SMART Chrono: Where The Rubber Meets The Road

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6W Community Corrections
EBP training without implementation will not result in offender change.
IT’S NOT ABOUT COUNTING THE BEANS!
Traditional community supervision is ineffective. All else being equal, sentencing an offender to community supervision instead of incarceration does not reduce that offender’s likelihood to engage in future criminal activity.

Bonta, Rugge, Scott, Bourgon, and Yessine, 2008; Taxman 2002:
Only manipulating the variables of caseload size of an officer and/or number of contacts per month had no effect on offender outcomes.
Bonta, 2008

› 62 agents, 154 adult and juvenile offenders

› Agents discussed pro-criminal attitudes in only 3% of sessions

› Agents used cognitive-behavioral interventions in less than 25% of the sessions
"If something happens, is it of **quality**? That’s more important than just counting **how often** something is happening."

› Dr. Guy Bourgon, 2016 Cog Summit Presentation
Now You’re Talkin’ R-N-R!
Risk/Need/Responsivity Approach:

Using risk, need, and responsivity to manage caseloads and structure face-to-face interactions with offenders in order to promote intrinsic change.
Assess risk and focus resources on medium and high

Focus on the big four criminogenic needs

Responsivity???????

We’re falling short!!!!!
Officers incorporate techniques during one-to-one meetings with offenders that are known to impact behavioral change, and do so in a manner that meets the learning style of the offender.

Cognitive-behavioral approaches focused on cognitive restructuring and skill development are the most effective.
This is where the rubber meets the road!!
OR

“New business”  “Business as usual”
Training = Doing???????
You know what happens when we assume!
Up to 50% reduction in likelihood of re-offending

Bonta et al, 2008
Andrews, Bonta, Gendreau et al 1990

- 7% **INCREASE** in recidivism if NO principles adhered to
- 32% **REDUCTION** in recidivism if ALL THREE principles adhered to
Andrews and Bonta 2010

- 2% increase no principles
- 2% decrease only 1 principle
- 18% decrease 2 principles
- 26% decrease all 3 principles
RNR implementation in Dreamland
RNR implementation in the real world:
The EPICS Model Study

Dr. Latessa and colleagues 2013

- 41 agents
- 3 different sites
Findings:

› Average agent correctly used the EPICS skills less than half the time that it was appropriate.

› Despite considerable training and support, not even all of the EPICS trained officers displayed high fidelity to the model.

› It was likely that varying supervisor expectations at the different sites impacted agent fidelity as well as offender outcomes.
Officer training alone will not be enough to ensure that core correctional practices are actually being used!
Voila’ – the EBP SMART Chrono!!

“If you’re not seeing it, it’s not happening.”
Tony said he was not doing well, he got a staph infection after swimming in a lake recently. He said he went to the doctor when a lump formed on him and it was numbed, but it got worse and now he needs to go to the doctor today and receive IV antibiotics for it.

He has one more session of aftercare tomorrow and then will be complete, he is very pleased how that turned out.

His job search continues, he has recently applied at Super America and the Super Motel but has not received any calls for interviews or anything like that, will continue to look.

He did join the County Historical Society but they have not had any events or projects yet, he hopes soon.

His driver's license was taken away by the state two weeks after he received it due to an unpaid DAR fine in Chippewa County. It has been suspended for six more months and he needs to pay the fine.
Vince asked to be seen today as he has a conflict on Friday. He said he did his update with and she kept the outpatient rec but added a mental health eval. He said he has no time for that. I said he is already going to be attending WMH for anger management so perhaps it can be arranged for there. I need to get a copy of the assessment and then can send WMH info. I told him to call and schedule the assessment in the meantime so that it works for his schedule. I told him he has been pulled from cog skills as well so not to worry about that.

He's been in contact with Turnabout for treatment. They told him to wait until after the New Year due to deductible issues. I had him sign a release for Turnabout and said I will check with them on it. If that is the case, I don't oppose that.

