

10 Steps to Risk Reduction

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Sherburne County Community Corrections

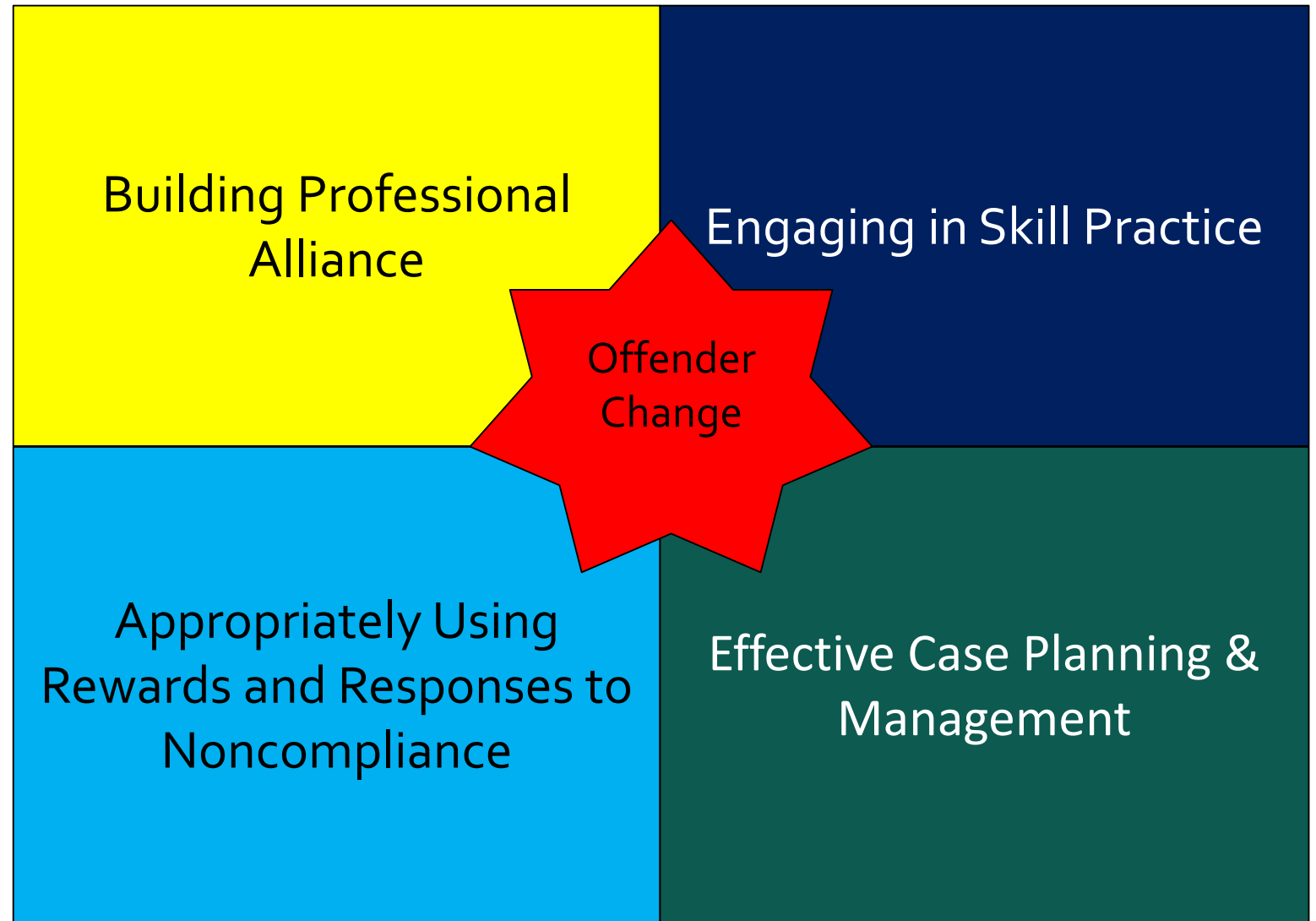


Learning Objectives



- Understand the sequence and purpose of each of the 10 steps and why they are important to risk Reduction
- Learn about the tools used in Steps 1 – 4
- Understand how the Step process can be beneficial and improve supervision

Four Core Competencies /Skill Sets That Facilitate Offender Behavior Change



Step 1: Establish positive expectations

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Build rapport; clarify roles; identify offender strengths

Step 2: Share initial assessment results and incentivize

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Collaborate with offender around assessment results; identify meaningful rewards

