



New England (HHS Region 1)

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**ATTC**

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

# **COMMUNITY CORRECTIONS PERFORMANCE COMPETENCIES:**

A model for evidence-based practice  
adoption and retention.

October, 2015

## Foreword

The dedicated professionals who comprise the community corrections workforce are challenged daily by an increasing number of offenders with significant behavioral health needs. As the field moves towards an evidence-based approach that embraces the concepts of risk, need and responsibility, the profession's focus is changing—the role of the community corrections professional as enforcer of condition has evolved into that of change agent. Thus, to successfully address an offender's needs, and help avoid further criminal justice involvement, today's community corrections professional must be able to assess an offender's risk while simultaneously determining their treatment needs.

To address these expanded responsibilities, the New England Addiction Technology Transfer Center (ATTC) established the Criminal Justice Curriculum Advisory Committee. With representation from the community corrections workforce, this committee was tasked with developing a tool to address:

- the professional standards that guide the community corrections professional's role as change agent,
- the specific competencies associated with reducing risk, and
- the common knowledge, skills and attitudes for community corrections professionals.

As background for developing these competencies, the subcommittee utilized the publication: *Adults with Behavioral Health Needs under Correctional Supervision: A Shared Framework for Reducing Recidivism and Promoting Recovery*; Fred Osher, MD; David A. D'Amora, MS; Martha Plotkin, JD; Nicole Jarrett, PhD; Alexa Eggleston, JD; Council of State Governments Justice Center, *Criminal Justice/Mental Health Consensus Project, 2012*. This publication, which proved an invaluable tool for the committee's work, includes a description of the Council of State Governments Justice Center's Criminogenic Risk and Behavioral Health Needs Framework a weaving of "the science on risk and needs to provide an approach to achieve better outcomes for adults in contact with the criminal justice system with substance use disorders, mental illness, or both".

The product that has been created brings together the ATTC's experience with transferring science based technology to a behavioral health workforce with the experience, knowledge, and expertise of a group of criminal justice professionals. Our hope is that this document will contribute significantly to the development of a workforce armed to effectively meet the needs and address the challenges being experienced by the community corrections workforce as well as our communities.

Michael Torch, MA, LADC  
Senior Technology Transfer Specialist  
New England Addiction Technology Transfer Center

Jonathan Hurtig, Committee Chair  
Chief U.S. Probation Officer  
District of New Hampshire

## Foreword

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*At the time of production Kana Enomoto, M.A. served as the SAMHSA Acting Administrator. Kimberly A. Johnson, Ph.D., served as the CSAT Director, and Humberto M. Carvalho, MPH, served as the ATTC Government Project Officer.*

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Michael Torch, MA, LADC  
Senior Technology Transfer Specialist  
New England Addiction Technology Transfer Center

Jonathan Hurtig, Committee Chair  
Chief U.S. Probation Officer  
District of New Hampshire

The following document was developed by a sub-committee of the Criminal Justice Curriculum Advisory Committee initiated by the New England Addiction Technology Transfer Center (ATTC). A sub-committee of knowledgeable criminal justice professionals from across the New England region participated in the development of this document. It is intended to provide a useful model of evidence-based practice adoption and retention for the Community Corrections profession and enhance the provision of behavioral health services to the criminal justice involved population in the profession's criminogenic risk reduction efforts.

Community Corrections Performance Competency Sub-Committee:

Chair: Jonathan Hurtig, Chief U.S. Probation Officer for the District of New Hampshire

John Marshall, Deputy Chief U.S. Probation Officer for the District of Rhode Island

Barry Weiner, Asst. Director for Rehabilitative Services, Rhode Island Department of Corrections

Kim Cerullo, Deputy Chief U.S. Probation Officer for the District of Connecticut

Dale Crook, Director of Field Services, Vermont Department of Corrections

Joseph LaFratta, Supervising U.S. Probation Officer (SUSPO) for the District of Massachusetts

Larry Martineau, Casework Director, Vermont Department of Corrections

Laura Tait, U.S. Probation Officer, Reentry Program Development Specialist for the District of Maine.

Matthew DiCarlo, U.S. Probation Officer, Evidence Based Programs/Contracting Specialist for the District of New Hampshire

Shelley Cortese, Acting Associate Director of Community Corrections, Rhode Island Department of Corrections

Steve Sacco, Assistant Chief Probation Officer, Peabody District Court, Peabody, Massachusetts

Alica Catanzarita, U.S. Probation Officer, Treatment Specialist for the District of Connecticut

Model Consultants, Process Facilitators:

Michael Torch, MA, LADC

John C Gramuglia MBA, LCSW, LADC, LCS

Heather Gagnon, MSW, LICSW LADC

# **Foundations of Community Supervision**

## **Foundational Area 1:**

### **Understanding criminal behavior and its reduction**

## Competency 1:

### Understanding criminal behavior and its reduction.

#### Knowledge:

- a) Understanding the terms and conditions that are contained in the pathways to criminal behavior literature.
- b) Understanding the research that demonstrates the evidence connected to the pathways to criminal behavior.
- c) Knowing when the pathways to criminal behavior research is relevant to managing the current case.
- d) Knowing where and when to access related information in the management of a case.

#### Attitude:

- a) Openness to information that may differ from personally held views.
- b) Appreciation of the complexity inherent in understanding the pathways to criminal behavior.
- c) Valuing of diverse concepts, models, and theories.
- d) Willingness to form professional opinions through critical thinking.

**Competency 2:**

**Thorough understanding and the ability to apply the principles of risk, need, and responsivity (RNR).**

**Knowledge:**

- a) Ability to demonstrate comprehension of RNR principles and their application to community supervision.
- b) Ability to identify the components of RNR as well as to demonstrate the knowledge of appropriate application.
- c) Knowledge of the research that supports RNR.
- d) Ability to articulate the research findings and RNR model to offenders.

**Attitude:**

- a) Openness to information that may differ from one's own professional views.
- b) Appreciation of the value of RNR in supervision practice.
- c) Valuing of empirical evidence and the importance of fidelity to ensure RNR adoption into community supervision practice.
- d) Willingness to form professional opinions through critical thinking.

### **Competency 3:**

#### **Global understanding of evidence-based practices (EBP) and their application to correctional practices/supervision.**

##### **Knowledge:**

- a) Knowing the definition of EBP and how to differentiate it from Best Practice.
- b) Knowledge of all evidence-based community supervision practices and how to match the most effective practice to the needs of each offender.
- c) Knowing the variety of correctional practices/supervision areas for which EBP currently exists.

##### **Attitude:**

- a) Openness to understanding the role of empirical evidence in supervision practice.
- b) Valuing the application of EBP in a supervision model.
- c) Willingness to form professional opinions through critical thinking.

**Foundational Area 2:**  
**Offender Engagement and Relational Interventions**

## **Competency 1:**

### **Understanding cognitive behavioral therapy (CBT).**

#### **Knowledge:**

- a) Knowledge of the theoretical basis of CBT and its' components.
- b) Knowledge of the research related to CBT and an offender population.
- c) Knowledge of where/when to apply CBT as a supervising officer.

#### **Attitude:**

- a) Openness to understanding the role of empirical evidence in supervision practice.
- b) Valuing the application of EBP in a supervision model.
- c) Willingness to utilize empirical evidence to inform professional experience in order to achieve better outcomes.
- d) Openness to seeing offenders having the capacity to make changes and the ability to become prosocial members of society.

## Competency 2:

**Understanding diversity in relations to race, culture, sexual orientation, political, religious, and social background and their impact upon supervision practices.**

### **Knowledge:**

- a) Understanding basic concepts of diversity, culture, sexual orientation, political, religious and social context and their relationship to supervision practice.
- b) Understanding the unique influence the offender's culture, sexual orientation, political, religious and social context may have on their behavior.

### **Attitude:**

- a) Appreciation for the differences within diversity, culture, sexual orientation, political, religious and social context.
- b) Acceptance of other's diversity, culture, sexual orientation, political, religious and social context as valid for other individuals.
- c) Willingness to explore and identify one's own cultural values and their impact upon supervision approach.

### **Competency 3:**

#### **Knowledge of communication techniques effective with offender populations.**

##### **Knowledge:**

- a) Knowledge of evidenced-based strategies for communicating with offenders, e.g., use of stages of change readiness, use of effective motivational interventions.
- b) Knowledge of cognitive behavioral strategies, e.g., behavior chains, functional analysis, thought replacement.
- c) Awareness of effective methods of positive and negative reinforcement communication techniques.
- d) Knowledge of the skills of active listening.
- e) Cultural differences in verbal and nonverbal communication.

##### **Attitude:**

- a) Being open to feedback from offenders.
- b) Acceptance of the fact that offenders are people with the same propensity for both truth and non-truth as non-offenders.

#### **Competency 4:**

**Learn how to develop a relationship with the offender that is built upon respect, accountability, honesty, ethics, and empathy.**

#### **Knowledge:**

- a) Knowledge of rapport building techniques.
- b) Knowledge of the officer's code of ethics/code of conduct.
- c) Knowledge of levels of accountability, along with reward and punishment strategies.
- d) Knowledge of relationship building methods that are appropriate to culture and gender.

#### **Attitude:**

- a) Being open to the role of change agent, as well as compliance monitor.
- b) Valuing the relationship with the offender as a professional obligation.

**Competency 5:**

**Understanding appropriate boundaries.**

**Knowledge:**

- a) Knowledge of the officer's code of ethics/code of profession conduct.
- b) Knowledge of the agencies policies and procedures regarding interaction with offenders.

**Attitude:**

- a) Understanding the importance of treating all offenders with respect and dignity and, at all times, as a professional.
- b) Understanding the professional obligations of an officer in the performance of his/her duties.

## **Competency 6:**

### **Understanding the impact of external/collateral support networks.**

#### **Knowledge:**

- a) Knowledge of terms and concepts necessary to communicate effectively across disciplines.
- b) Understanding the role of family, social networks, and such community systems as treatment providers, religious institutions, employers, other law enforcement agencies, etc. as assets in the supervision process.
- c) Be familiar with methods for incorporating family and social dynamics in the supervision process.

#### **Attitude:**

- a) Desire to collaborate.
- b) Respect for the contribution of multiple disciplines to the supervision process.
- c) Desire to understand the offender in relation to their support networks.

**Foundational Area 3:**

**Knowledge of Public Safety Issues and Interventions to  
Enhance It**

**Competency 1:**

**Understanding risk assessment tools as well as risk to harm and their role in public safety and reducing recidivism.**

**Knowledge:**

- a) Knowledge of the assessment instruments that measure criminogenic risk.
- b) Knowledge of how risk, need and responsivity determines the appropriate level of supervision, intervention and programming needed in order to reduce recidivism and enhance public safety with a specific offender.

