# Evidence-Based Practices

# Course Catalog

## May 2021–January 2022

ccappoap.com/ebptraining

County Chief Adult Probation and Parole Officers
Association of Pennsylvania

# Table of Contents


Introduction ..... 1
A Staged Approach ..... 2
Recommended Training Sequence ..... 3
Agency Training Plan ..... 4
Course Request Process ..... 6
Online Live Training ..... 7
Knowledge Development Course ..... 8
  Evidence-Based Practices Overview ..... 8
Assessment Instrument Course ..... 9
  Ohio Risk Assessment System (ORAS) ..... 9
Skill Courses – Track A ..... 10
  Four Core Competencies ..... 10
  Achieving Risk Reduction Through Effective Staff Interactions ..... 11
  Tools Training: The Carey Guides, Brief Intervention ToolS (BITS), and Driver Workbook ..... 12
  Effective Case Planning and Management ..... 14
  Supervisor's EBP BriefCASE ..... 15
Skill Courses – Track B ..... 16
  Core Correctional Practices (CCPs) ..... 16
  Effective Practices in Community Supervision (EPICS) ..... 17
  Cognitive-Behavioral Interventions – Core Adult ..... 18
  Cognitive-Behavioral Interventions – Employment ..... 19
  Cognitive-Behavioral Intervention – Sexual Offending ..... 20
  Cognitive-Behavioral Interventions – Substance Use ..... 21
  Cognitive-Behavioral Interventions – Interpersonal Violence ..... 22
  Case Planning ..... 23
Advanced Courses – Track A ..... 24
  Continuous Quality Improvement and Coaching ..... 24
  Risk Reduction Coaching for Supervisors ..... 25
  Ten Steps to Risk Reduction ..... 26
Advanced Courses – Track B ..... 27
  Core Correctional Practices Interactions ..... 27
  Core Correctional Practices for Coaches ..... 28

# Introduction

The County Chief Adult Probation and Parole Officers Association of Pennsylvania is committed to assisting agencies in using evidence-based practices to improve client success rates and enhance public safety. Essential to this effort is developing staff competency in EBP core principles, tools, and strategies. This training catalog contains courses to assist agencies in fulfilling their goal of becoming EBP organizations.

Grant funding[1] makes it possible to offer courses free of charge to agencies, but training slots are limited. If the demand for courses is greater than the number of available slots, the association will use waiting lists and do its best to give everyone equal opportunity to access courses.

While there is no course registration fee, agencies are responsible for all costs associated with staff attending a training. Those costs may include participant travel, per diem, and lodging expenses; hardware and software to access online training; and staff coverage to allow participants to attend a training. Please note that some courses offer training on tools that the agency must purchase separately.

Agencies are encouraged to complete the Training Plan worksheet on pages 4-5 of this catalog to develop a plan for selecting courses to help move their agency toward becoming an EBP organization. Some courses require participants to fulfill prerequisites before enrolling; others are exclusively for supervisors or specialists.

The Carey Group (TCG) and the University of Cincinnati Corrections Institute (UCCI) are the contracted training providers. Instructors include former and current practitioners from the justice field and subject matter experts.

We look forward to supporting your EBP professional development efforts.

[1] Subgrant 2015/2016-JG-SS-28420 from the Pennsylvania Commission on Crime and Delinquency.

# A Staged Approach[2]

Lessons learned about implementing evidence-based practices (EBP) suggest that agencies take a staged approach to competency development. That is, staff may find it easier to accept and integrate knowledge and skills acquired through training when they have the appropriate prerequisites. Some skills are sequential: staff have to understand the risk principle before using an actuarial assessment instrument.

Furthermore, staff need time to gain proficiency with a skill before being asked to learn another one. Developing a sufficient level of comfort with a new idea or skill is key to adapting to change. Comfort comes with time and practice—first in the training environment and then on the job.

***There is an important training sequence that, when followed, enhances the likelihood that staff will be receptive to new information, adopt and adapt to new practices and approaches, and retain information and skills for a longer period of time and with greater fidelity.***

Experience indicates that EBP should be introduced to staff through a series of sequenced events and activities. Movement to the next stage of training should not occur until staff have gained sufficient proficiency in the previous set of skills. The recommended sequence is shown on page 3, and course descriptions, lengths of courses, and maximum class sizes are shown beginning on page 8.

## Providing Training and Coaching to Managers and Supervisors

Supervisors perform perhaps the most essential role in agencies seeking to implement risk reduction practices. They set the tone and channel staff energies toward change. Their knowledge, comfort, and mastery of EBP skills position them to encourage, support, coach, and mentor staff in developing their skills. Too often, supervisors are overlooked in this process when, in fact, they are the single most important target for knowledge and skill development.

Therefore, where possible, supervisors should receive their own training "track" tailored to their critical role before line staff are trained. At a minimum, supervisors should participate in the Evidence-Based Practices Overview and Four Core Competencies or Core Correctional Practices trainings before their staff attend these trainings.

[2] Adapted from The Carey Group Training Catalog, October 2020.

