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1

CONSIDERING SOMEONE IS HIGH-RISK

IDENTIFYING AND RESPONDING TO CRIME-PRODUCING NEEDS

OJACC OCTOBER 15, 2026, 1:45PM TO 3:15PM

Ohio Adult Parole Authority

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TRAINING OBJECTIVES

Deeper dive into the underlying characteristics that make a person high-risk.

Practice responding to high risk factors on a simulated case.

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HIGH RISK INDIVIDUALS

- Injury, loss, social problems
- Most in need
- Best chance to reduce crime, recidivism



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5



CASE ASSIGNMENT: SIMON

Simon was suspended from school three times for truancy. He graduated from high school. He has been arrested 3 times for Burglary. Today, he believes that he got caught because he was just in the wrong place at the wrong time. The first time he was on Probation and violated for failing to report. At the time he was using heroin daily. As a result of his violation, he was revoked and sentenced to prison. Today he only spends time with people who use or sell heroin. During his last urine drug screen, he tested positive for cocaine. He reports a lot of free time and is not involved in any structured activities. He is usually impulsive and makes decisions without considering the consequences. He is not motivated to make positive life changes. An ORAS- Community Supervision Tool (CST) was completed on Simon, and he scored 35, categorizing him as Very High Risk. He scored high moderate in the following domains: Substance Use, Peer Associates, Criminal Attitudes and Behavior Patterns.

He is not engaged in working with you. He just made a statement to you that he spent yesterday with people using and selling cocaine.

6

THE RISK PRINCIPLE



Match interventions to risk level

Focus on high-risk supervisees

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RISK FACTORS



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RISK FACTORS



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CASE REVIEW
LIST TWO RISK FACTORS FROM SIMON'S CASE



- Antisocial Behaviors
- Antisocial Attitudes
- Antisocial Peers
- Antisocial Personality Traits
- Limited Family Support
- Absence of Prosocial Leisure Activities
- Low Education/Employment accomplishments
- Substance Abuse

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HISTORY OF ANTISOCIAL BEHAVIORS

- Fighting in elementary school.
- Getting suspended from high school.
- Starting drinking alcohol weekly as a teenager.
- Previously quit a job without having another one.
- Previously arrested.
- Prior convictions.
- Prior sentences to correctional facilities.



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CONSIDERING SOMEONE IS..

High Risk: 60% to 40%

Low Risk: 10% to 20%



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CASE REVIEW
WHAT ANTISOCIAL BEHAVIORS ARE IN SIMON'S HISTORY

- Arrest History
- Conviction History
- Prior Prison Sentence
- Prior Probation
- Prior Violations
- Prior Prison/Jail Disciplinary action
- High School Suspension/Expulsion
- Employment (Fired/Quit)
- Alcohol History
- Drug History



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NEED PRINCIPLE

- Antisocial attitudes
- Antisocial peers
- Antisocial personality
- Family
- Education/employment
- Leisure activities
- Substance abuse

Andrews & Dowden (2006). Risk principle of case classification in correctional treatment. *International Journal of Offender Therapy and Comparative Criminology. 50(1): 88-100.*

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CRIMINOGENIC NEED: ANTISOCIAL ATTITUDES

I didn't hurt anybody but myself
People who go to work are suckers
I was never good as a father
I was just in the wrong place at the wrong time
Everyone steals
Judges are the real criminals
I need to (be) show (n) respect on the streets
Yeah, I did it (the crime) but...
That Law is unfair

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15

CASE REVIEW
WHAT CRIMINAL ATTITUDE DOES SIMON EXPRESS?

- I didn't hurt anybody but myself
- People who go to work are suckers
- I was never good as a father
- I was just in the wrong place at the wrong time
- Everyone steals
- Judges are the real criminals
- I need to (be) show (n) respect on the streets
- Yeah, I did it (the crime) but…
- That Law is unfair

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16

CRIMINOGENIC NEED: ANTISOCIAL PEERS

Context

"I have a heart for all my friends"

"All my friends are in the heartless felons"

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17

CRIMINOGENIC NEED:
ANTISOCIAL PERSONALITY TRAITS

- Lack of empathy/concern for others
- Poor coping skills
- A taste for risk
- Restlessness/aggressive energy
- Weak problem-solving skills
- Poor self-control/impulsivity



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ANTISOCIAL PERSONALITY TRAITS: LACK OF EMPATHY

- Unable to express concern for family and friends.
- Unable to express concern for others.
- Limited communication ability.