Step 3: Identify 1-2 case plan goals

1
Establish
positive
expectations

2
Share initial
assessment
results and
incentivize

3
Identify 1-2
case plan
goals

4
Write a
SMART
case plan

5
Teach skills
to reduce
risk

6
Practice
skills to
reduce risk

7
Reward
positive
behavior

8
Address
noncompliant
behavior

9
Anchor
community
support

10
Prepare for
successful
discharge

PURPOSEFUL

Goal: Identify most influential criminogenic need

Step 4: Write a SMART case plan

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Determine skill deficits related to driver; write case plan activities to address deficits; introduce cognitive model

Step 5: Teach skills to reduce risk

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Teach skills related to skill deficits

Step 6: Practice skills to reduce risk

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Practice skills related to skill deficits

Step 7: Reward positive behavior

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Internalize rewards by reinforcing link between prosocial behavior and achievement of goals

Step 8: Address non-compliant behavior

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Internalize consequences by reinforcing link between harmful behavior and achievement of goals

Step 9: Anchor community support

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Empower offender's family member(s) to reinforce loved one's prosocial lifestyle

Step 10: Prepare for successful discharge

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Develop a plan to guard against illegal activity after discharge

Appointment structure

- Check In
- Review Homework
- Intervention
- Introduce Homework

Having a plan for your appointment will help you avoid “going down the rabbit hole” -or- “taking a walk in the woods.”



Step 1: Establish positive expectations

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PURPOSEFUL

Goal: Build rapport; clarify roles; identify offender strengths

Engagement and Rapport-Building

People will buy into an idea only after they buy into the person who communicates it



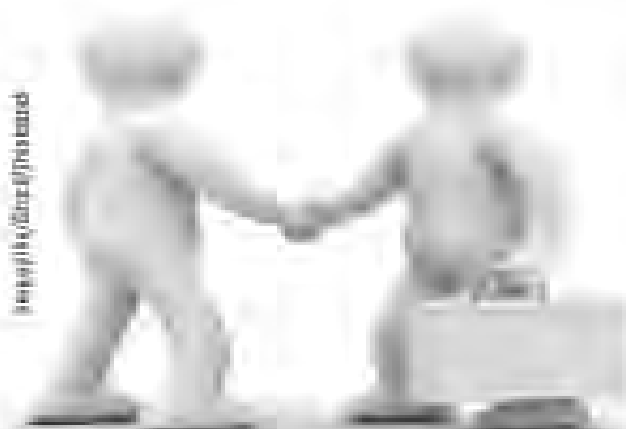
Agree?



Disagree?

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What are the
14 traits of
professional
alliance?



Professional Alliance traits

- Articulate
- Attentive
- Authentic
- Confident
- Empathetic
- Empowering
- Flexible
- Listens effectively
- People-oriented
- Purposeful
- Reinforcing
- Respectful
- Sense of humor
- Strength-based



Role Clarity & Planning a Script

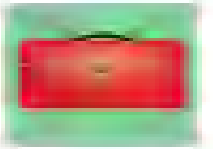
**We hold two equally important roles.
What are they?**

**What are the most important things you would
want to include in your “script” of what you
would tell the offender at the first appointment?**

Role Script Outline

- Ask permission to talk about roles
- Frequency/Length of appt
- My Role
 - Help with success and hold accountable
- Meetings entail
 - Check ins, skill building & intro homework
- Expectation
 - Be honest
 - Show effort (i.e. do the homework)
- Reviews to gauge progress
- Review conditions
 - What conditions will be challenge for you?
- Your thoughts? Sound feasible?

Role Script



- Examine the sample role script.
- Make any adjustments so that it's in your own words.
- Work with a partner. One of you will be a corrections professional and the other will be an offender.
- The corrections professional will describe their two roles to the offender, using the script as a guide.

Tool 1 from the Carey Guide *Maximizing Strengths*



Tool 1 Identifying Strengths

We all have personal strengths — whether those are skills, talents, or social abilities — that help us be successful. This Tool will give you the opportunity to identify and reflect on your personal strengths.

- 1 **What** have you done in the last year that you're **proud** of? It can be something like learning how to drive, graduating from high school, getting married, being promoted at work, or becoming skilled at home repairs.



- 2 **List** all the personal **strengths** you can think of that contributed to your accomplishment.

_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 You probably have a lot of strengths, some of which you listed in Question 2 and some of which you might not have included. Strengths can be thought of in terms of personal qualities, talents and abilities, and social and interpersonal traits. The questions below will help you think about and identify your strengths in each of these areas.

a. Circle all the **personal qualities** that you feel you have. Add others.

