve ability to effectively manage cases and personal challenge areas that may hinder success.
5. Explain the importance of performance ethics and accountability in case management.
6. List reasons self-care is important and outline a personal plan.

Understanding the Courtroom and Testifying Successfully

Prerequisite online courses: Virginia Courts and Courtroom Demeanor

Course Description: This course is designed to provide participants with an overview of the various roles of courtroom staff, with the terminology generally used in the courtroom setting and how to appropriately conduct oneself in the courtroom environment. Participants will also be given tips on how to be prepared and represent the agency successfully.

Performance Measures:
1. Define terms that are commonly used in the courtroom.
2. Demonstrate ability to identify the various people in the courtroom setting.
3. Provide examples of appropriate courtroom etiquette.
4. Demonstrate effective courtroom testimony and how to appropriately represent the agency.

Purpose Driven Communication

Prerequisite online courses: Managing Resistance; Motivational Interviewing for Correctional Professionals

Prerequisite Distance Learning Activities: EBP 101

Course Description: This course is designed to provide participants with foundational knowledge of evidence-based principles, social learning theory, criminal thought process, stages of change and motivational interviewing. The course is designed to be thought provoking and provides participants

with the opportunity to learn about how personal propensities and perceptions can influence how we interact with others. Participants will be actively engaged in discussion and role play. Participants will learn basic techniques of motivational interviewing, how to effectively engage individuals within their stage of change and how to work with individuals demonstrating "Discord" and "Sustain Talk."

Performance Measures:
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 local probation and pretrial 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 the ability to develop and strengthen "Change Talk."
12. Identify the appropriate use of strategies to respond to "Sustain Talk" and "Discord."

Specialized Skills – LMS Online Course Series 2

Following are the courses that will be required in this online series. Pretrial Officers will be required to complete all courses, except "Facilitating Offender Success with Effective Case Planning." Local Probation Officers will be required to complete all courses.

Cognitive-Based Communication Skills with Individuals on Community Supervision

Course Overview: This course will provide supervision staff with background information on some of the common thinking errors and how antisocial thinking patterns drive criminal, delinquent, or disruptive behavior. You will also be introduced to four cognitive-based skill strategies that you can use to improve your interpersonal communication with individuals you supervise, leading to more positive outcomes. In addition to presenting information, this course includes interactive exercises and case studies to help reinforce what you learn.

This course encourages the use of cognitive-based approaches in everyday communication with clients to increase their immediate responsiveness to your supervision efforts, improve their chance of success on supervision, and reduce their likelihood of reoffending. Cognitive-based approaches emphasize the belief that relationships for the management of behavior and the fostering of change are based on cooperation of people on supervision.

Course Outline:
1. Understanding Behavior
    a. Thinking Patterns
    b. Cycle of Antisocial Thinking and Behaviors
    c. Three Principles of Cognitive Based Offender Management
    d. Four Basic Cognitive-Based Skills Strategies
2. Setting Clear Communication Goals
    a. Facilitating Change
    b. Creating a Supportive Environment
    c. Setting Goals and Expectations
3. Depersonalizing Conflict and Personalizing Cooperation
4. Presenting Choices
    a. External Controls v Choices
    b. Tips for Presenting Choices
    c. Presenting Choices with Graduated Responses

Performance Measures:
1. Articulate why it is important to use these skills with their clients.
2. Give examples of ways they create a supportive environment for their clients.
3. Identify the most common thinking errors they see on their caseload and be able to give examples.
4. Give examples of times they use the four basic skill strategies in cognitive-based communication (set clear goals, depersonalize conflict, personalize cooperation, and present choices).
5. Demonstrate ability to regularly affirm clients for good choices.
6. Demonstrate ability to determine which of the four basic skill strategies to utilize when confronted with various types of client behavior.
7. Demonstrate 2–6 during observed interactions with their clients.

Additional Required Activities: None at this time

Suggested Activities:
1. Carey Group BriefCASE Series – Module 3, "Responding to Antisocial Attitudes"
2. Carey Group BriefCASE Series – Module 9, "Identifying Thinking Traps"
3. Carey Group BriefCASE Series – Module 14, "Overcoming Thinking Traps"
4. Carey BITS – Thinking Traps, Overcoming Thinking Traps and Decision Making
5. Supervisor observation of officer / client interactions looking for the application of these skills

Using Assessment Tools

Course Overview: This course is designed to educate entry-level, community corrections personnel on evidence-based practices. Specifically, you will learn how assessment tools can be used to enhance the decision-making process and guide the development of more effective community supervision and treatment plans for offenders. The combination of experiential exercises, instructive information, and detailed case examples in this course gives you the tools you need to effectively use the most appropriate assessment tools in your own setting.

Course Outline:
1. What the Research Says
    a. Goals of Assessment
    b. Practical Application of Evidence-Based Practice
    c. Assessing Risk
    d. Determining Needs
    e. Use of Good Interviewing Techniques
2. Assessments Explored
    a. What do Assessments Measure
    b. Validity
    c. Reliability
    d. Some Thoughts on Professional Judgment
    e. Kinds of Assessments
    f. Specialized Populations
    g. Static v Dynamic Factors
3. Basics of Assessment Administration
    a. Prepare for a Great Interview
    b. Setting the Tone
    c. Overview of Motivational Interviewing
    d. Strategies of Motivational Interviewing
4. Other Assessment Considerations
    a. Dealing with Inconsistent Information
    b. Using Your Scoring Guide
    c. Training
    d. Where do Assessments Come In
    e. Overrides

Performance Measures:
1. Define the purpose of using assessment tools.
2. Identify the usefulness of assessment tools in the supervision process.
3. Describe how results of an assessment tool can be used for supervision.
4. Define evidence-based practice (EBP).
5. Identify EBP principles.
6. Understand and explain the why the Social Learning Theory is important to supervision.
7. Understand and be able to provide an overview of Risk, Needs and Responsivity.
8. Understand the difference between validity and reliability.
9. List and define the Stages of Change.
10. Identify criminogenic needs.
11. Understand and be able to provide an explanation of how motivational interviewing is applicable in the completion of assessments.
12. Identify the need and practice of specialized assessments.