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19

ANTISOCIAL PERSONALITY TRAITS: POOR COPING SKILLS

Lacks control of day-to-day activities



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20

ANTISOCIAL PERSONALITY TRAITS: RISK-TAKING



- **Exciting to get into dangerous situations.**
- **Routinely place themselves in harm's way.**
- **Risk across situations.**

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ANTISOCIAL PERSONALITY TRAITS: AGGRESSION

- Use hostility to get what they want.
- Doesn't walk away from a fight.
- Does not need to be provoked to lash out.





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22

ANTISOCIAL PERSONALITY TRAITS: WEAK PROBLEM SOLVING

- Life stressors are overwhelming.
- Believe they cannot overcome the past.
- Difficulty seeing a wide variety of options.
- Criminal behaviors seem like the only option.

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ANTISOCIAL PERSONALITY TRAITS: POOR SELF-CONTROL

- Impulsivity
- Does not plan events.
- Acts without considering consequences.



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24

CASE REVIEW
WHAT ANTISOCIAL PERSONALITY TRAIT DOES SIMON HAVE?



- Lack of Empathy
- Poor Coping Skills
- Risk Taking
- Aggression
- Weak Problem Solving
- Poor Self Control/Impulsive

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SECONDARY CRIMINOGENIC NEEDS



- Family
- Education/Employment
- Leisure/Recreation
- Substance Abuse

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26

CASE REVIEW
WHAT SECONDARY CRIMINOGENIC NEEDS DOES SIMON HAVE?

- Limited Family Support.
- Absence of Prosocial Leisure Activities.
- Low Education/Employment accomplishments.
- Substance Abuse.



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HIGH RISK INTERVENTIONS

Ohio Risk Assessment System: High or low risk, criminogenic need.

Responsivity: Barriers to change.

Case planning: goals and objectives.

Cognitive behavioral programs/interventions

Core correctional practices

Carey guides

Internal change: Motivational interviewing

28

COGNITIVE BEHAVIORAL PROGRAMS



High Risk Situation



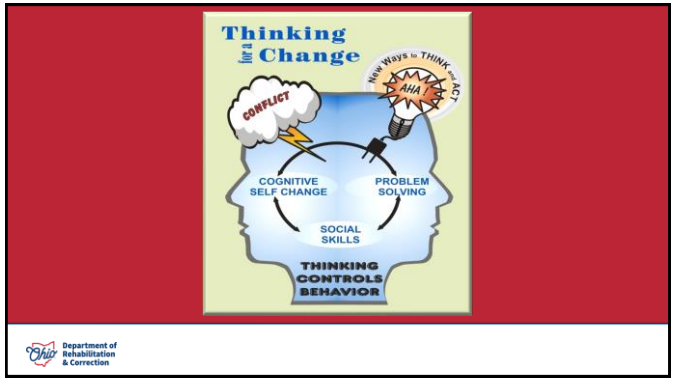
Keep Practicing

29

COGNITIVE BEHAVIORAL PROGRAMS

- Thinking For A Change
- Decision Points
- Anger Control

30


Thinking for a Change
NEW Ways to THINK - ACT
AHA
CONFLICT
COGNITIVE SELF CHANGE
PROBLEM SOLVING
SOCIAL SKILLS
THINKING CONTROLS BEHAVIOR
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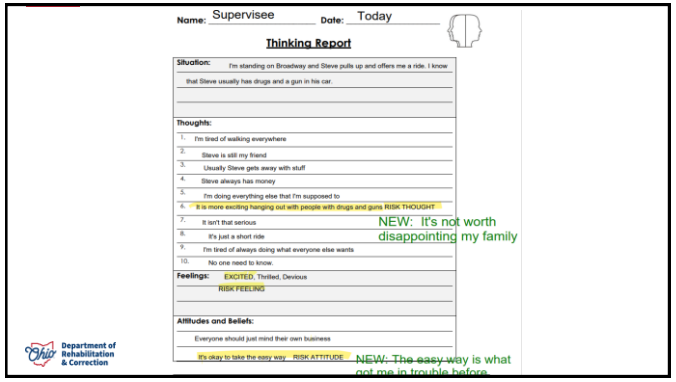
31