Personal Qualities			
responsible	adventurous	ambitious	Other: _____
careful	hard-working	confident	_____
resourceful	conscientious	flexible	_____
energetic	determined	dedicated	_____
smart	decisive	thorough	_____
easy-going	courageous	assertive	_____
capable	organized		_____

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Introduce Take-Home Assignments

- Guide Tool: Identifying Meaningful Rewards
- Guide Tool: Preventing Violations (optional)


Tool 1
Identifying Meaningful Rewards

Everybody appreciates being rewarded for their hard work. Using this Tool, you'll learn about the kinds of rewards that are available to you while you are on supervision and about the positive steps you'll need to take to receive them.

Part A

1 The **rewards** that are checked below are the ones that our agency offers:

- verbal recognition
- written praise
- a letter of recommendation for work, school, court, etc.
- a letter of progress to family members
- a bus/train pass
- recognition for completing a program/graduation ceremony
- being designated an honorary presenter at graduation, a life-skills class, or a treatment group
- referrals for free or reduced-cost treatment/education programs/services
- gift cards for food or clothing, gas cards, movie passes, calling cards, etc.
- allowing you to use our office phone to make calls about possible jobs or similar appointments
- allowing you to choose the time for your next meeting with us
- decreased reporting requirements
- decreased community service hours
- decreased curfew restrictions
- early discharge from correctional supervision
- other: _____
- other: _____
- other: _____
- other: _____
- other: _____



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Tool 1
Preventing Violations

It's important to understand what is expected of you while you're on supervision. This Tool will help you work with your corrections professional to be clear about your supervision conditions, identify conditions that might be difficult for you, and make plans to be successful.

Part A

- 1 In Column A, **write** each condition of your supervision.
- 2 In Column B, **rate** the amount of difficulty you expect to have complying with each condition. Use a scale of 1 to 3.
- 3 In Column C, **explain** the reason for each rating.



Column A Conditions of Supervision	Column B Expected Level of Difficulty 1 = Not at all difficult 2 = Somewhat difficult 3 = Very difficult	Column C Explanation for Expected Level of Difficulty Rating
Be alcohol and drug free	3	I have a long history of substance abuse (especially alcohol and cocaine).
Attend and finish substance abuse treatment	1	I've been in class since January, I've been doing really well, and I haven't missed any classes. I like the class and my counselor says I'll probably be done in two more months.

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Step 2: Share initial assessment results and incentivize

1 Establish positive expectations

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3 Identify 1-2 case plan goals

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PURPOSEFUL

Goal: Collaborate with offender around assessment results; identify meaningful rewards

Review Take-Home Assignments

- Guide Tool: Identifying Meaningful Rewards
- Guide Tool: Preventing Violations (optional)


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- referrals for free or reduced-cost treatment/education programs/services
- gift cards for food or clothing, gas cards, movie passes, calling cards, etc.
- allowing you to use our office phone to make calls about possible jobs or similar appointments
- allowing you to choose the time for your next meeting with us
- decreased reporting requirements
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- other: _____
- other: _____



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Guide Tool: My Life Until Now



Tool 1 from the *Your Guide to Success* Carey Guide

Tool 1
My Life Until Now

When you go for a doctor's checkup, he or she takes stock of your health. What's going well? What problems are you having? What's causing these problems? What can you do to be healthier in the future? Your meetings with your corrections professional are like doctors' checkups. They give you the opportunity to take stock of your life (both your positive experiences and your challenges), to determine what factors have influenced you, and to figure out what areas you can work on to be as successful as possible in the future. That's what this Tool is for, to help you take stock of your life.

Part A

1. What **positive** things have you accomplished in your life? List as many things as you can on the web in the center of the page.

Example

The diagram shows a central yellow circle labeled "Good Things in My Life". Six lines radiate from this center to six surrounding white circles. The top-left circle contains the text "I met my girlfriend". The top-right circle contains "I got my first paycheck". The right circle contains "I helped my little brother learn to read". The bottom-right circle contains "I finished treatment". The bottom-left circle contains "I got good grades in school". The top circle contains "I got my girlfriend".

A second, identical mind map diagram is shown below the example, with a red pencil pointing to the central yellow circle. This diagram is intended for the user to write their own accomplishments.

Yusuf's Story Don't Let Your Case Speak for You.