# Recommended Training Sequence

This chart recommends a sequence for training courses. Course descriptions begin on page 8.

| Knowledge Development Courses | |
|---|---|
| EBP Overview | |
| **Assessment Instrument Courses** | |
| Ohio Risk Assessment System (ORAS) | |
| **Skill Development Courses[3]** | |
| **TRACK A** | **TRACK B** |
| Four Core Competencies<br><br>Achieving Risk Reduction Through Effective Staff Interactions<br><br>Tools Training: The Carey Guides, BITS, and Driver Workbook<br><br>Effective Case Planning and Management<br><br>Supervisor's EBP BriefCASE | Core Correctional Practices<br><br>Effective Practices in Community Supervision (EPICS)<br><br>Cognitive-Behavioral Intervention Courses:<br>Core Adult<br>Employment<br>Sexual Offending<br>Substance Use - Adult<br>Interpersonal Violence<br><br>Case Planning |
| **Advanced Courses[4]** | |
| **TRACK A** | **TRACK B** |
| Continuous Quality Improvement and Coaching[5]<br>Risk Reduction Coaching for Supervisors<br>Ten Steps to Risk Reduction | Core Correctional Practices Interactions<br>Core Correctional Practices for Coaches |
| **Train the Trainer Courses** | |
| To help build sustainability within an agency, some courses are available as trainer courses. Trainers are required to attend the staff or supervisor version of the course and meet the following requirements before registering for the trainer course:<br>• possess skill and comfort with public speaking, preferably with experience conducting trainings<br>• demonstrate a thorough understanding of core correctional practices and evidence-based strategies for risk reduction programming<br>• value the use of cognitive-behavioral strategies in facilitating behavior change<br>• have a flexible schedule that allows for training time, and be supported by your agency<br>• be a reliable and long-term employee of your agency<br>• express interest and enthusiasm in becoming a trainer.<br><br>See the course listings for trainer classes and any additional requirements. | |

[3] Agencies should select classes from either Track A or Track B.
[4] Agencies should select the track that corresponds with their Skill Development course track.
[5] Agencies should select either this course or the Risk Reduction Coaching for Supervisors course but not both.

# Agency Training Plan

Complete this worksheet to plan how your agency will become EBP competent. List courses completed, number of staff trained, and dates. Where gaps exist, list needed courses and the plan for fulfilling those needs.

| **Knowledge Development Courses**<br>List all courses that provide information about EBP concepts and principles. | | | |
|---|---|---|---|
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
| | | | |
| | | | |
| **Risk and Needs Assessment Instruments Courses**<br>List all risk and needs assessment courses that support the development of case plans. | | | |
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
| | | | |
| | | | |
| **Skill Development Courses**<br>List all skill development courses that support risk reduction, competency development, and cognitive behavioral interventions. | | | |
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
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| | | | |
| **Advanced Courses**<br>List all advanced courses that support EBP practices, continuous quality improvement, staff coaching strategies, and fidelity to EBP practices. | | | |
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Booster Courses<br>List all courses designed to reinforce skills learned in a previous course of the same name. | | | |
|---|---|---|---|
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
| | | | |
| | | | |
| | | | |
| **Train the Trainer Courses**<br>List all courses to develop in-house trainers or specialists | | | |
| **Courses (taken or needed)** | **Supervisors** | **Staff** | **Completion Date or Plan** |
| | | | |
| | | | |
| | | | |

Help is available if you need assistance with selecting courses or jump-starting your training plan. Please contact Susan Burke, TCG Executive Director, at susan@thecareygroup.com or 801-232-8418.

# Course Request Process

Agencies should designate **one point of contact** to oversee the agency's training needs and preapprove any staff requests for training. This process will help agencies better manage their training needs and help ensure that the right staff are enrolled in the right training.

***No-Show Agency Fee***

***Because of limited training slots, agencies are accountable for ensuring that staff attend a course for which they are registered. Agencies may be assessed a "no-show" fee for staff who fail to give advanced notice they are unable to attend the course.***

The training calendar is posted on the association's website: http://www.ccappoap.com/ebptraining/. It is updated monthly. Staff select the desired course on the website and complete the online form. Requesting a course is not a guarantee of enrollment. The association reserves the right to manage registrations and, in some cases, limit registrations to equitably distribute training opportunities. Staff must receive a confirmation email informing them they are enrolled. If the course is full, names will be placed on a waiting list. Staff will be notified if space becomes available.

If staff find they are not able to attend an enrolled course, they are responsible for sending a cancellation email to paebptraining@gmail.com at least 14 days in advance of the course start date so their slot can be filled. The email should contain the name and date of the course. Agencies may be assessed a "no-show" fee if timely notice is not provided and a slot goes unfilled. Fees will be waived if the circumstance is deemed outside of the staff person's control.

For more information regarding the registration process or to cancel enrollment in a course: paebptraining@gmail.com.

# Online Live Training

## Webex Training Platform

An instructor leads an interactive training online using the Webex platform. Participants actively engage with the instructor and each other through video and audio, chat functions, and virtual breakout rooms. The instructor will tap into participants' prior experience to guide them through the learning process. Activities will be relevant to the work environment and include concrete exercises, reflective observations, and active skill practice. Online training is often offered in multiple sessions taught over several days. Some courses may require participants to complete intersession work, allowing them to apply what was learned in training in their day-to-day workplace. Each participant must have their own computer with internet access and audio/video capability.