Vince had no other changes to report.

I set a next appointment for Monday 11/6/17 at 10 am in the
Question: Criminogenic Need Addressed
Answer: Other (Your Guide to Success)

Question: Was an intervention or strategy taught?
Answer: No

Question: Skill deficits addressed.
Answer: Problem Solving Skills
Thinking and Reasoning Skills

Question: What intervention was used?
Answer: Carey Guide (list specific guide in comments)

Additional Info:
Completed Tool 1 of Your Guide to Success Carey Guide

Anthony identified that his biggest risks were his family, coping skills, friends, free time, and alcohol/drug use. He admitted that usually when there is an issue with his family, he doesn't cope well, seeks out using friends, uses, and then trouble follows. I told him that the purpose of this exercise is not to dwell on the negatives from his past. It is to help him realize where his risk factors are and then how to use his strengths to address those areas and break the cycle going forward. I told him we will do Tool 2 next appointment which will start our look to the future and that there are many other tools we can use to address his coping skills, relationships, etc. Anthony indicated he was open to this and that it might be helpful for him going forward.

Question: Was EBP assignment/homework given to the client?
Answer: Yes

Question: Did you use skill practice with feedback? (role plays)
Answer: No

Question: How much time did you spend with your client using EBP strategies?
Answer: 30-45 Minutes

Additional Comments:
FTF, met with Anthony in the Granite office

I had not received any CUA cases or mental health cases yet for us to discuss. Anthony said that Casey's did not hire him, but that he has an interview today with the Coordinator. I said he is very qualified for that job and would be a great fit and asset for them. He will update me after.

He brought his AA card and showed attendance on: 4/27/17, 5/5/17, 5/4/17, and 5/18/17.

He had no other changes to report. He plans to go camping with his aunt this weekend and commented what a great support she has been for him recently.

I set a next appointment for Thursday 6/15/17 at 2 pm in the Granite office.
6W Community Corrections
Chrono Detail Report

Comment

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Criminogenic Need Addressed</td>
<td>Alcohol/Drug</td>
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<tr>
<td>Was an intervention or strategy taught?</td>
<td>Yes</td>
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<td>Skill deficits addressed</td>
<td>Thinking and Reasoning Skills</td>
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<td>What intervention was used?</td>
<td>Thinking report</td>
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<tr>
<td>Was EBP assignment/homework given to the client?</td>
<td>no</td>
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<tr>
<td>Did you use skill practice with feedback? (role plays)</td>
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<tr>
<td>How much time did you spend with your client using EBP strategies?</td>
<td>16:29 Minutes</td>
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Additional Comments:
Heather came in the office - we did a little basic check in where she reported things were going ok. I then asked how many days sober she is. She reported 5 days. Had her sign an admittance of use form.

We worked through a thinking report. Not much changed from our previous report. Her most prominent feeling this time around was loneliness vs helplessness as reported last time. We decided to focus on what can be done to help with the loneliness.
SMART Chrono goals:

› Establish agent expectations during offender contacts by guiding the structure of agent-offender appointments

› Efficient documentation of important intervention information

› Method to perform quality assurance and check fidelity to EBP principles and RNR model
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<tr>
<th>Date</th>
<th>Description</th>
<th>Notes</th>
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<td>Office Visit (in Co. Dismiss)</td>
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- Met with Crystal in the office briefly. She came in for a bruise on her hand and we were unsure if it needed stitches. It was addressed.

- Question: Criminogenic Need Addressed

- Spoke with Crystal briefly while waiting for billing on her drug test. Crystal said work was really busy.

- Question: Criminogenic Need Addressed

- Met with Crystal in the office.
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<tr>
<th>Transfer Chrono Type</th>
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<th>Transfer Chrono Agent</th>
<th>CCP Chrono</th>
<th>Update Date</th>
<th>Last Updated By</th>
<th>Create Date</th>
<th>SmartChrono Template</th>
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<td>01/04/2018</td>
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6WCC EBP Case Management Policy

- Appointment structure
- Case sequence
- Case plan
- SMARTChrono
- Intervention tools
Title: EBP Case Management Policy
Created: 03/21/2017

Purpose:
To reduce the risk of reoffending and help probationers change their behaviors by using processes, interventions and tools which focus on both decision making and implementation.