Additional Required Activities: None at this time

Suggested Activities:
1. Hands on practice with a supervisor;
    a. Taking assessment tools and applying them with cases
    b. This should include student observation, practice and feedback
2. Discuss with peers how they use assessments in case supervision. Record their responses and keep as a resource.
3. Review and practice all of the following concepts and reinforce through learning team discussions:
    a. Stages of Change
    b. Assessment Tools
    c. Criminogenic Risk Factors
    d. Motivational Interviewing
    e. NIC Model, including RNR Model

Understanding Responsivity

Course Overview: This course will provide you with an overview of evidence-based practice principles, as well as specific responsivity factors, including those within a contact. You will be exposed to a variety of case scenarios to better understand these concepts. The goal of this course is to help community corrections personnel identify "responsivity factors" and learn how to apply them to individuals on their caseload. Drawing upon information from Bonta's "The Responsivity Principle and Offender Rehabilitation," this course will be helpful for any case bearing community corrections officer at any stage of their career.

Course Outline:
1. Overview of Evidence Based Practice Principles
    a. Risk Principle
    b. Need Principle
    c. How Needs are Identified

2. Responsivity Factors
    a. Age
    b. Gender
    c. Ethnicity / Race / Culture
    d. Motivational Level: Readiness to Change
    e. Cognitive Ability
    f. Mental Health
3. Responsivity within the Contact
    a. The Professional – Therapeutic Alliance
    b. Supervision Style
    c. Making the Most of Limited Time
    d. Prioritize Issues
    e. Cognitive Behavioral Components of the Intervention
4. Matching as Part of Responsivity
    a. All Those Conditions
    b. Choosing a Referral
    c. Consequences of Not Matching Services Appropriately
    d. Making a Good Match

Performance Measures:
1. Define responsivity.
2. Identify responsivity factors in clients.
3. Apply responsivity to case examples.
4. Identify the difference between responsivity, need and risk.
5. Describe what part responsivity plays in the equation of the three.
6. Identify difference in general and specific responsivity.
7. Identify the stages of change.
8. Identify each stage of change in clients.
9. Develop case actions in conjunction with the client's stage of change.

Additional Required Activities: None at this time

Suggested Activities:
1. Hands on practice with a supervisor;
    a. Identify responsivity factors in cases you currently have or in other interactions observed by your co-workers.
    b. Practice developing interventions and action steps with responsivity in mind.
    c. Look at current cases where the desired outcome is not optimal, and strategize a new plan with responsivity factors in mind.
2. Discuss with peers how they address specific responsivity issues. Record their responses and keep as a resource.
3. Take a copy of the agency resource list and code it by responsivity factors.

Facilitating Offender Success with Effective Case Planning

Course Overview: This course is designed to educate entry-level, local probation officers on criminogenic needs found in evidence-based practices literature and associated with an offender's delinquent or criminal behavior. The information in this training discusses how these specific domains contribute to criminal and antisocial behavior. Further, using interactive exercises, detailed case illustrations, and informative material, you will explore how to address each of these specific domains in the supervision plan.

Course Outline:
1. The Principles of Evidence Based Practice
2. Criminogenic Risk Factors
   a. The Big Four
   b. The Next Four
3. Working Through the Stages of Change
   a. Precontemplation
   b. Contemplation
   c. Preparation
   d. Action
   e. Maintenance
   f. Relapse
4. Use of Motivational Interviewing for Successful Interviews and Assessments
   a. Open-ended Questions
   b. Affirmations
   c. Reflections
   d. Summarizations
5. Case Plan Components

Performance Measures:
1. Identify eight (8) major risk factors associated with delinquent or criminal behavior of individuals under supervision.
2. Describe how factors within these domains contribute to criminal and antisocial behavior.
3. Discuss strategies for identifying and addressing criminogenic needs in client case plans.

Additional Required Activities: Complete "Supplemental Worksheet SS-2A."

Suggested Activities: None at this time

Facilitating Offender Success with Effective Case Planning / Answer Key to Supplemental Worksheet SS-2A

Directions to Participants: 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.

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheets on case planning. This worksheet reinforces the information provided in the "Facilitating Offender Success with Effective Case Planning" online course.

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

History of anti-social behavior
Anti-social cognition
Anti-social personality
Family and/or marital issues
Anti-social peers
Work and/or school; lack of education or employment
Leisure and/or recreation; engaging in inappropriate kinds of leisure activities
Drugs and/or alcohol abuse

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

The participant's response should include components of or be similar to the following answer: These factors place individuals at a greater risk of reoffending.

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

False	Officers should focus all supervision plans on static or non-criminogenic needs.

Explanation: Static factors do not change. Non-criminogenic needs do not address crime- influencing traits – will not reduce crime. These should not be the focus of supervision plans. Case plans should be based on those individual criminogenic needs identified by the risk assessment.

False	Officers understand that consistent supervision is required; therefore, every supervision plan for each individual under supervision is the same.

Explanation: Supervision plans should address the needs of the specific individual and should not be identical.

False	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.

Explanation: Not all individuals respond to treatment and programming in the same way. The responsivity principle requires that we match traits of people with services and service providers.

True	Officers should use communication skills and positive reinforcement to focus on the strengths of each individual when developing supervision plans.

Explanation: These are the skills of an effective supervision officer.

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

The participant's response should include some variation of the following response: for History of Antisocial Behavior – build noncriminal alternative behaviors in risky situations; for Antisocial Personality – build problem-solving, self-management, anger management and coping skills; for Antisocial Cognition – reduce antisocial cognition, recognize risky thinking and feelings, build up alternative less risky thinking and feelings, adopt a reform or anti-criminal identify; for Antisocial Associates – reduce association with criminals, enhance association with prosocial people; for Dysfunctional Family / Marital – reduce conflict, build positive relationships, enhance communication, enhance monitoring and supervision; for School / Work – enhance performance, rewards and satisfaction; for Leisure / Recreation – enhance involvement and satisfaction in prosocial activities; for Substance Abuse – reduce substance abuse, reduce personal and interpersonal supports for substance abuse behavior, enhance alternatives to substance abuse.

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

The participant's response should include some variation of the following response: formal case plan that clearly identifies the driver and utilize SMART goals (Specific, Measurable, Attainable, Realistic, Time-bound), reviewing and revising the plan as needed, offering options, utilizing rewards for plan progress and sanctions when dealing with regression, use thinking reports and decisional balance worksheets.

