

# REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

Subject	Length	Description	Learning Objectives
Adolescent Substance Use Disorders: Current Perspectives & Treatment Approaches	1 Day, 2 Days, or 3 Days	Review current perspectives on this very difficult treatment population. Effective treatment techniques and approaches will be presented didactically and experientially. Topics will include: developmentally appropriate screening and assessment techniques, biogenetic influences and consequences, neurological functioning and condition progression as well as productive intervention techniques.	<p style="text-align: center;"><b>Participants will:</b></p> <p>Gain an understanding of the developmental differences between adolescent and adult substance use disorders.</p> <p>Identify the neurobiological consequences of adolescent chemical use.</p> <p>Gain an understanding of the neurological conditioning that creates cognitive barriers to recovery for this population.</p> <p>Review current data regarding adolescent psychoactive chemical use in North Carolina and some of the current indicators of the consequences of such use.</p> <p>Review currently recognized evidence-based practices with this population and participate in analysis of those practices.</p> <p>Participation in specific skill building exercises that can be helpful with this population.</p>
CISM: Individual Crisis Intervention & Peer Support	2 Days	Delivered by an ICISF approved trainer. This event provides participants with a thorough understanding of the Critical Incident Stress Management model of crisis intervention. Crisis intervention is not psychotherapy, rather it is a specialized acute emergency mental health intervention which requires specialized training. As physical first aid is to surgery, crisis intervention is to psychotherapy.	<p>Understand the natures and definitions of a psychological crisis and psychological crisis intervention.</p> <p>Understand the resistance, resiliency, recovery continuum.</p> <p>Understand the nature and definition of critical incident stress management and its role as a continuum of care.</p> <p>Discuss issues and findings of evidence-based practice as it relates to psychological crisis intervention.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		<p>The training is designed to teach participants the fundamentals of, and a specific protocol for, individual crisis intervention and increased emergency mental health skills.</p> <p>The course is pre-approved for CEU accreditation by the University of Maryland, Baltimore Campus.</p>	<p>Practice basis crisis communication techniques. Be familiar with common psychological and behavioral crisis reactions, including empirically-derived predictors of post-traumatic stress disorder.</p> <p>Understand the putative and empirically-derived mechanisms of action in psychological crisis intervention.</p> <p>Practice the SAFER-Revised Model of psychological crisis intervention.</p> <p>Understand how the SAFER-Revised Model may be altered for suicide intervention.</p> <p>Understand and discuss the risks of iatrogenic “harm” associated with psychological crisis intervention and will further discuss how to reduce those risks.</p>
<p>CJ MATRS: Utilizing Criminogenic Risk Assessment to Develop Effective Treatment Plans</p>	<p>1 Day</p>	<p>An adaptation of the evidence-based SAMHSA Blending Product MATRS treatment planning curriculum using Criminogenic risk assessment tools, i.e. Ohio Risk Assessment System (ORAS), Level of Service Inventory-Revised (LSI-R), and the Federal Post Conviction Risk Assessment (PCRA), to identify treatment needs of the Substance Use Disordered Criminal Justice population. This training is intended to aide Substance Use Disorder treatment providers and Criminal Justice Case management personnel with addressing the Criminogenic needs and barriers to treatment encountered in providing treatment to offenders and community reentry populations. Combining evidence-based Criminogenic risk</p>	<p>How to use Criminogenic risk assessment information to make a counselor’s job easier with the criminal justice involved client.</p> <p>Build an individualized or person-centered treatment plan for the criminal justice involved client.</p> <p>Identify characteristics of a program-driven treatment plan versus an individualized treatment plan.</p> <p>Understand how individualized treatment plans that are Criminogenically informed improve client retention, lead to better treatment outcomes and reduced criminal behavior.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		assessment with an evidence-based treatment planning curriculum.	Practice developing individualized treatment plans for the criminal justice involved client.
Criminal Conduct and Substance Abuse Treatment	3 Days	Strategies for Self-Improvement and Change (SSC) - Pathways to Responsible Living) is an evidenced-based, 50 sessions, manual-guided treatment program that uses cognitive-behavioral treatment strategies as the key approach to implement change. It is for adults, ages 18 or older, with a history of criminal conduct and alcohol and other drug (AOD) use problems. It is designed to treat offenders at all levels of the judicial system including: diversion, pre-sentencing, drug court, probation, parole, community corrections and the department of corrections.	<p>Learn, practice and apply cognitive-behavioral self-control and change skills to everyday living.</p> <p>Learn, practice and apply relationship skills that lead to prosocial and positive outcomes.</p> <p>Learn, practice and apply community responsibility skills that lead to prosocial behavior, a positive relationship with others and the community, and that promote respect for the rights, welfare and good of others and the community.</p>
Evidence-Based Case Planning for The Corrections Professional	1 Day	An adaptation of the evidence-based SAMHSA Blending Product MATRS treatment planning curriculum using the Criminogenic risk assessment tool, Level of Service Inventory-Revised (LSI-R), to identify treatment needs of the Criminal Justice population. This training is intended to aide Corrections Department personnel with addressing the Criminogenic needs and barriers to treatment encountered in providing treatment to offenders and community reentry populations. Combining evidence-based Criminogenic risk assessment with evidence-based treatment planning.	<p>How to use Criminogenic risk assessment information to make a counselor's job easier with the criminal justice involved client.</p> <p>Build an individualized or person-centered Case plan for the criminal justice involved client.</p> <p>Identify characteristics of a program-driven Case plan versus an individualized Case plan.</p> <p>Understand how individualized Case plans that are Criminogenically informed improve offender retention, lead to better treatment outcomes and reduced criminal behavior.</p> <p>Practice developing individualized Case plans.</p>
Evidence-Based Criminogenic Risk Reduction	½ Day or 1 Day	Research findings suggest that at least 20 % of all behavioral health treatment referrals are initiated by the criminal justice system in this country. Over the past 10 years a vast body of research has	Gain a working knowledge of research about correctional interventions that work and those that do not.