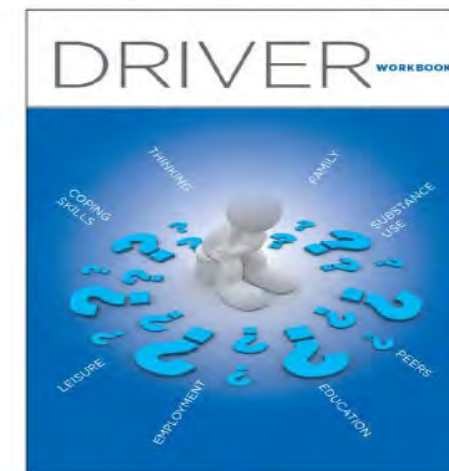
Introduce Homework: Driver Workbook or Worksheet

Identify the Driver: Which criminogenic need is the dominant force behind the offender's unlawful behavior?

- Behavioral Analysis Worksheet (alternative)

Behavioral Analysis Worksheet				
<small>Think of the last six to twelve months, identify your most engaged and engaged but less engaged behavior that led to your most recent offense. Describe the behavior and the circumstances surrounding it.</small>				
<small>1. Describe the behavior and identify the offense.</small>	<small>2. What were the consequences?</small>	<small>3. What were your feelings and thoughts?</small>	<small>4. What did you do (your "coping behavior")?</small>	<small>5. What was the consequence?</small>
<small>1. Describe the behavior and identify the offense.</small>	<small>2. What were the consequences?</small>	<small>3. What were your feelings and thoughts?</small>	<small>4. What did you do (your "coping behavior")?</small>	<small>5. What was the consequence?</small>
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- Driver Workbook



Step 3: Identify 1-2 case plan goals

1
Establish positive expectations

2
Share initial assessment results and incentivize

3
Identify 1-2 case plan goals

4
Write a SMART case plan

5
Teach skills to reduce risk

6
Practice skills to reduce risk

7
Reward positive behavior

8
Address noncompliant behavior

9
Anchor community support

10
Prepare for successful discharge

PURPOSEFUL

Goal: Identify most influential criminogenic need

Identify
what you
have

Complete the Driver workbook with the offender

- It is used to identify the most influential criminogenic need
- It is used in conjunction with the YLS or LS/CMI and My Life Until Now



Drivers

- Not all criminogenic needs are of equal influence
- “High presence” does not necessarily mean priority target
- The driver tends to be one of the four most influential criminogenic needs, but not always
- Some criminogenic needs may be derivatives of others (e.g., “employment” may be a derivative of antisocial cognition)



Introduce Take-Home Assignment(s)

- Guide Tool: Increasing the Odds of My Success

Tool 1
Increasing the Odds of My Success

This tool helps you plan and prepare for the future by setting goals, identifying resources, and creating a plan of action. It is designed to help you think about the future and make a plan to achieve your goals.

How to Use:

1. Read the introduction and the questions carefully. Think about your own experiences and what you have learned from them.
2. Answer the questions and write your answers in the spaces provided.
3. Review your answers and make any necessary changes.
4. Share your answers with your family and friends. They can help you think about your goals and how to achieve them.

Example:

Question: What are your short-term goals? (Goals you want to achieve in the next 1-2 years.)

Answer: I want to get a job in my field of interest. I want to save money for college. I want to travel to different parts of the world.

Question: What are your long-term goals? (Goals you want to achieve in 5-10 years or more.)

Answer: I want to be a successful professional. I want to own my own business. I want to be a role model for my children.

- Guide Tool: The Ways I Learn Best (optional)

Tool 2
The Ways I Learn Best

This tool helps you identify your preferred learning style. It is designed to help you understand how you learn best and how to use that information to improve your learning experience.

How to Use:

1. Read the introduction and the questions carefully. Think about your own experiences and what you have learned from them.
2. Answer the questions and write your answers in the spaces provided.
3. Review your answers and make any necessary changes.
4. Share your answers with your family and friends. They can help you think about your learning style and how to improve it.

Example:

Question: How do you prefer to learn? (Check all that apply.)

Answer: Reading Listening Watching Doing Writing Talking

Question: How do you prefer to learn? (Check all that apply.)

Answer: Visual Auditory Kinesthetic Reading Writing

- Request for Stabilization Services (optional)

Tool 3
Request for Stabilization Services

This form is used to request stabilization services for a person who is experiencing a mental health crisis. It is designed to help you provide information about the person and the services they need.