Directive:
Agents should be aligning correctional practice and EBP by applying the Risk/Need/Responsivity Principal (RNR). Agents should be targeting those high risk and medium high risk offenders with proven processes, interventions and tools provided.

Procedures:

1. Pursuant to the 6W Risk/Needs Assessment Policy, section II (f), the risk assessment should be reviewed with a juvenile or adult offender within the first 60 days of supervision. S:\Probation Policies and Procedures\6W Supervision Standards\risk assessment & classification\Updated Risk Assessment Policy.doc

2. Recommended Intervention Appointment Structure
   a. Check-in (approximately 4-5 minutes)
      i. Goal:
         1. Continue to build the relationship
         2. Prepare for the session by checking for crisis
         3. Monitor compliance with conditions check-in
      ii. Activity:
          1. Inquire on what has happened since the last appointment
          2. Ask how they are doing
          3. Ask about progress on supervision conditions

   b. Review (approximately 4-5 minutes)
      i. Goal:
         1. Ensure any assignments were completed
         2. Check for learning retention
      ii. Activity
         1. Review previous skill session
         2. Review assignment

   c. Intervention (minimum 10 minutes)
      i. Goal:
         1. Guide offender towards identifying needs/risks/skill deficits and/or
         2. Teach and demonstrate a prosocial skill
      ii. Activity:
         1. Complete tool to identify needs/risks/skill deficits and/or
         2. Teach a new skill
         3. Demonstrate a new skill
         4. Practice a new skill
         5. Reinforce a new skill
3. Recommended Case Life Structure: $\text{SEBP\Sequencing Chart 1.pdf}$  $\text{SEBP\Sequence Chart 2nd Edition.pdf}$
   a. The first 60-90 days
      i. Goal:
         1. Build rapport
         2. Establish expectations
         3. Create a roadmap for case management
         4. Prevent Violation Behavior
   b. Months 3-6
      i. Goal:
         1. Use skill practice to address core criminogenic needs
   c. Months 7-12
      i. Goal:
         1. Expand skill practice to other areas
   d. Months 13-18
      i. Goal:
         1. Build family support, stabilize living environment, prepare for independence
4. Develop a case plan pursuant to policy: S:\Probation Policies and Procedures\Case Plan\Case Plan Policy.docx
   a. Guidelines:
      i. The case plan process should begin with the agent reviewing the risk/needs assessment with the probationer.
      ii. Motivational Interviewing techniques should be used to assist probationers in setting obtainable goals and addressing need areas.
      iii. The Agent should engage the probationer and identify long-term goals that are directly related to the High Risk Domains listed in the LS/CMI Summary.
      iv. Case plan goals should be tied to a criminogenic need and stated in the positive.
         1. Example: I will develop prosocial friendships vs. I will stop hanging out with negative people
      v. Goals should be SMART (Specific, Measurable, Attainable, Realistic and Timely).
         1. Case plan should be specific and clear – not open to interpretation
         2. Goals are measurable
         3. Goals are attainable
         4. Goals are realistic
      vi. Actions steps to achieve long-term goals with timelines for completion should be identified. SMART goals and actions steps should be discussed at each appointment with the probationer and can be adjusted as deemed necessary.
         1. Actions steps included in case plans are:
            a. Referrals to service providers
            b. Skill development in one-on-one appointments
            c. Plans to overcome barriers to carrying out case plan steps
            d. Plans to address triggers and relapse
            e. Homework or take home assignments
5. SMART Chrono
   a. The use of the SMART chrono will be required for all Evidence-Based Interactions (Carey Guides, review of risk assessment, thinking report, role play, etc.)
      i. The SMART chrono does not replace the Case Plan tool.
      ii. Do not use the SMART chrono if you did not use an identified intervention or work on a skill using an evidence-based tool/interaction.
SMART Chrono Standards

› The SMART Chrono can be designed by the administrator for agency use

› EBP SMART Chrono templates must be entered in the statewide approved format and should not be used to supplement as a case plan

› Employees should receive SMART Chrono content training by their local agency for each template created by the local agency

› In developing the SMART Chrono, reference CSTS Standards Manual, Fall 2016 – Version 3.2.0.3
SMART Chrono Standards Continued...

