


SOLANO COUNTY CALIFORNIA PROBATION DEPARTMENT	POLICY NUMBER: 105	EFFECTIVE DATE: November 19, 2018
	SUPERSEDES: May 1, 2017	
APPROVED BY:  CHIEF PROBATION OFFICER	TITLE: ADULT PROBATION CENTER FOR POSITIVE CHANGE CLIENT CASEWORK PROCESS	

1. **Policy** The Solano County Probation Department Center for Positive Change (CPC) shall implement a planned methodology for providing casework and treatment with the CPC clients to promote law-abiding behavior and reduce client recidivism.

2. **Definitions** (*Attachment A*)

3. **Procedures**
 - A. **Components of the CPC Casework Process** – The following components shall comprise the Client Casework Process for all clients classified as Level 4 or 3 referred to the CPC.
 - (1) **Initial Face-to-Face Meeting** – An independent one-on-one meeting with the client for the purpose of building rapport, obtaining preliminary client information, providing role clarification, and responding to any client questions.
 - (2) **Assessment Review and Service Planning** – An independent face-to-face meeting with the client for the purpose of reviewing the client's Assessments and if available, the My Change Plan and collaborating with them to identify specific service needs and the sequencing of the services.
 - (3) **Client Reinforcement Meetings** – Face-to-face meetings with clients assigned to a CPC Caseworker's caseload for the primary purpose of reinforcing all CPC program activities and assisting the client in addressing their assessed criminogenic needs.
 - B. **Case Assignments**
 - (1) The CPC Supervisor or Senior Deputy Probation Officer designee shall normally assign all new case referrals to a CPC Caseworker within 3 business days from receiving the referral.
 - (2) To the extent possible, the CPC Supervisor shall monitor client workloads, and through initial case assignments equalize client workload distributions to ensure when possible, that Caseworker's do not exceed 30 clients on their caseload and Senior Deputy Probation Officers do not exceed 20 clients.

- (3) When it is determined that a client is in need of substance abuse treatment, the client shall complete the ASUS-R (See P-100 Adult Services Client Case Classification and Supervision, Attachment D) prior to being placed in a specific substance abuse program in accordance with the Adult Probation Criminogenic Needs Interventions and Program Referral Guidelines (**Attachment B**).

C. Casework Process

- (1) Initial Face-to-Face Meeting – For purposes stated herein, the CPC Caseworker shall have an initial individual face-to-face meeting with the client within 5 business days from being assigned the case. During this initial meeting, the CPC Caseworker shall as close as possible follow the initial Face-to-Face Contact Guide (**Attachment C**).
- (2) Assessment Review and Service Planning – The CPC Caseworker shall normally within 10 business days from the initial face-to-face meeting, meet with each client assigned to their caseload to review the client's assessments and My Change Plan if available, and identify the specific CPC services and appropriate sequencing based upon the client's needs and circumstances. Prior to meeting with the client to conduct the client service planning process, the Caseworker should review the client's completed Assessments using the Assessment Review Guide (**Attachment D**). When meeting with the client the CPC Caseworker shall as close as possible follow the Assessment Review and Service Planning Guide (**Attachment E**). When determining the appropriate program(s) for the client, the CPC Caseworker shall refer to the Adult Probation Criminogenic Needs Interventions and Program Referral Guidelines, (**Attachment B**).
- (3) My Change Plan (CP) – If at any point during or after the service planning process the client is going to participate in any CPC services to address a client's assessed need that has not been addressed in a CP completed by the client's supervision Deputy Probation Officer (DPO), the CPC Caseworker shall complete a CP (**Attachment F**) with the client to address the assessed need, even if the program that the client will participate in does not change from the need addressed in the CP completed by the supervision DPO. A copy of any CP completed with the client by the CPC Caseworker shall be given to the client's supervision DPO. The completion of the CP shall be in accordance with the following:
 - a. The creation of the CP should be a collaborative effort between the CPC Caseworker and the client.
 - b. When developing the CP, realistic client goals/objectives shall be established along with the incremental achievable steps-activities that need to be taken to reach the goal/objective. Based upon the client's capability and motivation, not all assessed needs may be able to be addressed at the same time. To assist in the development of the CP,

the CPC Caseworker should review the suggested goals, objectives, and possible activities for the client's assessed need, which is contained in the Adult Probation My Change Plan Guide (Attachment G).

- c. A separate CP shall be completed for each need area the client is working on, signed by the client and the CPC Caseworker, with the client provided a copy.
- (4) Client Reinforcement Meetings – Upon completion of the initial service planning process the CPC Caseworker, when meeting with the client, should as close as possible follow the Caseworker Client Reinforcement Meetings Contact Guide (Attachment H). The CPC Caseworker shall normally meet weekly with each client on their caseload for the first 90 days after the initial contact, and at least once every two weeks thereafter.
- (5) One-on-One Supervision Tools
- a. In addition to placing a client in a CPC group treatment program(s), CPC Caseworkers should work with the client to promote positive behavior change during client reinforcement meetings.
 - b. CPC Caseworkers shall be trained in the use of selected one-on-one supervision tools.
 - c. Based upon the client's Assessments, the CPC Caseworker shall when appropriate, select the applicable tool or tools to help facilitate the client to address their identified criminogenic needs.
 - d. The CPC Caseworker shall refer to the Adult Probation Criminogenic Needs Interventions and Program Referral Guidelines (Attachment B) to help guide them in selecting the appropriate tool(s).
 - e. To avoid duplication the CPC Caseworker shall inform the client's supervision DPO prior to using a one-on-one supervision tool with the client.
- (6) Documentation and Communication – The CPC Caseworker shall document the client's progress along with any other pertinent information in CASE. In addition the CPC Caseworker shall ensure the client's supervision DPO is kept informed of the client's progress in the CPC program.
- (7) Client Program Termination – When a client is terminated from the CPC program, the following provisions as set forth in P-100, (Adult Services Client Case Classification and Supervision) shall be followed:
- a. Prior to any determination that a client who has been referred to the CPC program for services will not be accepted or unsatisfactorily terminated, the client's CPC Caseworker shall contact and collaborate with the client's supervision DPO to discuss the reasons for non

acceptance or possible termination, along with any other alternatives. When possible a mutually agreed upon course of action should be taken. In cases where there is disagreement between the CPC Caseworker and the client's supervision DPO, the CPC Supervisor and the supervision DPO's Supervisor shall confer to resolve the disagreement. In cases where the Supervisors are unable to reach a consensus, the Manager over the CPCs shall make the final decision. If the client is terminated from the CPC the CPC Caseworker shall complete the CPC Termination Summary (**Attachment I**) and forward a copy to the supervision DPO. The supervision DPO shall make a CASE entry indicating the reason for non acceptance or termination.

- b. When a client is terminated from a CPC treatment group, the group facilitator shall inform the supervision DPO and the client's CPC Caseworker. When possible, the group facilitator, prior to informing the client, should discuss the need to terminate the client with the client's CPC Caseworker and supervision DPO.

- (8) All group programs conducted by CPC staff or contracted staff shall be comprised of clients of the same gender only.

D. Missed Appointments

- (1) The CPC Caseworker shall reschedule and conduct any missed supervision appointments no later than 10 business days from the originally scheduled appointment. If the client misses the rescheduled appointment, the CPC Caseworker shall reschedule and conduct an appointment no later than 8 business days from the second missed appointment. The CPC Caseworker shall make reasonable efforts (including phone calls) to locate the client.
- (2) All efforts to locate a client including phone calls, collateral contacts, etc. shall be documented in CASE.

- 4. **Exceptions** Any exceptions to the provisions set forth in this policy shall require prior written approval from the Chief Probation Officer.

DEFINITIONS

- A. **Adult Substance Use Survey – Revised (ASUS-R)** A self-administered questionnaire completed by a client describing his/her substance use habits, potential emotional issues, attitude toward society, motivation to change and willingness to self-disclose personal information.
- B. **Case File** The manual or electronic method of maintaining the complete record of a client's particular supervision case.
- C. **CPC Caseworker** A CPC staff person who has an assigned caseload of CPC clients to whom casework services are being provided.
- D. **Client Service Planning** The process of collaborating with the client to identify specific needs and develop a strategy for completing the identified CPC services.
- E. **My Change Plan** A written document completed in collaboration with a client in order to facilitate addressing an assessed need.