Specialized Skills / Pretrial – Classroom Session 2A

Following are the courses that are conducted during this classroom session.

VPRAI

Prerequisite online courses: Cognitive-Based Communication Skills with Individuals on Community Supervision, Understanding Responsivity, Using Assessment Tools

Course Description: This course provides pretrial officers the opportunity to develop the skills needed to accurately screen and access a defendant's risk of pretrial failure if released pending trial.

Performance Measures:
1. Describe pretrial justice and its importance.
2. Identify the legal and constitutional practices related to pretrial.
3. List the two primary principles to be considered in pretrial release decisions.
4. Identify the research and risk factors found on the VPRAI-R that parallel the areas found in the *Virginia Code* Section 19.2-121.
5. Describe the difference between bail and bond.
6. Identify risk and how to address it when recommending release.

Specialized Skills / Probation – Classroom Session 2B

Following are the courses that are conducted during this classroom session.

Screening and Assessing Risk – M/OST

Prerequisite online courses: Cognitive-Based Communication Skills with Individuals on Community Supervision; Using Assessment Tools

Course Description: To provide participants the opportunity to develop the skills needed to accurately administer and score a risk and needs assessment.

Performance Measures:
1. List the factors that can increase the probability of criminal behavior.
2. Define the purpose and application of the risk and needs assessment tools.
3. Describe the characteristics and categories of the risk and needs assessment.
4. Describe the local probation officer's role in the risk and needs assessment process.
5. Develop an understanding of the term "driver" and the ability to identify the "driver" through scenarios.
6. Identify information needed to accurately conduct and score an assessment.
7. Utilize appropriate interview skills and techniques to gather accurate information from the client.
8. Utilizing a video interview observation, accurately score a risk and needs assessment.

Effective Case Planning and Management

Prerequisite online courses: Understanding Responsivity; Facilitating Offender Success with Effective Case Planning

Course Description: This course provides the opportunity for participants to gain an understanding of the importance of and develop skills for effective case planning.

Performance Measures:
1. Describe the five (5) key elements of effective case plans.
2. Define "driver."
3. Describe how the "driver" influences the overall risk and need and why it is important in the development of a case plan.
4. List and describe the seven (7) factors that should be taken into consideration when developing case plans.
5. Identify the key differences between case plan goals and case plan action steps.
6. Identify the ten (10) elements of a SMART case plan, and develop a SMART plan.

Specialized Supervision Strategies – LMS Online Course Series 3

Following are the courses that will be required in this online series. Pretrial and Local Probation Officers will be required to complete these courses.

Supervising Offenders with Mental illnesses

Course Overview: This course looks at the factors in the correctional environment that influence offenders with mental illness and also identifies the common signs of mental illness. It then examines how to supervise these offenders effectively. Interactive exercises give you an opportunity to practice applying what you have learned. With these new tools, you will be well-prepared to work safely and effectively with offenders who have mental health issues. The target audience for this course is correctional staff who work in jails and prisons, particularly correctional officers. Additionally, this course provides useful information for community supervision staff by outlining common signs of mental illness, general techniques for effective supervision and identifying the importance of making appropriate referrals for these clients.

Course Outline:
1. Identifying Mental Illness
    a. Signs of Mental Illness: Thinking, Perceiving and Mood
    b. Signs of Mental Illness: Behavior
    c. Mining Other Sources of Information
    d. Referring to Behavioral Health Services
2. Supervising Offenders with Mental Illness
    a. Supervision Guidelines
    b. Appropriate Interactions and Responses

Performance Measures:
1. List 10 factors in the correctional environment that can trigger or exacerbate symptoms of mental illness.
2. Identify the 18 common signs of mental illness.
3. Describe how to supervise inmates with mental illness.

Additional Required Activities: None at this time

Suggested Activities: None at this time

Crisis Management Basics

Course Overview: This course is about identifying the elements of crisis management, understanding the steps for crisis intervention and stabilization and assisting clients in developing a crisis prevention plan. The course provides the community supervision professional the opportunity to become familiar with the dynamics of crisis, to identify the five phases of crisis and to develop the skills to respond appropriately.

Course Outline:
1. The Three Signs of Crisis
2. Crisis Risk Factors
3. Early Warning Signs of Crisis
4. Phases of Crisis
5. Crisis Strategies
6. Obstacles to Crisis Intervention

Performance Measures:
1. Describe what a crisis is and how it develops.
2. Recognize signs that a person is experiencing a developing crisis.
3. Identify risks and complicating factors in a crisis.
4. Demonstrate ability to use critical skills in crisis intervention, stabilization, and prevention.

Additional Required Activities: Complete "Supplemental Worksheet SS-3A."

Suggested Activities: None at this time

Crisis Management / Answer Key to Supplemental Worksheet SS-3A

Directions to Participants: Complete the following worksheet using the information provided in the online course "Crisis Management Basics."

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheet "Crisis Management." This worksheet reinforces the information provided in the online course "Crisis Management Basics."

1. Identify the three components of a crisis.	
A.	A stressful or precipitating event
B.	An unbalanced state
C.	A decrease in functioning
2. When is the best time to complete a crisis intervention plan?	
	In the pre-crisis phase

3. Identify the correct answer with the corresponding letters:	
R = Crisis Risk; F = Complicating Factor in a Crisis	
R	Previous crises or history of trauma
F	Extremely reactive people
F	People who are psychotic and may be actively hallucinating or having delusions
R	History of substance abuse
F	People who become physically aggressive
R	Significant and/or multiple external stressors
F	People who are not verbally capable due to disability
R	Psychiatric illness
R	Domestic violence
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?	

Understanding Addiction:
An Overview for Corrections Professionals

Course Overview: This course is appropriate for correctional staff in adult jails and prisons. This course is also relevant to the community supervision officer as it outlines many of the challenges and barriers that must be identified when supervising probationers or defendants with addiction issues. Interactive exercises accompany the instruction to help develop your skills. Addiction is prevalent among both males and females involved in the criminal justice system and presents special challenges to correctional professionals. Understanding the addictive process and becoming familiar with the signs of addiction can lead to earlier detection and intervention. In this course, you will look at the steps that lead up to addiction and the substances and events to which people become addicted. You will see how a person's personality and ways of acting with others change because of addiction. By the end of this course, you will be familiar with the warning signs of addiction and withdrawal and will understand how addiction in offenders can disrupt the orderly running of correctional facilities.