### Testing Webex Connectivity

Participants are advised to conduct a Webex connectivity test at least a week before the scheduled training. Follow these simple instructions to ensure that your computer is "Webex compatible." This test should take less than one minute.

1. Using Chrome as your web browser, go to https://www.webex.com/test-meeting.html. (You must use Chrome.)
2. You will see the "Try out a real Webex online meeting" window. Enter your name and email address. Click "Join."
3. You will see the "Open Cisco Webex Meetings?" popup window. Click "Open Cisco Webex Meetings."
4. This will open a "Join Meeting Test" window.
   - Be patient: this may take a few moments.
   - Click on the green "Join Meeting" button to start the test.
5. A "Host Not In Meeting" popup window will appear. This indicates that your computer is compatible with Webex. Click on the "OK" button.
6. To test your audio connection:
   - Click "Connect audio" (it's the button with the microphone icon).
   - An "Audio Connection" popup window will appear. Under "Audio Options," click "Use computer audio."
   - Click on the "Settings" icon (it will look like a gear or cog).
   - Click "Test" to test your speaker and microphone.
   - Click the blue "Connect" button next to the "Settings" icon.
7. To test your video, click on "Start video" (it's the button with the camera icon). Your video feed should appear on the screen.
8. To exit the Webex test session, click on the red circle with the X. A "Leave Meeting" popup window will appear. Click on "Leave Meeting." That's it!
9. If you are unable to join the test meeting, please contact Webex support at 866-229-3239, option 4, or https://help.webex.com/contact/Meetings/Join%20Meetings?language=en-us.

# Knowledge Development Course

## Evidence-Based Practices Overview

This training is designed to ground participants in the "what" and "why" of EBP, providing basic knowledge about the research behind evidence-based practices. It emphasizes four core principles that are key to recidivism reduction—risk, need, responsivity, and intervention—as well as strategies for responding to prosocial and noncompliant behavior. It also includes an overview of specific do's and don'ts that contribute to improved lives for people involved in the justice system. Participants will come to understand the components that must be implemented for justice system professionals to effect positive change. This training is the foundation on which all other trainings are built and is therefore critical to a long-term effort to become an evidence-based organization.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- explain the risk, need, responsivity, and intervention principles and why they are important to risk reduction
- describe how and when to effectively apply rewards and responses to noncompliance
- identify the interventions that are not effective in reducing recidivism.

**Additional learning objectives for supervisors' training**

By the conclusion of this training, participants will be able to:

- list potential stakeholder concerns and ways to respond to them
- prepare staff to participate in the EBP Overview training
- support staff in their use of evidence-based practices.

**Additional learning objective for stakeholders' training**

By the conclusion of this training, participants will be able to:

- describe the role of stakeholders in creating and sustaining an EBP environment.

### Prerequisites

Individuals enrolling in the trainer course must first attend the supervisor, line staff, or stakeholder course.

### Course Format

**Online**

Two 3-hour sessions
Up to 20 people

### Versions

Supervisor course
Line staff course
Stakeholder course
Trainer course

### Instructor

TCG

# Assessment Instrument Course

## Ohio Risk Assessment System (ORAS)

The Ohio Risk Assessment System (ORAS) is a dynamic risk/needs assessment system for adults involved in the justice system. It offers the ability to assess people at various decision points across the justice system. The ORAS is comprised of nine tools, and while the assessment is free to use, agencies must be trained and certified prior to implementation. Training on the system provides an overview of the assessment tools, with techniques for administering and scoring the individual assessments. In addition, the training will review how to use the scores obtained from people's ORAS assessments to develop case plans for reducing risk of recidivism. For more information, click here: ORAS.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- develop the understanding of the importance of risk and need assessment and classification
- develop understanding of the principles of effective classification
- develop skills and knowledge necessary to administer the ORAS.

### Prerequisites

Prior to attending the trainer course, staff must have:

- attended and participated in an ORAS end-user training as conducted by a UCCI certified ORAS trainer
- completed at least 15 ORAS assessments.

### Course Format

**Online**

Four half days
Up to 15 people

### Versions

Staff course
Trainer course
Booster course

### Instructor

UCCI

# Skill Courses – Track A

## Four Core Competencies

This training increases participants' knowledge around the four core competencies needed for risk reduction:

1. Building professional alliance: Staff who have the interpersonal skills to develop effective working relationships are much more likely to achieve the desired long-term results.
2. Using skill practice to address criminogenic needs: The consistent use of skill practice (i.e., practicing new behaviors) and role-play produces the most significant positive outcomes.
3. Effective case planning and management: Using a deliberate case planning and management strategy helps keep interactions focused on the issues that will lead people to success.
4. Responding to prosocial and noncompliant behavior: Key to shaping behavior is the effective use of both incentives/rewards and responses to noncompliance.

The course provides opportunities for hands-on skill training in each of the four competency areas and practice with two Brief Intervention ToolS (BITS) worksheets to help people build skills.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- describe key research findings that underscore how to achieve risk reduction
- demonstrate the four core competencies that are key to reducing the risk of recidivism
- use tools that will support them in developing proficiency in the four core competencies.