SOLANO COUNTY PROBATION DEPARTMENT

ADULT PROBATION

CRIMINOGENIC NEEDS INTERVENTIONS

AND

PROGRAM REFERRAL GUIDELINES

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PRO-CRIMINAL ATTITUDES AND ORIENTATION / CRIMINAL HISTORY

Interventions for Attitudes and Orientation / Criminal History	
One-on-One Supervision Tools	Program Referral Options
The Change Companies Journals: <u>Courage To Change:</u> – Social Values – Responsible Thinking Carey Guides: – Antisocial Thinking – Empathy – Moral Reasoning – Emotional Regulation – Problem Solving EPICS II: – Cognitive Model – Behavioral Analysis Worksheet	Reasoning and Rehabilitation 2 Thinking for a Change Possible Others: – Mentoring

Program Referral Guidelines

- **Reasoning and Rehabilitation 2 (R&R2)**
 The program normally meets 2 times a week for 7 weeks. **Referral Guidelines:** Clients classified Level 3 who have a High need in companions; pro-criminal attitudes; or anti-social patterns. Clients classified as Level 2 who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns.
- **Thinking For a Change (T4C)**
 The group normally meets 2 times a week for 13 weeks. **Referral Guidelines:** Clients classified Level 4, who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns. Clients classified Level 3 who have a Very High need in companions; pro-criminal attitudes; or anti-social patterns.

COMPANIONS

Interventions for Companions	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Courage To Change:</u></p> <ul style="list-style-type: none"> – Peer Relationships <p>Carey Guides:</p> <ul style="list-style-type: none"> – Antisocial Associates – Engaging Prosocial Others – Interpersonal Skills <p>EPICS II:</p> <ul style="list-style-type: none"> – Behavioral Analysis Worksheet – Problem Solving Worksheet – Recognize, Avoid, Cope, Evaluate (RACE) 	<p>Reasoning and Rehabilitation 2</p> <p>Thinking for a Change</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Mentoring – Seeking Safety / Gender Specific

Program Referral Guidelines

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- **Seeking Safety (SS) / Gender Specific**
SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time. **Referral Guidelines:** Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.

ANTISOCIAL PATTERN

Interventions for Antisocial Pattern	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p><u>Courage To Change:</u></p> <ul style="list-style-type: none"> – Self Control <p>Carey Guides:</p> <ul style="list-style-type: none"> – Anger – Emotional Regulation – Interpersonal Skills – Problem Solving <p>EPICS II:</p> <ul style="list-style-type: none"> – Problem Solving Worksheet – Cognitive Model 	<p>Reasoning and Rehabilitation 2</p> <p>Thinking for a Change</p> <p>Possible Others:</p> <ul style="list-style-type: none"> – Mentoring – Seeking Safety /Gender Specific

Program Referral Guidelines

○ **Reasoning and Rehabilitation 2 (R&R2)**

The program normally meets 2 times a week for 7 weeks. **Referral Guidelines:** Clients classified Level 3 who have a High need in companions; pro-criminal attitudes; or anti-social patterns. Clients classified as Level 2 who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns.

○ **Thinking For a Change (T4C)**

The group normally meets 2 times a week for 13 weeks. **Referral Guidelines:** Clients classified Level 4, who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns. Clients classified Level 3 who have a Very High need in companions; pro-criminal attitudes; or anti-social patterns.

○ **Seeking Safety (SS) / Gender Specific**

SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time.

Referral Guidelines: Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.

FAMILY / MARITAL

Interventions for Family / Marital	
One-on-One Supervision Tools	Program Referral Options
The Change Companies Journals: <u>To Change:</u> – Family Ties – Social Values Carey Guides: – Involving Families – Overcoming Family Challenges EPICS II: Problem Solving Worksheet	Seeking Safety / Gender Specific

Program Referral Guidelines

○ **Seeking Safety (SS) / Gender Specific**

SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time.

Referral Guidelines: Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.

ALCOHOL / DRUGS

Interventions for Alcohol / Drugs	
One-on-One Supervision Tools	Program Referral Options
The Change Companies Journals: <u>Courage To Change:</u> – Substance Use Carey Guides: – Substance Abuse EPICS II: – Behavioral Analysis Worksheet – Problem Solving Worksheet – Recognize, Avoid, Cope, Evaluate (RACE)	TAD Matrix Therapy Possible Others: – Mentoring – Seeking Safety / Gender Specific

Program Referral Guidelines

- **Treating Alcohol Dependence (TAD)**
 The group normally meets 2 times a week for 8 weeks. **Referral Guidelines:** Clients classified Level 4, 3, or 2 who have an ASUS-R Service Level of 3.
- **Matrix Therapy**
 The program normally meets 3 times a week for approximately 16 weeks. **Referral Guidelines:** Clients classified Level 4, 3, or 2 who have an ASUS-R Service Level of 4, or a client who has completed Treating Alcohol Dependence and has tested positive for a drug they are abusing.
- **Seeking Safety (SS) / Gender Specific**
 SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time. **Referral Guidelines:** Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.

NOTE 1: If the LS/CMI AD Subscale Level is Very High (VH) or High (H), or the TCUDS-5 score indicates a moderate or severe disorder, and the ASUS-R Service Level is 1 or 2, the client should be referred to TAD.

NOTE 2: If the ASUS-R Mood Adjustment Scale raw score is 14 or higher or the score on the CMHS is 6 or higher, refer the client for further Mental Health evaluation. A score on the Mood Adjustment Scale of 14 or higher and a Service Level recommendation of 3 or 4, a co-occurring problem may exist. In these cases a Level 3 and 4 Service Referral should be confirmed by a clinical evaluation.

EDUCATION

Interventions for Education	
One-on-One Supervision Tools	Program Referral Options
Carey Guides: – Interpersonal Skills – Your Guide to Success EPICS II: – Cognitive Model – Problem Solving Worksheet	GED Classes Possible Others: – Mentoring

Program Referral Guidelines

○ **Reasoning and Rehabilitation 2 (R&R2)**

The program normally meets 2 times a week for 7 weeks. **Referral Guidelines:** Clients classified Level 3 who have a High need in companions; pro-criminal attitudes; or anti-social patterns. Clients classified as Level 2 who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns.

EMPLOYMENT

Interventions for Employment	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p>Courage to Change: – Seeking Employment</p> <p>Carey Guides: – Interpersonal Skills – Your Guide to Success</p> <p>EPICS II: – Cognitive Model – Problem Solving Worksheet</p>	<p>Employment Services (CPC)</p>

LEISURE / RECREATION

Interventions for Leisure / Recreation	
One-on-One Supervision Tools	Program Referral Options
<p>The Change Companies Journals:</p> <p>Courage to Change: – Recreation and Leisure</p> <p>Carey Guides: – Prosocial Leisure Activities</p> <p>EPICS II: – Behavioral Analysis Worksheet – Problem Solving Worksheet</p>	<p>Mentoring</p> <p><u>Possible Others:</u> – Seeking Safety / Gender Specific</p>

Program Referral Guidelines

○ **Seeking Safety (SS) / Gender Specific**

SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time.

Referral Guidelines: Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.