Course Outline:
1. Development of an Addiction
   a. Why People Become Addicted
   b. Addiction Means Trying to Control Feelings
   c. Addiction Actually Causes Loss of Control
   d. People with Addiction and Their Loved Ones
2. Stage 1: Becoming Addicted
   a. The Process of Addiction
   b. Change in Mood
   c. Moving Away From Others
   d. Triggers

       e.   The Addictive Belief System
3.   Stage 2: Living with Addiction
       a.   Loss of Trust
       b.   Loss of Control

Performance Measures:
1. Define addiction and its characteristics.
2. Identify thinking and beliefs that accompany active addiction.
3. Identify behaviors that accompany active addiction.
4. Describe the effects of addiction on a person's life, family and society.

Additional Required Activities: None at this time

Suggested Activities:
1. Encourage new employees to attend as an observer AA / NA or other recovery support meetings.
2. Agencies conducting an in-house treatment program should encourage new employees to attend / observe a group treatment session.
3. New employees can work with a supervisor or senior staff to identify individuals on their caseload that display characteristics of addiction and determine appropriate, available treatment options.

Female Offenders:
Violence, Trauma and Supervision Strategies

Course Overview: This course focuses on violence against girls and women, and the role it plays in the lives of those women while they are involved in the criminal justice system. You will learn about childhood abuse and adult sexual violence, stalking, and intimate partner violence. As a corrections professional, you can make a difference by helping to create an environment that allows the healing process to begin – one which gives these women an opportunity to learn new behaviors. In turn, the information in this training will help you manage these offenders more effectively, whether in a confinement or community supervision setting. This course provides the learner with an understanding of the impact of victimization on women to highlight the importance of changing the behavior and circumstances that put these clients at risk for re-offending. You will have the chance to test your understanding of the concepts in a series of interactive exercises and case studies.

Course Outline:
1. Violence Against Girls and Women in America
       a.   Trauma-Based Treatment
       b.   Types of Abuse
       c.   Effects of Abuse
2. Violence Against Women
       a.   Women and Effects of Violence
       b.   Women and Stalking
       c.   Intimate Partner / Domestic Violence
       d.   Myths and Facts

3. How Violence Affects Women in the Criminal Justice System
   a. Women Offenders and Trauma
   b. Triggers of Trauma
4. Supervising Women with a History of Victimization
   a. Toolbox of Strategies
   b. Knowing the Individual
   c. Interaction and Communication

Performance Measures:
1. Describe the violence and trauma experienced by females in the criminal justice system.
2. Explain how a female offender's history of violence and trauma influences her responses to corrections professionals.
3. Identify supervision strategies for female offenders using the principle of "do no further harm."

Additional Required Activities: None at this time

Suggested Activities:
1. Review the Carey Guide for Female Offenders to be prepared to use this exercise with clients.
2. Create or review and add to a local agency resource guide for females (i.e. support groups, vocational programs, etc.).
3. Coordinate a Diaper Drive (ex: agency in-house assistance).

Domestic Violence: Fundamentals for Community Corrections Practice

Course Overview: This distance learning opportunity provides an introduction to the guidelines for community supervision of domestic violence perpetrators developed by the American Probation and Parole Association (APPA) project, Protecting Victims Through Community Supervision of Intimate Partner Abusers. Through a series of 12 modules, participants can learn about many issues related to domestic violence and gain knowledge and skills for supervision of domestic violence cases.

Module 1: Domestic Violence: Fundamentals for Community Corrections Practice
Performance Measures:
1. Define domestic violence.
2. Recognize abusive tactics batterers use.
3. List the effects of domestic violence on victims.
4. Describe why domestic violence cases are challenging to supervise.
5. Identify the goals and principles of community supervision of domestic violence offenders.

Module 2: Risk Factors for Domestic Violence
Performance Measures:
1. List risk factors for ongoing domestic violence.
2. Recognize risk factors when presented in case examples.

Module 3: Case Investigation Strategies for Domestic Violence Cases
Performance Measures:

1. List five general types of information that should be gathered about domestic violence cases.
2. Identify at least three specific items of information that should be collected for each of the five general categories.
3. Recognize important times for conducting investigations.
4. Describe ways of independently verifying information provided by victims.

Module 4: Working with Victims
Performance Measures:
1. Describe why collaboration with domestic violence victim advocates is essential.
2. List at least three ways of making safer contact with victims.
3. Delineate information that should be discussed with victims.
4. List victim information that should be kept confidential and describe ways to do this.
5. Describe how to help victims with safety planning, identify other victims of the perpetrator, and screen women for domestic violence.

Module 5: Separation Violence
Performance Measures:
1. List at least five risks facing victims if they decide to separate from their abusers.
2. Describe ways of supervising cases to promote victim safety if separation occurs.

Module 6: Culture and Domestic Violence
Performance Measures:
1. Identify characteristics around which people experience different cultures.
2. Describe how privilege and oppression affect those from different cultural groups.
3. Describe how domestic violence may be influenced by culture.
4. List ways officers can work better with those from different cultures.

Module 7: Community Supervision of Domestic Violence Cases
Performance Measures:
1. Recognize research findings that guide case supervision.
2. List at least 10 special conditions of supervision that may be useful to impose in domestic violence cases that are consistent with these research practices.

Module 8: Community Supervision Strategies for Domestic Violence Cases
Performance Measures:
1. List promising supervision practices for domestic violence cases.
2. Recognize four intervention practices that could result in increased danger for domestic violence victims.

Module 9: Responding to Compliance and Noncompliance
Performance Measures:
1. Recognize the threat to victims by offender noncompliance and suggest methods for doing so.
2. Identify graduated sanctions for noncompliance.
3. Recognize benefits and methods of responding to compliance.
4. Explain the importance of expedited warrant service for violators and absconders.

Module 10: Firearms and Domestic Violence
Performance Measures:
1. List at least three potential victims when domestic violence offenders have access to firearms.
2. List the conditions under which domestic violence offenders are required to relinquish firearms.