How to Use:

1. Complete the form with the information requested.
2. Sign and date the form.
3. Submit the form to the appropriate agency.

Example:

Name: John Doe

Address: 123 Main Street, Anytown, USA

Phone: (555) 123-4567

Emergency Contact: Jane Doe, (555) 987-6543

Requester: John Doe

Signature: [Signature]

Date: 10/26/2017

Service	Requested	Provided
24-hour crisis line	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour support group	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour case management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour medication management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour crisis intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour stabilization services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour crisis response team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour crisis stabilization unit	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour crisis respite	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24-hour crisis shelter	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes:

1. This form is used to request stabilization services for a person who is experiencing a mental health crisis. It is designed to help you provide information about the person and the services they need.

2. The information provided on this form will be used to determine the appropriate services for the person.

3. The information provided on this form will be kept confidential.

Step 4: Write a SMART case plan

1 Establish positive expectations

2 Share initial assessment results and incentivize

3 Identify 1-2 case plan goals

4 Write a SMART case plan

5 Teach skills to reduce risk

6 Practice skills to reduce risk

7 Reward positive behavior

8 Address noncompliant behavior

9 Anchor community support

10 Prepare for successful discharge

PURPOSEFUL

Goal: Determine skill deficits related to driver; write case plan activities to address deficits; introduce cognitive model

Introduce Take-Home Assignment(s)

- Guide Tool: Increasing the Odds of My Success

Tool 1
Increasing the Odds of My Success

This challenge for parents will encourage them to be engaged at home, take their own learning, and encourage their child to be engaged at school. This challenge is designed to help parents and students work together to increase the odds of success.

Step 1
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 2
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 3
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 4
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 5
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

- Guide Tool: The Ways I Learn Best (optional)

Tool 2
The Ways I Learn Best

This challenge for students will help them understand their own learning style and how to use it to their advantage. This challenge is designed to help students work together to increase the odds of success.

Step 1
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 2
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 3
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 4
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 5
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

- Request for Stabilization Services (optional)

Tool 3
Request for Stabilization Services

This request for stabilization services is designed to help parents and students work together to increase the odds of success. This request is designed to help parents and students work together to increase the odds of success.

Step 1
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 2
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 3
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 4
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Step 5
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Service	Requested	Not Requested
Individualized Education Program (IEP)	<input type="checkbox"/>	<input type="checkbox"/>
504 Plan	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral Intervention Plan (BIP)	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Support Services (ESS)	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Services (SES)	<input type="checkbox"/>	<input type="checkbox"/>
Other Services	<input type="checkbox"/>	<input type="checkbox"/>

Step 6
Read the guide tool and discuss it with your child. Encourage your child to share their thoughts and feelings about the challenge.

Developing a Case Plan

- **Steps 1- 3 created the “road map”**
 - **Identified strengths & risks**
 - **Established rewards/incentives**
- **Focus on Big 4**
- **Goals should be offender driven (autonomy)**

SMART Action Steps

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

REALISTIC

T

TIME-BOUND

George_A./iStock/Thinkstock

Smart Action Steps

- 1.
- 2.
- 3.



lucky336/iStock/Thinkstock

8 Keys to Success Skills Poster



- Links skill deficits to risk factors
 - One way to engage the offender is to help them identify the skill(s) that would have helped them avoid trouble

Strategies for Successful Living

8 Keys to Success

1. Live a Life of Freedom

KEY SKILLS:

- The existing high risk situation
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Make a list of all the things you need to do to live a life of freedom
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

2. Live a Sober Lifestyle

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older

3. Maintain Healthy and Supportive Family Relationships

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

4. Maintain Healthy and Supportive Friendships

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

5. Be Responsible in Thoughts and Attitudes

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older
- Don't drink or use drugs or other substances unless you are 21 or older

6. Be a Problem Solver and Manage Stress Effectively

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

7. Find Satisfaction and Financial Success Through Work/School

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

8. Find Fun through Positive Activities

KEY SKILLS:

- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations
- Identifying high risk situations

KEY STRATEGIES:

- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill
- Identify a support system for each key skill

Takeaways from Steps 1-4

- **What is the offender's risk level?**
 - Why is it important to share assessment results with offenders?
- **What are the offender's criminogenic needs?**
 - What words do you use to discuss criminogenic needs?
- **Of those criminogenic needs, which one is the driver?**
- **What specific skill deficits should we work on?**
- **How are we teaching new skills to overcome the deficit?**

QUESTIONS??



LUNCH