SOLANO COUNTY ADULT PROBATION

CORE TREATMENT SERVICES AND SUPERVISION TOOLS

Adult Treatment Services:

- Treating Alcohol Dependence – The primary goal of this treatment is to master skills that will help to maintain abstinence from alcohol and other drugs. In order to develop these skills, clients must identify high risk situations that may increase the likelihood of renewed substance abuse. Having identified situations that represent a high risk for relapse, clients must develop skills to cope with them. In this program, all clients are first taught basic skill elements for dealing with common high risk problem areas; they are encouraged to engage in problem solving, role playing, and homework practice exercises that will enable participants to apply the new skills to meet their own particular needs. **The group normally meets 2 times a week for 8 weeks. Referral Guidelines: Clients classified Level 4, 3, or 2 who have an ASUS-R Service Level of 3.**
- Matrix Therapy – This treatment program provides adults with the structure of an evidence-based treatment experience and combines education with both substance use and criminal thinking and behaviors. This program has been specifically adapted to meet the unique needs of law involved clients and includes a focus on criminal thinking, re-entry, and adjustment issues. The program covers individual/conjoint therapy, early recovery skills, relapse prevention, family education, social support, medication-assisted treatment, adjustment or re-entry challenges, and urinalysis, with participation in a Twelve Step program encouraged throughout. **The program normally meets 3 times a week for approximately 16 weeks. Referral Guidelines: Clients classified Level 4, 3, or 2 who have an ASUS-R Service Level of 4, or a client who has completed Treating Alcohol Dependence and has tested positive for a drug they are abusing.**
- Thinking For a Change (T4C) – T4C is a cognitive-behavioral therapy (CBT) program that includes cognitive restructuring, social skills development, and the development of problem solving skills. T4C combines cognitive restructuring theory and cognitive skills theory to help clients take control of their lives by taking control of their thinking. The foundation of T4C is the utilization of CBT principles throughout the group sessions. T4C stresses interpersonal communication skills development and confronts thought patterns that can lead to problematic behaviors. The program has three components: cognitive self-change, social skills, and problem solving skills. Lessons on cognitive self-change provide participants with a thorough process for self-reflection concentrated on uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills lessons prepare participants to engage in prosocial interactions based on self-understanding and awareness of the impact that their actions may have on others. Finally, problem solving skills integrate the two other components and provide participants with a step-by-step process to address challenges and stressful situations they may encounter. **The group normally meets 2 times a week for 13 weeks. Referral Guidelines: Clients classified Level 4, who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns. Clients classified Level 3 who have Very High need in companions; pro-criminal attitudes; or anti-social patterns.**

- Reasoning and Rehabilitation 2 (R&R2) – Based on the neurocriminology model, participants are engaged in prosocial simulation training and prosocial role-taking in order to stimulate their development of a prosocial identity. Participants practice prosocial behaviors in the group and in out-of-class assignments. Topics include problem solving; emotional regulation; social skills; conflict management, and prosocial values and beliefs. **The program normally meets 2 times a week for 7 weeks. Referral Guidelines: Clients classified Level 3 who have a High need in companions; pro-criminal attitudes; or anti-social patterns. Clients classified as Level 2 who have a Very High or High need in criminal history; companions; pro-criminal attitudes; or anti-social patterns.**
- Seeking Safety (SS) – Seeking Safety is a manualized cognitive-behavioral intervention for individuals with co-occurring posttraumatic stress disorder (PTSD) and substance use disorders. SS has been used for a number of different populations, including both adult women and men as well as juveniles. As part of the treatment, SS provides psychoeducation, which seeks to educate participants about the consequences of trauma and the links between trauma and substance use. SS also integrates cognitive, behavioral, and interpersonal topics, and teaches specific coping skills. The treatment consists of topics (such as asking for help and coping with triggers), which address the cognitive, behavioral, interpersonal, and case management needs of persons with both substance use disorders and PTSD. The intervention emphasizes the importance of stabilization, coping skills, and the reduction of self-destructive behavior. **SS is a 12-week intervention, during which groups meet 2 times a week for 2 hours each time. Referral Guidelines: Clients classified as Level 4, 3, or 2 who have a Very High or High need in alcohol/drugs, and have scored 5 or higher on the CMHS or have been diagnosed with PTSD.**

Supervision Tools:

- The Courage to Change Interactive Journaling Series – The Courage to Change Series is an evidence-based supervision / case management model for adult clients developed in collaboration with several United States Probation Offices. Through the use of this cognitive-behavioral interactive journaling system and interaction with their probation officer, clients address their individual problem areas based on a criminogenic risk and needs assessment. Implementation is flexible and can be customized based on risk, responsivity and programming needs. By personalizing the information presented in the nine journals to their own circumstances, clients will develop a record of their commitments and progress throughout probation and a roadmap to success in their efforts to make positive behavior change.
- The Carey Guides – Research demonstrates that traditional methods of supervision are ineffective in reducing recidivism among adult and juvenile clients. For behavior change and recidivism reduction to be possible, clients must understand the personal and environmental factors underlying their offending behavior and be taught the skills they need in order to make positive changes in the future. The Carey Guides are designed to equip probation officers with the information and tools they need to support these changes among their clients. The Guides are short, practical, and easy to use. They are designed to help you do your job more effectively by translating evidence-based practices into a series of strategies and tools that are quick and to the point.

SOLANO COUNTY PROBATION DEPARTMENT

ADULT PROBATION

EVIDENCE BASED SUPERVISION MODEL

PROBATION OFFICER BEHAVIOR CHANGE SKILLS	BEHAVIOR CHANGE SUPERVISION TOOLS	CORE TREATMENT MODELS
<ul style="list-style-type: none"> Physical Attending Asking Open Ended Questions Affirming Positive Talk and Behavior (Effective Reinforcement) Reflecting What is Said (Reflections) Summarizing What is Heard (Summarizations) Responding Empathically Giving Feedback (Effective Disapproval / Use of Authority) Recognizing and Rolling with Resistance Recognizing and Strengthening Change Talk Prosocial Modeling 	<ul style="list-style-type: none"> Behavioral Analysis Worksheet (EPICS II) Case Planning Carey Guide Recognize, Avoid, Cope, Evaluate (EPICS II) Teaching the Cognitive Model (EPICS II) Anti-Social Thinking Carey Guide Problem Solving Worksheet (EPICS II) Problem Solving Carey Guide Supervision Guides (P-100) Carey Blue and Red Guides (33 Guides) My Change Plan Guide Adult Probation Criminogenic Needs Interventions And Program Referral Guide (P-100) 	<ul style="list-style-type: none"> Thinking For A Change Reasoning and Rehabilitation 2 Treating Alcohol Dependence Matrix Therapy Seeking Safety / Gender Specific Mentoring Employment Services Mental Health Evaluation and Treatment

SOLANO COUNTY ADULT PROBATION
CPC CASEWORKER GUIDE

ACTIVITY:**CASEWORKER CLIENT INITIAL FACE-TO-FACE CONTACT****CASEWORKER ACTIVITY STEPS:**

- ☐ **Introductions / Meeting Purpose:** Greet the client in a respectful manner introduce yourself, and discuss meeting purpose. *(Learn more about the client and discuss the CPC)*
- ☐ **Rapport Building:** Using Motivational Interviewing/Active Listening skills, ask the client to share with you information about him/herself, and the circumstances that resulted in their placement on supervision. *(Tell me about yourself)*
- ☐ **Client Engagement:** Ask the client to discuss what he/she hopes to accomplish while on probation.
- ☐ **CPC Overview:** Review with the client the programs available at the CPC and respond to any client questions.
- ☐ **Role Clarification:** Explain the role of the CPC Caseworker as well as the client's role and responsibilities, and what the CPC's expectations are of the client.
- ☐ **Assignments:** Discuss any actions that the client should take or complete before the next meeting.
- ☐ **Closure:** Summarize the meeting and reinforce any positive client actions or statements and schedule the next meeting.

ASSESSMENT REVIEW GUIDE**LS/CMI**

1. Review client information (age/gender/current offense)
2. Identify the LS/CMI total risk score and corresponding risk level.

RISK LEVEL	LS/CMI RISK SCORE RANGE
1	0 – 17
2	18 – 23
3	24 – 30
4	Over 30

3. Identify any need subcomponents that scored High or Very High.
4. If no need subcomponents were scored High or Very High, identify the 3 highest scored needs.
5. If Education / Employment is scored Medium or above, check to see the client's employment status.
6. Review Family / Marital to identify potential anti-social or pro-social relationships.
7. Identify any areas of potential strengths.

TCUDS-5

1. Look at total score to determine the potential level of substance abuse disorder.

<u>SCORE</u>	<u>LEVEL</u>
2 – 3	Mild
4 – 5	Moderate
6 or more	Severe

2. Compare to the involvement and disruption score on the ASUS-R (if completed), and see if there is a correlation.
3. Review Question 12 to determine which drug they perceive to cause the most problem.
4. Review Question 13 to determine drugs used and frequency.
5. Review Question 14 to determine any past drug treatment.
6. Review Question 15 and 16 to help gauge their motivation to change and compare to the ASUS-R Motivation Scale if completed

CMHS

1. Review the CMHS to determine which questions were answered "Yes".
2. If the total score on the CMHS is 6 or more for men and 5 or more for women, further mental health evaluation is warranted.