**Attitude:**

- a) Willingness to embrace actuarial risk assessment as an evidenced-based approach to determining risk/need.
- b) Openness to using risk assessment as a primary determinant of supervision strategies and programming.

## **Competency 2:**

**Identify potential third party risks based on the offender's criminal history and personal characteristics.**

### **Knowledge:**

- a) Knowledge of third party risk associated with individuals based on their criminal history and personal characteristics, e.g., sexual offenders, white collar criminals.
- b) Knowledge of actuarial risk assessment instruments used to evaluate the risks posed by individual offenders.

### **Attitude:**

- a) Openness to consulting actuarial risk instruments to identify the risks posed by offenders.
- b) Willingness to develop an understanding of the relationship between behaviors and criminal offense history.

### **Competency 3:**

**Understanding and awareness of the officer's responsibility for third party risk notification and legal limitations.**

#### **Knowledge:**

- a) Knowledge of legal standards requiring notification of third parties particularly as they relate to offender criminal history and offense categories.
- b) Knowledge of the statutory limitations and ethical boundaries regarding third party notifications.
- c) Knowledge of statutory requirements for offender registration with local law enforcement authorities.

#### **Attitude:**

- a) Willingness to comply with legal limitations of third party notification.
- b) Willingness to comply with ethical boundaries related to third party notification.

#### **Competency 4:**

**Knowledge of all applicable local, state, and federal standards with regard to notification and intervention to enhance public safety.**

#### **Knowledge:**

- a) Awareness of all regulatory agencies, legal entities, and professional standards that apply to the criminal justice professional in the jurisdiction in which they operate.
- b) Knowledge of how to apply all regulatory agency, legal entity, and professional standards that relate to public safety in the jurisdiction in which the criminal justice professional operates.

#### **Attitude:**

- a) Willingness to apply all regulations that are required in the criminal justice professional's jurisdiction.

## **Foundational Area 4:**

### **Knowledge of Methods of Behavioral Reinforcement**

### **Competency 1:**

**Understanding the principles of effective use of behavioral reinforcement, punishment, disapproval and authority, e.g., operant conditioning.**

#### **Knowledge:**

- a) Knowledge of Operant Conditioning (Skinner) and its application.
- b) Knowledge of the empirical evidence of positive reinforcement in the criminal justice environment (Gendreau).

#### **Attitude:**

- a) Open to embracing the empirical evidence regarding positive reinforcement.
- b) Open to using positive reinforcement as a supervision tool.

## **Competency 2:**

**Awareness of available intermediate sanctions, rewards and how they are applied, e.g., graduated sanctions, contingency management.**

### **Knowledge:**

- a) Knowledge of policies and procedures as they apply to intermediate sanctions and rewards.
- b) Knowledge of when to apply sanctions and rewards within policies and procedures and best practice strategy guidelines.
- c) Knowledge of techniques of applying intermediate sanctions and rewards.
- d) Knowledge of systematic approaches to maximize the outcome of intermediate sanctions and rewards.
- e) Knowledge of outcome indicators of intermediate sanctions and rewards.

### **Attitude:**

- a) Openness to using both sanctions and rewards based on empirical evidence.
- b) Openness to applying sanctions and rewards in sufficient duration to develop empirical evidence of outcome.

**Foundational Area 5:**  
**Brokering Services**

### **Competency 1:**

**Knowledge of community resources, inclusive of public and private entities that meet the needs of those under supervision and to ensure appropriate referrals, identify service gaps, expand community resources, and help address unmet needs.**

#### **Knowledge:**

- a) Knowledge of the resources available in the geographic area of the offenders under supervision.
- b) Knowing how to match offenders to the most appropriate available resources addressing specific responsivity factors in matching mode of service delivery to key offender characteristics.

#### **Attitude:**

- a) Willingness to accept evidence that indicates appropriate matching of resources to offenders' needs can lead to a reduction in criminality.
- b) Openness to working with a variety of providers regarding offender interventions.

**Competency 2:**

**Continuously assess and evaluate referral resources for fidelity and appropriateness.**

**Knowledge:**

- a) Knowledge of current practice of service delivery at the various community resources.
- b) Knowledge of outcome data from community resources.

**Attitude:**

- a) Openness to the need for continuous service delivery monitoring to insure evidence-based practice fidelity.
- b) Receptiveness to the idea that evidence is an important part of decision making in offender referrals.

**Foundational Area 6:**  
**Professional Readiness**

### **Competency 1:**

**Understand diverse cultures, and incorporate the relevant needs of diverse groups, e.g., people with disabilities or specific needs, gang members, domestic violence victims, or age specific population.**

#### **Knowledge:**

- a) Knowledge of culturally appropriate procedures.
- b) Understanding the influence of culture on strategy efficacy in the supervision of offenders to reduce recidivism.
- c) Awareness that some cultural issues may be impediments to addressing social network criminogenic risk, e.g.,, gang members that continue to have contact with other gang members will not reduce their criminogenic social network risks.

#### **Attitude:**

- a) Openness to the role culture plays in an offender's behavior.
- b) Openness to acquiring cultural competence to better serve offenders.

## **Competency 2:**

**Understand the importance of self-awareness in one's personal, professional, and cultural life.**

### **Knowledge:**

- a) Awareness of how one's personal views affects their behavior.
- b) Awareness of how one's personal views affects their decision making.
- c) Knowledge of the impact of self-awareness and its impact upon evaluation of offenders' behavior.

### **Attitude:**

- a) Openness to exploration of one's personal views.
- b) Willingness to change personal views that negatively affect professional performance.
- c) Openness to exploration of a variety of techniques that can assist with the management of wellness and secondary traumatization both personally and professionally, e.g., meditation, exercise, critical incident debriefing.

### **Competency 3:**

**Understanding professional obligations to adhere to ethical and behavioral standards of conduct in the supervisory relationship.**

#### **Knowledge:**

- a) Knowledge of the professional code of ethics/policies of the profession.
- b) Knowledge of the professional behavioral expectations that apply to your position.

#### **Attitude:**

- a) Belief that professional ethics should determine professional behavior.
- b) Belief that a professional is obligated to act in an ethical manner to best serve the public and the offender.

#### **Competency 4:**

**Understanding the importance of ongoing supervision and professional development in the delivery of offender supervision/services.**

#### **Knowledge:**

- a) Knowledge of the evolving evidence related to community corrections and effective supervision practices.
- b) Knowledge of supervisory models and how they are best employed
- c) Knowledge of how skills are developed on an ongoing basis throughout one's career by utilizing skill development supervisory models.

#### **Attitude:**

- a) Open to the belief that one has the ability to improve their skills.
- b) Receptive to feedback regarding performance in order to aid skill development and maintenance.
- c) Valuing the supervisory experience.

### **Competency 5:**

**Understand setting specific policies and procedures for handling crisis or dangerous situations, including safety measures for offenders and staff.**

#### **Knowledge:**

- a) Knowledge of the safety protocols that are site specific.
- b) Knowledge of what constitutes a crisis situation.
- c) Knowledge of one's responsibilities in a crisis situation.

#### **Attitude:**

- a) Appreciation of safety and emergency protocols as imperative knowledge one needs in order to function as a professional.
- b) Openness to acquiring knowledge of any changes to safety and emergency protocols as they occur.

## **Community Practice Dimensions**

### **Practice Dimension 1: Pre-Release Planning**

### **Competency 1:**

**Analyze institutional records including: programming, disciplinary actions, work history, medical and mental health.**

#### **Knowledge:**

- a) Having knowledge of the methods for accessing the relevant records needed to best manage the case.
- b) Knowledge of record information interpretation and its relationship to management of the case.
- c) Knowledge of the theories and concepts by which all of the assessment instruments were developed.
- d) Knowledge of the diagnoses and their relationship to effective case management techniques.
- e) Comprehension of how any medications or medical conditions may affect the behavior of the offender.
- f) Knowledge of confidentiality and other relevant regulations related to the information the professional is attempting to obtain, including state, federal and agency requirements.

#### **Skills:**

- a) Ability to analyze, prioritize, and use the offender information in the formulation of a case plan.
- b) Ability to solicit comprehensive and accurate information from numerous sources including the offender.
- c) Ability to use technology to document appropriate information.

#### **Attitude:**

- a) Awareness of personal biases that may affect the analysis of information when developing a case plan.
- b) Respect for the offender's self-assessment in relation to the records analyzed.
- c) Appreciation for the assessment instruments and pertinent information obtained.
- d) Willingness to research any information that will add to the professional's knowledge base to aid in the case analysis process.

## Competency 2:

### Identify and collaborate with collateral contacts.

#### Knowledge:

- a) Knowledge of collaborative techniques which improve the ability to align with collateral contacts.
- b) Knowledge of the cultural aspects that pertain to each collateral contact relevant to the offender.
- c) Knowledge of techniques that aid one in acquiring information, e.g., active listening, displays of empathy.

#### Skills:

- a) Ability to develop helpful relationships with collaborative contacts.
- b) Ability to utilize the techniques in the engagement of collateral contacts
- c) Ability to identify the individual values of collateral contacts with regard to offender case management included, but not limited to, law enforcement, family members, service providers, and other offender support people.
- d) Ability to utilize techniques that aid in acquiring information from collateral contacts.

#### Attitude:

- a) Openness to the belief that collateral contacts can aid in case management.
- b) Willingness to learn about collateral contacts, in particular cultural issues.
- c) Understanding that collateral contacts may be resistant to working with government officials.
- d) Openness to the idea that there are a variety of ways to obtain valuable information and aid in case management.

### **Competency 3:**

#### **Identify appropriate community resources to address immediate needs.**

##### **Knowledge:**

- a) Knowledge of how to identify the most immediate needs of the offender, i.e., Maslow.
- b) Knowledge of the resources available to the offender in the community in which they will be released.
- c) Knowledge of the potential barriers to accessing resources the offender needs in the community.
- d) Knowledge of which community resources are most effective in delivering services to the offender population.

##### **Skills:**

- a) Ability to make the appropriate determination of the hierarchy of needs of the offender.
- b) Ability to assess needs areas in order to prioritize them.
- c) Ability to communicate to the offender why identified need areas are prioritized.
- d) Ability to evaluate which referral has evidenced-based interventions to meet the offender's needs.

##### **Attitude:**

- a) Openness to offender feedback about prioritization of needs.
- b) Willingness to investigate which referral resource best fits the offender's needs and responsivity issues.

#### **Competency 4:**

#### **Conduct a thorough home assessment.**

##### **Knowledge:**

- a) Knowledge of the policies and procedures that pertain to home visits.
- b) Knowledge of the culture of the neighborhood of the home that is being assessed.
- c) Knowledge of the demographics of the neighborhood of the home being assessed, e.g., crime statistics, socioeconomic status.

##### **Skills:**

- a) Ability to adhere to policies and procedures of home assessment.
- b) Ability to communicate with collateral contacts of different cultures.
- c) Ability to evaluate not just the home being assessed, but the community in which the home lies, to determine what factors to consider in developing case plans.

