



The Carey Group Training Information

Training Sequence and Curricula Descriptions

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The Carey Group Training Sequence and Rationale

Course 1	Evidence-Based Practices Overview
Course 2	Motivational Interviewing
Course 3	Four Core Competencies
Course 4	Achieving Risk Reduction Through Effective Staff Interactions
Course 5	Tools Training: The Carey Guides, BITS, and Driver Workbook
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A Staged Approach to Competency Development

Lessons learned about implementing evidence-based practices (EBP) suggest that agencies should take a staged approach to competency development. That is, staff may find it easier to accept and integrate knowledge and skills acquired through training when they have the appropriate prerequisites. Some skills are sequential: we have to learn how to walk before we run, swim before we dive, and understand the risk principle before using an actuarial assessment instrument. *There is an important training sequence that, when followed, enhances the likelihood that staff will be receptive to new information, adopt and adapt to new practices and approaches, and retain information and skills for a longer period of time and with greater fidelity.*

Furthermore, staff need time to gain proficiency with a skill before being asked to learn another one. Developing a sufficient level of comfort with a new idea or skill is a key ingredient to adapting to change. Comfort comes with time and practice—first in the training environment and then on the job. *Experience indicates that EBP should be introduced to staff through a series of sequenced events and activities. Movement to the next stage of training should not occur until staff have gained sufficient proficiency in the previous set of skills.* The recommended sequence is shown on page 1, and course descriptions, lengths of courses, and recommended class sizes are shown on the following pages. Two training timelines—a 36-month timeline and a 24-month timeline—are provided in Appendix 1. All courses are taught by certified Carey Group trainers—all of whom are or have been experienced practitioners.

Providing Training and Coaching to Managers and Supervisors

Nothing stops change in its tracks faster—or gets change moving more quickly—than the engagement of supervisors. They perform perhaps the most essential role in agencies seeking to implement risk reduction practices—setting the tone and channeling staff energies toward change. Their knowledge, comfort, and mastery of EBP skills positions them to encourage, support, coach, and mentor staff in the development of their skills. Too often supervisors are overlooked in this process when, in fact, they are the single most important target for knowledge and skill development. Therefore, where possible, in advance of line staff training, supervisors should receive their own training “track” tailored to the critical role of the supervisor. At a minimum, supervisors should participate in the Evidence-Based Practices Overview and Four Core Competencies trainings before their staff attend these trainings.

Courses and Class Sizes

Knowledge Development Course

Course 1: Evidence-Based Practices Overview

Course Title	Course Length	Recommended Class Size
Evidence-Based Practices Overview for Supervisors	1a: 1 day	Up to 75
Evidence-Based Practices Overview for Stakeholders and Service Providers*	1b: 1 day	Up to 75
Evidence-Based Practices Overview for Line Staff and Administrative Staff	1c: 1 day	Up to 75

** This course is typically presented by two trainers, at least one of whom represents the stakeholders receiving training.*

This training is designed to ground participants in the “what” and “why” of EBP, providing basic knowledge about the research behind evidence-based practices. It emphasizes four core principles that are key to recidivism reduction—risk, need, responsivity, and intervention—as well as strategies for responding to prosocial and noncompliant behavior. It also includes an overview of specific do’s and don’ts that contribute to improved lives for people involved in the justice system. Participants will come to understand the components that must be implemented for justice system professionals to effect positive change. This training is the foundation on which all other trainings are built and is therefore critical to a long-term effort to become an evidence-based organization.

Equally important for the effective implementation of risk reduction practices is full system alignment, including the understanding of—and support for—evidence-based practices by external stakeholders (the court, prosecution, defense, law enforcement, victim representatives, and other justice system partners), service providers, and administrative staff. For this reason, the Evidence-Based Practices Overview training is offered to multiple audiences.

Core learning objectives

By the conclusion of this training, participants will be able to:

- explain the risk, need, responsivity, and intervention principles and why they are important to risk reduction

- describe how and when to effectively apply rewards and responses to noncompliance
- identify the interventions that are and are not effective in reducing recidivism.

Additional learning objectives for supervisors' training

By the conclusion of this training, participants will be able to:

- list potential stakeholder concerns and ways to respond to them
- prepare staff to participate in the EBP Overview training
- support staff in their use of evidence-based practices.

Additional learning objective for stakeholders', service providers', and administrative staff's training

By the conclusion of this training, participants will be able to:

- describe the role of stakeholders/service providers/administrative staff in creating and sustaining an EBP environment.