ASUS-R (*As Applicable*)

1. Look at the AOD Involvement, AOD Disruption scales to determine the level of lifetime substance abuse (10 or above raw score for Involvement and 16 or above Disruption warrant attention for treatment).
2. Check the extent and disruption of drug use over the past 6 months (AOD last 6 months).
3. Review Mood Adjustment Scale for potential Mental Health issues. If raw score is 15 or above, further Mental Health evaluation is warranted (11-14 further evaluation should be considered). Check for possible suicide ideation (Questions 70 and 16) and if indicated, explore with the client.
4. Review the Defensive Scale to see if the client is defensive to self-disclosure (decile range of 7-10) or if they scored "never" on Question 46 or "none" on Question 52).
5. If client has a drug problem, look at the Motivation Scale to assess their readiness to change. (raw score 17 or above). Determine if further motivational enhancement is needed before program referral.
6. Compare the response to the questions on the Strength Scale (Questions 88-96) with the strengths identified in the LS/CMI. Check any discrepancies with the client and build on their identified strengths.
7. Review ASUS-R Service Level Recommendations and determine a referral as appropriate. (See if a co-occurring problem may exist if Mood Adjustment score is greater than 13 and a Service Level of 3 or 4 is warranted).

SERVICE LEVEL	SERVICE
1	No treatment
2	One-on-One Counseling and Education
3	Treating Alcohol Dependence or Equivalent
4	Matrix Therapy or Equivalent (if warranted by a Clinical Evaluation)

**SOLANO COUNTY ADULT PROBATION
CPC CASEWORKER GUIDE**

ACTIVITY:**ASSESSMENT REVIEW AND SERVICE PLANNING****PROBATION OFFICER ACTIVITY STEPS:**

- ☐ **Preparation:** Prior to meeting with the client, review the completed Assessments (Assessment Review Guide – Attachment D) and the client’s My Change Plan if available.
- ☐ **Check In:** Greet the client in a professional manner and ask them how things have been going since your last contact with them. Use Motivational Interviewing/Active Listening skills to clarify their response. *(What has been happening since we last talked)*
- ☐ **Meeting Purpose:** Explain that on this day you will be discussing some of the information provided from the completed Assessments and review the general purpose of the Assessments including how and why they are used. *(To help identify their needs, issues, and concerns)*
- ☐ **Assessment Review:** Ask the client what they were told by their Supervision PO were any issues or needs that the Assessments identified and if necessary provide additional feedback, to include feedback on the ASUS-R, if administered. As applicable, review the following need areas and use open-ended questions to further clarify each area and to gauge client motivation.
 - ☐ Strengths (LS/CMI)
 - ☐ Education / Employment (LS/CMI)
 - ☐ Friends and Associates (LS/CMI Companions)
 - ☐ Substance Abuse (TCUDS-5)
 - ☐ Decision Making / Solving Problems (LS/CMI Pro-criminal Attitude / Orientation, Anti-Social Pattern, Criminal History)
 - ☐ Family Relationships (LS/CMI Family/Marital)
 - ☐ Stress / Frustration / Depression (CMHS)
- ☐ **Service Planning:** Review the purpose of Service Planning (to identify the CPC services that the client will participate in) ask the client what they feel they need to work on, and collaborating with the client, determine the CPC programs and services they will participate in. (Include one-on-one supervision tools as appropriate).
- ☐ **Closure:** Summarize the meeting, reinforce any positive client actions or statements, discuss any actions the client should take or complete before the next contact, and schedule the next contact.

MY CHANGE PLAN

Among other things, the My Change Plan can be used as a quick assessment of a client's present motivational state relative to changing a specific behavior, and can serve as the basis for the use of motivation enhancement techniques in an effort to elicit change talk. The My Change Plan begins with identifying what the client perceives as a need area that they will work on and allows the client to rate his/her responses on a scale of one to ten.

By beginning with asking scaled questions about importance, followed by confidence you can facilitate client motivation:

- [Importance] *On a scale of one to ten with one being not important at all and 10 being the most important issue in your life at the moment, how important is it for you to make a change in ...?*
- [Confidence] *On a scale of one to ten with one being not confident at all and 10 being the highest level of confidence, how confident are you that you could make a change in ...?*

APPLICATION:

1. Ask the client to mark or tell you on a linear scale from "1" to "10" how important it is to them to work on the selected need area and the change they want to make (Goal/Objective).
2. Ask the client why he/she did not select a lower number, which will elicit change talk. (e.g., You marked the number "8" for importance in making a change in your use of alcohol. That's seems pretty important to you. Let me ask you, why didn't you select "5"?)
3. Catch and reflect any motivation (affirm) the client exhibits in responding to your question.
4. Repeat steps 1-3 with the confidence scale.
5. Use the information when working with the client to complete the remaining sections of My Change Plan.

SOLANO COUNTY PROBATION DEPARTMENT

ADULT PROBATION

MY CHANGE PLAN GUIDE

MY CHANGE PLAN GUIDE *

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* Adapted from the Case Planning Handbook developed by the Pennsylvania Council of Chief Probation Officers; the Juvenile Court Judges' Commission; and the Carey Group

Guide Introduction

This Guide is designed to assist staff to select My Change Plan goals and activities, programs that align with criminogenic needs. As such, the Guide is intended to be used as a starting point of reference. Based on the client's age, gender, cognitive ability and other unique traits, the probation officer will need to exercise judgment as to which goals and activities to select, along with the appropriate programs and supervision tools. (See Adult Probation Criminogenic Needs Interventions and Program Referral Guidelines, Attachment S). In coordination with any treatment program provider, the goal of evidence-based supervision is to have the probation officer and the client focus on behavior change and work on some potential behavior change activities during face-to-face contacts.

The reader will notice a few things that are noteworthy:

1. The goals are written in *strength-based* terms. Although the objective is to teach skills that address skill deficits, the strength-based wording is intended to maximize motivation and desire to engage.
2. The activities listed follow the SMART format, except for the "T" portion of SMART ("timebound"). An example of a timebound activity is "*By September 30*, identify five times in the last 30 days that you lost control of your anger." For the purposes of this document, this activity will simply read "Identify five times in the last 30 days that you lost control of your anger." The probation officer will need to (when appropriate), insert specific times based on what is realistic for the client.
3. The My Change Plan goals, objectives, and activities listed in the Guide are not all-inclusive. The activities listed are meant to serve as a starting point to open up discussion. Probation officers are urged to add to the listing as they discover other goals, objectives, and activities that are useful to the client.

Instructions: The Guide is organized according to the eight criminogenic needs as contained in the LS/CMI. The selected goals and objectives for each criminogenic need are ones to which a Level 4, 3, or 2 client might commonly aspire. My Change Plan activities are built around these goals and objectives. These activities include short assignments that clients can do as homework between contacts with their probation officer. (Also see One-on-One Supervision Tools in Attachment S).

Skill Deficits. Unlawful acts are influenced by dynamic risk factors, or criminogenic needs. If we can address those needs we can reduce the likelihood of future illegal behavior. Skills deficits may exist because the individual's environment did not afford the opportunity for role models to teach, demonstrate, or model prosocial skills. Or, in some cases, the very skills that were taught and modeled were counterproductive to a legal lifestyle.

Criminogenic needs are fairly broad when determining what to target in a My Change Plan. For example, teaching a skill to address the need of antisocial peers might require the teaching of skills around knowing the difference between a positive and negative influence, assertiveness, or recognizing high risk situations. In other words, each criminogenic need encompass a number of potential skill deficits. It is unlikely that the Court conditions of supervision will identify specific skills that need to be addressed; this requires probation officer judgment usually exercised during the change planning process. Our change planning goal then, is to proactively and precisely address those skill deficits most likely contributing to the client's illegal and antisocial conduct and to find opportunities to model, teach, and reinforce those skills in increasingly difficult situations.

The probation officer should use the Guide as follows:

1. Identify the criminogenic need that will be part of the My Change Plan.
2. With the client's input, select the My Change Plan goal or goals that best addresses that criminogenic need. The Guide provides some common examples.
3. With the client's input, select the objective that could help meet their goal. The Guide provides some common examples.
4. With the client's input, select as appropriate a few activities/steps that will lead the client toward their goal. These activities should be listed on the My Change Plan with a timeframe (when appropriate), that indicates when each one will be completed. The probation officer should avoid recording too many activities at once; circumstances may change as the client works toward the goals and objectives so activities may have to change. The Guide provides a number of suggestions for activities, all of which tend to build on the previous activity. The probation officer and the client may wish to use some of those activities and not others, or develop their own activities based on the client's circumstances.
5. The One-on-One Supervision Tools as well as the Program Referral Options contained in Attachment R can also be listed as an activity to be completed in the client's My Change Plan.

