IDENTIFYING AND RESPONDING TO CRIMINAL THINKING IN COMMUNITY CORRECTIONS

Criminal thinking, or antisocial attitudes/personality/cognitions, has long been identified as a criminogenic need. Andrews and Bonta (2010) identified antisocial personality and cognitions as two of their “Big 4” factors driving offending behaviors over 40 years ago. Yet little emphasis has been placed on how supervision officers can identify or respond to criminal thinking among the community corrections population. This workshop provides tools for community supervision officers to identify criminal thinking among their clients, and training to help them respond to it during office contacts. Participants will have the opportunity to practice the techniques they learn during the training guided by facilitators, and will take home a set of tools they can use to target criminal thinking in their day-to-day activities back on the job.

Training/Learning Objectives
- Discuss the importance of Criminal Thinking as a criminogenic need.
- Describe the role of the supervision officer in supporting treatment goals to reduce Criminal Thinking.
- Identify Criminal Thinking among probationers and parolees.
- List techniques to respond to Criminal Thinking during supervision contacts.

Presenters
Stephanie Maass, Research Associate, Center for Advancing Correctional Excellence (ACE!), George Mason University (VA)
Lauren Duhaime, Research Assistant, Center for Advancing Correctional Excellence (ACE!), George Mason University (VA)

Moderator
Faye Taxman, Ph.D., University Professor, Director, Center for Advancing Correctional Excellence (ACE!), George Mason University (VA)

GETTING EVERYBODY IN THE GAME: COACHING AS A SUPERVISORY TOOL

Supervisors and managers need choices in the tools they have to help employees reach their potential and be more productive. Coaching is one tool every manager should consider. It allows a supervisor and employee to partner and collaborate on a specific goal. It is a time limited and goal specific management tool that most supervisors can use with training. This training will include the benefits of coaching, the skills necessary to coach, when coaching is appropriate, how to set goals and in a collaborative manner and develop a coaching relationship. The training also will present the importance of the four roles of a coach as Teacher, Motivator, Mentor and Guide.

Training/Learning Objectives
- Discuss the benefits of coaching as a supervisory tool.
- Identify participants’ strengths as coaches.
- Define the four roles coaches play: teacher, guides, motivator and mentor.
- Discuss the 4 P’s- perspective, partnership, permission, pitfalls.

Presenter
Judith McCusker, Quality Assurance and Training Coordinator, Community Solutions, Inc. (CT)

Moderator
Jessica Fraser, Trainer and Quality Assurance Coach, Community Solutions (CT)
APPA WILL HOST THE WORLD IN 2015.

SECOND WORLD CONGRESS ON COMMUNITY CORRECTIONS
JULY 14-16, 2015
WESTIN BONAVENTURE HOTEL
LOS ANGELES, CA
LEADING THE IMPLEMENTATION OF CORE CORRECTIONAL PRACTICES: SUCCESSES AND STRUGGLES

This course is designed for middle-level supervisors and upper-level managers who are considering, or who are already in the course of, implementing evidence-based and core correctional practices, such as EPICS and STICS. The workshop will review the latest research in EBPs, organizational change, and implementation science as applied to probation/parole. The workshop will include how the presenters have set out to train all of their officers in core correctional practices. The trainers will present a candid and transparent review of where their agency stands after three plus years of implementation including successes, struggles, ongoing challenges, and lessons learned. The trainers hope that open discussion will increase attendees’ success in their own implementation efforts.

Training/Learning Objectives
• Describe how to begin to apply the Risk-Needs-Responsivity approach to supervision in participants’ agencies.
• Evaluate where participants’ agencies stand on the implementation of evidence-based practices.
• Discuss how to begin to apply implementation science to the implementation of core correctional practices in participants’ agencies.

PRESENTERS
Thomas Granucci, Supervisory U.S. Probation Officer, U.S. Probation Office, Central District of California (CA)
Helene Creager, Supervisory U.S. Probation Officer, U.S. Probation Office, Central District of California (CA)
Michael Terrell, Assistant Deputy Chief U.S. Probation Officer, U.S. Probation Office, Central District of California (CA)

HOW BEING TRAUMA-INFORMED IMPROVES CRIMINAL JUSTICE RESPONSES

Although prevalence estimates vary, there is consensus that high percentages of justice-involved women and men have experienced serious trauma throughout their lifetime. The reverberating effects of trauma experiences can challenge a person’s capacity for recovery and pose significant barriers to accessing services, often resulting in an increased risk of coming into contact with the criminal justice system. Trauma-informed criminal justice responses can help to avoid re-traumatizing individuals, and thereby increase safety for all, decrease recidivism, and promote and support recovery of justice-involved women and men with serious mental illness. Partnerships across systems can also help to link individuals to trauma-informed services and treatment for trauma. This training is very interactive and consists of group, video and individual activities.

Training/Learning Objectives
• Describe how the impact of trauma can be experienced throughout life and affect functioning and behaviors.
• Discuss how trauma is often ongoing for many individuals involved in the criminal justice system.
• Discuss why criminal justice system professionals should learn about trauma.
• Describe how certain behaviors may reflect a person’s attempt to survive.
• List approaches to responding to behaviors.

Presenter
Leah Vail, Forensic Program Director, Meridian Behavioral Healthcare (FL)
PRETRIAL, PROBATION AND PAROLE SUPERVISION WEEK:

A Worldwide Force for Change

JULY 12-18, 2015
THE SPIRIT OF LEADERSHIP: USING THE FOUNDATION OF MOTIVATIONAL INTERVIEWING TO MOTIVATE EMPLOYEES

Motivational Interviewing has been widely utilized as an evidence based motivational tool for clients to assist them in the process of behavior change. However, often times, we fail as managers to see how we can utilize this effective communication skill with our sometimes challenging employees as well. Although Motivational Interviewing is a complex skill widely trained and practiced in the probation and parole industry, it is often easily overlooked in the everyday opportunities we as leaders have with our employees. Our most coachable and teachable moments are those interactions we have with our employees on a daily basis, and yet we often overlook the impact of Partnership, Acceptance, Compassion and Evocation, as displayed in the Spirit of Motivational Interviewing. This engaging, skill based workshop will focus on this spirit of MI as a leader. You will leave this workshop informed, inspired and skillfully enhanced.

Training/Learning Objectives

- Recognize the impact of the often overlooked Motivational Interviewing Spirit and its role within personal leadership styles.
- Apply the concept of MI Spirit within management supervision/leadership roles.
- Illustrate the Spirit of MI within peer role play.
- Observe, offer and receive measurable peer feedback.
- Obtain practical resources to continue to increase future skill level.

Presenters
Brenda Jennings, President, Motivate 2 Communicate, LLC (NE)
Julie Kindler, Program Development Manager, Office of Nebraska Probation Administration (NE)

AUTISM AND PROBATION CORRECTIONS

This course will provide students with basic knowledge of what autism is, characteristics of a person with autism, key terms, communication tips, custodial challenges, field interactions with person with autism as offender or family of offender, safety tips, de-escalation techniques, use of force considerations, family dynamics of an autism family, and other relative information.

Training/Learning Objectives

- Describe what is autism.
- List some of the characteristics of autism.
- Discuss autism as related to correctional institutions, the field, examples and real life experiences.
- Explain how to talk to someone with autism, incorporating de-escalation and sensory input.

Presenter
Brian Herritt, Consultant/Instructor, Independent Consultant - Autism Risk Management (CA)