Skill-Training Courses

Course 2: Motivational Interviewing

Course Title	Course Length	Recommended Class Size
Motivational Interviewing for Supervisors	2a: 2 days	Up to 16
Motivational Interviewing for Line Staff	2b: 2 days	Up to 16

This training introduces participants to motivational interviewing, a communication style that provides the groundwork for the professional alliance that is so critical to helping people build skills and implement risk reduction strategies. The training examines a traditional interviewing style versus motivational interviewing. Participants become acquainted with relevant evidence demonstrating the efficacy of motivational interviewing and with the fundamental spirit and principles of motivational interviewing. Through hands-on, interactive training, participants will learn this collaborative communication style, which has been shown to increase engagement and follow-through with the goals of supervision.

Core learning objectives

By the conclusion of this training, participants will be able to:

- explain how motivational interviewing can be used to promote behavior change
- describe the fundamental spirit and principles of motivational interviewing
- identify when to use different communication styles
- demonstrate skills in using OARS (open-ended questions, affirmations, reflections, and summarizations)
- elicit, identify, and respond to change talk
- manage resistance using motivational interviewing techniques
- recognize and avoid common communication errors.

Additional learning objectives for supervisors' training

By the conclusion of this training, participants will be able to:

- prepare staff to participate in motivational interviewing training
- support staff in their use of motivational interviewing.

Customized booster classes are available for the Motivational Interviewing training.

Course 3: Four Core Competencies

Course Title	Course Length	Recommended Class Size
Four Core Competencies for Supervisors	3a: 2 days	Up to 30
Four Core Competencies for Line Staff	3b: 2 days	Up to 30

This training increases participants' knowledge around the four core competencies needed for risk reduction:

1. Building professional alliance: Staff who have the interpersonal skills to develop effective working relationships with the people with whom they work are much more likely to achieve the desired long-term results.
2. Using skill practice to address criminogenic needs: The consistent use of skill practice (i.e., practicing new behaviors) and role-play produces the most significant positive outcomes.
3. Effective case planning and management: Using a deliberate case planning and management strategy helps keep interactions focused on the issues that will lead people to success.
4. Responding to prosocial and noncompliant behavior: Key to shaping behavior is the effective use of both incentives/rewards and responses to noncompliance.

The course provides opportunities for hands-on skill training in each of the four competency areas, as well as practice with two Brief Intervention Tools (BITS) worksheets to help people build skills.

Core learning objectives

By the conclusion of this training, participants will be able to:

- describe key research findings that underscore how to achieve risk reduction
- demonstrate the four core competencies that are key to reducing the risk of recidivism
- use tools that will support them in developing proficiency in the four core competencies.

Additional learning objectives for supervisors' training

By the conclusion of this training, participants will be able to:

- describe the role of front-line supervisors in creating and sustaining an evidence-based practices environment
- prepare staff to participate in the Four Core Competencies training
- coach staff in the four core competencies
- implement continuous quality improvement (CQI) processes with respect to the four core competencies.

Course 4: Achieving Risk Reduction Through Effective Staff Interactions

Course Title	Course Length	Recommended Class Size
Achieving Risk Reduction Through Effective Staff Interactions for Supervisors	4a: 2 days	Up to 30
Achieving Risk Reduction Through Effective Staff Interactions for Line Staff	4b: 2 days	Up to 30

To maximize the potential of reducing people’s risk level, staff must be able to both understand key risk reduction principles and practices and apply these principles and practices in their one-on-one interactions. This training outlines seven key steps to helping people involved in the justice system change their behavior and presents the steps within the context of the risk, need, and responsivity principles, as well as effective intervention, professional alliance, and behavior management practices; reviews research that supports each step; introduces skills and tools to help staff implement each step; and offers participants opportunities for skill practice.

Core learning objectives

By the conclusion of this training, participants will be able to:

- describe key research around
 - the risk, need, and responsivity principles
 - effective intervention, professional alliance, and behavior management practices
- apply the research to one-on-one interactions
- use risk reduction tools
- identify interventions that are and are not effective in reducing recidivism.

Additional objectives for supervisors’ training

By the conclusion of this training, participants will be able to:

- describe the qualities and roles of front-line supervisors in an evidence-based practices environment
- identify key performance measures related to the risk, need, and responsivity principles, and to effective intervention, professional alliance, and behavior management practices
- determine how successfully the agency is applying the key principles and practices to the people with whom they work
- build and sustain a risk reduction environment
- prepare staff to participate in their Achieving Risk Reduction Through Effective Staff Interactions training.