PRO-CRIMINAL ATTITUDES AND ORIENTATION / CRIMINAL HISTORY

Pro-Criminal Attitudes and Orientation Definition

Clients are more likely to recidivate if their attitudes, thoughts, and beliefs justify harmful behaviors that result in illegal activities. These attitudes, thoughts, and beliefs include minimizing the consequences of their actions, blaming others, desiring control and power over others, having a sense of entitlement, etc. Clients with attitudes, thoughts, and beliefs that put them at risk for illegal behavior often view the world as being unfair, which can lead them to rationalize stealing or hurting others, or they may believe that the world is a place where only aggressive people survive. Clients who do not engage in justifications or make excuses for their behavior, who try to act responsibly toward others, who respect society's laws and rules and think that they are mostly fair, and who regret their past illegal behavior are more likely to steer away from crime.

My Change Plan Goal A: Develop thinking skills that help me make decisions that will support lawful behavior and a healthy, successful life.

Objective 1: Take full responsibility for actions (e.g., be truthful even when there might be negative consequences; don't minimize/make excuses).

Possible Activities:

- Identify and write down five times when you attempted to avoid taking responsibility
- For each of the five times, write down what you were trying to avoid
- For each of the five times, describe the worst thing that could have happened if you had accepted responsibility and possible positive results had you accepted responsibility
- For four weeks, keep a journal of every time you 1) avoid responsibility (describe the results) and 2) are tempted to avoid responsibility but, instead, take responsibility (describe the results)
- Practice making amends for negatively impacting someone by admitting what you did wrong to the affected person

Objective 2: Avoid thinking traps that can lead to things that are harmful to self.

Possible Activities:

- Identify which of the eight thinking trap(s) you tend to fall into (provide list)
- List the consequences you could or have experienced for each of your traps
- Provide three examples when you fell into one of your thinking traps, and describe what happened as a result
- List at least three times in the past 30 days when you stopped yourself from falling into the thinking trap, and describe what happened as a result

Objective 3: Understand the thought–feeling–action link (EPICS II – Cognitive Model / Anti-Social Thinking Carey Guide) and how to apply it to my life circumstances.

Possible Activities:

- Identify five times you made a decision that resulted in a loss of privileges or freedom

- For each time, list your thoughts that led to your decision; then, list three replacement thoughts for each of those five times that could have led to more positive outcomes
- Apply the thought–feeling–action link to a new situation where your thoughts led to a positive outcome

Objective 4: Understand what triggers thinking that is harmful, and develop a plan to prevent negative, automatic responses to those triggers.

Possible Activities:

- Make a list of at least five people, places, or things that trigger your _____ behavior
- For each of those triggers, identify at least two possible responses that would likely lead to a positive outcome for you
- Select two of your most positive trigger responses
- Review your relapse plan with two people who want you to be successful; get their input; write down how those two people can support you in preventing relapse

My Change Plan Goal B: Identify and act on values to live by that will support my success.

Objective 1: Hold a set of values that uphold the dignity, safety, and independence of self and others.

Possible Activities:

- Identify two people with ethical values and list their values and characteristics; give one observed example for each value
- Identify which values you hold and which you do not
- Write a personal code of ethics; ask two people to review it and give you feedback
- For a month, keep a journal of every time you uphold your personal code of ethics and every time you do not; for those times when you did not uphold your personal code of ethics, discuss with your probation officer what prevented you from doing so

Objective 2: Make responsible, moral choices when confronted with ethical dilemmas

Possible Activities:

- Define what it means to make a good moral choice; list what conditions must be met for an action to be considered a good moral choice
- Identify five examples when you would find it difficult to make a good moral choice, and explain why
- List five rules that you want to live by
- For a month, list each time you are able to live by your five rules and each time you are not; decide whether you want to modify your five rules

COMPANIONS

Companions Definition

Associates can have a significant influence on client's behavior. Prosocial associates can discourage illegal behavior and reward prosocial conduct, while antisocial associates can both encourage criminal conduct and reward it. Having meaningful relationships with prosocial associates reduces the likelihood that individuals will commit future illegal acts. Clients with many antisocial associates are more likely to remain entrenched in a life of crime.

My Change Plan Goal A: Avoid places and people that have a bad influence on me.

Objective 1: Learn the difference between positive and negative traits in people.

Possible Activities:

- Define six circumstances when loyalty to others is a positive trait and six circumstances when loyalty is a negative trait; based on this, list three things you learned about loyalty
- Make a list of five successful people who have a positive, healthy outlook on life and five people who are less positive, healthy, and successful
- For the ten people you identified, list the character traits that make them either positive / successful or negative / unsuccessful
- Circle traits of the five positive / successful people that you want to model; for each trait, rate how confident you are that you can develop this trait in yourself, using a scale of 1-5, with 1 being “not confident” and 5 being “very confident”
- Make a list of the people you spend the most time with and identify how many of the positive and negative traits they have

Objective 2: Avoid high risk situations.

Possible Activities:

- List the last ten times you got into trouble or could have gotten into trouble, and the circumstances (people, places, things) that put you in that position
- List three patterns you notice about the circumstances that did or could have led to trouble
- For each of the times you could have gotten into trouble, list one or two things that you could have done to avoid getting into trouble
- Pick three things that, in the future, would most likely influence you to get into trouble; for each of those three things, choose two strategies you could use to avoid getting into trouble

Objective 3: Improve refusal skills.

Possible Activities:

- Make a list of situations that could result in conflict or violence
- Identify four times others influenced you to do something that got you into trouble or could have gotten you into trouble

- Develop two action strategies to avoid problems for each of the four scenarios identified
- Practice with your probation officer how to say no and how to redirect a negative idea
- Write an action plan for improving your refusal skills

My Change Plan Goal B: Spend more time with people and activities that will keep me out of trouble.

Objective 1: Develop long-lasting relationships with positive people.

Possible Activities:

- List eight traits you want in a positive peer relationship
- Identify four people you already know who have most of those eight traits
- Name three places where it is possible to meet people who likely have these eight traits
- Develop a plan to spend more time with people you already know who have these eight traits
- Identify a plan to get involved in activities that would increase the amount of time you spend with people who possess these eight traits
- With your probation officer, practice introducing yourself to a new, potential friend
- Pick two social skills that you would like to improve upon, and develop a plan to practice these skills in different settings

My Change Plan Goal C: Break off relationships that lead to trouble.

Objective 1: End unhealthy relationships without harming self or others.

Possible Activities:

- List five reasons why it is in your best interest to break off the relationship and three reasons why you might have some anxiety about doing so
- Write a paragraph on the best outcomes if you broke off the relationship and a paragraph on the worst outcomes; for each scenario, use a scale of 1 to 10 to indicate the likelihood that the best or worst thing would happen, with 1 being “not likely” and 10 being “very likely”
- Develop a plan to reduce the chances that the worst thing would happen if you broke off the relationship
- Write a script of what you would say to the person you want to break ties with
- Practice with your probation officer what you would say to the person you want to break ties with
- Put the relationship break-off plan in place and discuss next steps with your probation officer

ANTISOCIAL PATTERN

Antisocial Pattern Definition

Many higher risk clients are impulsive and take risks, acting with little thought of the consequences. They can be impatient, easily bored, and easily angered. They typically have one or more significant skill deficits, such as problem solving, coping, or demonstrating appropriate social skills. As a result, their lives are frequently unstable and they tend to make poor choices. Clients who have self-management skills, who think before acting, who consider the consequences of their actions, and who are skilled problem solvers are at less risk to reoffend.

My Change Plan Goal A: Improve my problem solving skills.

Objective 1: Learn the steps of problem solving and successfully apply them in daily life.

Possible Activities:

- List three times when you made a decision that resulted in negative consequences
- Learn the steps of problem solving (EPICS II – Problem Solving Worksheet / Problem Solving Carey Guide)
- Select a current problem you are facing and write down how you would apply the steps of problem solving to it; review your writing with your probation officer
- Repeat the steps of problem solving ten times over a period of six weeks

My Change Plan Goal B: Improve my decision making (i.e., reduce impulsivity).

Objective 1: Learn how to think through a risky situation before acting and successfully apply this way of thinking in my daily life.