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		<p>demonstrated that the criminal justice involved behavioral health population have vastly different treatment needs and require a specialized treatment approach in order to achieve positive outcomes. This presentation will overview the evidence-based practices of criminogenic risk reduction established by this vast research and their application in clinical practice settings.</p>	<p>Know how to implement elements of effective corrections interventions.</p> <p>Articulate how risk, need and responsivity principles interact to inform whom we treat, what factors we treat, and how we treat them.</p> <p>Understand how to use the cognitive-behavioral approach to target criminogenic needs.</p> <p>Be able to apply general and specific responsivity to interactions with offenders.</p>
Facilitating “Aggression Replacement Training” with Adult Offenders	1 Day	<p>The “Aggression Replacement Training” (Glick &amp; Gibbs) is a strong curriculum that can address “anger management” or “emotion regulation” in risk reduction programs. It is relatively inexpensive and can be offered in a semi-open format. However, it was written for aggressive youth and requires some modifications for adult offenders. This course offers a modified implementation plan that maintains fidelity to the model, as well as modified (for adults and gender neutral) moral reasoning scenarios. Participants will learn to facilitate each of the three components of the curriculum—social skills training, anger control and moral reasoning. The course will reinforce how both the content and the facilitation style operationalize evidence-based practices. Special attention will be given to the facilitation of the moral reasoning component of the curriculum, ensuring a thorough understanding of the theory, goals, and group management.</p>	<p>Learn a modified delivery schedule for Aggression Replacement Training (ART) that can be customized to the specific agency.</p> <p>Understand the purpose and interaction of the three components of the curriculum.</p> <p>Demonstrate competence in facilitating social skills training.</p> <p>Explain and facilitate ART’s cognitive-behavioral anger control training.</p> <p>Know the goals of the moral reasoning component of ART, and develop skills in facilitating those lessons.</p>
Facilitating “Charting a New Course” with	1 Day	<p>“Charting a New Course” (CANC) is an attractive curriculum for risk reduction groups due to its</p>	<p>Understand the “big idea” of the CANC curriculum within the context of general responsivity (CBT).</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