Course 5: Tools Training—The Carey Guides, Brief Intervention Tools (BITS), and Driver Workbook

Course Title	Course Length	Recommended Class Size
The Carey Guides for Supervisors	5a: 1 day 5b: 2 days	Up to 30
The Carey Guides for Line Staff	5c: 1 day 5d: 2 days	Up to 30
The BITS for Supervisors	5e: 1 day	Up to 30
The BITS for Line Staff	5f: 1 day	Up to 30
The Carey Guides and BITS for Supervisors	5g: 1 day 5h: 2 days	Up to 30
The Carey Guides and BITS for Line Staff	5i: 1 day 5j: 2 days	Up to 30
The Carey Guides and Driver Workbook for Supervisors	5k: 1 day 5l: 2 days	Up to 30
The Carey Guides and Driver Workbook for Line Staff	5m: 1 day 5n: 2 days	Up to 30
The BITS and Driver Workbook for Supervisors	5o: 1 day 5p: 2 days	Up to 30
The BITS and Driver Workbook for Line Staff	5q: 1 day 5r: 2 days	Up to 30
The Carey Guides, BITS, and Driver Workbook for Supervisors	5s: 1 day 5t: 2 days	Up to 30
The Carey Guides, BITS, and Driver Workbook for Line Staff	5u: 1 day 5v: 2 days	Up to 30

Note: The Carey Guides, BITS, and Driver Workbook, which are required materials for the respective courses, are sold separately. See careygroupublishing.com for pricing.

Staff can have a profound impact on recidivism rates, but only if they deliberately and strategically address criminogenic needs and help the people with whom they work build skills. Staff who receive training in evidence-based practices soon realize that they need a structured method to address risk factors in their one-on-one interactions. This training equips staff with an array of specific tools to address criminogenic needs and help people build skills in clear, specific, and structured ways.

The **Carey Guides** are 33 handbooks that help staff use EBP in their work: Blue Guides specifically address criminogenic needs and Red Guides address case management concerns. The Guides all follow a consistent format. Background information provides staff with important research findings and contextual information to support the application of evidence-based approaches. Each Guide

also contains a number of “skill practice tools.” These tools are designed for use by people with justice system involvement to help them understand key criminogenic issues and build plans for successful behaviors in the future.

The **Brief Intervention Tools (BITS)** are short, structured interventions that staff use to help people build skills to address their criminogenic needs. There are six BITS: *Decision Making, Problem Solving, Overcoming Automatic Responses, Thinking Traps, Overcoming Thinking Traps, and Who I Spend Time With.*

The **Driver Workbook** helps staff and people who are justice-involved identify the “driver,” or the criminogenic need that has the greatest influence on illegal behavior. This is accomplished through an interactive process of exploring patterns that emerge from people’s descriptions of six times when they experienced trouble in the past—either at home, at school, at work, and/or with the law. These patterns evidence themselves visually, making it easy to “see” what is driving the illegal behavior. The driver can then become the initial focus of the case plan.

These risk reduction resources are explored in both one- and two-day courses. Two-day courses offer participants the opportunity to practice using additional Carey Guides and BITS, conduct more in-depth skill practice, and debrief those skill practices in greater detail than one-day courses.

Core learning objectives

By the conclusion of this training, participants will be able to:

- describe key research findings that underscore how to achieve risk reduction
- describe the purpose and content of the Carey Guides, BITS, and Driver Workbook
- do skill practice using the Carey Guides, BITS, and Driver Workbook
- explain how to make the most effective use of the Carey Guides, BITS, and Driver Workbook
- introduce the Carey Guides, BITS, and Driver Workbook
- use strategies to manage a potential lack of cooperation.

Additional learning objectives for supervisors’ training

By the conclusion of this training, participants will be able to:

- prepare staff to participate in the Tools training
- support their staff in their use of the Carey Guides, BITS, and Driver Workbook.

Booster courses are offered for the Tools trainings. For more information, see page 12 of the training brochure.

Course 6: Effective Case Planning and Management

Course Title	Course Length	Recommended Class Size
Effective Case Planning and Management for Supervisors	6a: 1 day 6b: 2 days	Up to 30
Effective Case Planning and Management for Line Staff	6c: 1 day 6d: 2 days	Up to 30

Note: Course customization costs may apply.

This training builds upon the introduction to effective case planning and management included in the Four Core Competencies training. It is a highly interactive, hands-on skill-building course that supports staff in developing case plans that effectively address criminogenic needs, meet the SMART (specific, measurable, achievable, realistic, time-bound) criteria, and appropriately target dosage levels based on a person's risk level.

There are one- and two-day options for this course. In two-day courses, more time is devoted to sharing assessment results, identifying the driver (the criminogenic need that has the greatest influence on illegal behavior) and skills to develop, collaboratively developing effective case plans, and discussing how to teach new skills and build skill practice into appointments.

Core learning objectives

By the conclusion of this training, participants will be able to:

- explain why it is important to have an effective case plan
- identify the key elements of an effective case plan
- engage people in case planning
- interpret and share assessment results
- identify the driver and skills to develop
- write simple, clear goals and SMART action steps
- develop a case plan that addresses risk, needs, drivers, skills that would be helpful to develop, responsivity factors, strengths, and triggers
- list tips for developing effective case plans.