##### **Attitude:**

- a) Willingness to adhere to policies and procedures pertaining to home visits.
- b) Openness to learning the appropriate ways to navigate different cultures in different communities.
- c) Willingness to respect the offender and his/her home.

## **Practice Dimension 2:**

### **Using Offender Risk to Determine Supervision Interventions**

### **Competency 1:**

**Able to apply the current agency risk assessment instrument and re-assessment instrument consistent with policy or practice standards.**

#### **Knowledge:**

- a) Knowledge of the research supporting the current risk assessment instrument used by the agency.
- b) Knowledge of the scoring techniques necessary to complete the risk assessment instrument.
- c) Knowledge of the limitations of the current agency risk assessment instrument.

#### **Skills:**

- a) Ability to articulate the research that supports the current risk assessment instrument.
- b) Ability to identify the circumstances that would require a re-assessment of risk and the appropriate instrument for re-assessment.
- c) Ability to complete the assessment with fidelity to evidence-based practice.

#### **Attitude:**

- a) Openness to the value and science of actuarial assessment instruments.
- b) Willingness to learn new assessments as the science develops and the agency changes instruments.
- c) Willingness to respect the limits of assessment instruments and one's ability to interpret them.

## **Competency 2:**

### **Use of risk assessment tool to determine the appropriate level of intervention.**

#### **Knowledge:**

- a) Understanding of assessment results and the relationship between risk level and intervention needs.
- b) Knowledge of the resources available for the offender based upon risk level and appropriate intervention accessibility.
- c) Knowledge of the necessary documentation/information needs of providers in order for the offender to access the appropriate level of intervention.

#### **Skills:**

- a) Ability to prioritize interventions based upon risk assessment, so that there is a plan that coordinates criminogenic needs with Maslow's hierarchy.
- b) Ability to use assessment information to individualize the offender's case plan.

#### **Attitude:**

- a) Willingness to refer for specialized interventions.
- b) Openness to the idea of matching interventions to assessments.
- c) Respect for the limits of assessment instruments and one's ability to interpret them.

### **Competency 3:**

**Arrange referrals to other professionals, agencies, community programs or appropriate resources to meet the offender's needs.**

#### **Knowledge:**

- a) Knowledge of the case plan and the availability and accessibility of the resources necessary to meet the offender's needs.
- b) Knowledge of the priorities based upon the offender's risk/need assessment.
- c) Knowledge of referral protocol of selected providers.
- d) Knowledge of wait lists for the community resources.
- e) Knowledge of applicable confidentiality regulations and the paperwork necessary in order to affect a referral.

#### **Skills:**

- a) Ability to maintain and nurture relationships with community resources.
- b) Ability to conform to all the regulations/requirements of confidentiality and other community resource protocols.
- c) Ability to articulate to the community partners RNR and how it affects the offender's case plan and interventions they provide.

#### **Attitude:**

- a) Respect for collaboration with community resources.
- b) Respect for interdisciplinary, comprehensive approaches to meet the offender's needs.
- c) Respect for the limitations of the referring agency to meet the offender's needs.

## **Practice Dimension 3:**

### **Focusing Supervision on Criminogenic Needs**

### **Competency 1:**

**Applying the results of risk assessment (focusing on risk and needs), to case plan interventions to reduce criminal behavior.**

#### **Knowledge:**

- a) Knowledge of RNR model.
- b) Knowledge of how to develop a case plan to address the criminogenic needs indicated by the risk assessment.
- c) Understanding the link between interventions and risk reduction.
- d) Knowledge of how to prioritize criminogenic needs in a case plan.

#### **Skills:**

- a) Ability to link criminogenic needs to the appropriate interventions.
- b) Ability to develop a case plan based upon criminogenic needs.
- c) Commitment to maintaining and nurturing relationships with providers.
- d) Recognition of the importance of using oral and written skills to successfully communicate with providers.

#### **Attitude:**

- a) Respect for collaboration and cooperation.
- b) Respect for interdisciplinary comprehensive approaches to meet offender needs.
- c) Willingness to educate providers on RNR concepts.

## **Competency 2:**

### **Adjust level of supervision in response to changes in criminogenic risks/needs.**

#### **Knowledge:**

- a) Knowledge of RNR model.
- b) Knowledge of policies/procedures with regard to level/type of supervision as it relates to risk.
- c) Knowing when to adjust the level/type of supervision as the risk assessment changes.

#### **Skills:**

- a) Ability to apply the appropriate policies and procedures regarding level/type of supervision in relation to risk level.
- b) Ability to adjust the level/type of supervision if the risk level changes.

#### **Attitude:**

- a) Willingness to follow the policies/procedures as they relate to level/type of supervision in relation to risk assessment.

### **Competency 3:**

**Collaborating with the offender in developing a time-sensitive, goal-directed case plan that focuses on mitigating criminogenic risk, by focusing on addressing criminogenic needs in a measurable fashion.**

#### **Knowledge:**

- a) Knowledge of RNR model.
- b) Knowledge of how to develop a realistic case plan that is goal focused in relation to criminogenic needs.
- c) Knowledge of resources in the community to aid in goal attainment.
- d) Knowledge of time frames to reach case plan goals.

#### **Skills:**

- a) Ability to develop a collaborative relationship with offenders, while retaining the position of authority.
- b) Ability to develop a case plan that is based upon criminogenic needs and contains realistic time frames for goal attainment.
- c) Ability to schedule one's time to review case plans to evaluate progress toward goals.

#### **Attitude:**

- a) Willingness to work with offenders in a collaborative manner.
- b) Willingness to consider multiple factors to establish goal timeframes.

#### **Competency 4:**

**Apply positive reinforcement to encourage ongoing progress towards established goals.**

#### **Knowledge:**

- a) Knowledge of the application of positive reinforcement in a systematic manner that encourages progress by the offenders, e.g., motivational incentives.
- b) Knowledge of the theory of Operant Conditioning.
- c) Knowledge of Gendreau's research regarding positive reinforcement with an offender population.

#### **Skills:**

- a) Ability to develop positive reinforcements in a manner that motivates offenders toward goal attainment.
- b) Ability to be an effective coach for offenders.
- c) Identifying methods for providing positive reinforcement in a systematic manner that is understandable to the offender.

#### **Attitude:**

- a) Openness to the benefits of positive reinforcement as a change agent.
- b) Willingness to apply science to develop strategies to enhance offender motivation.

**Practice Dimension 4:  
Supervision Techniques**

### **Competency 1:**

**Employ relationship building skills that include active listening, giving feedback and clarifying roles to improve engagement and solidify the supervisory relationship.**

#### **Knowledge:**

- a) Knowledge of the research literature that correlates rapport and outcome.
- b) Knowledge of the techniques and skills that improve the process of active listening.
- c) Knowledge of the techniques and skills that improve the process of giving feedback.
- d) Knowledge of the ways to communicate role differentiation that improve as opposed to erode rapport.

#### **Skills:**

- a) Ability to engage offenders in a way that improves the level of rapport.
- b) Ability to utilize the steps to active listening that elicit communication between the supervisor and the offender.
- c) Ability to utilize the steps of giving feedback that allows for the offender to hear and internalize the feedback from the supervisor.
- d) Providing role clarification in a definitive and objective manner so that the offender understands the roles from an objective standpoint.
- e) Ability to give and take in a conversation so that both sides listen and hear each other in a constructive way.

#### **Attitude:**

- a) Values the research about effective communication techniques.
- b) Openness to the idea that communication impacts outcome.
- c) Willingness to practice skills to improve communication and rapport building.

## Competency 2:

**Competent in both the theoretical knowledge and use of Core Correctional Practices, e.g., effective reinforcement, effective disapproval, effective use of authority, effective modeling and cognitive restructuring, to improve the performance of offenders.**

### Knowledge:

- a) Knowledge of the research that validates the use of Core Correctional Practices.
- b) Knowing the difference between a reward and a reinforcer.
- c) Knowing how to use a reinforcer effectively.
- d) Knowing the effective use of punishers.
- e) Knowing the effective use of authority.
- f) Knowing the techniques for effective modeling.
- g) Knowing how to utilize CBT to aid offenders in cognitive restructuring.

### Skills:

- a) Ability to understand the research literature about Core Correctional Practices.
- b) Ability to determine the opportune moment to use of Core Correctional Practices.
- c) Employing the practice of effective reinforcement using the skill steps.
- d) Employing the practice of effective disapproval using the skill steps.
- e) Employing the practice of an effective use of authority using the skill steps.
- f) Employing the practice of effective prosocial modeling.
- g) Ability to work with offenders in a formulated way to aid in cognitive restructuring.

### Attitude:

- a) Willingness to study and utilize Core Correctional Practices.
- b) Commitment to advancing knowledge base by reviewing the professional literature.

### **Competency 3:**

#### **Knowledge of the assessed risk of the offender and the appropriate risk control strategy for each circumstance.**

##### **Knowledge:**

- a) Knowledge of the risk policies and procedures for offenders under supervision.
- b) Knowledge of risk control strategies/tools, e.g., electronic monitoring, curfew, drug testing, association restrictions, and how and when to apply them.

##### **Skills:**

- a) Ability to assess offenders risk to the community.
- b) Comprehension of the policies and procedures surrounding risk and the methods to comply.
- c) Ability to evaluate which risk control strategy pertains to each offender.

##### **Attitude:**

- a) Acceptance of the policies and procedures that help to minimize risk.
- b) Willingness to enforce a continuum of risk control strategies of both higher and lower restrictions.

#### **Competency 4:**

#### **Effectively addressing compliant and non-compliant behavior.**

##### **Knowledge:**

- a) Knowledge of the agencies policy on both graduated sanctions and graduated rewards.
- b) Knowledge of how to apply the policies of graduated sanctions and graduated rewards.
- c) Knowledge of the evidence regarding reward and punishment.
- d) Knowledge of the process regarding how to effectively deliver reward, e.g., CJ PAMI, and punishment in a systematic manner.

##### **Skills:**

- a) Communicating to offenders the policies of reward and punishment and the science behind the policies.
- b) Ability to determine when to use either graduated sanctions or graduated rewards in a constructive manner.
- c) Skill of evaluating behavior in conjunction with the entirety of the offender's case in order to base action on a complete picture.
- d) Ability to self-regulate so that decisions are objective as opposed to subjective.

##### **Attitude:**

- a) Openness to the benefits of both rewards and sanctions.
- b) Openness to a systematic approach in the delivery of reward and punishment.
- c) Willingness to incorporate evidenced-based practices into supervision of offenders.