Fidelity to Model and Spirit		relative low cost, and open-ended format. However, it can be challenging to implement due to the way the curriculum is presented. Moreover, many lessons are geared to a youthful population. This course provides a framework for implementing the CANC curriculum with fidelity among facilitators and across and agency. Participants will learn to maximize the model, utilizing the posters, to teach offenders how to identify their criminal thinking errors. A suggested course plan, conducive to an open enrollment, will be offered. The training will include copious demonstrations by the presenter.	<p>Know how to use the CANC posters in every session to teach offenders a “language” for describing their thinking errors.</p> <p>Gain skills to implement homework assignments and reviews to emphasize the real-world application of the model.</p> <p>Be able to facilitate lessons in tactics to avoid responsibility, lessons in thinking barriers, and utilize specific worksheets from the curriculum.</p> <p>Learn how to structure a series of sessions to teach each element in turn, in a rotating manner for open enrollment.</p>
Facilitating Groups	1 Day	<p>Different types of Groups – specifically identifying running different groups with people who struggle with addiction mandated/non-mandated clients.</p> <ul style="list-style-type: none"> <li>Setting up a group</li> <li>Setting boundaries in groups.</li> <li>Stages of Change</li> <li>Group Challenges</li> <li>Overview of Behavior Modification in Groups</li> </ul> <p>Stages of Group Development: Storming, forming, norming and performing</p>	<p>Learn about groups and how to lead a group.</p> <p>Learn about group process.</p> <p>Practice leading groups.</p> <p>Learn rapport building and boundaries.</p> <p>Learn ways to deal with challenging groups.</p>
Facilitating Manualized Criminogenic Risk Reduction Groups	1 Day		<p>Understand the rationale for using manualized curricula for group treatment of criminal offenders.</p> <p>Identify the criteria for evidence-based curricula targeting criminogenic needs.</p> <p>Know how to implement and maintain fidelity to a curriculum-based treatment model.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