**Additional learning objectives for supervisors' training**

By the conclusion of this training, participants will be able to:

- describe the role of front-line supervisors in creating and sustaining an evidence-based practices environment
- prepare staff to participate in the Four Core Competencies training
- coach staff in the four core competencies
- implement continuous quality improvement processes with respect to the four core competencies.

### Prerequisites

EBP Overview is recommended. Individuals enrolling in the trainer course must first attend the supervisor or line staff course.

### Course Format

**Online**

Four 3.5-hour consecutive sessions
Up to 20 people

### Versions

Supervisor course
Line staff course
Trainer course

### Instructor

TCG

# Skill Courses – Track A

## Achieving Risk Reduction Through Effective Staff Interactions

To maximize the potential of reducing people's risk level, staff must be able to both understand key risk reduction principles and practices and apply these principles and practices in their one-on-one interactions. This training outlines seven key steps to helping people involved in the justice system change their behavior. It presents these steps within the context of the risk, need, and responsivity principles, as well as effective intervention, professional alliance, and behavior management practices; reviews research that supports each step; introduces skills and tools to help staff implement each step; and offers participants opportunities for skill practice.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- describe key research around the risk, need, and responsivity principles and effective intervention, professional alliance, and behavior management practices
- apply the research to one-on-one interactions
- use risk reduction tools
- identify interventions that are and are not effective in reducing recidivism.

**Additional learning objectives for supervisors' training**

By the conclusion of this training, participants will be able to:

- describe the qualities and roles of front-line supervisors in an evidence-based practices environment
- identify key performance measures related to the risk, need, and responsivity principles, and to effective intervention, professional alliance, and behavior management practices
- determine how successfully the agency is applying the key principles and practices to the people with whom they work
- build and sustain a risk reduction environment
- prepare staff to participate in their Achieving Risk Reduction Through Effective Staff Interactions training.

### Prerequisites

EBP Overview and Four Core Competencies are recommended. Individuals enrolling in the trainer course must first attend the supervisor or line staff course.

### Course Format

**Online**

Four 3.5-hour consecutive sessions
Up to 20 people

### Versions

Supervisor course
Line staff course
Trainer course

### Instructor

TCG

# Skill Courses – Track A

## Tools Training: The Carey Guides, Brief Intervention ToolS (BITS), and Driver Workbook

Staff can profoundly impact recidivism rates, but only if they deliberately and strategically address criminogenic needs and help the people with whom they work build skills. Staff who receive training in evidence-based practices soon realize that they need a structured method to address risk factors in their one-on-one interactions. This training equips staff with an array of specific tools to address criminogenic needs and help people build skills in clear, specific, and structured ways.

The Carey Guides are 33 handbooks that help staff use EBP in their work: Blue Guides specifically address criminogenic needs and Red Guides address case management concerns. The Guides all follow a consistent format. Background information provides staff with important research findings and contextual information to support the application of evidence-based approaches. Each Guide also contains a number of "skill practice tools." These tools are designed for use by people with justice system involvement to help them understand key criminogenic issues and build plans for successful behaviors in the future.

The Brief Intervention ToolS (BITS) are short, structured interventions that staff use to help people build skills to address their criminogenic needs. There are six BITS: *Decision Making*, *Overcoming Automatic Responses*, *Problem Solving*, *Thinking Traps*, *Overcoming Thinking Traps*, and *Who I Spend Time With*.

The Driver Workbook helps staff and people who are justice-involved identify the "driver," or the criminogenic need that has the greatest influence on illegal behavior. This is accomplished through an interactive process of exploring patterns that emerge from people's descriptions of six times when they experienced trouble in the past—either at home, at school, at work, and/or with the law. These patterns evidence themselves visually, making it easy to "see" what is driving the illegal behavior. The driver can then become the initial focus of the case plan.

These risk reduction resources are explored in the course.

*Note: The Carey Guides, BITS, and Driver Workbook are required materials for this course, and are sold separately. See careygrouppublishing.com for pricing.*

### Course Format

**Online**

Three 3-hour sessions over three nonconsecutive days
Up to 20 people

### Versions

Supervisor course
Line staff course
Trainer course
Booster course

### Instructor

TCG

## Learning Objectives

By the conclusion of this training, participants will be able to:

- describe key research findings that underscore how to achieve risk reduction
- describe the purpose and content of the Carey Guides, BITS, and Driver Workbook
- do skill practice using the Carey Guides, BITS, and Driver Workbook
- explain how to make the most effective use of the Carey Guides, BITS, and Driver Workbook
- introduce the Carey Guides, BITS, and Driver Workbook
- use strategies to manage potential resistance.

**Additional learning objectives for supervisors' training**

By the conclusion of this training, participants will be able to:

- prepare staff to participate in the Tools training
- support their staff in their use of the Carey Guides, BITS, and Driver Workbook.

## Prerequisites

EBP Overview, Four Core Competencies, and Achieving Risk Reduction Through Effective Staff Interventions are recommended. Individuals enrolling in the trainer course must first attend the supervisor or line staff course.