Additional objectives for supervisors' training

By the conclusion of this training, participants will be able to:

- take steps to ensure that effective case planning and management are implemented with fidelity
- identify and address staff questions and concerns regarding case planning and management
- prepare staff to participate in the Effective Case Planning and Management training
- support their staff in their case planning and management efforts.

A booster course is offered for the Effective Case Planning and Management training. For more information, see page 14 of the training brochure.

Course 7: Supervisor's EBP BriefCASE

Course Title	Course Length	Recommended Class Size
Supervisor's EBP BriefCASE	7a: 1 day 7b: 2 days	16

For supervisors only.

Note: The Supervisor's EBP BriefCASE, which is required for this course, is sold separately. See careygroupublishing.com for pricing.

Research demonstrates that most classroom training is lost if it is not immediately applied and practiced in a day-to-day work environment. Furthermore, even skills that are developed through coaching that directly follows classroom training erode if they are not continually reinforced through booster training and continuous quality improvement efforts, such as ongoing skill practice, observation, and feedback. Front-line supervisors are best positioned to provide this support to line staff, yet most do not have the comfort, knowledge, or skills to do so. The **Supervisor's EBP BriefCASE** (Coach and Advance Staff in EBP) was developed to provide supervisors with the structure to establish a collaborative coaching relationship with staff, and the knowledge and tools to teach and reinforce EBP and core competencies. This skill-based training introduces participants to the BriefCASE—an 18-module curriculum designed to be delivered by the supervisor in one-hour sessions with staff—and provides them with opportunities to practice using the curriculum materials.

The one-day course is appropriate for supervisors who are conversant in EBP knowledge and skills and comfortable in their coaching role. The two-day course is appropriate for supervisors who would benefit from additional support with the EBP content, their roles as coaches, and/or skill practice delivering the curriculum.

Learning objectives

By the conclusion of this training, participants will be able to:

- explain the purpose and contents of the Supervisor's EBP BriefCASE and how to effectively use the BriefCASE
- identify effective strategies supervisors employ to coach staff in EBP practices
- demonstrate how to deliver the Supervisor's EBP BriefCASE curriculum effectively
- identify potential staff concerns and strategies to address these concerns
- identify issues related to the delivery of BriefCASE training, brainstorm options for addressing these issues, and discuss an implementation plan.

A booster course is offered for the Supervisor's EBP BriefCASE training. For more information, see page 15 of the training brochure.

Booster Courses

Course 8: Tools Booster Training —The Carey Guides, Brief Intervention Tools (BITS), and Driver Workbook

Course Code Course Title	Course Length	Recommended Class Size
The Carey Guides Booster	8a: 1 day	Up to 30
The BITS Booster	8b: 1 day	Up to 30
The Carey Guides and BITS Booster	8c: 1 day	Up to 30
The Carey Guides and Driver Workbook Booster	8d: 1 day	Up to 30
The BITS and Driver Workbook Booster	8e: 1 day	Up to 30
The Carey Guides, BITS, and Driver Workbook Booster	8f: 1 day	Up to 30

Notes: 1. The Carey Guides, BITS, and Driver Workbook, which are required for the respective courses, are sold separately. See careygroupublishing.com for pricing. 2. Course customization costs may apply.

According to research, initial training increases the likelihood that staff feel positive about delivering risk reduction interventions; however, that initial training is usually insufficient to make ideas “stick.” Follow-up in-service booster sessions are critical if newly learned skills are to be effectively applied in practice. These booster sessions are recommended 6–12 months following initial training.

The purpose of the Tools Booster training is to continue to advance staff’s use of the [Carey Guides](#), [BITS](#), and [Driver Workbook](#), depending on the agency’s needs. It gives staff the opportunity to dig deeper into these risk reduction tools by exploring a wider range of tools, identifying when to use which tool, conducting skill practice with tools they may not have already tried, and discussing successes and challenges they have experienced in their day-to-day work with the tools.

Learning objectives

By the conclusion of this training, participants will be able to better:

- use the Driver Workbook to determine the driver
- identify skills that will help address criminogenic needs
- match intervention tools with skills to develop
- conduct effective cognitive behavioral interventions using the Carey Guides and BITS.

Course 9: Reducing Recidivism 20 Minutes at a Time

Course Title	Course Length	Recommended Class Size
Reducing Recidivism 20 Minutes at a Time	1 day	Up to 30

Note: Course customization costs may apply.

Staff often wonder how to incorporate into their often short one-one-one interactions everything they've learned about helping people build skills. This course consolidates information from previous trainings to answer that question.

Participants discuss their successes and challenges facilitating behavior change, determine reasons for successes, and brainstorm ways to address challenges. Then, they practice identifying skills that would assist people in addressing their criminogenic needs; list tasks, take-home assignments, and referrals that would help people develop those skills; explore sequential steps for teaching and practicing skills; and have an opportunity to practice the steps. Next, they review a four-point structure for a 20-minute appointment that targets skill development (check-in, review, intervention, take-home assignment) and learn strategies for staying focused on the goal of the appointment. The training culminates with an activity in which participants identify skills that would be helpful for a person described in a case scenario; list tasks, take-home assignments, and referrals that would help the person build their skills; and then conduct a four-point appointment from start to finish.