			<p>Integrate principles of group process, motivational interviewing and behavioral modification into the delivery of manualized treatment.</p> <p>Recognize boundary challenges and respond appropriately.</p>
Foundations of Clinical Supervision (ATTC)	<p>5 days -16 hours online -14 hours face-to-face</p>	<p>The Addiction Technology Transfer Center (ATTC) Network’s Clinical Supervision Foundations course consists of two interconnected components: an online course and a face-to-face training, and is intended for supervisors in substance use disorder (SUD) treatment and recovery settings. The course totals 30 contact hours and introduces clinical supervisors, along with persons preparing to become supervisors, to the knowledge and skills essential to the practice of supervision.</p> <p>Participants will first complete a 10 module (14 contact hours) online course. Participants are introduced to theories, definitions, roles, issues and practices germane to developing supervisory skills. Upon completion of the online course, participants will acquire fundamental clinical supervision knowledge and basic skills at their own pace. The second part of the course is a 14-hour face-to-face training event. It provides participants an opportunity to deepen their understanding of key issues as well as practice facilitating some of the discussion and skill-building components.</p>	<p>Define the primary goals of their own clinical practice.</p> <p>Articulate characteristics of various models that can be applied to clinical supervision.</p> <p>Recognize conflict in supervision, and identify methods to minimize or resolve conflict.</p> <p>List several methods for individual and group supervision.</p> <p>Understand the value of a developmental perspective.</p> <p>Provide performance-based feedback to the supervisee.</p> <p>Appreciate the cultural and contextual factors which impact the supervisory relationship.</p>
Foundations of Criminal Justice Supervision	<p>2 days -14 hours face-to-face -2 hours worksite assignment</p>	<p>An adaptation of the Clinical Supervision Foundations course. This course is specific to the Community Corrections workforce and a 14-hour face-to-face training and a two-hour worksite assignment (16 contact hours total). It provides participants an opportunity to deepen their understanding of key</p>	<p>Same as FCS objectives above.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		issues, as well as practice facilitating some of the discussion and skill building components. The worksite assignment includes a review of community corrections competencies, a self-evaluation, and the creation of a personal plan to continue developing proficiency in criminal justice supervision. It is an introductory course intended as a first step in preparing community corrections professionals to provide meaningful supervision.	
Foundations of Ethics	6 Hours	<p>History of ethics</p> <p>Define ethics</p> <p>Professional code of ethics plus five pillars of ethics</p> <p>Key points in ethical practice</p> <p>Common ethical dilemma</p> <p>Ethics vs principles</p> <p>NAADAC CODE OF ETHICS</p> <p>42 CFR</p> <p>HIPPA</p> <p>Define confidentiality, more on confidentiality and when it should be broken</p> <p>Therapeutic Boundaries Discussion</p> <p>Sexual Boundaries Discussion</p> <p>Self-disclosure discussion</p> <p>Boundary violations discussion</p>	<p>Have a basic understanding of the history of ethics.</p> <p>Know the code of ethics.</p> <p>Apply how the code of ethics is important in practice.</p> <p>Develop an understanding of ethical dilemmas and know how to respond.</p>
How Being Trauma-Informed Improves Criminal Justice System Response	6 Hours, with the three additional modules	<p>A SAMHSA evidence-based training product. Although prevalence estimates vary, there is consensus that high percentages of justice-involved women and men have experienced serious trauma throughout their lifetime. The reverberating effects of traumatic experiences can challenge a person's capacity for recovery and pose significant barriers to accessing services, often resulting in an increased risk</p>	<p>Increase understanding of trauma.</p> <p>Create an awareness of the impact of trauma on behavior.</p> <p>Develop trauma-informed responses.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		of coming into contact with the criminal justice system.	
Human Development and Behavioral Impact	4 to 6 Hours	An overview of the process of human development from childhood to adulthood. This presentation will include a discussion of this process as it occurs across each of nine continuums. The discussion will include a connection between where an individual is at on these continuums and that individual's behavior. Short exercises will occur during the training where participants will practice determining where an individual is at on each of these continuums and how to more effectively communicate with and understand this individual's behavior.	<p>Become acquainted with the 9 continuums of the Steinburg Model of human development.</p> <p>Gain an understanding of the developmental difference between childhood, adolescence and young adults.</p> <p>Participate in discussions regarding how to use an understanding of developmental differences and how to communicate more effectively with young adult offenders.</p>
Implementing Technology-Assisted Care into Behavioral Health Settings: Telehealth Capacity Assessment	90 Minute overview or 6 Hour training	This workshop is the result of a national effort by the National Frontier and Rural Addiction Technology Transfer Center intended for audiences of senior administrative staff and behavioral health professionals interested in understanding, selecting and implementing technology-assisted behavioral healthcare. It will introduce the participants to Technology-Assisted Behavioral Health service delivery and the Telehealth Capacity Assessment Tool for the assessment of an organization's ability to implement telehealth services.	<p>Be able to define Technology-Assisted Behavioral Health Services.</p> <p>Be able to identify the components of a Telehealth Capacity Assessment process.</p> <p>Be able to delineate the critical factors of successful telehealth program implementation.</p>
Introduction to CBT Interventions for SUD	6 Hours	Cognitive behavior therapy (CBT) is a type of psychotherapeutic treatment that helps patients understand the thoughts and feelings that influence behaviors. CBT is commonly used to treat a wide range of disorders including phobias, addiction, depression and anxiety. Cognitive behavior therapy is generally short-term and focused on helping clients deal with a very	<p>Be able to identify the structure of a CBT session.</p> <p>Be able to identify the basic components of CBT.</p> <p>Practice specific CBT interventions useful with those that suffer from Substance Use Disorder.</p>



## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		<p>specific problem. During the course of treatment, people learn how to identify and change destructive or disturbing thought patterns that have a negative influence on behavior. This workshop will review the use of CBT in the treatment of Substance Use Disorders and practice the use of specific interventions useful with this population.</p>	
LGBTQ Responsivity	<p>½ Day (can be combined with ½ day course on Responsivity Principle)</p>	<p>The responsivity principle calls for practitioners to minimize impediments to an offender’s ability to benefit from correctional interventions. As greater numbers of individuals are openly identifying as gay, lesbian, bisexual and transgender in the general population, there are also increases in prison and community service populations. This course will address how to identify and address the barriers that LGBT offenders may face. Greater understanding of sexual orientation and gender identity will prepare corrections and rehabilitation professionals to work more effectively with these populations.</p>	<p>Differentiate between natal sex, sexual orientation, and gender identity. Have a working knowledge of appropriate terminology related to LGBTQ populations.</p> <p>Identify state and federal regulations specific to the treatment of LGBTQ offenders.</p> <p>Relate responsivity principle to sexual orientation and gender identity.</p> <p>Be able to work competently and respectfully with LGBTQ offenders.</p>
Motivational Interviewing in Corrections	<p>6 Hours or 12 Hours</p>	<p>An introduction to the basic principles and communication strategies of motivational interviewing. An exploration of the application of these principles and strategies to the correctional environment. Exercises wherein participants will practice the use of motivational interviewing strategies with offenders.</p>	<p>Gain an understanding of the Style and Spirit of Motivational Interviewing.</p> <p>Gain a better understanding of how to foster a collaborative atmosphere when interacting with offenders.</p> <p>Gain knowledge regarding the motivational interviewing strategies of OARS.</p> <p>Gain skills in the use of OARS through the practice of those strategies in role play exercises and receiving feedback from others.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

			<p>Learn a very useful style of providing feedback to others.</p> <p>Engage in discussions regarding the use of motivational interviewing with offenders in a correctional setting.</p>
Substance Abuse Disorder and Criminogenic Risk	½ Day or 1 Day	An overview of the connection between Substance Use Disorder and criminogenic risk.	<p>Gain a better understanding of the connection between the Substance Use Disorder socialization process and the development of criminogenic risk.</p> <p>Be able to identify criminogenic risk increasing cognitions.</p> <p>Be able to identify the central eight criminogenic needs.</p>
The Transdisciplinary Foundations of Substance Use Disorder Treatment for Clinical Professionals.	12 to 18 Hours	The Transdisciplinary Foundations of the competency model of Substance Use Disorder professional preparation will be presented and fully explored in an adaptation of the Addiction Technology Network’s training product. The knowledge, skills and attitudes developed by SAMHSA National Curriculum Committee for all clinical disciplines working with the Substance Use Disordered. population will be explored through didactic and experiential discussions and exercises.	<p>Be able to identify the four Transdisciplinary Foundations of Substance Use Disorder clinical professional development.</p> <p>Be able to clearly identify the components of the competency model of clinical professional development and its transdisciplinary application.</p> <p>Gain an understanding of the knowledge, skills and attitudes necessary to the development of competency to deliver clinical services to Substance Use Disordered individuals.</p> <p>Examine their own level of competency in each of the four Transdisciplinary Foundations through the application of the Addiction Technology Transfer Center Network’s Performance Assessment Rubrics.</p>
Trauma-Informed Interventions for Offenders	1 Day	An adaption of an International Critical Incident Stress Foundation course. This training is a one-day correctional environment focused training that is intended to enhance the participants’ understanding of traumatic stress, its impact upon behavior and psychological functioning as well as provide practice of specific communication skills effective with	<p>Understand the nature and definitions of a psychological crisis and psychological crisis intervention.</p> <p>Practice basic crisis communication techniques.</p> <p>Become familiar with common psychological and behavioral traumatic stress responses.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		<p>individuals that have experienced traumatic incidents.</p>	<p>Understand the mechanisms of action in psychological crisis intervention.</p> <p>Practice the SAFER-Revised Model of psychological crisis intervention.</p> <p>Understand and discuss the risks of “harm” associated with psychological crisis intervention as well as a discussion of how to reduce those risks.</p>
<p>Working with Mandated Clients</p>	<p>6 Hours</p>	<p>Discuss peoples’ experiences in working with Mandated Clients.</p> <p>Benefits/challenges of working with mandated clients.</p> <p>The differences between groups and individuals with mandated clients.</p> <p>5 Key aspects of working with mandated clients / what to expect.</p> <p>The importance of rapport building with mandated clients.</p> <p>The importance of building trust and what that looks like with mandated clients.</p> <p>Motivational interviewing and the importance of understanding motivational interviewing when working with mandated clients.</p> <p>Rolling with Resistance overview.</p>	<p>Discuss the challenges and benefits of working with mandated clients.</p> <p>Discuss/learn the different ways people work with mandated clients.</p> <p>Learn about building rapport building.</p> <p>Learn how working with mandated clients impacts the professional.</p>

## REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS

		<p>Stages of Change.</p> <p>The importance of self-care and potential for vicarious trauma when working with mandated clients.</p>	
<p>Working with Women and Addiction</p>		<p>Understand women and addiction and the importance of being gender responsive.</p> <p>Facts of working with women who struggle with addiction.</p> <p>Being gender-responsive in your work.</p> <p>Common themes for working with women and addiction.</p> <p>Assessment tools.</p>	

# **REENTRY RESOURCES COUNSELING TRAININGS FOR CRIMINAL JUSTICE PROFESSIONALS**

## **Professional Presenters:**

### **Michael Torch, MA, LADC**

Is a Criminologist and addiction treatment provider with over 40 years of experience. He served as Senior Technology Transfer Specialist with Brown University/New England Addiction Technology Transfer Center in its efforts to disseminate Evidence-Based Practices for over 13 years. Was recognized by the New Hampshire Alcohol and Drug Abuse Counselor's Association in 2002 with its "Life Time Achievement Award". Currently providing Behavioral Health consultation and training, with a focus on the Criminal Justice/Treatment interface. He has extensive experience treating chemically dependent adolescents and trauma victims. His professional experience includes practice in public schools, correctional environments, treating law enforcement personnel, inpatient chemical dependency programs, outpatient practice and as a consultant to a First Nation Healing Program. He currently serves as a member of the US Probation Service's New England Critical Incident Stress Management Team. Is a certified Trainer with The International Critical Incident Stress Foundation, Inc. and provided Critical Incident Stress Debriefing to the Boston Police Department subsequent to the Marathon bombing.

### **Karen Gautney**

Has a master's degree in human development, counseling and family studies (concentration in couple and family therapy) from the University of Rhode Island, and a master's degree in criminal justice (concentration in offender rehabilitation) from the University of Cincinnati. She previously served as a special agent with the Naval Criminal Investigative Service (NCIS) and as deputy executive director of the American Association for Marriage and Family Therapy. Ms. Gautney has provided risk reduction services to incarcerated offenders as well as offenders in community supervision utilizing evidence-based curricula. Her training and experience with manualized curricula includes Cognitive Behavioral Interventions (CBI)-Comprehensive Curriculum, CBI-Substance Abuse, CBI-Sexual Offending, Thinking for a Change, Aggression Replacement Training, and Charting a New Course. She is also certified to facilitate Moral Reconciliation Therapy, and to administer the UCCI Correctional Program Checklist.

### **Heather Gagnon, MSW, LICSW, LADC**

Has a master's degree in Social Work from the University of Vermont. Heather has experience in developing and leading several trainings. Along with her training experience Ms. Gagnon has conducted clinical and administrative supervision throughout her time in corrections, where she audited groups to focus on fidelity to the chosen model. Ms. Gagnon is a trainer for several evidence-based programs that focus on reducing the risk of recidivism for offenders. Ms. Gagnon has experience working with both the male and female incarcerated population as well as experience working with offenders on probation. Ms. Gagnon is currently involved in the revamping of programming for sexual offenders in the State of Vermont where she oversaw for the past two and a half years the delivery of evidence-based risk reduction programming.