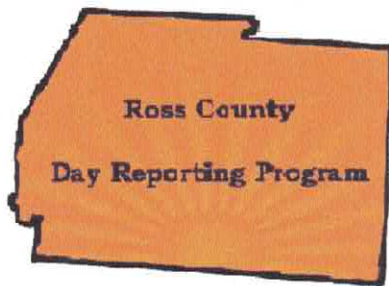


Ross County Sheriff's Office



Day Reporting Program

16643 St. Rt. 104

Chillicothe, Oh 45601

740-702-1207

Facilitators: Sgt. Bill Cox, David Welch

Case Manager: Treiva Cottrill

Day Reporting Administrator: Brandy E. Morris-Hafner, LCDC III

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Ohio Risk Assessment System- ORAS

The Ohio Department of Rehabilitation and Correction (DRC) have long supported supervision and programming practices rooted in the ever-growing body of the "what works" literature. Implementing evidence based practices begins with utilizing a valid risk and need assessment tool. In 2006, DRC contracted with the University of Cincinnati, Center for Criminal Justice Research, to develop a universal Ohio-based assessment system that would be utilized at various points in the criminal justice system- this tool is called the Ohio Risk Assessment System (ORAS). The ORAS tools can be used at pretrial, prior to, or while on community supervision, at prison intake, and in preparation for reentry just prior to release from prison.

What are the Benefits of ORAS?

- Provides reliable assessment instruments with consistent meaning.
- Reduces duplication and enhances communication and sharing of information.
- Gathers information regarding potential barriers to treatment.
- Creates a system that expands as the Offender moves through different processing stages.
- Fully automated tools with potential for auto-population to other IT systems.
- Provides thorough and useful information to aid in informed decision making.
- Allows for professional discretion and overrides.
- Reliance on instruments able to significantly distinguish between risk levels.
- Assist in more efficient allocation of supervision and treatment resources.
- Generates case plans that identify and prioritize individual offender needs and specific treatment domains.
- Predicts likelihood of re-arrest and recidivism at different points in the criminal justice system.

Assessments utilized by Day Reporting will be the MAT (Misdemeanor Assessment Tool), SRT (Supplemental Re-Entry Tool), and the CST (Community Supervision Tool). These will be given to each client upon intake of the Day Reporting Program, (unless the client has an up to date one on file). Moderate and High risk client will also have an ICP (Individualized Case Plan), in order to address the risk and needs of the client, and what type and how much programming is needed.

Case Management and Reporting

Case Management

The case manager/designee shall ensure that a case plan is developed within at least 7 business days of admission for Moderate to High risk clients. The plan will address criminogenic targets that are based on the client's Ohio Risk Assessment System, provide measurable criteria of expected behavior and accomplishments, time schedule for achieving specific goals, and scheduled progress reviews.

The case manager/designee then discusses with the client the program plan outlining the priority needs and problems that both have agreed to work on. This includes, but not limited to:

- goal statement for each problem area stated
- expected behavior change to be demonstrated
- time frame for achieving these goals, and scheduled reviews to measure client's accomplishments (Monthly Progress Reports).

The case manager/designee communicates the completed case plan with the client, positively acknowledging the client's participation to reinforce client's commitment towards the success of their program.

Reporting

The case manager/designee will provide the supervising authority with a "Status Update" at least once per month, unless otherwise requested. The case manager/designee will notify the supervising authority immediately by email for the following: Certificate for the client's successful completion, if the client has been compliant or non-compliant, or if any violations have occurred, i.e., disturbances in group, dirty urine, etc.

Treatment

(Evidence-based Cognitive-Behavioral Programs)

Thinking for a Change

Thinking for a Change 4.0 (T4C) is an integrated cognitive behavioral change program authored by Jack Bush, Ph.D., Barry Glick, Ph.D., and Juliana Taymans, Ph.D., under a cooperative agreement with the National Institute of Corrections (NIC). T4C incorporates research from cognitive restructuring theory, social skills development, and the learning and use of problem solving skills.

T4C is comprised of 25 lessons that build upon each other, and contains appendices that can be used to craft an aftercare program to meet ongoing cognitive behavioral needs of your group. Not all lessons can be completed in one session, so a typical delivery cycle may take 30 sessions. Sessions should last between one and two hours. Ideally, the curriculum is delivered two times per week, with a minimum recommended dosage of once per week and a maximum of three times per week. Participants must be granted time to complete mandatory homework between each lesson.

The program is designed to be provided to justice-involved adults and youth, males and females. It is intended for groups of eight to twelve and should be delivered only by trained facilitators. Due to its integrated structure, T4C is a closed group, meaning members need to start at the beginning of a cycle, and may not join the group mid-stream (lesson five is a logical cut-off point for new group members).

Certified Facilitators: Bill Cox, Brandy Morris, David Welch, Treiva Cottrill

Length: 27-30 sessions/ 1.5 hour sessions

Frequency: 2 times per week

Total Dosage: 54-60 dosage hours

UC's Cognitive Behavioral Interventions for Substance Abuse

The Cognitive-Behavioral Interventions for Substance Abuse (CBI-SA) curriculum is designed for individuals that are moderate to high need in the area of substance abuse and well suited for criminal justice populations. The curriculum can be delivered as a stand-alone substance abuse intervention, or incorporated into a larger program, particularly those designed for clients in the corrections system. As the name of the curriculum suggests, this intervention relies on a cognitive behavioral approach to teach participants strategies for avoiding substance abuse. The program places heavy emphasis on skill building activities to assist with cognitive, social, emotional, and coping skill development. Such cognitive behavioral strategies have routinely demonstrated high treatment effects, including when used with a correctional population, and separated by gender. The components of the curriculum include pretreatment (optional), Motivational Enhancement, Cognitive Restructuring, Emotional Regulation, Social Skills, Problem Solving, and Relapse Prevention.