# Skill Courses – Track A

## Effective Case Planning and Management

This training builds upon the introduction to effective case planning and management included in the Four Core Competencies training. It is a highly interactive, hands-on skill-building course that supports staff in developing case plans that effectively address criminogenic needs, meet the SMART (specific, measurable, achievable, realistic, time-bound) criteria, and appropriately target dosage levels based on a person's risk level.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- explain why it is important to have an effective case plan
- identify the key elements of an effective case plan
- engage people in case planning
- interpret and share assessment results
- identify the driver and skills to develop
- write simple, clear goals and SMART action steps
- develop a case plan that addresses risk, needs, drivers, skills that would be helpful to develop, responsivity factors, strengths, and triggers
- list tips for developing effective case plans.

**Additional learning objectives for supervisors' training**

By the conclusion of this training, participants will be able to:

- take steps to ensure that effective case planning and management are implemented with fidelity
- identify and address staff questions and concerns regarding case planning and management
- prepare staff to participate in the Effective Case Planning and Management training
- support their staff in their case planning and management efforts.

### Prerequisites

Completion of a risk assessment course is required. EBP Overview and Four Core Competencies are recommended. Individuals enrolling in the trainer course must first attend the supervisor or line staff course.

### Course Format

**Online**

Three 2.5-hour consecutive sessions
Up to 20 people

### Versions

Supervisor course
Line staff course
Trainer course
Booster course

### Instructor

TCG

# Skill Courses – Track A

## Supervisor's EBP BriefCASE

Research demonstrates that most classroom training is lost if it is not immediately applied and practiced in a day-to-day work environment. Furthermore, even skills developed through coaching that directly follow classroom training erode if they are not continually reinforced through booster training and continuous quality improvement efforts, such as ongoing skill practice, observation, and feedback. Front-line supervisors are best positioned to provide this support to line staff, yet most do not have the comfort, knowledge, or skills to do so. The Supervisor's EBP BriefCASE (Coach and Advance Staff in EBP) was developed to provide supervisors with the structure to establish a collaborative coaching relationship with staff, and the knowledge and tools to teach and reinforce EBP and core competencies. This skill-based training introduces participants to the BriefCASE—an 18-module curriculum designed to be delivered by the supervisor in one-hour sessions with staff—and provides them with opportunities to practice using the curriculum materials.

*Note: The Supervisor's EBP BriefCASE, which is required for this course, is sold separately. See careygrouppublishing.com for pricing.*

### Learning Objectives

By the conclusion of this training, participants will be able to:

- explain the purpose and contents of the Supervisor's EBP BriefCASE and how to effectively use the BriefCASE
- identify effective strategies supervisors employ to coach staff in EBP practices
- demonstrate how to deliver the Supervisor's EBP BriefCASE curriculum effectively
- identify potential staff concerns and strategies to address these concerns
- identify issues related to the delivery of BriefCASE training, brainstorm options for addressing these issues, and discuss an implementation plan.

### Prerequisites

EBP Overview and Four Core Competencies are recommended. Individuals enrolling in the trainer course must first attend the supervisor course.

### Course Format

**Online**

Three 2.5-hour consecutive sessions
Up to 8 people

### Versions

Supervisor course
Trainer course
Booster course

### Instructor

TCG

# Skill Courses – Track B

## Core Correctional Practices (CCPs)

In the 1980s, Donald A. Andrews and Jerry J. Keissling introduced Core Correctional Practices, commonly referred to as CCPs, as a way to increase the therapeutic potential of rehabilitation. CCPs are approaches staff should utilize with the people with whom they work. Research shows, if implemented properly, CCPs can reduce recidivism by teaching people how to engage in long-term prosocial behavior. UCCI has developed a formalized training protocol to instruct staff on these skills and how they support cognitive-behavioral programming. CCPs are relevant to direct care, security staff, and treatment staff. Specific topics addressed in training include: the principles of effective intervention, core correctional practices (relationship skills, effective use of reinforcement, effective use of disapproval, effective use of authority, prosocial modeling, cognitive restructuring, social skills training, and problem solving skills), principles of an effective behavior management system, and implementation of CCPs. Further, protocols for coaches and trainers have been developed to support both staff and agency sustainability of proficiency, quality, and ongoing implementation. For more information, click here: CCP.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- define evidence-based practices
- articulate the principles of effective intervention
- identify and practice CCPs.

### Prerequisites

For the trainer course, staff must:

- first attend and participate in a 2-day CCP end-user training as conducted by a UCCI certified CCP trainer
- demonstrate an understanding of CCP concepts, tools, and applications.

### Course Format

**Online**

Four half days
Up to 15 people

### Versions

Staff course
Trainer course
Booster course

### Instructor

UCCI

# Skill Courses – Track B

## Effective Practices in Community Supervision (EPICS)

The research on the principles of effective intervention, coupled with the most recent research on community supervision, provided the impetus for the development of a new model by the University of Cincinnati: Effective Practices in Community Supervision (EPICS). With the EPICS model, staff follow a structured approach when working with people who are justice-involved.