**Practice Dimension 5:**  
**Collaboration with Community Resources**

**Competency 1:**

**Establish and maintain relationships with appropriate law enforcement agencies/departments.**

**Knowledge:**

- a) Knowledge of policies/procedures that account for collaboration with other law enforcement organizations.
- b) Knowledge of roles, responsibilities, and areas of expertise of the law enforcement community.
- c) Knowledge of the collaboration process and how to appropriately communicate with other law enforcement agencies.

**Skills:**

- a) Ability to communicate clearly and concisely in both oral and written form.
- b) Ability to coordinate information exchange.
- c) Skill of cooperating with other agencies as a mechanism for problem resolution.
- d) Skill for communicating necessary information gleaned out of voluminous amounts of information.

**Attitude:**

- a) Interest in cooperation and collaboration with other law enforcement agencies in the service of problem resolution.
- b) Respect and appreciation for the knowledge that other law enforcement agencies can bring to a situation.
- c) Recognition of the need to consult with other professionals with other assets.
- d) Confidence in asking questions and providing information to other agencies.

## **Competency 2:**

### **Contribute as a part of a multidisciplinary treatment team.**

#### **Knowledge:**

- a) Knowledge of roles, responsibilities, and areas of expertise of other team members and professional disciplines.
- b) Complete understanding of confidentiality rules and regulations.
- c) Understanding of the individual's role as a team member.
- d) Knowledge of group and team dynamics and how personality characteristics drive team members behavior.

#### **Skills:**

- a) Demonstration of clear and concise oral and written communication skills.
- b) Ability to participate in problem solving, decision making, mediation, and advocacy as part of a team.
- c) Ability to maintain a focus on confidentiality rules and regulations during the team process.
- d) Ability to coordinate interventions in compliance with an offender's case plan.
- e) Facility for working within one's role on a team.

#### **Attitude:**

- a) Interest in cooperation and collaboration with a diverse group of team members.
- b) Respect for and appreciation of other team members abilities and knowledge.
- c) Recognition of the need for consultation with professionals from other disciplines.
- d) Appreciation of evidenced-based practices of other disciplines.

### **Competency 3:**

**Understand the terminology, procedures, and roles of other disciplines related to offender reentry, and offender supervision.**

#### **Knowledge:**

- a) Knowledge of the roles other professionals from other professions have in relation to offender supervision and reentry.
- b) Knowledge of the terminology and procedures other professions use as it relates to offender supervision and offender reentry.
- c) Knowledge of how to best utilize input from other professionals that will aid in successful offender supervision and offender reentry.
- d) Knowledge of how to best utilize input from other professionals that help offenders in maximizing the goals of the offender case plans.

#### **Skills:**

- a) Ability to interpret oral and written data from other professionals in regards to the supervision of offenders.
- b) Ability to utilize oral and written data from other professionals to aid offenders in maximizing the goals of the offender case plans.

#### **Attitude:**

- a) Willingness to work toward comprehension of the terminology and procedures of other professions in relation to offenders.
- b) Openness to the value other professions have in aiding offenders to be successful with supervision and reentry.

#### **Competency 4:**

**Maintain ongoing contact with the offender and involve family, significant others, and social networks to ensure compliance with case plans and support services.**

#### **Knowledge:**

- a) Knowledge of the role of family, social networks, and community systems as an asset or an obstacle in the success of an offender's case plan.
- b) Knowledge of methodology, e.g., STARR, EPICS, that allows for co-opting offender families, significant others, social networks, and community systems.
- c) Knowledge of community demographics and cultural expectations in relation to family, significant others, social networks, and community systems that might aid in allowing for offender engagement in case plan compliance.

#### **Skills:**

- a) Ability to utilize skills that involve engaging supports for offenders.
- b) Ability to articulate to collateral supports the components of the case plan in which they can contribute support.
- c) Using organizational skills to ensure scheduling ongoing contact in a manner by which collaterals experience inclusion in the process.

#### **Attitude:**

- a) Belief in the value of social supports in aiding offender reentry.
- b) Desire to work with offender collateral supports.
- c) Willingness to engage offender support systems.

### **Competency 5:**

**Arrange referrals to other professionals, agencies, community programs or appropriate resources to meet the offenders' needs.**

#### **Knowledge:**

- a) Knowledge of how to develop a comprehensive offender case plan that correlates to criminogenic needs.
- b) Tailoring of resources to meet the needs on an offender's case plan.
- c) Knowledge of how to access resources in the community service provider network.
- d) Knowledge of accessibility of resources to match the offender's location, schedule, and ability.
- e) Know how to apply confidentiality rules, regulations, and protocols.

#### **Skills:**

- a) Use of oral and written communication skills to coordinate with community providers when coordinating referrals.
- b) Conforming to all applicable confidentiality rules, regulations, and protocols.
- c) Appropriate documentation of the referral process.
- d) Ability to identify which community providers used evidenced-based practices that correlate to effective outcome with an offender population.
- e) Ability to maintain and expand relationships with community resources.
- f) Development of a mechanism to monitor an offender's compliance with the case plan in relation to the plan of the community provider.

#### **Attitude:**

- a) Respect for collaboration and cooperation with other professional disciplines.
- b) Respect for interdisciplinary and comprehensive approaches to meet an offender's needs.
- c) Respect for confidentiality and adhering to relevant statutes.

### **Competency 6:**

**Explain in clear and specific language the necessity for and process of referral to increase the likelihood of offender understanding and compliance, as well as the consequences.**

#### **Knowledge:**

- a) Knowledge of how case planning, based upon criminogenic needs, relates to attainment of case plan goals.
- b) Knowledge of how the offenders' defenses, abilities, personal preferences, cultural influences, personal resources, presentation and appearance effect the referral process and the follow through.
- c) Knowledge of the community resources to which the offender is referred.
- d) Knowledge of the language used by community resources.

#### **Skills:**

- a) Ability to speak a language and use terminology that allows the offender to understand the referral process.
- b) Ability to interpret the case plan and how the referral relates to progress in the case plan.
- c) Ability to communicate effectively using skills such as motivational interviewing, cognitive restructuring, negotiating, educating, and the identification of the benefits of case plan compliance.

#### **Attitude:**

- a) Openness to what the officer may need to learn to effectively communicate with their offenders.
- b) Awareness of any biases the officer may have toward offenders or the referral sources.

### **Competency 7:**

**Exchange relevant information with the agency or professional to whom the referral is being made in a manner consistent with confidentiality rules and regulations and generally accepted standards of care.**

#### **Knowledge:**

- a) Knowledge of the mission, function and resources of the agency or the professional where the offender was referred.
- b) Knowledge of the protocols and documentation necessary to make the referral.
- c) Knowledge of the pertinent local, state and federal confidentiality rules and regulations; applicable offender's rights and responsibilities; offender's consent procedures and other guiding principles for exchange of relevant information.
- d) Knowledge of the ethical standards of practice for the profession where the offender was referred.
- e) Knowledge of the ethical standards of practice related to this exchange of information.
- f) Knowledge of the terminology used by the professional to whom the offender was referred.

#### **Skills:**

- a) Using oral and written communication for successful referrals.
- b) Using appropriate technology to access, collect, and forward relevant information needed by the agency or professional.
- c) Obtaining informed offender consent and documentation needed for the exchange of relevant information.
- d) Reporting relevant information accurately and objectively.
- e) Ability to comprehend communication received from the professional to whom the offender was referred.

#### **Attitude:**

- a) Commitment to professionalism.
- b) Respect for the importance of confidentiality rules and regulations of all relevant professions.
- c) Appreciation for the need to exchange relevant information with other professionals.
- d) Belief that other professionals can assist in the success of the offender in complying with their case plan.

## **Competency 8:**

### **Evaluate the outcome of the referral.**

#### **Knowledge:**

- a) Knowledge of the offender's progress toward case plan compliance.
- b) Knowledge of how to interpret the information received from the professionals where the offender was referred.
- c) Knowledge of the appropriate sources and techniques for evaluating referral outcomes.

#### **Skills:**

- a) Using appropriate measurement processes and instruments.
- b) Collecting objective and subjective data for the referral process.
- c) Ability to evaluate the information received to determine progress toward case plan goals.

#### **Attitude:**

- a) Appreciation for the value of the evaluation process.
- b) Appreciation for the value of interagency collaboration.
- c) Appreciation for the value of interdisciplinary referrals.

## **Practice Dimension 6:**

### **Documentation**

**Competency 1:**

**Demonstrate knowledge of accepted principles of offender case file management.**

**Knowledge:**

- a) Knowledge of the policies and procedures of case file management.
- b) Knowledge of the components of offender records including release forms, assessments, case plans, case notes, and discharge summaries.

**Skills:**

- a) Ability to compose timely, clear, complete, and concise records that comply with regulations.
- b) Documenting of information in an objective manner.
- c) Utilization of current technology in the production of offender records.

**Attitude:**

- a) Appreciation of the importance of accurate documentation.

## **Competency 2:**

### **Protect offender rights to privacy and confidentiality information with third parties.**

#### **Knowledge:**

- a) Knowledge of federal, state and agency confidentiality rules and regulations.
- b) Knowledge of how to apply confidentiality rules and regulations.
- c) Knowledge of confidentiality rules and regulations regarding infectious diseases, in particular HIPPA regulations.
- d) Knowledge of the legal nature of records.

#### **Skills:**

- a) Application of federal, state, and agency regulations regarding confidentiality.
- b) Requesting, preparing and completing release of information when appropriate.
- c) Protecting and communicating offender rights.
- d) Ability to explain regulations to offenders in a way it is understood.
- e) Ability to explain regulations to third parties in a way it is understood.
- f) Application of infectious disease regulations.
- g) Providing security for records.

#### **Attitude:**

- a) Willingness to seek and accept supervision regarding confidentiality rules and regulations.
- b) Respect for offenders rights to confidentiality.
- c) Commitment to professionalism.
- d) Recognition of the absolute necessity for safeguarding records.

### **Competency 3:**

**Prepare accurate and concise screening, intake, and assessment reports.**

#### **Knowledge:**

- a) Knowledge of the evidence surrounding instruments used for screening and assessment.
- b) Knowledge of the essential elements of screening and assessment reports.
- c) Knowledge of how to interpret the results of screening and assessment.

#### **Skills:**

- a) Analyzing, synthesizing, and summarizing the information attained in the screens and assessments.
- b) Keeping a concise and relevant record of information.
- c) Organizing information in a manner that can be understood by third parties.
- d) Documenting referral information.
- e) Ability to not only explain the outcome of the screen or assessment, but also the evidence behind the instrument.

#### **Attitude:**

- a) Willingness to develop accurate reports.
- b) Recognition of the importance of accurate records.
- c) Embracing of the science used to develop evidence-based instruments.

#### **Competency 4:**

**Record case notes and ongoing case plans consistent with department standards and comply with applicable policies and procedures.**

#### **Knowledge:**

- a) Knowledge of federal and state regulations.
- b) Knowledge of agency policies/procedures regarding case notes and case plans.
- c) Knowledge of how to incorporate screening and assessment information into the development of case plans and case notes.