Name: Supervisee
Date: Today
Thinking Report
Situation: I'm standing on Broadway and Steve pulls up and offers me a ride. I know that Steve usually has drugs and a gun in his car.
Thoughts:
1. I'm tired of walking everywhere
2. Steve is still my friend
3. Usually Steve gets away with stuff
4. Steve always has money
5. I'm doing everything else that I'm supposed to
6. It is more exciting hanging out with people with drugs and guns RISK THOUGHT
7. It isn't that serious
8. It's just a short ride
9. I'm tired of always doing what everyone else wants
10. No one need to know.
Feelings: EXCITED, Thrilled, Devious
RISK FEELING
Attitudes and Beliefs:
Everyone should just mind their own business
It's okay to take the easy way RISK ATTITUDE
NEW: It's not worth disappointing my family
NEW: The easy way is what got me in trouble before
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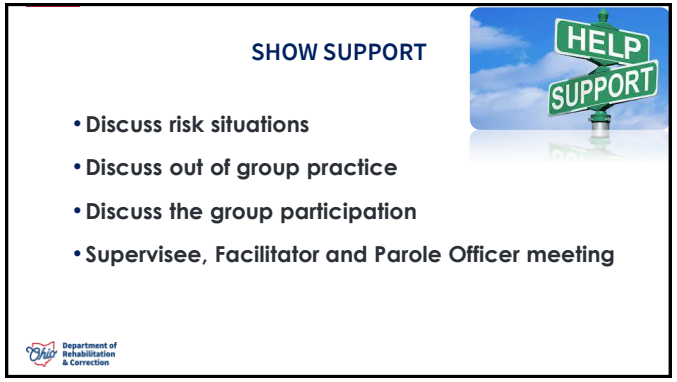
SHOW SUPPORT
HELP
SUPPORT
• Discuss risk situations
• Discuss out of group practice
• Discuss the group participation
• Supervisee, Facilitator and Parole Officer meeting
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CASE REVIEW



1. Would you refer your case to a cognitive behavioral program?
2. Why/Why not?
3. If yes, which program?
4. How would you support your supervisee while in the program?

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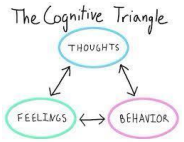
34

Field/Office Interventions



1. Cost-Benefit Analysis
2. Behavior Chain
3. Problem Solving
4. Carey Guides

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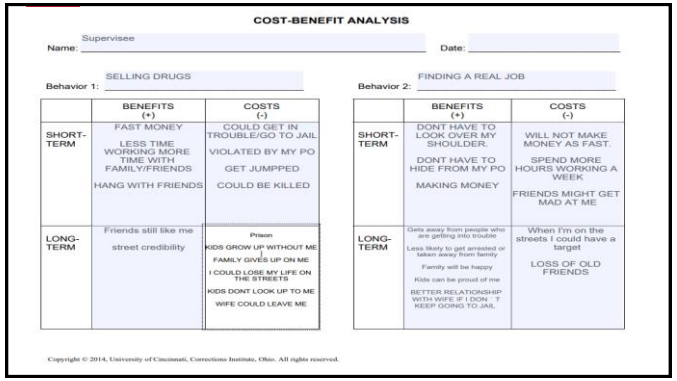

COST-BENEFIT ANALYSIS

Name: Supervisee Date:

Behavior 1: SELLING DRUGS

	BENEFITS (+)	COSTS (-)
SHORT-TERM	FAST MONEY LESS TIME WORKING MORE TIME WITH FAMILY/FRIENDS HANG WITH FRIENDS	COULD GET IN TROUBLE/GO TO JAIL VIOLATED BY MY PO GET JUMPPED COULD BE KILLED
LONG-TERM	Friends still like me street credibility	Prison KIDS GROW UP WITHOUT ME FAMILY GIVES UP ON ME I COULD LOSE MY LIFE ON THE STREETS KIDS DONT LOOK UP TO ME WIFE COULD LEAVE ME

Behavior 2: FINDING A REAL JOB

	BENEFITS (+)	COSTS (-)
SHORT-TERM	DONT HAVE TO LOOK OVER MY SHOULDER DONT HAVE TO HIDE FROM MY PO MAKING MONEY	WILL NOT MAKE MONEY AS FAST. SPEND MORE HOURS WORKING A WEEK FRIENDS MIGHT GET MAD AT ME
LONG-TERM	Gets away from people who are getting into trouble Less likely to get arrested or taken away from family Family will be happy Kids can be proud of me BETTER RELATIONSHIP WITH WIFE IF I DON'T KEEP GOING TO JAIL	When I'm on the streets I could have a target LOSS OF OLD FRIENDS