The purpose of the EPICS model is to teach probation and parole officers how to apply the principles of effective intervention and core correctional practices specifically to community supervision practices. Probation officers are taught to increase dosage to people who are higher risk; stay focused on criminogenic needs, especially the thought–behavior link; and use a social learning, cognitive-behavioral approach to their interactions. Training is three days onsite followed by five months of follow-up coaching. For more information, click here: EPICS.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- learn the principles of effective intervention
- learn and practice key core correctional practices
- learn and practice cognitive-behavioral interventions
- learn and use the EPICS model

### Prerequisites

Core Correctional Practices is recommended.

For the trainer course, staff must have:

- participated in training and been certified by UCCI in the EPICS model
- consistently used the model (submitted 5 audio sessions)
- actively participated in coaching sessions (attended and participated in coaching sessions)
- a final audio graded as “satisfactory” or higher in 85% of the items.

### Course Format

**Online**

Five half days
Up to 15 people

### Versions

Staff course
Booster course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Cognitive-Behavioral Interventions – Core Adult

Cognitive-Behavioral Interventions – Core Adult (CBI-CA) is designed to provide a thorough intervention that broadly targets all criminogenic needs. As the name suggests, this intervention relies on a cognitive-behavioral approach to teach strategies for managing risk factors. The program places heavy emphasis on skill-building activities to assist with cognitive, social, emotional, and coping skills development. The curriculum provides modifications so that people with mental illness can participate, though not dedicated exclusively to this population. Using a modified closed-group format with multiple entry points, the curriculum is designed to allow for flexibility across various service settings and intervention lengths. For more information, click here: CBI-CA.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- review the evidence to support the use of cognitive-behavioral interventions
- identify the contents, format, and organizational structure of the curriculum
- demonstrate and practice the module sessions from the curriculum
- implement the curriculum in their agency.

### Prerequisites

For the trainer course, staff must have:

- attended and participated in a CBI-CA end-user training as conducted by a UCCI certified CBI-CA trainer
- facilitated at least two full cycles of the CBI-CA curriculum.

### Course Format

**Online**

Eight half days
Up to 8 people

### Versions

Staff course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Cognitive-Behavioral Interventions – Employment

Cognitive-Behavioral Interventions for Employment (CBI-EMP) is designed for criminal and juvenile involved individuals who are moderate to high need in the area of employment. The curriculum integrates cognitive-behavioral interventions with more traditional employment approaches. The program teaches people how to identify and manage high-risk situations related to obtaining and maintaining employment. Heavy emphasis is placed on skill-building activities to assist with cognitive, social, emotional, and coping skills development for the work environment. Using a modified closed-group format with multiple entry points, the curriculum is designed to allow for flexibility across various service settings and intervention lengths. For more information, click here: CBI-EMP.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- provide an overview of the integration of traditional employment services with cognitive-behavioral interventions
- describe how the RNR approach applies to participants seeking employment
- demonstrate and practice the module sessions from the curriculum
- implement the curriculum in their agency.

### Prerequisites

For the trainer course, staff must have:

- attended and participated in the CBI-EMP end-user training as conducted by a UCCI certified CBI-EMP trainer
- facilitated at least two full cycles of the CBI-EMP curriculum.

### Course Format

**Online**

Five half days
Up to 8 people

### Versions

Staff course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Cognitive-Behavioral Intervention – Sexual Offending

Cognitive-Behavioral Intervention for Sexual Offending (CBI-SO) is a structured curriculum intended for people who are moderate to high need in the area of sexual offending. This curriculum can be delivered as a stand-alone intervention or incorporated into larger programs, particularly those designed for people in the correctional system. As the name of the curriculum suggests, this intervention relies on a cognitive-behavioral approach to teach strategies for avoiding sexual offending and related behaviors. Specifically, the program emphasizes skill-building activities to assist with cognitive, social, emotional, and coping skills development. The goal is to increase the value people place on prosocial thoughts and choices. For more information, click here: CBI-SO.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- discuss the main goals of sex offender specific treatment
- provide an overview of sex offender-specific treatment and how it differs from other interventions
- summarize research findings on the effectiveness of sex offender-specific treatment
- describe the RNR approach and how it applies to sex offender specific treatment
- demonstrate and practice the module sessions from the curriculum

### Prerequisites

For the trainer course, staff must have:

- attended and participated in a CBI-SO end-user training as conducted by a UCCI certified CBI-SO trainer
- facilitated at least two full cycles of the CBI-SO curriculum.

### Course Format

**Online**

Eight half days
Up to 8 people

### Versions

Staff course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Cognitive-Behavioral Interventions – Substance Use

The Cognitive-Behavioral Interventions for Substance Use (CBI-SU) curriculum is designed for people who are moderate to high need in the area of substance use and is well suited for criminal justice populations. The curriculum can be delivered as a stand-alone substance abuse intervention, or incorporated into a larger program, particularly those designed for people in the corrections system. As the name of the curriculum suggests, this intervention relies on a cognitive-behavioral approach to teach strategies for avoiding substance abuse. The program places heavy emphasis on skill-building activities to assist with cognitive, social, emotional, and coping skills development. Such cognitive-behavioral strategies have routinely demonstrated high treatment effects, including when used with a correctional population. For more information, click here: CBI-SU.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- review the evidence to support the use of cognitive-behavioral interventions with people with a substance use need
- identify the contents, format and organizational structure for the curriculum
- demonstrate and practice the module sessions from the curriculum
- implement the curriculum in their agency.