#### **Skills:**

- a) Keeping timely, clear, complete, and concise records that comply with regulations.
- b) Ability to document in a manner that is consistent with appropriate use of grammar.
- c) Ability to document in an objective manner.

#### **Attitude:**

- a) Recognition of the importance of recording case notes and case plans.
- b) Willingness to incorporate professional assessments in records.
- c) Appreciation for the importance of objective documentation.

### **Competency 5:**

**Record and maintain case documentation of offender in relation to case plans goals, objectives, and conditions of release.**

#### **Knowledge:**

- a) Knowledge of how various information from various sources gets incorporated into the development of a case plan.
- b) Knowledge of agency policies/procedures in regards to case documentation.
- c) Knowledge of the appropriate terminology to be used in case documentation.

#### **Skills:**

- a) Ability to coordinate information in a manner that develops a case plan based upon multiple sources of information/assessment.
- b) Skills to write case documentation consistent with grammatical rules.
- c) Ability to monitor offender behavior and document the behavior in relation to the case plan.

#### **Attitude:**

- a) Appreciation for the value of documentation as a way to measure offender progress.
- b) Commitment to maintaining accurate and current documentation.

**Practice Dimension 7:**  
**Professional and Ethical Responsibilities**

### **Competency 1:**

**Adhere to established rules, federal and state regulations, procedures, and code of ethics which define the professional context within which the officer works to maintain professional standards and safeguard the offender and community.**

#### **Knowledge:**

- a) Knowledge of federal, state, agency and professional codes of ethics.
- b) Knowledge of offenders' rights and responsibilities.
- c) Knowledge of professional standards and scope of practice.
- d) Knowledge of consequences of rule violating behavior.
- e) Knowledge of how to address ethical violations by oneself or peers.
- f) Knowledge of mandatory reporting requirements.

#### **Skills:**

- a) Demonstrating ethical and professional behavior.
- b) Performing in a manner that prioritizes public safety while also being mindful of the role of change agent.

#### **Attitude:**

- a) Openness to change personal behaviors and attitudes that may conflict with ethical guidelines.
- b) Willingness to participate in self and supervisory assessment of professional skills and practice.
- c) Respect for professional standards.

## **Competency 2:**

**Interpret and apply information from risk, needs, responsivity research to improve risk reduction and enhance professional development.**

### **Knowledge:**

- a) Knowledge of the professional literature about risk reduction and supervision strategies.
- b) Knowledge of professional associations that keep an officer up to date on the latest research developments.
- c) Knowledge of resources to promote professional growth and competency.

### **Skills:**

- a) Ability to read and comprehend current professional and research-based literature.
- b) Application of professional knowledge to offender management.
- c) Application of research to practice.
- d) Applying new skills/techniques in a manner that improves offender supervision and performance.

### **Attitude:**

- a) Commitment to life-long learning and professional growth and development.
- b) Willingness to adjust supervisory practice to reflect advances in the field.

### **Competency 3:**

**Recognize the importance of criminogenic factors that influence criminal behavior and apply this understanding to supervision.**

#### **Knowledge:**

- a) Knowledge of criminogenic factors and how to prioritize interventions in relation to the case plan.
- b) Knowledge of how cultural and lifestyle factors influence offender behavior.
- c) Knowledge of assessment instruments and how they identify criminogenic need areas.

#### **Skills:**

- a) Adapting criminogenic factors into the development of offender case plans and then to day-to-day supervision.
- b) Developing case plans focusing on the criminogenic risks to reduce the incidence of re-offense.
- c) Conveying respect of cultural and lifestyle differences in the supervision process.

#### **Attitude:**

- a) Willingness to appreciate the life experiences of individuals.
- b) Appreciation for diverse culture and lifestyles.
- c) Recognition of one's biases toward other cultures and lifestyles.
- d) Recognition of one's ignorance of other cultures/lifestyles and a willingness to learn.

**Competency 4:**

**Obtain appropriate continuing professional education.**

**Knowledge:**

- a) Knowledge of education and training methods that promote professional growth.
- b) Knowledge of where one needs to acquire more professional knowledge.

**Skills:**

- a) Assessing one's training/educational needs.
- b) Selecting and participating in appropriate training programs.
- c) Using consultation and supervision as enhancements to professional growth.
- d) Ability to read and comprehend the latest research regarding the profession.

**Attitude:**

- a) Recognition that professional growth continues throughout one's professional career.
- b) Willingness to expose oneself to information that may conflict with personal or professional beliefs.
- c) Recognition that professional development is an individual responsibility.

## **Competency 5:**

### **Participate in ongoing supervision.**

#### **Knowledge:**

- a) Knowledge of the evidence for regular assessment of professional skills and development.
- b) Knowledge of the Integrated Development Model as a structure for supervision.
- c) Knowledge of the rationale for the use of consultation.
- d) Knowledge of agency policies/procedures regarding supervision.
- e) Knowledge of how interpersonal dynamics are integrated into supervision.

#### **Skills:**

- a) Identifying professional progress and limitations.
- b) Communicating the need for assistance.
- c) Eliciting feedback from others regarding professional performance.
- d) Ability to engage in objective conversations about one's performance and method for improvement.

#### **Attitude:**

- a) Willingness to accept both constructive criticism and positive feedback.
- b) Respect for the value of structured supervision.
- c) Openness to the fact that everyone has the ability to improve.
- d) Understanding it is a professional obligation to participate in supervision.

### **Competency 6:**

**Utilize supervision to develop strategies to maintain one's physical and mental health.**

#### **Knowledge:**

- a) Knowing the rationale for periodic self and professional assessment regarding one's physical and mental health.
- b) Knowledge of the relationship between physical and mental health.
- c) Knowledge of strategies to improve one's physical and mental health.

#### **Skills:**

- a) Carrying out regular self and professional assessments regarding one's physical and mental health.
- b) Using prevention methods to guard against burnout.
- c) Employing stress reduction strategies.
- d) Locating and accessing resources to achieve physical and mental health.
- e) Modeling self-care as an effective supervision tool.

#### **Attitude:**

- a) Recognition that officers serve as role models.
- b) Appreciation that maintaining a healthy lifestyle enhances the officer's effectiveness.
- c) Recognition that deficits exist at times and need to be addressed.

# Community Corrections Rubrics

## Foundational Area 1: Understanding Criminal Behavior and its Reductions

### Competency 1

| Understand criminal behavior and its reduction |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness                                      | Identify components of criminal behavior and possesses knowledge of best practices and evidenced-based models for its reduction.   | 1          | 1          |
| Understanding                                  | Discusses components of criminal behavior and can articulate what are best practices and evidenced-based models for its reduction.   | 2          | 2          |
| Applied Knowledge                              | Applies knowledge of best practices and evidenced-based models for the reduction of criminal behavior in a correctional environment.   | 3          | 3          |
| Mastery  | Able to articulate to others knowledge of the components of criminal behavior and the best practices and evidenced-based models for its reduction. Ability to design interventions and resolve issues in community corrections settings that reduce criminal behavior. | 4          | 4          |

### Competency 2

| Thorough understanding and the ability to apply the principles of risk, need, and responsivity (RNR). |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Is aware of the RNR model.   | 1          | 1          |
| Understanding   | Understands the RNR model.   | 2          | 2          |
| Applied Knowledge   | Applies knowledge of the RNR model to offenders on the case load.              | 3          | 3          |
| Mastery   | Uses RNR techniques to manage cases and provide evidenced-based interventions. | 4          | 4          |

### Competency 3

| Global Understanding of evidenced-based practices (EBP) and their application to correctional practices/supervision. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Awareness of EBPs and their application to correctional practices/supervision.  | 1          | 1          |
| Understanding  | Is able to articulate EBPs and how they can be applied in correctional practices/supervision.   | 2          | 2          |
| Applied Knowledge  | Applies the knowledge of EBP into the management of cases.  | 3          | 3          |
| Mastery  | Uses knowledge of EBP and how to apply them when designing interventions and resolving issues in the process of correctional practices and supervision. | 4          | 4          |

## Foundational Area 2: Offender Engagement and Relational Interventions

### Competency 1

| Understand cognitive behavioral therapy (CBT). |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness                                      | Is aware of CBT and its effectiveness with an offender population.  | 1          | 1          |
| Understanding                                  | Understands how CBT can be used with an offender population for improved outcomes.  | 2          | 2          |
| Applied Knowledge                              | Applies knowledge of CBT with offenders in a manner that improves offender skills of cognitive restructuring.                               | 3          | 3          |
| Mastery  | Uses knowledge of CBT and its nuances at the appropriate times to resolve issues and design interventions that result in positive outcomes. | 4          | 4          |

## Competency 2

| Understand diversity in relations to race, culture, sexual orientation, political, religious, and social background and their impact upon supervision practices. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Aware of diversity and how it relates to race, culture, sexual orientation, political, religious, and social background and the impact it has on supervision practices.   | 1          | 1          |
| Understanding  | Understanding of diversity and how it relates to race, culture, sexual orientation, political, religious, and social background and the impact it has on supervision practices.   | 2          | 2          |
| Applied Knowledge  | Incorporates the knowledge of diversity and how it relates to race, culture, sexual orientation, political, religious, and social background into one's community corrections practice.   | 3          | 3          |
| Mastery  | Ability to incorporate the knowledge of diversity and how it relates to race, culture, sexual orientation, political, religious, and social background into one's community corrections practice. Ability to develop rapport with offenders based upon the officer's application of diversity concepts. | 4          | 4          |

## Competency 3

| Knowledge of communication techniques effective with offender populations. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Aware of communication techniques that improve effective interactions with offenders.      | 1          | 1          |
| Understanding  | Understanding of the effective communication techniques that can be used with offenders.   | 2          | 2          |
| Applied Knowledge  | Uses effective communication techniques with offenders.                                    | 3          | 3          |
| Mastery  | Able to articulate to others effective communication techniques to be used with offenders. | 4          | 4          |

### Competency 4

| Learn how to develop a relationship with the offender that is built upon respect, accountability, honesty, ethics, and empathy. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Aware of effective methods for establishing productive relationships with offenders that are based upon respect, accountability, honesty, ethics, and empathy.   | 1          | 1          |
| Understanding   | Describes effective methods for establishing a productive relationship with offenders that are based upon respect, accountability, honesty, ethics, and empathy.   | 2          | 2          |
| Applied Knowledge   | Uses effective methods for establishing a productive relationship with offenders that is based upon respect, accountability, honesty, ethics, and empathy.   | 3          | 3          |
| Mastery   | Consistently uses effective methods for establishing a productive relationship with offenders that are based upon respect, accountability, honesty, ethics, and empathy and is evidenced by improved relationships with offenders. | 4          | 4          |