Learning objectives

By the conclusion of this training, participants will be able to:

- identify skills that would help address criminogenic needs
- identify strategies, tools, and resources to help build skills
- use the sequential steps of skill practice to teach a skill
- conduct an appointment using a four-point appointment structure
- examine successes and barriers around behavior change, as well as ways to overcome barriers.

Course 10: Effective Case Planning and Management Booster

Course Title	Course Length	Recommended Class Size
Effective Case Planning and Management Booster	1 day	Up to 30

Note: Course customization costs may apply.

To ensure that staff are incorporating the effective case planning and management skills that they learned in their initial training, it is recommended that booster sessions be held 6–12 months following the initial training. In the booster training, staff have an opportunity to discuss successes and challenges they have experienced developing case plans and managing the plans dynamically, as well as strategies to address those challenges. Then, using sample case scenarios as the basis for their work, they practice writing case plans that address the challenges they have experienced.

Learning objectives

By the conclusion of this training, participants will be able to:

- identify successes in developing and managing effective case plans
- share strategies for addressing case planning and management challenges
- develop case plans that address the risk, needs, drivers, skills to develop, responsibility factors, strengths, and triggers of people described in sample case scenarios.

Course 11: Supervisor's EBP BriefCASE Booster

Course Title	Course Length	Recommended Class Size
Supervisor's EBP BriefCASE Booster	1 day	16

For supervisors only.

Notes: 1. The Supervisor's EBP BriefCASE, which is required for this course, is sold separately. See careygrouppublishing.com for pricing. 2. Course customization costs may apply.

Supervisors will be facilitating the **Supervisor's EBP BriefCASE** over the course of 18 months, with one 1-hour session each month. After 3–6 months of facilitating sessions, it is recommended that supervisors receive a booster training. During this training, participants discuss how staff are responding to the BriefCASE sessions; which modules have generated the most questions, and why; and what challenges have arisen. Then, participants practice facilitating a BriefCASE module while addressing one of the challenges they identify. The booster training concludes with participants identifying the type of support they will need as they continue to deliver BriefCASE sessions.

Learning objectives

By the conclusion of this training, participants will be able to:

- describe successes and challenges using the Supervisor's EBP BriefCASE
- identify strategies for addressing challenges
- demonstrate advanced facilitation skills
- identify additional support required.

Advanced Courses

Course 12: Continuous Quality Improvement/Coaching

Course Title	Course Length	Recommended Class Size
Continuous Quality Improvement/Coaching	2 days	Up to 30

For managers, supervisors, and/or CQI coaches only.

Implementing evidence-based practices alone is not enough to ensure recidivism reduction. In fact, most change efforts fail because important implementation and post-implementation strategies are overlooked. The identification and effective implementation of continuous quality improvement (CQI) strategies are critical to sustaining the fidelity of policies and practices that are essential to achieving goals. This training provides managers, supervisors, and/or CQI coaches with a review of the domains that are common to an effective EBP CQI process, a method for determining the agency's needs around CQI, and a process for developing an action plan to implement CQI. A variety of tools to support effective CQI processes (e.g., direct observation and case audit checklists; the Carey Guides Continuous Quality Improvement Manual) will be reviewed and, where appropriate, integrated into the action plan.

Learning objectives

By the conclusion of this training, participants will be able to:

- describe the research that underlies the need to implement CQI processes
- develop logic models
- identify and prioritize the key EBP policies and practices that are best supported by CQI processes
- identify key performance measures
- coach staff effectively
- describe—through an action plan—the agency's strategy for implementing CQI, including the processes and tools that will be used and the people who will be responsible for implementing the plans.

Course 13: Risk Reduction Coaching for Supervisors

Course Title	Course Length	Recommended Class Size
Risk Reduction Coaching for Supervisors	1 day	Up to 30

Corrections agencies get better results when supervisors provide staff with feedback and ongoing support to help them transfer the skills they learn in training to their day-to-day interactions with people who are justice-involved. Risk Reduction Coaching for Supervisors highlights staff skills and practices that are most important to risk reduction (professional alliance, effective case planning and management, effective skill practice, and the effective use of rewards and responses to noncompliance); helps supervisors develop the qualities and abilities they need to coach their staff in these skills and practices, focusing on two coaching constructs (observation and case audit); and suggests strategies that supervisors can use to develop and sustain a learning culture within their agency.