- SMART Chrono’s should be used for office/field visits with high risk and medium high risk clients.

- SMART Chrono entries should:
  - Identify via checkbox which criminogenic need(s) addressed
  - Identify via checkbox if homework was assigned
  - Identify via checkbox if an intervention or skill strategy was taught
  - Identify via checkbox which skill deficit was addressed
  - Identify via checkbox if skill practice (role play) was used
  - Identify via checkbox the amount of time spent on EBP skill strategies
  - Finally, SMART Chrono’s should also describe the nature of the contact, any changes in the Offender’s situation or status, description of homework assigned or skill taught and any additional information obtained throughout the office visit.
Setting Up
The agent will check the corresponding box(es) for the criminogenic needs addressed during the OV/FV:

- Antisocial Attitude/Orientation
- Antisocial Pattern of Behavior
- Antisocial Peers
- Alcohol/Drugs
- Education Employment
- Family/Marital
- Leisure/Recreation
Was an Intervention or Strategy Taught?

- This is just a yes or no question answered by the agent
- Was a specific skill deficit worked on?
- Was an intervention or tool utilized?
- Did you role play a new skill?
Which Skill Deficit(s) Were Addressed?

› Problem Solving Skills
  - Are the ability to follow a pro-social process in finding a solution to a problem. Many clients are not able to problem solve in a positive manner. Often they will make things worse on themselves. Use this checkbox when discussing patterns of behavior and interventions/cycles (i.e. stop/think/act) the client can identify for a more positive outcome in future decision making.
  - We want the client to understand their process they use for solving problems and help identify a more positive method to solving problem.
Thinking and Reasoning Skills

- Are the ability to use logical thinking to make sense of a situation or idea. Use this check box if you are discussing the client's thought process and/or working on new thinking interventions (i.e. identifying thinking errors, risky thinking and ideas for positive thoughts/feelings).

- We want the client to understand his/her risky thoughts that may lead to negative consequences. Help the client recognize risk thoughts, attitudes and behaviors in an effort to form new thinking that will result in more positive outcomes.
Which Skill Deficit(s) Were Addressed Cont…

› Social Skills
  - Are the skills we use to communicate and interact with each other, both verbally and nonverbally through gestures, body language and our personal appearance. Use this checkbox when discussed socially related behaviors (i.e. understanding others feelings, understanding their own feelings, active listening, coping with peer pressure).
  - We want the client to understand which social skills he/she may have difficulty with and then walk him/her through the process to use of the specific skill.
Did you use Skill Practice with feedback (role play)?

- A. No
- B. Yes

To click yes, the agent should be actively role playing with the Offender. This requires modeling a behavior, allowing the Offender to practice and discussing.
Was Homework Assigned?

› A. Yes
› B. No

› Homework does not have to be a piece of paper the Offender takes home to work on. Homework is anything the agent asks the Offender to do within a timeframe.
  - Example: Giving an Offender the directive to utilize a skill you have been working on and reporting back on how it went.
How much time did you spend with your client using EPB strategies?

- A. 0-15 minutes
- B. 16-29 minutes
- C. 30-45 minutes
- D. over 45 minutes

Dosage time should only include actual time spent on skills sets within the office visit and does not include check-in time.

Also does not include time spend addressing a violation unless the agent is using an EBP intervention (Carey Guide, Thinking Report, Etc.).
What intervention was used?