3. Describe ways of reducing domestic violence offenders' access to firearms.

Module 11: Stalking
Performance Measures:
1. Recognize different types of stalking.
2. Identify conditions of supervision to address stalking.
3. List possible supervision strategies for stalkers.

Module 12: Batterer Programs
Performance Measures:
1. Describe the role of batterer programs.
2. Identify ways to hold offenders accountable for enrolling, attending, and participating in batterer programs.

Course Outline: Not Yet Available
1. To be developed

Additional Required Activities: None at this time

Suggested Activities: None at this time

Overview of Sex Offender Supervision: The Comprehensive Approach

Course Overview: This course will provide community supervision professionals who are managing sex offenders as part of a generalized caseload an introduction to sex offender management and community supervision, as well as an overview of some of the techniques and tools probation and parole officers can use to effectively manage and supervise adult sex offenders in the community. Once convicted, most adult sex offenders serve all or most of their sentence on community supervision. Sex offenders on community supervision present unique challenges that can have an impact on the supervisory relationship, making it challenging for supervision staff to assess their level of risk to the community and to their victims. Also, there is typically a high level of concern among community members around the issue of sex offenders being supervised in the community. As a result, officers supervising these types of offenders need to become familiar with the supervision challenges sex offenders present and educate themselves about effective ways to supervise this population of high-risk individuals. There is no cookie-cutter approach to working with this population. You need specialized knowledge and skill-based training when working with sex offenders. However, while not all agencies have the resources to have specialized sex offender caseloads, this course will provide some essential guidance for successful case management. In addition to providing you with information, you will have an opportunity to apply what you learn through various interactive exercises within this course.

Course Outline:
1. Approaches to Sex Offender Management
    a. The Comprehensive Approach
    b. Core Components of the Comprehensive Approach

2. Making Data Informed Decisions is Sex Offender Management
   a. What Information is Needed
   b. Assessment Strategy
   c. Case Management
   d. When to Re-assess
3. Supervision
   a. Specialized Conditions of Supervision
   b. Creating External Structures for Supervision
   c. Open Communication
   d. Boundaries and Violations
   e. Sex Offender Registries
4. Treatment
   a. Characteristics of Sex Offender Treatment
   b. Other Tools
5. Re-Entry
   a. Barriers
   b. Establish Rapport
   c. Transition for Treatment

Performance Measures:
1. Define the Comprehensive Approach to sex offender supervision.
2. Describe the type of information you will need to help you make more informed decisions about how to supervise sex offenders at the presentence, initial case planning, and ongoing case management phases of the community corrections process.
3. Explain how you can use information you receive from sex offender treatment providers to manage sex offenders more effectively.

Additional Required Activities: Complete "Supplemental Worksheet SS-3B."
                                    Complete "Supplemental Worksheet SS-3C."

Suggested Activities: None at this time

Managing Sexual Offenders under Community Supervision

Course Overview: Managing sexual offenders under community supervision differs in several important ways from managing other offenders. This course is intended to provide the officer with knowledge specific to the effective management of sexual offenders. This course will provide information about sex offender characteristics and methods for supervising sexual offenders under parole or probation in the community. You will learn how to approach supervision from a risk based perspective, with the goal of keeping the community safe while using available resources effectively. Following completion of this course you will be better equipped to understand the unique supervision needs of those persons on your caseload with a history of committing sexual abuse and sexual violence.

Course Outline:
1. Sex Offender Characteristics
    a. Types of Person who Sexually Offends
    b. Single Factor Theories of Sexual Offending
    c. Multifactor Theories of Sexual Offending
    d. Types of Sex Offenders
    e. Sex Offender Recidivism
2. Risk Based Supervision
    a. Static 99
    b. Dynamic Risk Factors
    c. The Stable 2007
    d. Acute Risk Factors
3. Supervision Methods
    a. Core Components of Sex Offender Treatment
    b. Goals of Treatment
    c. Research on Effectiveness of Sex Offender Treatment
    d. Using Credentialed and Experienced Providers
    e. Circles of Support and Accountability
    f. Sex Offender Registry
4. Special Challenges
    a. Community Fear and Misperceptions of Risk
    b. Local and State Laws
    c. Housing Restrictions
    d. Employment
    e. Internet Porn and Cyber-crimes

Performance Measures:
1. Explain how the supervision of sexual offenders can be different from the supervision of other offenders.
2. Summarize the methods and approaches for supervising sexual offenders in the community.
3. Apply information learned in this course to the supervision of sexual offenders on your caseload.

Additional Required Activities: Complete "Supplemental Worksheet SS-3B."
Complete "Supplemental Worksheet SS-3C."

Suggested Activities: None at this time

Supervision Strategies for Those with Sex Offenses / Answer Key to Supplemental 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). Complete the following worksheet based on the information found in this article.

Directions for Management: Use the following answer key to check and discuss the participant's responses to the worksheet "Supervision Strategies for Those with Sex Offenses." A reprint of the above mentioned article can be found in the Appendix Section of this manual.

1. Sex offenses tend to be about pleasure-seeking behavior.	
False	**T** = True or **F** = False (Write either "T" or "F" in the space provided.) If false, explain.
	Sex offenses tend to be about power and control.
2. Sex offenders will generally self-correct and usually require less supervision.	
False	**T** = True or **F** = False (Write either "T" or "F" in the space provided.) If false, explain.
	The participant's response should include some variation of the following response: A well- defined plan for supervision is important in order to increase the likelihood of success, especially with a focus on increasing their awareness of their behavior.
3. List four particularly risky situations in which sex offenders tend to be manipulative.	
	Possessing a dangerous weapon
	Contact with under-aged children
	Illegal substance use
	When posing a physical threat to others or animals
4. One primary treatment goal for sex offenders is:	
	Develop control of their behaviors
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?	
	Educational Interventions
	Cognitive behavioral treatment programs
	Family system interventions
6. List the three criteria for supervision of sex offenders.	
A.	Establish collateral contacts with family and friends who are aware of the offender's behavior.
B.	Control the offender's environment by limiting access to victims, situations and triggers.
C.	Engage the offender in the process of change.