Learning objectives

By the conclusion of this training, participants will be able to:

- describe the role of an EBP supervisor
- list key areas for quality assurance (QA) in an EBP environment
- explain the purpose of coaching
- list the qualities of an effective coach
- describe a process for coaching
- identify what to look for when coaching
- identify ways to create and sustain a learning culture that promotes risk reduction.

Course 14: 10 Steps to Risk Reduction

Course Title	Course Length	Recommended Class Size
10 Steps to Risk Reduction	2 days	Up to 30

Note: The Carey Guides, which are required for this course, are sold separately. See careygroupublishing.com for pricing.

This training introduces participants to the 10 steps to risk reduction—from establishing positive expectations to preparing people for successful discharge from the corrections system—and to more than 30 tools they can use to achieve these steps. A partial list of the tools described in this training tools includes:

- the Role Script, a script to be used at the first appointment between a staff member and the person with whom they are working to clearly identify the roles and responsibilities of each party
- the Driver Workbook, to help staff identify a person’s most influential criminogenic need
- the Goal Appointment Card, which identifies the primary case plan goal on which the person is currently working, the specific skill that is being developed to support achievement of that goal, the take-home assignment, and the date of the next appointment
- tools from multiple Carey Guides to address criminogenic needs and case management issues.

The training concludes with participants identifying the tools that will best assist them in achieving their risk reduction goals and by creating an action plan to use these tools.

Learning objectives

By the conclusion of this training, participants will be able to:

- identify the 10 steps to risk reduction
- explain the purpose and importance of each step
- use practical tools that will increase the likelihood of achieving the goal of each step
- prioritize the tools they are most likely to implement.

Train the Trainers Courses

Course Title	Course Length	Recommended Class Size
Train the Trainers	a: 2 days b: 4 days	Up to 12

Note: There is an additional per participant cost for TTT course materials, which are described in further detail below.

To help build sustainability within an agency, all of The Carey Group's courses except for Motivational Interviewing are available as Train the Trainers (TTT) courses. For all TTT courses:

- Recommended class size is 12 persons.
- People participating in these courses should be familiar with the course material (i.e., they should have attended the course as a participant and have since been routinely using the skills/tools).
- People participating in these courses should possess training and facilitation skills.
- Course duration is twice the length of the non-Train the Trainers course (i.e., a one-day course is a two-day TTT course; a two-day course is a four-day TTT course).
- In advance of the TTT course, TCG will ship to the agency's designated contact person materials to be distributed in advance to TTT participants. Participants will be expected to be thoroughly familiar with these materials when they arrive for the training.
 - Each TTT participant will receive a three-ring binder complete with all trainer's materials. Included with each binder is a full-color Trainer's Manual with all the necessary training preparation instructions and a slide-by-slide guide describing the training content; pre- and post-training knowledge tests for optional use; a Participant Workbook with all materials needed to conduct the training's exercises, as well as a glossary of key terms, references of key studies cited throughout the curriculum, and a training evaluation form; Participant PowerPoint Handouts, on which participants can jot notes throughout the training; and a thumb drive complete with the trainer's PowerPoint slides, videos for the course, and all materials that need to be printed for, and distributed during, the training.
 - Option: For paper-free workplaces, only the thumb drive will be provided. All materials, including the Trainer's Manual, Participant Workbook, and Participant PowerPoint Handouts, will be included on the thumb drive.
- Over the course of the training, the trainer will review each module and exercise in the curriculum and respond to participants' questions about the course material. The trainer will select participants to present each module of the training, either alone or with a partner. Feedback will be provided by other participants and the trainer. Each participant will have multiple opportunities to present various segments of the course.

Courses Offered Exclusively as Train the Trainers Courses

In addition to the courses listed above, The Carey Group offers Thinking for a Change exclusively as a Train the Trainers course.

Course Title	Course Length	Recommended Class Size
Thinking for a Change	4 days	Up to 12

Thinking for a Change (T4C) is a structured, 25-lesson curriculum designed by the U.S. Department of Justice, National Institute of Corrections, to help youth and adults with justice system involvement address harmful thinking and behavior. The curriculum is typically presented over 13 weeks, in two one- or two-hour sessions a week. In each lesson, T4C class participants observe demonstrations of prosocial ways of thinking and acting, and practice the new skills they have learned. Practice continues between lessons, as people work to incorporate these skills into their daily lives.

In the Train the Trainers course, participants in a range of staff roles learn to facilitate T4C groups. They review the objectives and activities for each lesson, become familiar with the presentation slides and supplementary materials, learn effective facilitation skills, and deliver portions of the curriculum in front of other participants.

Learning objectives

By the conclusion of this training, participants will be able to:

- demonstrate a deep level of knowledge about the contents of T4C and the process for delivering this training
- understand the expectations of the training and requirements for advancing into the trainer role
- demonstrate the traits of an effective presenter
- facilitate T4C groups.