› Carey Guides – set up so the agent must list the specific guide used.
› Thinking Reports
› Other – this should only be used if a specific EBP intervention was used not listed above.
› This is a 6W add-in and not listed in the standards.
SMART Chrono Scenarios
#1: During an appointment, TC (Test Client) tells his agent he put himself in a bad spot the night before. He recounts being with friends who decided to use drugs and damage property. Over the next 25 minutes, the agent completes a thinking report with TC. TC identifies he has a hard time saying no to his buddies. The agent helps TC come up with some responses TC can tell his buddies instead of agreeing to hang out with them. TC and his agent run through them a few times, with his agent pretending to be a friend on the phone. TC is to report back to his agent at the next meeting if he used the strategies and how it went.

#2: TC comes to his appointment and complains about work. He’s not getting along with his boss. His agent asks what the problem is. TC says his boss is a jerk. He and his agent talk about how hard it is to get along with some people, and his agent suggests he review the material he received in cog skills class on this topic. They talk about options like finding a different job. The agent tells TC to bring the material back with him to his next appointment.

#3: TC comes in for his appointment that lasts 30 minutes. He spends 5 minutes reviewing his restitution and work service balances with his agent, and another 5 minutes talking about school. TC scores 30 on the LS/CMI with antisocial attitudes/beliefs as a very high domain. His agent starts the Carey Guides Antisocial Thinking module with him, which takes up the rest of the appointment. They only get part way through tool B, so his agent asks that he take it home to finish and bring back.

#4: During an appointment TC’s agent tells him the score of his LS/CMI and that a problem area for him appeared to be his family. TC’s agent asks TC more questions about his family, and they talk for about 15 minutes. TC’s agent tells him he should try to stay away from his family members when they are drinking.
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2. Recommended Intervention Appointment Structure
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      ii. Activity:
         1. Inquire on what has happened since the last appointment
         2. Ask how they are doing.
         3. Ask about progress on supervision conditions

   b. **Review (approximately 4-5 minutes)**
      i. Goal:
         1. Ensure any assignments were completed
         2. Check for learning retention
      ii. Activity
         1. Review previous skill session
         2. Review assignment

   c. **Intervention (minimum 10 minutes)**
      i. Goal:
         1. Guide offender towards identifying needs/risks/skill deficits and/or
         2. Teach and demonstrate a prosocial skill
      ii. Activity:
         1. Complete tool to identify needs/risks/skill deficits and/or
         2. Teach a new skill
         3. Demonstrate a new skill
         4. Practice a new skill
         5. Reinforce a new skill

   d. **Assignment/wrap-up (final minute)**
      i. Goal:
         1. Transfer skill to natural environment
2. Increase dosage through repetition and complexity
   ii. Activity:
       1. Give assignment related to skill practice or intervention
       2. Schedule next appointment

   a. The first 60-90 days
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         4. Prevent Violation Behavior
   b. Months 3-6
      i. Goal:
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         1. Actions steps included in case plans are:
            a. Referrals to service providers
            b. Skill development in one-on-one appointments
            c. Plans to overcome barriers to carrying out case plan steps
            d. Plans to address triggers and relapse
            e. Homework or take home assignments
vii. When at all possible, responsivity factors should be identified and considered when matching probationers to services.
   1. Examples: cultural considerations, language barriers, treatment modalities, dosage and treatment considerations, readiness to change, motivation, etc.

viii. Set the probationer up for small successes.

ix. Work on only one or two goals at a time. Any more becomes overwhelming.

x. Evoke confidence in achieving goals.

xi. Remember: the case plan is a fluid document that can change several times.

xii. You will typically only address 4-6 criminogenic needs through their time on supervision, less for shorter supervision times. This is ok!

b. Case Plan Tool to be used:
   i. S:\Probation Policies and Procedures\Case Plan\Case Plan Tool.pdf