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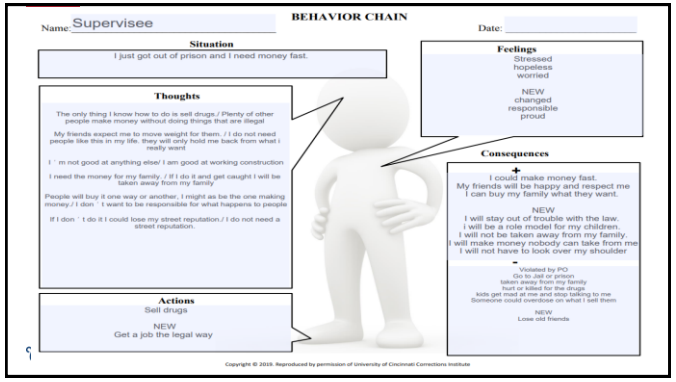
36



BEHAVIOR CHAIN

Name: Supervisee

Date:

Situation
I just got out of prison and I need money fast.

Thoughts
The only thing I know how to do is sell drugs./ Plenty of other people make money without doing things that are illegal
My friends expect me to move weight for them. / I do not need people like this in my life. they will only hold me back from what I really want
I ' m not good at anything else/ I am good at working construction
I need the money for my family. / If I do it and get caught I will be taken away from my family
People will buy it one way or another, I might as be the one making money./ I don ' t want to be responsible for what happens to people
If I don ' t do it I could lose my street reputation./ I do not need a street reputation.

Actions
Sell drugs
NEW
Get a job the legal way

Feelings
Stressed
hopeless
worried
NEW
changed
responsible
proud

Consequences
+
I could make money fast.
My friends will be happy and respect me
I can buy my family what they want.
NEW
I will stay out of trouble with the law.
I will be a role model for my children.
I will not be taken away from my family.
I will make money nobody can take from me
I will not have to look over my shoulder
-
Violated by PO
Go to Jail or prison
taken away from my family
hurt or killed for the drugs
kids get mad at me or stop talking to me
Someone could overdose on what I sell them
NEW
Lose old friends

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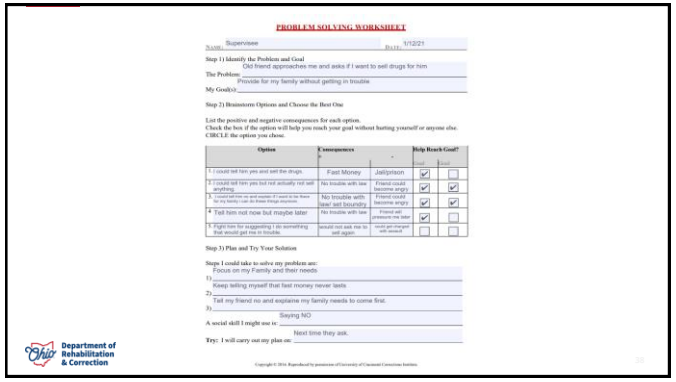
37



PROBLEM SOLVING WORKSHEET

NAME: Supervisee DATE: 1/12/21

Step 1) Identify the Problem and Goal
The Problem: Old friend approaches me and asks if I want to sell drugs for him
My Goal(s): Provide for my family without getting in trouble

Step 2) Brainstorm Options and Choose the Best One

List the positive and negative consequences for each option.
Check the box if the option will help you reach your goal without hurting yourself or anyone else.
CIRCLE the option you chose.

Option	Consequences +	Consequences -	Helps Reach Goal? Yes	Helps Reach Goal? No
1. I could tell him yes and sell the drugs.	Fast Money	Jail/prison	☑	☐
2. I could tell him yes but not actually not sell anything	No trouble with law	Friend could become angry	☑	☑
3. I could tell him no and explain if I want to be there for my family I can do these things elsewhere	No trouble with law/ set boundary	Friend could become angry	☑	☑
4. Tell him not now but maybe later	No trouble with law	Friend will pressure me later	☑	☐
5. Fight him for suggesting I do something that would get me in trouble.	would not ask me to sell again	could get charged with assault	☐	☐

Step 3) Plan and Try Your Solution

Steps I could take to solve my problem are:
1) Focus on my Family and their needs
2) Keep telling myself that fast money never lasts
3) Tell my friend no and explaine my family needs to come first.
Saying NO

A social skill I might use is: _____

Try: I will carry out my plan on: Next time they ask.

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CASE REVIEW

Which CCP tool would you use with your Supervisee?

- Cost/Benefit Analysis
- Behavior Chain
- Problem Solving

Why did you select your tool?