Online Courses

The Carey Group offers most of its courses as real-time, interactive online courses. The courses are facilitated by one of The Carey Group's trainers, and are held over a number of shorter training days to maintain a high level of participant engagement and to minimize disruption to their daily work activities.

Online classes are smaller than in-person classes, with a maximum of 12–20 people, depending on the course. With many of the trainings, assignments at the end of each day give participants an opportunity to immediately practice—in their day-to-day environment—what they have learned. They can then share successes and questions at the beginning of the next training day and receive helpful feedback. The trainer can also privately address questions and concerns asked through the online learning system's chat function. Participants' feedback, as well as the results of knowledge assessments gathered through the system's polling feature, allow the trainer to gauge understanding, ensure learning, and, if needed, address any gaps in knowledge on the spot.

For more information on The Carey Group's online courses, including technological considerations, please contact Christine Toner at christine@thecareygroup.com or 917-414-5978.

Curriculum Customization

The Carey Group can customize curricula to reflect an agency's policies, practices, risk reduction resources, and training goals. There are three levels of customization:

- Minor customization: Minor customization such as the following is included within the cost of the training:
 - tailoring terminology to reflect an agency's preferences
 - replacing general information about topics such as available risk/needs assessments, cognitive behavioral interventions, behavior management tools, and rewards and responses to noncompliance with agency-specific information
 - making slight modifications to content to reflect the population with whom training participants work (i.e., adults or youth, those in the community or in facilities) and to address agency issues and areas of concern.
- Modest customization: This includes up to 5 days of work making more extensive changes to curricula, particularly:
 - revising content to reflect an agency's policies, practices, and resources
 - adding, with agency input, agency-specific information, including but not limited to profiles of people who are justice-involved, risk/needs assessment results, and case plans.

Additional costs apply.
- Significant customization: This includes up to 10 days of work building new materials to reflect an agency's policies, initiatives, and areas of focus, and then incorporating these materials into existing curricula. *Additional costs apply.*

Coaching

In today's outcome-driven world, coaching is an essential tool for keeping our workforce apace with emerging knowledge and expectations for improved outcomes. The Carey Group coaches executives, managers, supervisors, and staff to ensure that they have the knowledge and skills needed to achieve their organization's mission and to maximize their opportunities for success.

Available services include the following:

- on-site or online observation of one-on-one interactions followed by structured feedback and coaching
- off-site audio/videotape review combined with phone consultation and/or written feedback
- on-site training of agency coaches
- facilitated action planning discussions focused on advancing in-housing coaching and continuous quality improvement efforts.

Keynote Speeches and Workshops

As practitioners with years of service and experience in federal, state, and local government, as well as in the not-for-profit and private sectors, The Carey Group is frequently asked to speak at conferences, plenaries, and other events. The following are among the keynote speeches, workshops, and plenary sessions that The Carey Group delivers:

- Behavior Management of People Who Are Justice-Involved
- Building a High-Functioning Work Culture
- The Changing Face of Our World and Our Role in Change
- Connecting the Dots: Core Elements in an Evidence-Informed Community Corrections Department
- Continuous Quality Improvement: You Don't Need a Cadillac When a Chevy Will Do!
- Hope and Optimism
- No Excuses: EBP Is the Professional Standard
- Performance Metrics for Community Corrections, Diversion, and Jail Treatment
- Seven Deadly Sins and Seven Breakthroughs: Reflections on 35 Years of Change in the Field of Corrections
- Use of Risk/Needs Assessment Information at Sentencing
- Who (or What) Is Driving the Bus?: Identifying the "Driver"

For more information on keynote speeches, workshops, and plenary sessions that The Carey Group offers, including customized offerings, please contact Susan Burke at susan@thecareygroup.com or 1-877-892-2739 #86.

Consulting and Strategic Planning

The Carey Group works with organizational leaders and all levels of operational staff to assist in the achievement of their criminal and juvenile justice system goals, with a focus on evidence-based practices, evidence-based decision making, and continuous quality improvement.

The Carey Group provides services, consultation, and training in:

- defining an organization's vision, mission, values, and goals
- understanding the demands of the future for an agency
- assessing an organization's readiness for change
- developing and implementing strategic and action plans
- reconciling strategic planning with budgetary and political constraints
- developing and implementing new policies, processes, procedures, and programs
- coaching leadership through the process of change
- maintaining the integrity of strategic and action plans
- delivering feedback on progress and results.

For more information on The Carey Group's consulting and strategic planning services, visit thecareygroup.com/our-work or contact Susan Burke at susan@thecareygroup.com or 1-877-892-2739 #86.