### Competency 5

| Understand appropriate boundaries. |   | Supervisor | Supervisee |
|------------------------------------|---|------------|------------|
| Awareness                          | Aware of appropriate boundaries between community corrections officers and offenders.           | 1          | 1          |
| Understanding                      | Understands appropriate boundaries between community corrections officers and offenders.        | 2          | 2          |
| Applied Knowledge                  | Uses appropriate boundaries when interacting with offenders.                                    | 3          | 3          |
| Mastery                            | Consistently maintains appropriate boundaries with offenders that results in improved outcomes. | 4          | 4          |

## Competency 6

| Understand the impact of external/collateral support networks. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Aware of the impact that support networks can have in supervising offender cases.           | 1          | 1          |
| Understanding  | Describes the importance of collaborating with support networks when supervising offenders. | 2          | 2          |
| Applied Knowledge  | Includes utilization of support networks into case plans for supervising offenders.         | 3          | 3          |
| Mastery  | Utilizes support networks in case planning on a routine basis improving outcomes.           | 4          | 4          |

## Foundational Area 3: Knowledge of Public Safety Issues and Interventions to Enhance It

### Competency 1

| Understand risk assessment tools as well as risk to harm and their role in public safety and reducing recidivism. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Aware of risk assessment tools as well as risk to harm and their role in public safety and reducing recidivism.                      | 1          | 1          |
| Understanding   | Discusses risk assessment tools as well as risk to harm and their role in public safety and reducing recidivism.                     | 2          | 2          |
| Applied Knowledge   | Utilizes risk assessment tools to plan interventions that will reduce risk to harm and increase public safety and reduce recidivism. | 3          | 3          |
| Mastery   | Adapts risk assessment tools with fidelity to reduce risk to harm, increase public safety, and reduce recidivism.                    | 4          | 4          |

## Competency 2

| Identify potential third party risks based on the offender's criminal history and personal characteristics. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Aware of third party risks based on the offender's criminal history and personal characteristics.   | 1          | 1          |
| Understanding   | Ability to discuss third party risks based on the offender's criminal history and personal characteristics.   | 2          | 2          |
| Applied Knowledge   | Identifies potential third party risks based on the offender's criminal history and personal characteristics, and addresses that risk.  | 3          | 3          |
| Mastery   | Able to articulate third party risks based on the offender's criminal history and personal characteristics and is able to develop plans to minimize those risk on a consistent basis. | 4          | 4          |

## Competency 3

| Understanding and awareness of the officer's responsibility for third party risk notification and legal limitations. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Aware of the officer's responsibility for third party risk notifications and legal limitations.  | 1          | 1          |
| Understanding  | Understands an officer's responsibility for third part risk notifications and legal limitations.   | 2          | 2          |
| Applied Knowledge  | Knowledge of potential third party risks based on the offender's criminal history and personal characteristics and addresses them in accordance with policy/procedure. | 3          | 3          |
| Mastery  | Consistently applies interventions reducing third party risks based on the offender's criminal history and personal characteristics.                                   | 4          | 4          |

## Competency 4

| Knowledge of all applicable local, state, and federal standards with regard to notification and intervention to enhance public safety. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Aware of all applicable local, state, and federal standards with regard to notification and intervention to enhance public safety.                        | 1          | 1          |
| Understanding  | Understands all applicable local, state, and federal standards with regard to notification and intervention to enhance public safety.                     | 2          | 2          |
| Applied Knowledge  | Knowing when to apply applicable local, state, and federal standards with regard to notification and intervention to enhance public safety.               | 3          | 3          |
| Mastery  | Ability to articulate to others all applicable local, state, and federal standards with regard to notification and intervention to enhance public safety. | 4          | 4          |

## Foundational Area 4: Knowledge of Methods of Behavioral Reinforcement

### Competency 1

| Understand the principles of effective use of behavioral reinforcement—punishment, disapproval and authority (e.g., operant conditioning). |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Aware of the principles of effective use of behavioral reinforcement—punishment, disapproval and authority (e.g. operant conditioning).    | 1          | 1          |
| Understanding  | Understands the principles of effective use of behavioral reinforcement—punishment, disapproval and authority (e.g. operant conditioning). | 2          | 2          |
| Applied Knowledge  | Able to utilize behavioral reinforcement—punishment, disapproval and authority (e.g. operant conditioning).                                | 3          | 3          |

|         |  |   |   |
|---------|--|---|---|
| Mastery | Adapts the principles of effective use of behavioral reinforcement—punishment, disapproval and authority—as a case plan component (e.g. operant conditioning) into their regular supervision practice. | 4 | 4 |
|---------|--|---|---|

## Competency 2

|   |   |            |            |
|---|---|------------|------------|
| Aware of available intermediate sanctions, rewards and how they are applied (e.g. graduated sanctions, contingency management). |   | Supervisor | Supervisee |
| Awareness   | Awareness of available intermediate sanctions, rewards and how they are applied (e.g. graduated sanctions, contingency management).                                   | 1          | 1          |
| Understanding   | Understanding of available intermediate sanctions, rewards and how they are applied (e.g. graduated sanctions, contingency management).                               | 2          | 2          |
| Applied Knowledge   | Uses available intermediate sanctions, rewards and applies them appropriately.  | 3          | 3          |
| Mastery   | Not only applies available intermediate sanctions and rewards but also is able to articulate both to offenders and staff the theoretical underpinnings for their use. | 4          | 4          |

## Foundational Area 5: Brokering Services

### Competency 1

|   |  |            |            |
|---|--|------------|------------|
| Knowledge of community resources, inclusive of public and private entities that meet the needs of those under supervision. Ensures appropriate referrals, identifies service gaps, expands community resources, and helps to address unmet needs. |  | Supervisor | Supervisee |
| Awareness   | Awareness of community resources, inclusive of public and private entities that meet the needs of those under supervision and ensures appropriate referrals, identifies service gaps, expands community resources, and helps to address unmet needs. | 1          | 1          |

|                   |  |   |   |
|-------------------|--|---|---|
| Understanding     | Understanding of community resources, inclusive of public and private entities that meet the needs of those under supervision and ensures appropriate referrals, identifies service gaps, expands community resources, and helps to address unmet needs. | 2 | 2 |
| Applied Knowledge | Able to utilize community resources both public and private to help mitigate the unmet needs of offenders.   | 3 | 3 |
| Mastery           | Matches offenders with unmet needs to community resources in an accurate way on a consistent basis.  | 4 | 4 |

## Competency 2

| Continuously assess and evaluate referral resources for fidelity and appropriateness. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Aware of the rationale for continuously assessing and evaluating referral resources for fidelity and appropriateness.  | 1          | 1          |
| Understanding   | Understands the rationale for continuously assessing and evaluating referral resources for fidelity and appropriateness.   | 2          | 2          |
| Applied Knowledge   | Continually assesses and evaluates referral resources for fidelity and appropriateness.  | 3          | 3          |
| Mastery   | Can articulate the findings of the assessments/evaluations of community resources using fidelity scales and can provide recommendations according to the findings. | 4          | 4          |

## Foundation Area 6: Professional Readiness

### Competency 1

|  |   |            |            |
|--|---|------------|------------|
| Understand diverse cultures and incorporates the relevant needs of diverse groups, e.g. people with disabilities or specific needs, gang members, domestic violence victims or age specific populations. |   | Supervisor | Supervisee |
| Awareness  | Is familiar with a wide array of resources for addressing diverse cultures and incorporates the relevant needs of diverse groups, e.g. people with disabilities or specific needs, gang members, domestic violence victims or age specific populations. |            |            |
| Understanding  | Knowledgeable about the diversity in the local service area and the implications for the offender when utilizing the services.  |            |            |
| Applied Knowledge  | Demonstrates an understanding of diverse cultures and how to incorporate the relevant needs of diverse groups into case planning.   |            |            |
| Mastery  | Promotes the integration of culturally sensitive practices into case planning and supervision practices.  |            |            |

### Competency 2

|   |  |            |            |
|---|--|------------|------------|
| Understand the importance of self-awareness in one's personal, professional, and cultural life. |  | Supervisor | Supervisee |
| Awareness   | Awareness of personal, professional, and cultural strengths and challenges.  | 1          | 1          |
| Understanding   | Appreciates the relationship between personal and professional traits and their impact on offender interactions and relationships. | 2          | 2          |
| Applied Knowledge   | Interacts with offenders in a manner demonstrating accurate self-awareness.  | 3          | 3          |
| Mastery   | Utilizes accurate self-knowledge in the development of relationships with a diversity of offenders.                                | 4          | 4          |

### Competency 3

|  |  |            |            |
|--|--|------------|------------|
| Understand professional obligations to adhere to ethical and behavioral standards of conduct in supervisory relationships. |  | Supervisor | Supervisee |
| Awareness  | Is familiar with contemporary ethical and behavioral standards of conduct in supervisory relationships.                        | 1          | 1          |
| Understanding  | Appreciates and discusses the application of ethical and behavioral standards of conduct in supervisory relationships.         | 2          | 2          |
| Applied Knowledge  | Complies with ethical and regulatory guidelines in the delivery of supervisory services.                                       | 3          | 3          |
| Mastery  | Assesses, clarifies, and helps resolve incidents which are potential violations of existing ethical and regulatory guidelines. | 4          | 4          |

### Competency 4

|   |   |            |            |
|---|---|------------|------------|
| Understand the importance of ongoing supervision and professional development in the delivery of offender supervision/services. |   | Supervisor | Supervisee |
| Awareness   | Describe the role of supervision and continuing education in on-going professional development.   | 1          | 1          |
| Understanding   | Appreciate the need for regular supervisory review of job performance and the continuing accumulation of new knowledge related to supervision of offenders. | 2          | 2          |
| Applied Knowledge   | Collaborates with supervisor in reviewing the supervision of offenders and participates in learning opportunities for professional growth.                  | 3          | 3          |
| Mastery   | Seeks ongoing consultation and continuing professional development opportunities.   | 4          | 4          |

## Competency 5

| Understand the need for setting specific policies and procedures for handling crisis or dangerous situations, including safety measures for offenders and staff. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Is familiar with policies and procedures related to crisis management.   | 1          | 1          |
| Understanding  | Describes how agency policies and procedures apply to potential crisis situations.                                 | 2          | 2          |
| Applied Knowledge  | Adheres to agency policies, procedures, and practices in the management of crises and dangerous situations.        | 3          | 3          |
| Mastery  | Provides leadership in the development and implementation of policies and procedures related to crisis management. | 4          | 4          |