Possible Activities:

- List six times in the past year when you acted impulsively and later determined that you could have handled the situation better had you thought more before acting
- For one month, keep a daily log of times when you act impulsively; from this, identify three patterns of when you act impulsively (e.g., when your pride is challenged, when you want to have fun, when you feel anxious)
- For each of the three patterns, describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, excitement, “don’t care,” flushed face)
- List four ways you can slow yourself down when you first notice the patterns and thoughts / body reactions (e.g., count backwards from 20, snap a rubber band worn around your wrist, take a walk)

Continue the daily log for one month; list each time you stop yourself from acting before thinking, and describe the outcomes

My Change Plan Goal C: Increase my empathy for others.

Objective 1: Learn how others are affected by my actions or inaction.

Possible Activities:

- Ask family members or friends to give you four examples of times when you did something that benefited them and four examples of times when your actions negatively affected them, and ask them to explain how your actions impacted them; write down what they tell you
- Thinking back on the last two times you were arrested, write down all of the people who were impacted by your behavior (e.g., family, school, employer, neighbor, victim, police officer, tax payer), and how they were affected; if you don't know how your actions affected others, ask them (excluding the victim)
- Interview three of the people who were impacted and ask them how they were impacted; don't argue or disagree, just listen and write down what they tell you; ask them what you could do, if anything, to restore what was lost due to your behavior
- Develop a plan with your probation officer to give back to those you affected (e.g., write a letter of apology, do community service, make a donation, change your future behavior)
- After implementing your plan, interview those you sought to "restore" and ask them how they were impacted by your restoration actions

My Change Plan Goal D: Gain control of my emotions (i.e., control anger, regulate emotions).

Objective 1: Learn and apply the skills I need to manage my temper to avoid unnecessary conflicts (arguments, problems, fights).

Possible Activities:

- Keep a log for four weeks of every time you get angry; record the incident, the severity of your anger from 1 to 5 (1 = irritation; 3 = display of anger; 5 = out of control), and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don't get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way or when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body just before you act (e.g., racing thoughts, panic, sweat, flushed face)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., "It's not that big of a deal," "I have too much to lose," "I won't let someone else get me down," "No one can make me angry without my permission")
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes

Objective 2: Learn and apply the skills I need to manage my internal anger.

Possible Activities:

- For four weeks, keep a log of every time you get angry and “swallow that anger”; record the incident, the severity of your anger from 1 to 5 (1 = irritation; 3 = strong reaction; 5 = ruminating on the issue to the point it affects your emotional well-being) and the consequences of the anger to yourself and others
- From the log, identify one or more patterns of when you tend to feel angry (e.g., when you don’t get your way, when your pride is challenged, when you are threatened) and the emotion that provokes the anger (e.g., guilt, weak, helpless, vulnerable)
- For each pattern, describe your greatest fear about that situation (e.g., What is the worst thing that could happen if you do not get your way? What about when your pride is challenged?) and compare that to the consequences you suffered as a result of losing your anger
- Complete another log for each time you get irritated or angry; describe what happens to your thoughts or body (e.g., racing thoughts, panic, sweat, flushed face)
- Write out three replacement thoughts that you can use when you get angry that will likely lead to a better outcome (e.g., “It’s not that big of a deal,” “I have too much to lose,” “I won’t let someone else get me down,” “No one can make me angry without my permission”)
- Continue the daily log for one month; list every time you are able to stop yourself from losing control of your emotions, and describe the outcomes

Family / Marital Definition

Family members or intimate partner relationships can be risk factors for clients if:

- these relationships are marked by high levels and protracted periods of stress and conflict (e.g., tension; arguments; physical, sexual or emotional abuse);
- there is neglect and avoidance (e.g., individuals do not feel cared for or supported); or
- family members and intimate partners engage in illegal or otherwise destabilizing behaviors or are supportive of antisocial attitudes

Family can be additionally problematic if caregivers provide little supervision or are harsh or inconsistent in their discipline. On the other hand, family and intimate partners can be strengths if they are readily accessible, emotionally and physically supportive, warm, encouraging, interested in the client's well-being, are prosocial role models, and accountable to one another.

My Change Plan Goal A: Set and keep healthy boundaries.

Objective 1: Recognize healthy and unhealthy relationships.

Possible Activities:

- List as many words as you can to describe what it is like to live in your “family” (e.g., parents, siblings, wife, children) as you define it (e.g., ¹and calm, kind, abusive, lenient, strict, apathetic, stressful); circle the words that are ⁹ for your emotional health and put an x through the words that are not good for your emotional health
- Describe how you feel when life in your “family” is like the circled words and when it is like the words with an x through them; give a percentage of time when it is like the circled words and when it is like the words with an x
- Write down at least three circumstances that, when present, tend to result in a more supportive and better home environment and three circumstances that result in a more stressful and worse home environment
- Make a plan with your probation officer for what you could do to increase healthy interactions and decrease unhealthy ones
- Practice with your probation officer how you would communicate parts of this plan to one or more of your “family” members

Objective 2: Set healthy boundaries for yourself.

Possible Activities:

- Research on the web what “healthy boundaries” are (e.g., issues that deal with privacy, criticism, yelling, respect) and write down your “boundary rules”
- Write down five things that are currently happening in your home that are not healthy for you, that you cannot change on your own, and that you no longer wish to happen
- For each of the five things, develop a plan for what you will do when they happen in the future

- Tell your “family” members what you plan on doing if these negative events occur again; practice with your probation officer first
- Put the plan in action and review the results with your probation officer; revise as needed

My Change Plan Goal B: Manage “family” conflict effectively.

Objective 1: Apply effective communication skills to family conflict.

Possible Activities:

- With your probation officer, list tips for effective listening and communication (e.g., maintain eye contact, wait to speak, use “I” statements, summarize what the other person said)
- Pick three situations that do not involve your “family” where you have been struggling with communication; practice the effective listening and communication skills with the people involved in these situations
- Identify three areas where “family” conflict often occurs and describe how you normally handle it
- With your probation officer, define how you want to improve the way you communicate in these three conflict areas; write a possible script of what you might say
- Practice with your probation officer how you would apply effective listening and communication skills in these three “family” conflict areas
- Use the skills in actual “family” conflict and report the results to your probation officer

Objective 2: Negotiate compromise.

Possible Activities:

- Research on the web definitions of “negotiate” and “compromise”; write each definition on an index card
- Identify up to four areas of “family” conflict where you are not satisfied with the outcome and would like to negotiate
- Divide a sheet of paper into three columns; on the left side, list the reasons you think your position is reasonable and, on the right side, list the reasons you think the other person thinks their position is reasonable; in the middle, write a potential solution that would satisfy both you and the other person
- With your probation officer, practice discussing one of the compromises; develop a plan to talk with your “family” member about the proposed compromise

Objective 3: Make amends effectively.

Possible Activities:

- List on paper the reason(s) you think your “family” member is upset with you, their feelings (if known), and what the person will likely need from you in order to renew a positive relationship
- Write a script of what you would say to the person who is upset with you; list the things they could say that might trigger a negative response in you

Practice with your probation officer what you will say to your “family” member to make amends; ask your probation officer to say those things that could trigger a negative response in you so you can practice keeping calm

My Change Plan Goal C: Increase emotional support from “family” members.

Objective 1: Give appreciation effectively.

Possible Activities:

- For two weeks, keep a log of times when each “family” member expresses gratitude for something, and record what triggers each expression
- Find a pattern for when each “family” member expresses gratitude, and list what each family member most appreciates
- Pick one “family” member and list three ways you can respond to them in a way that they most appreciate (e.g., compliments, doing chores, sense of humor, gift)
- If possible and appropriate, practice with your probation officer providing sincere appreciation through one of the three ways you listed
- Make and put in place a plan to show appreciation, starting with one “family” member

Objective 2: Receive appreciation effectively.