Appendix 1: EBP Training Timelines

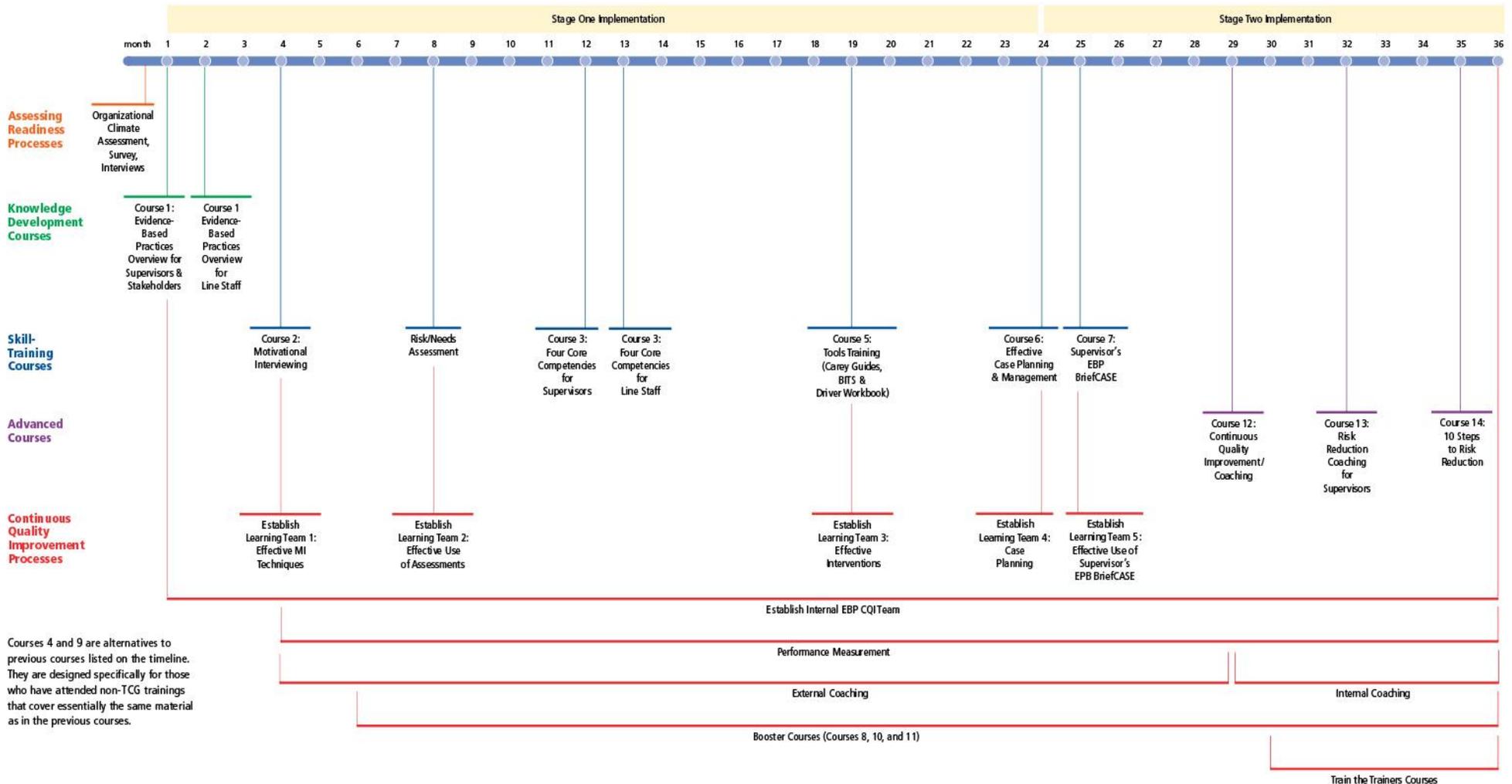
Two EBP training timelines are shown below. The first is a 36-month timeline, and the second is a 24-month timeline. The 24-month timeline is an aggressive one, offered for jurisdictions that wish to compress the training schedule. In ideal circumstances, the training sequence would take place over 36 months. This allows optimal time between sessions for staff to gain mastery of each skill.

A Note About Achieving Mastery

Four principles guide each of the training components shown in the timelines and are designed to ensure systemic integration of learning into practice:

- Skills must be sequenced properly in order to maximize the training benefit. Professional skills are developed in the same way that a building is constructed: strong footings and walls must be erected before a roof can be added.
- Supervisors require special attention and assistance in order to be effective as coaches and proponents of change.
- Staff must have sufficient “soak time” between trainings in order to gain proficiency in one skill set before learning another.
- Coaching and continuous quality improvement processes must be established at the outset and continued throughout and after the professional development process in order for change to endure over time.

36-Month “Recommended” EBP Implementation and Training Timeline



Courses 4 and 9 are alternatives to previous courses listed on the timeline. They are designed specifically for those who have attended non-TCG trainings that cover essentially the same material as in the previous courses.

24-Month "Aggressive" EBP Implementation and Training Timeline