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*Supervision Strategies – The Sex Offender Registry /
Answer Key to Supplemental Worksheet SS-3C*

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

Directions for Management: The director or supervisor will need to ensure the answer key is completed based on the local policy and procedure. Use the space below and update as needed. This answer key will be used to check and discuss the participant's responses to the worksheet "Supervision Strategies – The Sex Offender Registry."

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
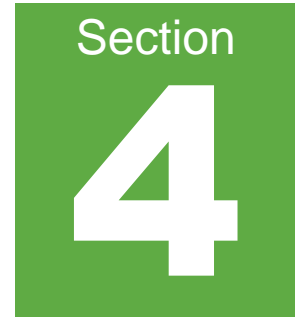
Section 4: Resource Library – Ongoing Learning

There are other training opportunities that may be of value to your agency. This section will outline trainings that are available in the Relias Learning Management System, National Institute of Corrections and others. In addition, there are particular resources and trainings available that may supplement or support particular sets of skill development. This section will provide a list of these resources.

The Courtroom

National Public Radio (NPR)

"Public Defenders Have Their Say" (May 8, 2008)

www.npr.org/templates/story/story.php?storyId=90280104

> Anyone that works in community corrections will one day meet "that" public defender. You will quickly recognize him or her as someone that pays attention to every detail of your court reports and cross examines you for what seems like eternity. Do not take it personally; they have a job to do just like you. This podcast provides the perspective of two public defenders and why they have chosen to work with those that cannot afford legal representation.

TED "Ideas Worth Spreading"

"A Prosecutor's Vision for a Better Justice System" (February 2016)

www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system

> How many times have you seen someone in a holding cell or in your office and think that his or her life is ruined because of poor decisions and an arrest record? Adam Foss, a prosecutor from Boston, explains the power that the prosecutor has in alternative sentencing and how it can impact the lives of those that he comes in contact with. This video encourages its audience to think outside of the box and look for ways to encourage alternative sentencing in your jurisdiction.

Ethics

National Institute of Corrections, E-Courses:

http://nicic.gov/training

"Introduction to Workplace Ethics"

> Ethics don't just apply to senior executives. While upper management does have a responsibility to set the ethical tone for an organization, employees at every level also have a responsibility to conduct themselves in an ethical manner. This course will prepare you to approach your job with an awareness of the importance of ethics in the work setting and an understanding of what constitutes ethical behavior. You will learn the thinking behind ethical behavior and be able to recognize some of the common myths about business ethics. Estimated duration: 1 hour.

"Ethical Decision-making in the Workplace"

> How do you go about making the best ethical decision possible? Sometimes there are gray areas between what is right and what is wrong. Do you have the tools necessary to ethically lead you in your work practices? When you are able to recognize areas in which ethical problems occur in the workplace and are aware of the various arguments and justifications that become obstacles to ethical behavior, it is easier to successfully apply ethical standards. This course aids you in identifying ethical problems, helps you avoid the obstacles that may tempt you to act improperly, and gives you the tools necessary to guide you toward the right decisions. Estimated duration: 1 hour.

Evidence-Based Practices

National Institute of Corrections, E-Courses:

http://nicic.gov/training

> EBP Course 1 – Course and Program Overview
> EBP Course 3 – Effective Behavior Change Interventions for Offenders in Community and Institutional Settings
> EBP Course 5 – Outcome and Performance Measures: Why Data Are So Important
> EBP Course 6 – Putting it all Together

Taxman, Faye S., et. al., (2005). Tools of the Trade: A Guide to Incorporating Science into Practice. Washington D.C.: National Institute of Corrections, Maryland Department of Public Safety and Correctional Services.

http://static.nicic.gov/Library/020095.pdf

Case Planning

National Institute of Corrections, E-Courses:

http://nicic.gov/training

> EBP Course 4 – Essential Elements of Case Planning

Risk Assessments

National Institute of Corrections, E-Courses:

http://nicic.gov/training

EBP Course 2 – Risk Assessment and Classification: Fundamentals for Criminal Justice Professionals

Motivational Interviewing

National Institute of Corrections, E-Courses:

http://nicic.gov/training

Overview of Motivational Interviewing (MI)

Relias Learning Management System:

Advanced Motivation Interviewing

http://dcjs.training.reliaslearning.com

Females

National Institute of Corrections, E-Courses:

http://nicic.gov/training

Justice Involved Women Course 1: Who Are Justice-Involved Women?

This course provides a broad overview of research and evidence-based practices and addresses the significance of gender-responsive research on women. It covers how the research sharpens correctional practice in establishing policy and programs, as well as working toward improving outcomes with justice involved women. Also, integrated into the content is emerging research on the importance of addressing strengths and protective factors in our work with this population. Estimated duration: 1 hour.

Justice Involved Women Course 2: Interpersonal Violence

This course provides definitions of and an overview of Interpersonal Violence (IPV), the experiences and impact on justice involved women and examples of strategies to mitigate the effects of IPV. Although interpersonal violence is experienced by both men and women, the overall content in Course 2 will be more relevant to the women involved in the criminal justice system; both institutional populations and those under community corrections supervision. Estimated duration: 1 hour.

Justice Involved Women Course 3: Effects of Trauma

> This course defines trauma, the impact of traumatic experiences on justice involved women, and the introduction to the Adverse Childhood Experiences study (ACEs) and its relevance. Participants will learn about symptoms and reactions to trauma by women involved in the justice system and will receive tips on effectively and safely working with this population and moving them toward reductions in symptoms more positive behaviors. Estimated duration: 1 hour.

Justice Involved Women Course 4: Effective Gender-Responsive Practices

> Building upon the preceding three courses on research, interpersonal violence and trauma, this course integrates that content and builds a foundation for effective case management. Integrated into the course is also discussion of blending respect with accountability, and a focus on establishing and maintaining healthy boundaries in the case management process. Estimated duration: 1 hour.

Justice Involved Women Course 5: Building Individual and Organizational Resilience

> The previous four courses addressed working with justice involved women. In Course 5 we switch the focus and look at the impact of this challenging work on our correctional staff. Course content contains important definitions, tips for improving self-awareness and building personal resilience and finally an overview on organizational stress. Contained within the course are a number of valuable personal activities, intended to assess levels of workplace and personal stress and to identify and build upon our personal as well as existing organizational strengths. Estimated duration: 1 hour.