5. SMART Chrono
   a. The use of the SMART chrono will be required for all Evidence-Based Interactions (Carey Guides, review of risk assessment, thinking report, role play, etc.)
      i. The SMART chrono does not replace the Case Plan tool.
      ii. Do not use the SMART chrono if you did not use an identified intervention or work on a skill using an evidence based tool/interaction.

b. SMART Chrono Directions
   i. In the chrono menu, click the drop down arrow on the add button. Choose SMART Chrono.
   ii. Select the criminogenic need(s) addressed. May choose more than one.
      1. Only choose the need(s) you did substantial work on.
         a. Example: if you only inquired as to how an offender’s family is doing you would not choose family/marital. If you used the “Involving Families” Carey Guide you would.
      2. When using the “Your Guide to Success” Carey Guide to review the risk assessment choose “Other.” This is the only time you will make this selection.
   iii. Was an intervention or strategy taught?
      1. Yes or No – Did you work on a specific skill deficit? Was an intervention tool utilized? Did you role play a new skill?
   iv. Skill deficit addressed?
      1. Choose the appropriate skill deficit addressed during the interaction
         a. Problem Solving Skills
            i. This is the ability to follow a pro-social process in finding a solution to a problem. Use this checkbox when discussing patterns of behavior and interventions/cycles (i.e. stop/think/act) the client can identify for a more positive outcome in future decision making (i.e. changing daily patterns for pro-social outcomes in problem situations, strategies to deal with breaking the historical cycle of failing to self-regulate/manage behavior).
            ii. We want the client to understand their process they use for solving problems and help them identify a more positive method to solving the problem. This can be done by teaching them the problem solving cycle and
having the client fill in the blanks of a problem statement for a specific situation.

b. Social Skills
   i. These are the skills we use to communicate and interact with each other; verbally and nonverbally, through gestures, body language and personal appearance. Use this checkbox when discussing socially related behaviors (i.e. understanding others feelings, understanding their own feelings, active listening, coping with peer pressure).
   ii. We want the client to understand which social skills he/she may have difficulty with and then walk him/her through the process to the use of the specific skill.

c. Thinking and Reasoning Skills
   i. These are the ability to use logical thinking to make sense of a situation or idea. Use this checkbox if you are discussing the clients thought process and/or working on new thinking interventions (i.e. identifying thinking errors, risky thinking and ideas for positive thoughts/feelings).
   ii. We want the client to understand his/her risky thoughts that may lead to negative consequences. Help the client recognize risk thoughts, attitudes and behaviors in an effort to form new thinking that will result in more positive outcomes.

v. What intervention was used?
   1. Carey Guides – you must specify which guide was utilized
   2. Thinking Report
   3. Other – this should only be selected if you used an intervention that is evidence based and not one of the above choices.

vi. Was an EBP assignment/homework given?
   1. An assignment/homework: Anything you ask the offender to do within a timeframe.
      a. Example: Giving the offender a directive to utilize a skill you have been working on and report back on how it went.

vii. Did you use skill practice with feedback (role play)?
   1. Answer yes or no. To answer yes, you must have utilized role play.

viii. How much time was spent on specific EBP interventions?
   1. Dosage time should only include actual time spent on skill sets within the office visit and does not include check-in time.
   2. Also does not include time spent addressing a violation unless a specific EBP intervention is utilized.

ix. Additional Comments:
   1. You are not required to repeat the information you have already recorded above.
   2. This section should describe the nature of the contact, any changes in the offender’s situation or status, and information the agent deems pertinent to note; such as, demeanor, cooperation, attitude, crisis, etc.

x. Once chrono is complete click the “Save” button.
   1. You will be prompted to add chrono type (Office Visit, Field Visit) and add the date.
2. Hit the “Save” button again to save your chrono.

6. EBP Interventions
   a. Carey Guides
      i. S:\EBP\Carey Guides Criminogenic Needs TOOLS
      ii. S:\EBP\Carey Guides Effective Case Management TOOLS
   b. Thinking Trap
      i. S:\EBP\Thinking Traps.pdf