Possible Activities:

- Write on a sheet of paper the five ways you most often receive appreciation from others
- For four weeks, keep track of what you think when you receive appreciation (e.g., “That is not true,” “You are saying this because you want something,” “It’s about time,” “It felt good to hear that”) and what you do when you receive appreciation (e.g., say nothing, not head, disagree, thank the person)
- Find a pattern of what you tend to do when you receive appreciation and rank your response on a scale of 1 to 10, with a 1 being “I don’t receive appreciation well or I reject it” and 10 being “I receive appreciation with gratitude and accept it”
- For those areas where you do not receive appreciation well, write three statements that you could say to yourself that would increase the likelihood that you would accept the compliment
- Practice using the statements over four weeks and discuss with your probation officer how well this worked

Alcohol / Drugs Definition

Clients who have substance abuse disorders are at a higher risk to recidivate than individuals who do not. The instability that tends to result from substance abuse weakens ties with prosocial family members, intimate partners, and friends and often encourages ties with antisocial people. The instability also makes it difficult to pursue education or maintain employment. Without a legitimate source of income, clients may turn to illegal behavior.

The tendency of substance abusers to become impulsive and erratic and to do things under the influence of alcohol or drugs that they might not otherwise do increases the chances that they will reoffend.

My Change Plan Goal A: Live a non-substance abusing life – Without treatment (low risk / low need clients).

Objective 1: Build refusal skills.

Possible Activities:

- Identify all of the ways that drugs and alcohol have negatively impacted your life (e.g., financial, job/school, family, mental health, friendships)
- List the primary reasons you chose to use substances in the past (e.g., to calm down, to be accepted by peers) and provide alternate choices (e.g., get involved in physical fitness or organized sports)
- List the people in your life who influenced you to use substances and explain how they influenced you; for each person, develop a plan to reduce that influence (e.g., avoid, tell the person you stopped using, find new friends)
- Practice with your probation officer what you will say to those who try to influence you to use in the future
- For 60 days, keep a daily log of the level of temptation to use (non, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your probation officer
- After you have been drug free for 60 days, list all the benefits you have experienced and all the future benefits you expect if you continue
- List three things that your probation officer could do with you to help you not abuse drugs or remain drug free

My Change Plan Goal B: Live a non-substance abusing life – Getting and staying free of drug abuse with treatment.

Objective 1: Acquire the treatment necessary to live a non substance abusing life.

Possible Activities:

- Enroll in the [Name] treatment program in the next 14 days and begin treatment within 30 days

- Develop a transportation plan to ensure that you will be able to attend each treatment session; review your plan with your probation officer
- Develop a childcare plan to ensure that your children's daycare needs to not interfere with your treatment; review your plan with your probation officer
- Every two weeks, discuss with your probation officer what you are learning and how you are applying treatment to your life
- Develop an aftercare and relapse prevention plan three weeks before discharge; review your plan with your probation officer
- After you have been drug free for 60 days, list all the benefits you have experienced and all the future benefits you expect if you continue
- List three things that your probation officer could do to help you not abuse drugs or remain drug free

My Change Plan Goal C: Avoid getting in trouble due to alcohol or drugs.

Objective 1: Recognize indicators of substance abuse behavior.

Possible Activities:

- For each of the following areas — family, work/school, finances, and social life — list four signs that might indicate that substance abuse is getting you into trouble (e.g., your family is on your case, you lose your motivation for work/school)
- Circle those signs that you have experienced
- Identify three risky circumstances when you might use more than you want (e.g., when I am unemployed, when I have money, when I hang around someone too much) and, for each of these circumstances, list two ways you can prevent yourself from abusing substances
- List two things that your probation officer could do with you to help you avoid abusing substances

Objective 2: Learn how to cope with stress without the use of alcohol or drugs.

Possible Activities:

- See the skills and activities under the criminogenic needs of antisocial personality and leisure

My Change Plan Goal D: Avoid relapse.

Objective 1: Recognize how easy it can be to relapse and have a plan to avoid it.

Possible Activities:

- Interview three people you know who have managed to stay drug free after a struggle with addiction; ask them what triggered their relapses and how they overcame more relapses
- List your triggers (people, places, and things) for relapse
- For each trigger, identify two avoidance / coping skills, or ask for help strategies

- Practice scenarios where you turn down offers / pressure to use drugs or alcohol
- For 60 days, keep a daily log of the level of temptation to use (none, mild, significant), your thinking and feeling at the time, and how you avoided using; review your log with your probation officer
- Participate in at least two fun, action-oriented activities each week where substances are not permitted
- List two things that your probation officer could do with you to help you avoid relapse

Education Definition

Clients who have successful educational experiences have the opportunity to develop social and life skills that can help them succeed and nurture relationships with prosocial others (e.g., teachers, classmates, coaches, tutors). On the other hand clients who lack educational success may find it difficult to obtain legitimate, satisfying work that provides a living wage. This may contribute to an inability to support themselves, a lack of self-efficacy, and other negative consequences.

My Change Plan Goal A: Develop a commitment to learn and succeed in school.

Objective 1: Learn how to persevere.

Possible Activities:

- Make a list of your five-year goals (e.g., related to job, home, family, location, car, hobbies) and how much money it will take to achieve and maintain those goals
- Research on the web a person’s average income based on education level
- List four reasons you find it difficult to keep up with school requirements and four conditions that, when present, make it easier
- Pick a relative, friend, or famous person who is a role model and write two paragraphs on how this person overcame obstacles to be successful (i.e., list the traits that they possessed)
- Look up the word “grit” and write down a definition; describe “grit” in your own words and explain why it is an important character trait
- Select three times you faced obstacles but overcame them; what trait did you possess that allowed you to do this?
- Write two statements you can say to yourself to help you stay focused on persevering in school

My Change Plan Goal B: Overcome behavioral barriers to succeeding in school.

Objective 1: Manage conflicts and disappointments.

Possible Activities:

- Make a list of every time in the past year when your behavior got you into trouble at school or resulted in poor school performance
- Go through the list and identify the major reason why you got into trouble or performed poorly (e.g., you were bored, you felt disrespected, someone started a fight, you used drugs / alcohol, you skipped class, you could not get a ride)
- For each reason, write a 1 if the reason was fully your responsibility, a 2 if it was partially your responsibility, and a 3 if it was fully someone else’s responsibility

- For the items marked 1 or 2, identify the three skills that would best help you overcome those barriers to success
- Select the most useful skill and work with your probation officer to learn the skill, practice the skill, and use the skill at school

Objective 2: Seek assistance when you need help.

Possible Activities:

- Write down five areas where you have struggled at school; for each area, write a sentence about how you asked for help and, if you did not, what stopped you from asking for help
- Fill out a thinking report on the thoughts that prevented you from asking for help
- With your probation officer, learn the steps for how to ask for help; practice the steps
- Practice asking for help in three emotionally safe settings, such as asking a store clerk where you can find something
- Select one area where you need help in school; use your skill to ask for help; write down what went well and what did not
- Based on your experience asking for help, modify your steps, if needed; select the next area to ask for help

My Change Plan Goal C: Find a passion that helps you strive and focus.

Objective 1: Learn how to find goals that excite you.

Possible Activities:

- Make three columns on a piece of paper; in Column A, write every time you remember getting excited about something you participated in; in Column B, write what it was about that event that made you excited (e.g., you were with people you enjoyed, it was risky, you laughed a lot, you learned something); in Column C, write down what patterns you notice in Column B
- Think about music, movies, and books you have experienced and write down which of these made you excited; add them to the three columns
- For 30 days, keep a log of your activities and make notes about things that made you feel satisfied or rewarded; add them to the three columns
- Make an appointment to set up a vocational interest/aptitude test; share the results with your probation officer

EMPLOYMENT

Employment Definition

Clients who are gainfully employed recidivate less often than individuals who are not. If clients have stable employment and take satisfaction in their work, they will have the opportunity to develop social and life skills that can help them succeed; nurture relationships with prosocial others (e.g., supervisors, coworkers); foster prosocial attitudes, thoughts, and beliefs; and garner the resources to support themselves and their families. On the other hand, clients who lack stable, legitimate employment may not experience these benefits, often have a great deal of unscheduled and/or unproductive time, and may be vulnerable to antisocial or illegal activity.

My Change Plan Goal A: Acquire a job that is satisfying and rewarding.

Objective 1: Position yourself to get a job that you want.