General Procedure

Relias Learning Management System:

> Drug Testing Guidelines and Practices for Probation and Parole
> http://dcjs.training.reliaslearning.com

Jails

Relias Learning Management System:

> Supervising Offenders in Crisis
> http://dcjs.training.reliaslearning.com

LGBTQI

National Institute of Corrections, E-Courses:

> http://nicic.gov/training

> "Communicating Effectively and Professionally with LGBTI Offenders"
>> This course will provide you with strategies for communicating respectfully with all offenders, with a specific focus on LGBTI offenders. Estimated duration: 1 hour.

Office Safety

National Institute of Corrections:

http://ncic.gov/training

"New Approaches to Staff Safety"

Organizational Culture

Relias Learning Management System:

Conflict Management

Effective Communication in the Workplace

Professional Ethics in Corrections

http://dcjs.training.reliaslearning.com

National Institute of Corrections, E-Courses:

http://nicic.gov/training

"Preparing for Organizational Change"

> Whether it's upsizing, downsizing, relocation, new processes, or a complete reorganization, organizational change is inevitable in today's business environment. Preparing yourself for such changes, and having the key skills and self-motivation you will need at the time, will mean not only surviving organizational change, but thriving in it. In this course you will learn the importance of being prepared for organizational change when it comes. This course covers essential skills for handling organizational change, including a willingness to take risks, having an openness to the unknown, and being able to manage yourself through change. Finally, this course details the importance and best practices of building self-motivation, which is a key to being prepared for organizational change. Materials designed to support blended learning activities aligned with this course are available from the Resources Page. Estimated duration: 1 hour.

Pretrial

Criminal (In)Justice, Season 2 – Episode 20 (August 23, 2016)

"How Bail Traps the Poor"

www.criminalinjusticepodcast.com/season-2

> Excellent podcast from Judge Morrison from DC. He teaches at NIC and is amazing. Highlights are a basic bail education in the beginning touching on the Lowencamp research about how limiting incarceration can make a difference. Judge Morrison goes on to talk about the system of money bail. All things that we touch on during CORE Skills. I know it's short but it really is the basics of the larger picture, why we need risk and how money does not address it.

Anne Milgram, *The Atlantic*, June 20, 2012

"Moneyballing Criminal Justice"

www.theatlantic.com/national/archive/2012/06/moneyballing-criminal-justice/258703

"Moneyball"

> Book: http://books.wwnorton.com/books/978-0-393-05765-2
>
> Movie: www.sonypictures.com/movies/moneyball

"Winter's Bone"

> Book: www.hachettebookgroup.com/titles/daniel-woodrell/winters-bone/9780316066419
>
> Movie: www.imdb.com/title/tt1399683/

Prison Rape Elimination Act

National Institute of Corrections, E-Courses:

> http://nicic.gov/training
>
> "PREA: Your Role Responding to Sexual Abuse"
>
>> Students will learn an appropriate initial response to sexual abuse or misconduct in a correctional facility. Anyone who may need to respond to an incident of sexual assault in a correctional facility, whether the assault was observed or reported directly or indirectly. Estimated duration: 3 hours.

PREA Resource Center :

> www.prearesourcecenter.org

PREA Statewide Probation and Parole Direction:

> http://nicic.gov/library/023636

Specialized Populations

Domestic Violence

New York State

> Office for the Prevention of Domestic Violence
>
> www.opdv.ny.gov

TED "Ideas worth Spreading"

> "Why Domestic Violence Victims Don't Leave" (November 2012)
>
> www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave#t-549110
>
>> This podcast is an actual victim that tells her story about why she stayed and how she finally got out of the relationship. Very Powerful.

United States Department of Justice

> Office on Violence Against Women
>
> www.justice.gov/ovw

Virginia Department of Health
Domestic Violence
www.vdh.virginia.gov/domestic-and-sexual-violence-prevention/about

American Probation and Parole Association (APPA)
Community Corrections Response to Domestic Violence
www.appa-net.org/eweb/docs/APPA/pubs/CCRDV.pdf
This document provides a series of guidelines for community corrections professionals that support a proactive community supervision approach for domestic violence cases. It pulls together in one place for community corrections professionals and allied justice system and community-based services the conceptual information and practical tools to develop or enhance effective programs. Readers of this document will find a recommended course of action that can be used to achieve the three central goals of the document: increased safety and autonomy for victims of domestic violence, heightened accountability for offenders who commit intimate partner violence, and the promotion of changes in offender behavior and thinking patterns.

Mental Health

Mental Health America
www.mentalhealthamerica.net

National Alliance of Mental Illness
www.nami.org/About-NAMI
Most Prescribed Medications from Mental Health America
www.namihelps.org/assets/PDFs/fact-sheets/Medications/Commonly-Psyc-Medications.pdf

Relias Learning Management System
Overview of Serious Mental Illness for Paraprofessionals (Focus on Schizophrenia and Bipolar) Disorder
http://dcjs.training.reliaslearning.com

Sex Offenders

National Public Radio (NPR)
"For Registered Sex Offenders, An Uphill Civil Rights Battle" (June 21, 2015)
www.npr.org/2015/06/21/413924817/for-registered-sex-offenders-an-uphill-civil-rights-battle
This is a still picture with an audio story describing the struggle experienced, when attempting to reintegrate back into society, as well as the pros and cons of the Sex Offender registry.