- Lacks Motivation
- Antisocial Thinking
- Complicated Problem
- Poor Social Skills



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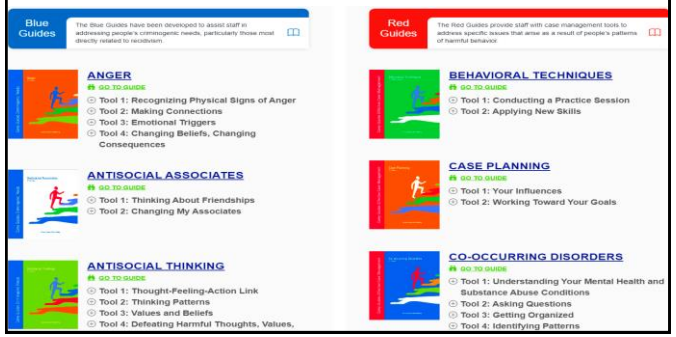
CAREY GUIDES



40

CASE REVIEW
WHICH CAREY GUIDE WOULD YOU USE AT YOUR NEXT CONTACT?

- **Anger**…manage their anger in a more appropriate, less harmful way.
- **Antisocial Associates**…recognize/change or end relationships that are harmful to them.
- **Antisocial Thinking**…understand their thinking patterns, feelings, beliefs, and values.
- **Empathy**…increase their understanding of other people's viewpoints.
- **Engaging Prosocial Others**…build more friendships with people who will impact their lives in positive.
- **Overcoming Family Challenges**…identify challenging patterns in their families and learn
- **Problem Solving**…make sound, reasoned decisions that minimize harm to themselves and others.
- **Prosocial Leisure Activities**…discover positive, prosocial outlets and recreational activities.
- **Substance Abuse**…understand their patterns of substance use, the factors that influence their use, and strategies for not using.

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EVIDENCE BASED PRACTICES

Effective Interactions



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Motivational Interviewing Spirit



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BUILD A PROFESSIONAL RELATIONSHIP

1. Effective Reinforcement
2. Effective Use of Authority
3. Effective Disapproval

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REWARDS

- Verbal praise
- Bus passes
- Hygiene
- Clothing voucher
- Furniture voucher
- Tell family member about success
- Certificate
- Sticker "Good Job"
- Travel Permit
- Skip next visit
- Reduced Community Service
- See in the field, instead of office
- Reduced telephone reporting
- Fee waiver
- Early release from supervision

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CASE REVIEW



Pick one key strategy to use with your case to build a professional rapport and explain why.

- **Effective Disapproval**
- **Effective Use of Authority**
- **Effective Reinforcement**

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46

Recommended Interventions by Criminogenic Need

Criminogenic Need	Primary Intervention Options (Preferred Methods)	Secondary Intervention Options (Used to compliment primary interventions or used alone if no primary options)	Supplemental Options (Used to compliment primary and secondary interventions)
Criminal Attitudes/Behaviors CST, PIT, RT, SRT	Referral to CBT programming that addresses criminal thinking such as Thinking for a Change, EQUIP, Anger Control, Decision Points, etc.	Applicable Carey Guides: Your Guide to Success Motivating Offenders to Change Anti-Social Associates Engaging Pro-Social Others Pro-Social Leisure Activities Anti-Social Thinking Interpersonal Skills Problem Solving Emotional Regulation Moral Reasoning Maximizing Strengths Empathy Anger	Tools: Social (Structured) Skills practice/role play • Knowing your Feelings • Expressing Your Feelings • Understanding the Feelings of Others • Dealing with Someone Else's Anger • Asking for Permission • Negotiating • Using Self-Control • Avoiding Trouble with Others • Making a Complaint • Answering a Complaint • Dealing with Embarrassment • Responding to Persuasion • Responding to Failure • Dealing with Peer Pressure Thinking Reports Decisional Balance Behavior Chain Cost Benefit Analysis (CBA) Problem Solving Motivational Interviewing Carey Brief Intervention Tools (BITS)

47

CONSIDERING SOMEONE IS HIGH RISK

Risk/Need Assessment

- **High Risk or Low Risk**
- **Criminogenic Need**

Cognitive Behavioral Programs/Interventions

- **Thinking for a Change, Decision Points**
- **Core Correctional Practices**
- **Carey Guides**

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QUESTIONS?

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CONSIDERING SOMEONE IS HIGH-RISK: IDENTIFYING AND RESPONDING TO THE CRIME-PRODUCING NEEDS OF HIGH-RISK OFFENDERS

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50

THANK YOU

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51