## Practice Dimension 1: Pre-release Planning

### Competency 1

| Analyze institutional records including: programming, disciplinary actions, work history, medical, and mental health. |  | Supervision | Supervisee |
|---|--|-------------|------------|
| Awareness   | Aware of all the institutional records that a community corrections professional should consider when engaging in pre-release planning.  | 1           | 1          |
| Initial Application   | Reviews all the institutional records that a community corrections professional should consider when engaging in pre-release planning.   | 2           | 2          |
| Competent Practice  | Integrates all relevant institutional records into a pre-release plan.   | 3           | 3          |
| Mastery   | Utilizes professional judgment to determine the value of institutional records and how to best incorporate them into pre-release planning on a consistent basis in line with current research. | 4           | 4          |

## Competency 2

| Identify and collaborate with collateral contacts. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Aware there is value in collaborating with collateral contacts.                   | 1          | 1          |
| Initial Application                                | Understands the value of collaborating with collateral contacts.                  | 2          | 2          |
| Competent Practice                                 | Begins to work with collateral contacts.  | 3          | 3          |
| Mastery  | Ability to engage collateral contacts in a way that improves a prosocial outcome. | 4          | 4          |

## Competency 3

| Identify appropriate community resources to address immediate needs. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Recognizes the value of community resources to address offender needs.   | 1          | 1          |
| Initial Application  | Makes contact with resources to determine if their services match the needs of the offender.                                       | 2          | 2          |
| Competent Practice   | Assesses the effectiveness of community resources, providing them feedback in order to assure or improve quality of interventions. | 3          | 3          |
| Mastery  | Utilizes and maintains collaborative relationships among community resources advocating for innovative quality care.               | 4          | 4          |

## Competency 4

| Conduct a thorough home visit. |  | Supervisor | Supervisee |
|--------------------------------|--|------------|------------|
| Awareness                      | Aware of the protocol for a home visit.  | 1          | 1          |
| Initial Application            | Understands the protocol required of a home visit.   | 2          | 2          |
| Competent Practice             | Able to conduct a home visit in compliance with home visit protocol.   | 3          | 3          |
| Mastery                        | Conducts a thorough home visit and completes home visit report with accurate information and an explanation of the home visit determination. | 4          | 4          |

## Practice Dimension 2: Using Risk to Determine Supervision Interventions

### Competency 1

| Able to apply the current agency risk assessments and re-assessment instruments consistent with policy or practice standards. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Aware of agency risk assessment instruments and policy/practice standards.                    | 1          | 1          |
| Initial Application   | Understands the theoretical/research underpinnings of risk instruments.                       | 2          | 2          |
| Competent Practice  | Ability to administer risk assessment instruments with fidelity.                              | 3          | 3          |
| Mastery   | Ability to take risk instruments results and develop a case plan consistent with the results. | 4          | 4          |

### Competency 2

| Use risk assessment tool to determine the appropriate level of intervention. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Awareness of the link between assessment and intervention.   | 1          | 1          |
| Initial Application  | Able to use risk assessment results to evaluate the impact of interventions.                             | 2          | 2          |
| Competent Practice   | Able to use risk assessment results to develop a plan of interventions that matches the offender's risk. | 3          | 3          |
| Mastery  | Uses knowledge of available resources and responsivity factors to operationalize the case plan.          | 4          | 4          |

### Contemporary 3

| Arrange referrals to other professionals, agencies, community programs or appropriate resources to meet the offender's needs. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Researches protocol and procedures necessary to refer offenders to community resources. | 1          | 1          |
| Initial Application   | Uses referral protocol and documents the progress to assure offender engagement.        | 2          | 2          |

|                    |  |   |   |
|--------------------|--|---|---|
| Competent Practice | Able to identify opportunities for appropriate referral.   | 3 | 3 |
| Mastery            | Makes effective referrals and nurtures relationships with community resources to assure access to and creation of services that meet offender needs. | 4 | 4 |

### Practice Dimension 3: Focusing Supervision on Criminogenic Needs

#### Competency 1

|   |   |            |            |
|---|---|------------|------------|
| Apply the results of risk assessment (focusing on risk and needs) to case plan interventions to reduce criminal behavior. |   | Supervisor | Supervisee |
| Awareness   | Is familiar with risk assessments and the relation between risk/need and case planning.   | 1          | 1          |
| Initial Application   | Gathers and reviews assessment findings prior to meeting with offenders to develop a case plan.   | 2          | 2          |
| Competent Practice  | Integrates assessment findings to develop a case plan that focuses on risk and need.  | 3          | 3          |
| Mastery   | Establishes a productive relationship with the offenders and engages them in a collaborative review of assessment information and intervention options. | 4          | 4          |

#### Competency 2

|  |   |            |            |
|--|---|------------|------------|
| Adjust level of supervision in response to changes in criminogenic risk/needs. |   | Supervisor | Supervisee |
| Awareness  | Knowledge of levels of risk and how they correspond to supervision protocol.  | 1          | 1          |
| Initial Application  | Supervising offenders at the appropriate level based upon risk/needs.   | 2          | 2          |
| Competent Practice   | Re-assess offenders per the agency protocol/time frames.  | 3          | 3          |
| Mastery  | Adjust level of supervision in relation to updated assessments and having the skills to use professional discretion accurately. | 4          | 4          |

### Competency 3

|   |   |            |            |
|---|---|------------|------------|
| Collaborate with the offender in developing a time-sensitive, goal directed case plan that focuses on mitigating criminogenic risk, by focusing on addressing criminogenic needs in a measurable fashion. |   | Supervisor | Supervisee |
| Awareness   | Aware of the value of collaboration with the offender in the development of the case plan.  | 1          | 1          |
| Initial Application   | Able to engage the offender in the process of developing a case plan that includes clear, time-sensitive, and measurable goals.                       | 2          | 2          |
| Competent Practice  | Collaborates with the offender in developing an individualized, measurable case plan that balances strengths, resources, deficits, and needs.         | 3          | 3          |
| Mastery   | Establishes a method for monitoring and evaluating progress in achieving offender goals and objectives in the context of an individualized case plan. | 4          | 4          |

### Competency 4

|   |  |            |            |
|---|--|------------|------------|
| Apply positive reinforcement to encourage ongoing progress towards established goals. |  | Supervisor | Supervisee |
| Awareness   | Familiar with theoretical underpinnings of positive reinforcement and operant conditioning.                              | 1          | 1          |
| Initial Application   | Develops a systemic approach to providing positive reinforcement to offenders.   | 2          | 2          |
| Competent Practice  | Implements the positive reinforcement plan, including mechanisms to capture data by which to evaluate its effectiveness. | 3          | 3          |
| Mastery   | Systemically provides positive reinforcement with quality assurance and makes modifications as indicated.                | 4          | 4          |

## Practice Dimension 4: Supervision Techniques

### Competency 1

|  |  |            |            |
|--|--|------------|------------|
| Employ relationship building skills that include active listening, giving feedback, and role clarifications to improve engagement and solidify the supervisory relationship. |  | Supervisor | Supervisee |
| Awareness  | Ability to describe effective relationship building skills and how they improve officer/offender collaboration.                          | 1          | 1          |
| Initial Application  | Demonstrates effective relationship building skills in offender collaboration.   | 2          | 2          |
| Competent Practice   | Effectively establishes a collaborative relationship with offenders consistently.  | 3          | 3          |
| Mastery  | Consistently uses relationship building skills that result in collaborative relationships with offenders resulting in improved outcomes. | 4          | 4          |

### Competency 2

|  |  |            |            |
|--|--|------------|------------|
| Competent in both the theoretical knowledge and use of Core Correctional Practices, e.g. effective reinforcement, effective disapproval, effective use of authority, effective modeling, and cognitive restructuring, to improve the performance of offenders. |  | Supervisor | Supervisee |
| Awareness  | Understands theories and application of Core Correctional Practices.   | 1          | 1          |
| Initial Application  | Begins applying Core Correctional Practices when working with offenders.   | 2          | 2          |
| Competent Practice   | Uses appropriate Core Correctional Practices.  | 3          | 3          |
| Mastery  | Demonstrates flexibility in effectively matching the Core Correctional Practices to individual offenders matching their learning styles. | 4          | 4          |

### Competency 3

| Knowledge of the assessed risk of the offender and the appropriate risk control strategy for each circumstance. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Articulates the specific risk area of an offender and a corresponding risk control strategy.                                    | 1          | 1          |
| Initial Application   | As a result of the risk assessment, the officer establishes a corresponding list of risk control strategies.                    | 2          | 2          |
| Competent Practice  | Implements the risk control strategies with a mechanism to measure the effectiveness of each strategy.                          | 3          | 3          |
| Mastery   | Consistently implements risk control strategies that match assessed risk in a manner that results in effective risk management. | 4          | 4          |

### Competency 4

| Effectively addressing compliant and non-compliant behavior. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Knowledge of what is and what is not compliant behavior.  | 1          | 1          |
| Initial Application  | Ability to identify behaviors as compliant or non-compliant and develop appropriate interventions.  | 2          | 2          |
| Competent Practice   | Utilizes interventions to either reinforce compliant behavior or extinguish non-compliant behavior.   | 3          | 3          |
| Mastery  | Effectively addresses compliant and non-compliant behavior and applies the appropriate intervention resulting in a reduction of non-compliant behavior. | 4          | 4          |

## Practice Dimension 5: Collaboration with Community Resources

### Competency 1

| Establish and maintain relationships with appropriate law enforcement agencies/departments. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Aware of law enforcement agencies/departments that interact with Community Corrections.  | 1          | 1          |
| Initial Application   | Able to access the appropriate agencies when needed.   | 2          | 2          |
| Competent Practice  | Builds effective relationships with law enforcement agencies/departments in a manner that maximizes public safety and offender outcomes. | 3          | 3          |
| Mastery   | Consistently works on strengthening these relationships.   | 4          | 4          |

### Competency 2

| Contribute as a part of a multidisciplinary treatment team. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Is familiar with referral protocol, confidentiality rights, various agencies rules, and ethical standards of practice. | 1          | 1          |
| Initial Application   | Participates in appropriate and effective communication/meetings with team members.                                    | 2          | 2          |
| Competent Practice  | Accurately exchanges relevant offender information with team members.  | 3          | 3          |
| Mastery   | Demonstrates professionalism when communicating with members of the multidisciplinary team.                            | 4          | 4          |

### Competency 3

| Understand the terminology, procedures, and roles of other disciplines related to offender reentry and offender supervision. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Has been exposed to other disciplines that interact with offenders.   | 1          | 1          |
| Initial Application  | Able to identify the terminology and procedures of other disciplines. | 2          | 2          |

|                    |   |   |   |
|--------------------|---|---|---|
| Competent Practice | Ability to articulate the terminology, procedures and roles of other disciplines in offender reentry.     | 3 | 3 |
| Mastery            | Comprehension and integration of terminology, procedures, and roles of other disciplines into case plans. | 4 | 4 |