Possible Activities:

- Make an appointment to take a vocational interest / aptitude test and to understand local job growth and opportunities
- Make a list of jobs that would be both satisfying (i.e., you would enjoy the work) and rewarding (i.e., sufficient pay or benefits); circle your top five jobs and determine if you have sufficient education to compete (if not, see educational change plan goals)
- Develop a resume that is targeted toward the jobs you are most interested in
- Conduct web research to learn about the companies that are hiring for the jobs you are most interested in
- Arrange for a job interview
- Get feedback on the way you intend to dress for the interview
- Write the ten job interview questions you are most likely to be asked and practice answering them in front of a mirror
- Practice greeting the employer and answering interview questions with your probation officer (or another individual who can give you feedback)
- For jobs you do not get, call the potential employer to find out what was lacking that would have led to a job offer

My Change Plan Goal B: Maintain a job.

Objective 1: Know what an employer is looking for and meet expectations.

Possible Activities:

- Complete the following statement in writing and review it with your probation officer: The way I can make it nearly impossible for an employer to want to lay me off is _____

- List the top ten reasons why an employer would likely fire an employee (e.g., stealing, dishonesty, laziness, argumentative, late to work, conflict with co-workers, poor effort)
- Honestly rate how likely those reasons might apply to you by marking each one as follows: 1 – not possible; 2 – not likely; 3 – possible; think about past times you had jobs and what happened that caused you to lose them
- For each area you marked 3, write down three ways you can overcome this; if necessary, ask others how they managed to overcome this
- If one of the areas you marked requires a skill (e.g., avoiding conflict, avoiding being argumentative), work with your probation officer to learn this skill
- Practice the skill with your probation officer using real examples in your life that could occur at work (e.g., someone pushes your buttons, you are treated disrespectfully, your boss does not like you)
- If appropriate, after 30 days, ask your employer how you are doing on the job and where you could make improvements
- If needed, ask your employer or co-worker for help with an area in which you are not doing as well as you would like
- After 60 days on the job, write down all of the pet peeves and irritations that are building; for each one, write two statements that you could say to yourself to reduce the strength of the irritation
- After 90 days on the job, write down all of the things that you appreciate about working at that job site

My Change Plan Goal C: Build skills and rewards in a job.

Objective 1: Advance in a job.

Possible Activities:

- Ask the human resource department or your supervisor what is required to get promoted, or acquire opportunities to learn new skills
- Make a list of things you could volunteer to do when your work is done
- Ask your employer for opportunities to learn other tasks for the company
- Ask a co-worker who does a different job if you could job shadow for a while to see what they do
- For 30 days, watch others who are successful on the job and write down what they do to be successful
- Volunteer for work and duties that others don't want to do (e.g., stay late, work on weekends, work on holidays, do inventory)
- Ask your employer if there are training programs you could participate in
- Once a month, offer a new idea that could help the business run more effectively or efficiently

LEISURE / RECREATION

Leisure / Recreation Definition

If clients spend their free time engaged in rewarding activities with prosocial people, they are likely to have a positive sense of themselves and be exposed to prosocial ways of thinking and behaving, such as cooperating, demonstrating self-control, and problem solving effectively. Clients who have a great deal of unstructured free time are more likely to be bored or drawn to antisocial people and/or illegal activities.

My Change Plan Goal A: Develop rewarding prosocial interests.

Objective 1: Know how to find things that are positive and enjoyable to do.

Possible Activities:

- Take a leisure interest survey
- Write down the things you want to do before you turn _____ years of age (if needed, go on the web or visit the library and read book titles for ideas), without considering money restraints
- Based on these activities, pick the five patterns you notice (e.g., you like to be outdoors, do quiet activities, do things with others, participate in food-related activities); go back to your list and circle six things that are fun and healthy that you would like to start doing or doing more often in the next year
- Divide a paper into three columns; in the left column, write the six activities; in the middle column, write down what is preventing you from doing each activity; in the right column write down any ideas you have to overcome the barrier in the middle column
- Tell your probation officer which two of the activities you want to start doing or doing more often, and develop a plan
- For three months, keep a log of how you feel as you participate in the activities (use a scale of 1-5, with 1 being “dissatisfied” and 5 being “extremely satisfied”)

Objective 2: Have the courage to begin something new.

Possible Activities:

- Make a list of three fears or concerns you have about trying something new
- Develop two strategies for combating each fear or concern
- For each of the three fears or concerns, write down the best thing and the worst thing that could happen if you put your strategy in place; answer “what is the likelihood that the worst thing or best thing will happen?” (i.e., very likely, likely, not very likely, not likely)
- From your list, pick the easiest strategy for helping you start to overcome your fear or concern and put your plan in motion
- Pick the next strategy to put in place

My Change Plan Goal B: Occupy free time without getting in trouble.

Objective 1: Be intentional with using my free time in a way that is good for me.

Possible Activities:

- Keep track of what you do every hour of the day for two weeks
- Circle the hours of the day that are unstructured (i.e., do not involve a formal activity such as school, work, or sleeping); count how many hours of each day are free and unstructured
- Think about the last three times you got into trouble and answer the question, “Would I likely have gotten into this trouble if I was involved in something structured?”
- Take a leisure interest survey
- Go back to your tracking sheet and look for the larger blocks of time (i.e., two hours or more) that tend to be open; fill in activities from the leisure interest survey that you could do and that would be rewarding
- Make a plan to fill those time blocks with your selected leisure activities; report to your probation officer about your success filling in those time blocks with those activities
- After two weeks, select the activities that you want to do on a routine basis

My Change Plan Goal C: Engage in leisure activities with others.

Objective 1: Meet and engage others who have similar leisure interests.

Possible Activities:

- Identify the four most difficult barriers to meeting other people or finding ways to join others in a leisure activity you would enjoy
- For each of the four barriers, identify two things you could do to overcome them
- Select the barrier that gets in the way most often and one of your strategies to overcome it; if possible, practice the strategy first in an easy setting (e.g., if you’re working on fear of rejection, ask your brother to go to a movie with you)
- Agree on an activity you want to do and the person who is a positive influence that you want to do it with; make a plan to invite the person; practice the invitation with your probation officer first
- Put the plan in practice and review it with your probation officer to make any possible modifications
- Continue to work through your other strategies as you experience success

SOLANO COUNTY ADULT PROBATION
CPC CASEWORKER GUIDE

ACTIVITY:**CASEWORKER CLIENT REINFORCEMENT MEETINGS****CASEWORKER ACTIVITY STEPS:**

- ☐ **Preparation:** Review client Case Notes and the client's My Change Plan.
- ☐ **Check In:** Greet the client in a respectful manner and ask them to share with you how things are going. Use Motivational Interviewing / Active Listening skills to explore any client concerns. *(What has been happening since we last talked?).*
- ☐ **Problem Solving:** Use collaborative problem solving to address any identified client issues. *(If helpful, go through the steps of problem solving, e.g., EPICS II / Problem Solving Carey Guide).*
- ☐ **Treatment Review:** Ask the client to review with you what was covered in any treatment program classes they attended since your last contact. *(Tell me what you learned in your program group).*
- ☐ **Treatment Reinforcement:** Reinforce any client newly learned skills by role-playing skill application, and/or asking the client how they have been able to apply the skill in their own life.
- ☐ **Homework Review:** Review and discuss any homework assignments that they were given in their most recent treatment group(s) or at the last reinforcement meeting.
- ☐ **Work on Behavior Change:** Continue to focus on identified client criminogenic needs and when helpful, apply the appropriate one-on-one supervision tools.
- ☐ **Assignments:** Discuss any actions that the client should take or complete before the next meeting *(e.g. homework).*
- ☐ **Closure:** Summarize the meeting and reinforce any positive client actions or statements, and schedule the next meeting.

CPC TERMINATION SUMMARY

CLIENT INFORMATION

NAME: _____ A#: _____ DOB: _____

ADDRESS: _____ TELEPHONE: _____

ASSIGNED DPO: _____

DPO NOTIFICATION METHOD: Choose an item.

DATE DPO WAS NOTIFIED: _____

WAS CLIENT NOTIFIED?: Choose an item.

CLIENT NOTIFICATION METHOD: Choose an item.

The following circumstance has changed:

Client ***unsuccessfully terminated*** from the CPC for the following:

- ☐ AWOL: Choose an item. Choose an item.
- ☐ Behavior: Choose an item. Choose an item. Choose an item.
- ☐ Incarcerated
- ☐ Other:
- ☐ Exit Date:
- ☐ Comments:

Clients have the right to initiate the appeal process if they choose. Please refer clients to contact either of the program seniors or supervisor for more information regarding the appeal process. It should be noted appeal process is only applicable to participation in the CPC, not for supervision status.

COMPLETED BY: _____