

May 6, 2015

Sources of information that can help inform what skills you target:

1. PIT/Reassessments
2. Intake interview
3. Foundational classes that everyone goes through (like Orientation, employment classes)
4. Client elicitation - ongoing CM sessions

Breaking these down:

PIT/Reassessments: what are the clients highest risk areas? What kind of information was gleaned from the assessment interview? For example, how does client handle employment conflicts, how does the client handle job search/interviews/explaining criminal history, marital/family conflicts, financial issues, substance use, attitudes/orientation, housing, friends/associates?

Intake interview and client elicitations:

Are CMs asking clients directly what things they need to be working on regarding different domains of their lives - what skills do they need practice with in order to be more successful? In their opinion, what barriers do they feel stand in the way of their success in particular need or risk areas?

Orientation/classes:

What documentation is collected from the client as part of orientation/classes. How are their writing skills? Job application skills? Listening skills? How do they convey their criminal history to an employer? Requesting information from general sources?

Identifying the skill and practice opportunities:

The above areas offer a wide range of opportunities to identify skills the client could be working on, and you can always use the 50 social skills handout as a backup when you are totally out of ideas. The best way to do this would be to sit and brainstorm as part of your coaches CoP or staff meeting, common skills that clients need to work on. Then you could go from there in terms of what practice could look like.

Examples of skills:

The best skills to work on are the ones that we do every day which we take for granted, making them hard to identify. Some suggestions:

1. Sticking to a budget
2. Managing our time and prioritizing tasks
3. Active listening
4. Asking for directions, help, assistance
5. Apologizing
6. Raising a concern with a family member, employer, significant other, CM, Security, instructor
7. Developing and weighing options to help solve a problem that we have
8. Receiving feedback/responding to feedback
9. Giving feedback

May 6, 2015

10. Various parenting skills for clients who have kids and struggle with parenting - how to respond when you child complains about a non-custodial parent, how to set boundaries with your kids, how to appropriately handle negative behavior, how to reinforce positive behavior, healthy eating, homework
11. Saying no
12. Expressing concern/anger appropriately
13. Identifying positive and negative attributes in a friend or acquaintance
14. Having a difficult conversation (i.e. co-parenting - splitting time with baby momma/daddy, sharing information without freaking out
15. Identifying what triggers negative behavior and engaging coping strategies
16. Sharing information about yourself with a new friend or acquaintance (relates to boundaries - clients are usually not very good at this)
17. Healthy habits
18. Handling stress effectively
19. Understanding/recognizing the perspectives/feelings of others

Situations WHERE clients struggle with these skills:

- Co-parenting
- Parenting
- Romantic relationships
- Family relationships
- Employment – with bosses and co-workers
- Landlords
- Correctional supervision relationships
- Going to the store - shopping
- Using public services
- Friendships
- Classes (school)
- Treatment

Practice opportunities:

- Role play
- With instructors - in classes. For example, review active listening skill with client. Have them take notes during class or treatment about their "takeaways" or most important points. Have them share with the instructor, tx provider, or CM
- With peers - asking for directions, help, assistance. Giving/receiving feedback, identifying +/- attributes in a relationship with a friend/acquaintance
- With security staff (COs) at your facility - expressing anything appropriately, responding to feedback, raising a concern
- With their employer - if there is a skill the client can practice and receive feedback from their employer, and then tell you how it went and what type of feedback they got
- With programs you refer them to - GED, AA, employment
- With kids or family members if they are at a place to do that, or are allowed to do that via visits, phone or mail (reviewed by CM first)

May 6, 2015

Examples of Skill Training objectives that have been collected from case plans:

- Possible criminogenic need areas: Family/Marital, Companions
 - Identify 3 tools or techniques you have learned to strengthen or maintain pro-social relationships. Discuss and practice one of these techniques with your CM for feedback. Complete by May 1, 2015.
- Possible crim need areas/barriers to responsivity: Substance Use, Companions
 - Identify 3 people, places, or situations that put you at risk of relapse. Describe the risk with your CM and possible coping strategies to manage this risk. Pick one coping strategy and practice it with your CM for feedback on your use of this skill.
- Possible crim need areas: Criminal thoughts, attitudes, beliefs
 - Write about one goal you would like to accomplish in the next month, year, and 5 years. Discuss with your CM at your next meeting barriers created by your thinking or attitudes to reaching your goals and steps you can take to reach your goals. Obtain feedback from your CM about your goal setting, identifying barriers, and steps you are taking to reach your goals.
- Possible crim need areas: Low impulses, criminal thinking, attitudes, beliefs
 - Describe a situation in one paragraph where your thinking caused you to act impulsively, resulting in a negative consequence for you. List your risky thoughts and possible new thinking you could use that would produce a positive result for you in a future situation. Present to your CM for feedback on your ability to identify risky thinking and replace with new thinking.
- Possible crim need areas: Companions
 - Imagine you are introducing yourself to a prosocial acquaintance. What are three things you would like to tell this person about you that would help them get to know you better? Why did you choose these three things? Discuss with your CM for feedback at your next meeting.
 - Imagine you a meeting a new acquaintance. What are three things you would like to know more about this person to determine if they are a prosocial influence for you and why? Discuss with your CM for feedback at your next meeting.