#### Competency 4

|   |  |            |            |
|---|--|------------|------------|
| Maintain ongoing contact with the offender and involve family, significant others, and social networks to ensure compliance with case plans and support services. |  | Supervisor | Supervisee |
| Awareness   | Recognize the value of support networks and their role in aiding in offender compliance with case plans.   |            |            |
| Initial Application   | Engages in orienting offenders and their support networks to the case plans and the support services that aid in case plan compliance.                       |            |            |
| Competent Practice  | Builds effective relationships with the offender and their support networks utilizing the support networks to help the offender meet case plan requirements. |            |            |
| Mastery   | Consistently collaborates with offenders and support networks in an organized manner that aids positive outcome with offender case plan compliance.          |            |            |

#### Competency 5

|   |  |            |            |
|---|--|------------|------------|
| Arrange referrals to other professionals, agencies, community programs or appropriate resources to meet the offender's needs. |  | Supervisor | Supervisee |
| Awareness   | Researches protocol and procedures to refer offenders to community services.   | 1          | 1          |
| Initial Application   | Uses referral protocol, documents the process, and follows up to assure offender engagement.   | 2          | 2          |
| Competent Practice  | Seeks opportunities for offenders to engage with community resources.  | 3          | 3          |
| Mastery   | Makes effective referrals and nurtures relationships with community resources to assure access to and creation of services to meet offender needs. | 4          | 4          |

## Competency 6

|   |   |  |  |
|---|---|--|--|
| Explain in clear and specific language the necessity for and process of referral to increase the likelihood of offender understanding and compliance as well as the consequences. |   |  |  |
| Awareness   | Recognizes the importance of explaining thoroughly to the offender how to access community resources.                             |  |  |
| Initial Application   | Explains the case plan and how use of community resources relates to offender goals and objectives.                               |  |  |
| Competent Practice  | Interprets the case plan providing guidance to the offender ensuring offender commitment to using community resources.            |  |  |
| Mastery   | Develops, with the offender, an understanding of their case plan improving offender engagement with relevant community resources. |  |  |

## Competency 7

|  |   |            |            |
|--|---|------------|------------|
| Exchange relevant information with the agency or professional to whom the referral is being made in a manner that is consistent with confidentiality rules and regulations and generally accepted standards of care. |   | Supervisor | Supervisee |
| Awareness  | Is familiar with referral protocol, confidentiality rights, agency rules, and ethical standards of practice.  | 1          | 1          |
| Initial Application  | Obtains informed offender consent, forwards relevant information to referral resources, and documents the process consistent with agency protocol and privacy rights. | 2          | 2          |
| Competent Practice   | Accurately exchanges relevant offender information with community resources utilizing oral, written, and electronic technology as appropriate.                        | 3          | 3          |
| Mastery  | Demonstrates professionalism in communication with a variety of community resources in the exchange of offender information.  | 4          | 4          |

## Competency 8

| Evaluate the outcome of the referral. |   | Supervisor | Supervisee |
|---------------------------------------|---|------------|------------|
| Awareness                             | Is aware of the importance of referral follow up in determining success of the referral.  | 1          | 1          |
| Initial Application                   | Initiates contact with both offender and referral source to seek reports on offender engagement and progress.                     | 2          | 2          |
| Competent Practice                    | Utilizes a variety of methods and techniques to evaluate referral outcomes.   | 3          | 3          |
| Mastery                               | Uses appropriate measurement processes and instruments, both objective and subjective, to evaluate and improve referral outcomes. | 4          | 4          |

## Practice Dimension 8: Documentation

### Competency 1

| Demonstrate knowledge of accepted principles of offender case file management. |  | Supervisor | Supervisee |
|--|--|------------|------------|
| Awareness  | Is familiar with basic principles and methods of offender record management including protection of privacy and accurate recording of interactions and offender progress toward case plan goals. | 1          | 1          |
| Initial Application  | Prepares objective, timely, clear, and concise documentation of offender participation toward case plan objectives.  | 2          | 2          |
| Competent Practice   | Creates accurate documentation of offender participation in community interventions.   | 3          | 3          |
| Mastery  | Records accurate information in the offender record utilizing technologies as they become available.   | 4          | 4          |

## Competency 2

| Protect offender rights to privacy and confidentiality information with third parties. |   | Supervisor | Supervisee |
|--|---|------------|------------|
| Awareness  | Describe regulations protecting offender privacy and confidentiality.   | 1          | 1          |
| Initial Application  | Communicates confidentiality rules and agency policy and procedures related to offender privacy.  | 2          | 2          |
| Competent Practice   | Secures necessary offender authorization to release confidential information in a manner consistent with applicable regulations and exercises judgment consistent with those rules in responding to requests for information. | 3          | 3          |
| Mastery  | Consistently exhibits a thorough understanding of offender privacy rights in the management of records and communication of offender information to third parties.  | 4          | 4          |

## Competency 3

| Prepare accurate and concise screening, intake, and assessment reports. |  | Supervisor | Supervisee |
|---|--|------------|------------|
| Awareness   | Understands how to report results of screening, intake, and assessments.   | 1          | 1          |
| Initial Application   | Utilizes agency policy and procedures in summarizing information gained from screening, intake, and assessment activities. | 2          | 2          |
| Competent Practice  | Organizes all relevant information gained from screens, intakes, and assessments into presentable and concise summaries.   | 3          | 3          |
| Mastery   | Synthesizes and summarizes information gained from screens, intakes, and assessments into the offender record.             | 4          | 4          |

#### Competency 4

| Record case notes and ongoing case plans which are consistent with department standards and comply with applicable policies and procedures. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Understands administrative rules and agency standards regarding the recording of case notes and case plans.   | 1          | 1          |
| Initial Application   | Records case notes and case plans accurately as directed by agency policy and procedures.   | 2          | 2          |
| Competent Practice  | Independently documents case notes and case plans which are timely, clear, complete, and concise.   | 3          | 3          |
| Mastery   | Records case notes and case plans meeting agency standards, complies with administrative rules, and are useful in guiding the offender through the supervision process toward a successful outcome. | 4          | 4          |

#### Competency 5

| Record and maintain case documentation of offender in relation to case plan goals, objectives, and conditions of release. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Understands the importance of documentation of case plans, objectives, and conditions of release in relation to offender supervision.                               | 1          | 1          |
| Initial Application   | Begins to document case plans, objectives, and conditions of release in compliance with agency policies and procedures.   | 2          | 2          |
| Competent Practice  | Independently documents case plans, objectives, and conditions of release in a timely, clear, complete, and concise manner.   | 3          | 3          |
| Mastery   | Records case plans, objectives, and conditions of release that comply with agency standards and are useful in guiding the offender through the supervision process. | 4          | 4          |

## Practice Dimension 7: Professional and Ethical Responsibilities

### Competency 1

|  |   |            |            |
|--|---|------------|------------|
| Adhere to established rules, federal and state regulations, procedures, and code of ethics which define the professional context within which the officer works to maintain professional standards and safeguard the offender and community. |   | Supervisor | Supervisee |
| Awareness  | Possesses a rudimentary understanding of rules, federal and state regulations, procedures, and code of ethics pertinent to the officer and the agency.  | 1          | 1          |
| Initial Application  | Respects and conforms to the rules, federal and state regulations, procedures and code of ethics, and demonstrates openness to modifying personal behaviors and attitudes when they conflict. | 2          | 2          |
| Competent Practice   | Conforms to professional behavioral standards in accordance with the offender's rights and responsibilities and adheres to professional boundaries.   | 3          | 3          |
| Mastery  | Engages in self, peer, and supervisory assessment of professional skills and practices in order to assure the delivery of services consistent with the highest standard of the agency.        | 4          | 4          |

### Competency 2

|   |   |            |            |
|---|---|------------|------------|
| Interpret and apply information from risk, needs, and responsivity research to improve risk reduction and enhance professional development. |   | Supervisor | Supervisee |
| Awareness   | Is familiar with a variety of scientific and best practice resources for expanding professional knowledge, skills, and attitudes.       | 1          | 1          |
| Initial Application   | Seeks to apply research based knowledge and skills to the delivery of services.   | 2          | 2          |
| Competent Practice  | Regularly reviews professional and research based literature in a career long pursuit of professional knowledge, skills, and attitudes. | 3          | 3          |

|         |   |   |   |
|---------|---|---|---|
| Mastery | Applies professional knowledge to the improvement of supervision practices designed to reflect advances in the field. | 4 | 4 |
|---------|---|---|---|

### Competency 3

|  |   |            |            |
|--|---|------------|------------|
| Recognize the importance of criminogenic factors that influence criminal behavior and apply this understanding to supervision. |   | Supervisor | Supervisee |
| Awareness  | Understands there is a relationship between criminogenic factors and criminal behavior that needs to be addressed in the supervision process. | 1          | 1          |
| Initial Application  | Demonstrates respect for criminogenic factors as a focus of supervision.  | 2          | 2          |
| Competent Practice   | Incorporates interventions designed to mitigate criminogenic risk into offender case plans.   | 3          | 3          |
| Mastery  | Possesses sufficient knowledge and skills to accurately prioritize criminogenic risks that are addressed via the case plan.                   | 4          | 4          |

### Competency 4

|   |  |            |            |
|---|--|------------|------------|
| Obtain appropriate continuing professional education. |  | Supervisor | Supervisee |
| Awareness   | Appreciates the need for continuing education to both maintain and improve professional knowledge and skills.                  | 1          | 1          |
| Initial Application                                   | Selects and participates in continuing education meeting needs identified in consultation with colleagues and supervisors.     | 2          | 2          |
| Competent Practice                                    | Seeks continuing education in response to professional training needs.   | 3          | 3          |
| Mastery   | Takes personal responsibility to seek out a variety of education and training experiences to enhance professional development. | 4          | 4          |

## Competency 5

| Participate in ongoing supervision. |  | Supervisor | Supervisee |
|-------------------------------------|--|------------|------------|
| Awareness                           | Is familiar with evidenced-based models of supervision and the nature of the supervisory relationship.                                 | 1          | 1          |
| Initial Application                 | In the context of supervision, identifies professional strengths and limitations.  | 2          | 2          |
| Competent Practice                  | Utilizes supervision to secure performance feedback, resolve dilemmas, and assure the establishment of Professional Development Plans. | 3          | 3          |
| Mastery                             | Seeks supervisory or collaborative assistance to maintain and enhance services at the highest level of effectiveness.                  | 4          | 4          |

## Competency 6

| Utilize supervision to develop strategies to maintain one's physical and mental health. |   | Supervisor | Supervisee |
|---|---|------------|------------|
| Awareness   | Appreciates the importance of maintaining physical and mental health.                               | 1          | 1          |
| Initial Application   | Locates and accesses resources to achieve physical and mental health.                               | 2          | 2          |
| Competent Practice  | Secures regular assessment of health status and acts to enhance physical and mental health.         | 3          | 3          |
| Mastery   | Models self-care and a healthy lifestyle employing strategies enhancing physical and mental health. | 4          | 4          |