Substance Abuse / Addiction

National Justice Institute

Addiction, the Brain and Evidence Based Treatment

www.youtube.com/playlist?list=PLpIlUxHJ-xbrjQJn1e-__-qVGRFR4_e_s

Full Presentation:

www.nij.gov/multimedia/presenter/presenter-chandler/Pages/welcome.aspx

This interview with Redonna Chandler, Ph.D., provides an overview of how the repeated use of addictive substances changes the structure of the brain, which leads to continued compulsive behavior despite negative consequences. The addicted individual is not rational because his or her brain operates in a different way than someone who is not addicted. Dr. Chandler emphasizes that addiction is a brain disease and is a chronic, not an acute condition. As a result, the most effective forms of treatment are long-term and multifaceted.
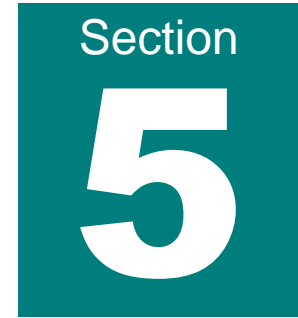
Working with the Client

Relias Learning Management System

Managing Offender Resistance

http://dcjs.training.reliaslearning.com

Section

5

Section 5: Additional Materials

Appendix 1: CORE Enrollment

Appendix 2: Participant Online Course Checklist

Appendix 3: CORE Classroom, General Guidelines

Appendix 4: Communication: New v Old Language

Appendix 5: Sex Offenders (Reprinted From "Tools of the Trade")

Appendix 1: CORE Competencies for Local Probation and Pretrial Practices –
Enrollment and LMS User Account Activation

The agency director or the employee's immediate supervisor must complete and forward this form to the DCJS Training Coordinator within 15 business days of a new employee's start date. Submission will initiate enrollment in CORE.

Full Name (printed on certificates)	
Agency	
Position / Job Title; If other, please provide the position / job title	Choose from one of the following: ☐ Local Probation Officer ☐ Pretrial Investigator ☐ Pretrial Officer ☐ Local Probation and Pretrial Officer* ☐ Other:
*If, position title selected above is "Local Probation and Pretrial Officer," choose the "Specialized Skills" track the employee will attend	Choose from one of the following: ☐ Specialized Skills / Pretrial ☐ Specialized Skills / Probation ☐ Both – Specialized Skills / Pretrial and Specialized Skills / Probation
Part-time / Full-time Employee	Choose from one of the following: ☐ Part-time ☐ Full-time
Position Start Date	
Telephone Number	
Email Address	
Immediate Supervisor's Name	
Supervisor's Telephone Number	
Supervisor's Email Address	

Administrative Use Only		
Online Account Activation:	Date:	User Name:
CORE Completion:	Date:	Transcript Sent:

Appendix 2: Participant Online Course Checklist (2017)

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

			Specialized Skills, Pretrial Track Only – LMS Course Series 2 / Completion Reporting Form
			Participant Name _____
√	*DATE COMPLETED*	*SCORE*	*COURSE TITLE*
☐			*Cognitive-Based Communication Skills with Individuals on Community Supervision*
☐			*Understanding Responsivity*
☐			*Using Assessment Tools*

			Specialized Skills, Probation Track or Pretrial / Probation Track – LMS Course Series 2 / Completion Reporting Form

Participant Name _____

√	DATE COMPLETED	SCORE	COURSE TITLE
☐			*Cognitive-Based Communication Skills with Individuals on Community Supervision*
☐			*Facilitating Offender Success with Effective Case Planning*
☐			*Understanding Responsivity*
☐			*Using Assessment Tools*

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

Participant Name _____

√	DATE COMPLETED	SCORE	COURSE TITLE
☐			*Crisis Management Basics*
☐			*Domestic Violence: Fundamentals for Community Corrections Practice*
☐			*Female Offender: Violence, Trauma, and Supervision Strategies*
☐			*Managing Sex Offenders under Community Supervision*
☐			*Overview of Sex Offender Supervision: The Comprehensive Approach*
☐			*Supervising Offenders with Mental Illness*
☐			*Understanding Addiction: An Overview for Corrections Professionals*

Appendix 3: CORE Classroom, General Guidelines

There is a significant amount of content and application to be experienced in each CORE session. To create a learning environment and enhance the learning experience of every CORE participant, here is a list of general guidelines concerning conduct and expectations for those attending classroom sessions. Please make your staff aware of the following:

1. Attend all sessions. Notify the DCJS Training Coordinator if you are expecting to be late or unable to attend.

2. Be on time, to include returning from lunch and breaks. Leave on time.

3. Take regularly scheduled breaks; one every hour or two.

4. Participate and share insights.

5. Stay on topic.

6. Be respectful of others and their opinions.

7. Respect and maintain confidentiality, especially when other participants share something personal.

8. No side conversations when someone else is talking.

9. Complete and bring homework back on time. Knowing the information allows us to move through the material a little quicker and enhances our conversation.

10. Place phones on silent. Use them only on breaks unless there is an emergency. If you need to take a call, step out and return as quickly as possible.

11. Electronic devices should be put away during the classroom sessions.

12. Report any issues immediately and directly to the DCJS Training Coordinator.

13. Have fun!

Appendix 4: 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" (1st Edition – 1991)	Developed from "Motivational Interviewing: Helping People Change, 3rd Edition" (2013)
Guiding Strategies → No Debates → Self-Efficacy → Through Their Eyes → Express Accurate Empathy → Roll with Resistance → Look For and Leverage Discrepancies → Listen Reflectively → Get to a Choice	*MI Spirit* → Partnership – functions as a partner or companion, collaborating with the client's own expertise → Acceptance – does not mean that you necessarily approve of the person's actions or acquiesce to the status quo → Compassion – acts benevolently to promote the client's welfare, giving priority to the client's needs → Evocation – elicits the client's own perspectives and motivation
------	*Four Processes of MI* → Engage → Focus → Evoke → Plan
Repeat/Rephrase	*Simple Reflection* – contains little or no additional content beyond what the client has said
Paraphrase/Emotion	*Complex Reflection* – adds additional or different meaning beyond what the client has just said; a guess as to what the client may have meant
Self-Motivating Statements	*Change Talk* – any speech that favors movement toward a particular change goal
Eliciting Self-Motivating Statements → Problem Recognition → Expression of Concern → Intention to Change → Optimism About Change	*Preparatory Change Talk* – expresses motivations for change without stating or implying specific intent or commitment → Desire → Ability → Reason → Need

"Old" Language	"New" Language
	Mobilizing Change Talk – expresses or implies action to change → Commitment → Activation → Taking Steps
Resistance	*Sustain Talk* – any speech that favors the status quo rather than movement toward change (resistance to the change)
	Discord – interpersonal behavior that reflects dissonance in the working relationship (resistance to the relationship)
OARS → Open-Ended Questions → Affirmations → Reflective Listening → Summarizing	*OARS* → Open-Ended Questions → Affirmations → Reflective Listening → Summarizing

Appendix 5: 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 or 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.