### Prerequisites

For the trainer course, staff must have:

- attended and participated in a CBI-SU end-user training as conducted by a UCCI certified CBI-SU trainer
- facilitated at least two full cycles of the CBI-SU curriculum.

### Course Format

**Online**

Eight half days
Up to 8 people

### Versions

Staff course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Cognitive-Behavioral Interventions – Interpersonal Violence

Cognitive-Behavioral Interventions – Interpersonal Violence (CBI-IPV) is designed for people with a recent pattern of interpersonal violence who are moderate to high risk on a general risk assessment. Using social learning and cognitive-behavioral approaches, the curriculum teaches people how to identify and manage high-risk situations related to interpersonal violence, with particular emphasis on emotional regulation. Modules include: Motivational Engagement, Cognitive Restructuring, Violence Awareness, Emotional Regulation, Social Skills, Problem Solving, and Success Planning.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- define interpersonal violence and surrounding literature related to evidence-based practices
- discuss effective strategies for targeting interpersonal violence
- demonstrate and practice the module sessions from the curriculum
- implement the curriculum in their agency.

### Prerequisites

For the trainer course, staff must have:

- attended and participated in a CBI-IPV end-user training as conducted by a UCCI certified CBI-IPV trainer
- facilitated at least two full cycles of the CBI-IPV curriculum.

### Course Format

**Online**

Eight half days
Up to 8 people

### Versions

Staff course
Trainer course

### Instructor

UCCI

# Skill Courses – Track B

## Case Planning

Case Planning training is designed for criminal justice staff responsible for developing and monitoring case plans. For a person who is justice-involved to be provided the most effective plan for rehabilitation, case plans must respond to criminogenic needs by addressing the general responsivity of a justice population, as well as the specific needs of the individual for whom the plan is created. To best attend to these general and specific needs, case planning is most effective when staff consult the results of a standardized (and validated) risk/needs assessment. As such, assessment-driven case planning provides an approach that customizes a rehabilitation plan rather than using a one-size-fits-all approach to treatment.

Effective case planning is guided by four basic components: needs/problem areas, goals, objectives, and techniques. Identifying the need/problem areas of an individual can be done by reviewing the criminogenic risk/need assessment results. Focusing on criminogenic factors is most effective when we can address the specific responsivity concerns of the individual. Goals look at behavior or the behavior change that we want to work on, and should be long-term outcomes. Objectives are short-term steps the person can take to reach their long-term goal. Objectives should be specific, measurable, achievable, relevant, and time-based. Finally, techniques are the steps that the officer/staff will take to support the person in their objectives to reach their goal. For more information, click here: CP.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- describe the principles of effective intervention in corrections
- connect the risk-needs-responsivity model to case planning
- understand case plan components and apply assessment results in case planning
- write clear case plan goals and objectives that are linked to a person's criminogenic needs
- demonstrate techniques for supporting people in their objectives to reach their goal.

### Prerequisites

*The one half day online training is available only in conjunction with the 4 half days ORAS online training (see page 9).

For the trainer course, staff must have:

- attended and participated in a Case Planning end-user training as conducted by a UCCI certified Case Planning trainer.
- demonstrated an understanding of Case Planning concepts and applications.

### Course Format

**Online**

*One half day
Up to 15 people

Four half days
Up to 15 people

### Versions

Staff course
Trainer course
Booster course

### Instructor

UCCI

# Advanced Courses – Track A

## Continuous Quality Improvement and Coaching[6]

Implementing evidence-based practices alone is not enough to ensure recidivism reduction. In fact, most change efforts fail because important implementation and post-implementation strategies are overlooked. The identification and effective implementation of continuous quality improvement (CQI) strategies are critical to sustaining the fidelity of policies and practices that are essential to achieving goals. This training provides managers, supervisors, and/or CQI coaches with a review of the domains that are common to an effective EBP CQI process, a method for determining the agency's needs around CQI, and a process for developing an action plan to implement CQI. A variety of tools to support effective CQI processes (e.g., direct observation and case audit checklists; the Carey Guides Continuous Quality Improvement Manual) will be reviewed and, where appropriate, integrated into the action plan.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- describe the research that underlies the need to implement CQI processes
- develop logic models
- identify and prioritize the key EBP policies and practices that are best supported by CQI processes
- identify key performance measures
- coach staff effectively
- describe—through an action plan—the agency's strategy for implementing CQI, including the processes and tools that will be used and the people who will be responsible for implementing the plans.

### Prerequisites

EBP Overview and Four Core Competencies are recommended. The course is limited to supervisors, managers, or CQI coaches. Individuals enrolling in the trainer course must first attend the supervisor/manager/CQI coach course.

### Course Format

**Online**

Four 3.5-hour consecutive sessions
Up to 20 people

### Versions

Supervisor, manager, and/or CQI coaches course
Trainer course

### Instructor

TCG

[6] Agencies should select either this course or the Risk Reduction Coaching for Supervisors course but not both.

# Advanced Courses – Track A

## Risk Reduction Coaching for Supervisors[7]

Corrections agencies get better results when supervisors provide staff with feedback and ongoing support to help them transfer the skills they learn in training to their day-to-day interactions with people who are justice-involved. Risk Reduction Coaching for Supervisors highlights staff skills and practices that are most important to risk reduction (professional alliance, effective case planning and management, effective skill practice, and the effective use of rewards and responses to noncompliance); helps supervisors develop the qualities and abilities they need to coach their staff in these skills and practices, focusing on two coaching constructs (observation and case audit); and suggests strategies that supervisors can use to develop and sustain a learning culture within their agency.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- describe the role of an EBP supervisor
- list key areas for quality assurance (QA) in an EBP environment
- explain the purpose of coaching
- list the qualities of an effective coach
- describe a process for coaching
- identify what to look for when coaching
- identify ways to create and sustain a learning culture that promotes risk reduction.

### Prerequisites

EBP Overview and Four Core Competencies are recommended. The course is limited to supervisors. Individuals enrolling in the trainer course must first attend the supervisor course.

### Course Format

**Online**

Four 3.5-hour consecutive sessions
Up to 20 people

### Versions

Supervisor course
Trainer course

### Instructor

The Carey Group

[7] Agencies should select either this course or the Continuous Quality Improvement and Coaching course but not both.

# Advanced Courses – Track A

## Ten Steps to Risk Reduction

This training introduces participants to the 10 steps to risk reduction—from establishing positive expectations to preparing people for successful discharge from the corrections system—and to more than 30 tools they can use to achieve these steps. A partial list of tools described in this training includes:

- the Role Script, a script to be used at the first appointment between a staff member and the person with whom they are working to clearly identify the roles and responsibilities of each party
- the Driver Workbook, to help staff identify a person's most influential criminogenic need
- the Goal Appointment Card, which identifies the primary case plan goal on which the person is currently working, the specific skill that is being developed to support the achievement of that goal, the take-home assignment, and the date of the next appointment
- tools from multiple Carey Guides to address criminogenic needs and case management issues.

The training concludes with participants identifying the tools that will best assist them in achieving their risk reduction goals and by creating an action plan to use these tools.

*Note: The Carey Guides, which are required for this course, are sold separately. See careygrouppublishing.com for pricing.*

### Learning Objectives

By the conclusion of this training, participants will be able to:

- identify the 10 steps to risk reduction
- explain the purpose and importance of each step
- use practical tools that will increase the likelihood of achieving the goal of each step
- prioritize the tools they are most likely to implement.

### Prerequisites

Tools Training: The Carey Guides, BITS, and Driver Workbook course is required. EBP Overview and Four Core Competencies are recommended. Individuals enrolling in the trainer course must first attend the staff course.

### Course Format

**Online**

Four 3.5-hour consecutive sessions
Up to 20 people

### Versions

Staff course
Trainer course

### Instructor

TCG

# Advanced Courses – Track B

## Core Correctional Practices Interactions

Core Correctional Practices Interactions is designed to take concepts previously learned during the initial Core Correctional Practices training and assist staff in the advanced application and utilization of these essential techniques and tools to reduce antisocial behaviors. Participants will review core techniques such as reinforcement, effective disapproval, and authority and will practice using these techniques. Participants will also practice identifying high-risk situations and matching appropriate interventions they would use to reduce risky behavior. Participants will practice full interaction sessions based on scenarios in group facilitation, milieu settings, or community supervision sessions. feedback on the efficient use of the tools in order to achieve fidelity to the model.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- review CCP interactional skills
- practice CCP skills to manage behavior and support change
- apply CCP in simulated interactions.

### Prerequisites

Core Correctional Practices is required.

### Course Format

**Online**

Four half days
Up to 12 people

### Versions

Staff course

### Instructor

UCCI

# Advanced Courses – Track B

## Core Correctional Practices for Coaches

Core Correctional Practices for Coaches is designed to take concepts previously learned from the initial Core Correctional Practices training and assist CCP coaches in developing the skills necessary to help staff achieve proficiency in the practical application of CCPs. Participants will review core techniques and learn the value of CCPs and coaching. The training will focus on introducing participants to the CCP Observation Form and providing various opportunities to practice scoring this form. Participants will be taught effective coaching strategies to employ in order to assist staff in reaching a level of proficiency utilizing core practices linked to reducing recidivism.

### Learning Objectives

By the conclusion of this training, participants will be able to:

- understand the research behind core correctional practices and coaching
- review the CCP coaching model
- introduce the CCP Observation Form and review components associated with each section
- practice coaching the techniques of reinforcement, disapproval and authority to support behavior change
- identify gaps in cognitive restructuring, social skills and problem solving and develop strategies to coach
- review and practice the CCP Coaching session
- role play providing feedback to staff to help enhance skills
- discuss the supervisor log to track ongoing progress of staff being coached.

### Prerequisites

Core Correctional Practices is required.

### Course Format

**Online**

Five half days
Up to 12 people

### Versions

Staff course
Booster course

### Instructor

UCCI