Certified Facilitator: Brandy Morris, Bill Cox, Treiva Cottrill, David Welch

Length: 39 Sessions

Frequency: 1.5 hr. sessions/ 2x per week

Total Dosage: 58.5 dosage hours

Crossroads Substance Use

The Adult Drugs & Alcohol curriculum uses a number of innovative role plays, games and scenarios to help participants understand the dangers of ingesting harmful substances. By exploring patterns of use and contributing attitudes, individuals learn the effects of their abusive behavior on their family as well as their future.

Learning Objectives

- Understand the process of changing negative behavior.
- Understand the personal price paid for drug use.
- Gain better self-control.
- Learn the process necessary to change behavior.
- Make a commitment to refrain from using drugs and abusing alcohol.
- Utilize the Personal Awareness Journal™

Certified Facilitators: David Welch

Length: 8 weeks

Frequency: 1 hour/week

Educational

(Evidence-based Cognitive Programs)

Anger Management

The Adult Anger Management Curriculum is designed to give participants an opportunity to practice skills that will allow them to positively control their behavior and the events in their lives. Through activity enhanced components, individuals learn to successfully control their emotions and channel their energies in a positive direction.

Learning Objectives

- Understand the process of changing negative behavior.
- Discover how attitudes affect behavior.
- Establish goal-directed behavior patterns.
- Understand how to control attitudes and emotions in order to be in control.
- Gain skills in areas of personal responsibility, financial management, interpersonal relationships, job readiness and self-improvement.
- Utilize the Personal Awareness Journal™.

Certified Facilitator: Bill Cox, Brandy Morris, David Welch

Length: 14 weeks

Frequency: 1 hour/ 1 day per week

Total Dosage: 14 dosage hours

Shoplifters Intervention Program

The Adult Shoplifting curriculum assists participants in focusing on the processes they went through when they shoplifted. Through activity enhanced components, they learn to behave differently when faced with a similar situation in the future. Participants will learn how certain attitudes can override a person's sense of right and wrong and cause behavior that is contrary to his or her personal beliefs. The curriculum establishes an atmosphere where participants can learn from and accept their mistakes and strengthen their ability to act in accordance with what they believe. This is offered to misdemeanor offenders, as well as, felony theft offenders, and diversion clients.

Learning Objectives

- Understand the process of changing negative behavior.
- Discover how attitudes can override values.
- Understand how to avoid negative influences.
- Develop a plan to alter present behavior.
- Establish positive, goal-directed behavior patterns.
- Make a firm commitment never to shoplift again.
- Utilize the Personal Awareness Journal™.

Certified Facilitators: Bill Cox, David Welch

Length: 8 weeks

Frequency: 1 hour/week

Minors in Possession

(Underage Consumption)

The Adult Minor in Possession curriculum is designed for individuals between 18 and 21 years of age, who have committed alcohol offenses. The curriculum focuses on dispelling the cultural myths surrounding drinking, understanding why one drinks, and overcoming peer pressure. Time is spent exploring other activities that can replace the “high” that results from drinking. Through this upbeat and exciting curriculum, participants examine their negative behavior, and learn to make informed decisions. This class is also in conjunction with the client completing 20 hours of Community Service.

Learning Objectives

- Understand why one drinks.
- Understand the effects of alcohol on life.
- Understand how to take positive control of life.
- Develop a plan to alter present drinking behavior.
- Establish positive, goal-directed behavior patterns.
- Develop personal life skills and alternative resources.
- Utilize the Personal Awareness Journal™.

Facilitators: Bill Cox, David Welch

Length: 8 weeks

Frequency: 1 hour/1x per week

New Directions

New Directions is effective thinking training. Spanning 13 multi-media modules, and utilizing video and audio sessions, written materials, exercises, practice interviews and self-assessment tools, *New Directions* is the foundation of a process that can be used for the long-term incarcerated, those in pre-release and even those on parole. It can be customized to be presented in as little as two days or to span the period of confinement.

Specifics

Each module of cognitive education helps focus the participant on successfully transitioning into society, and includes:

- Career Goals
- Family Goals
- Financial Goals
- Developing Balance
- Managing Thought to Minimize Stress and Anger
- Diversity Appreciation
- Consideration of Others
- Ultimately, using proven techniques for changing habits, attitudes and beliefs that run counter to goal accomplishment.

Proven

The Pacific Institute's expertise in educating, training, and supporting institutions with the deployment and sustainability of high performance thinking skills has resulted in the aforementioned reduction in recidivism, 50 point increases in self-efficacy, reductions in staff turnover and absenteeism, and increases in overall morale and personal fulfillment.

Certified Facilitators: Bill Cox, Brandy Morris

Length: 6-7 weeks

Frequency: 2 hrs./day, 2x week

Dosage: N/A- Promising Practice

Misdemeanor Offenses

The Misdemeanor Offenses curriculum addresses the needs of individuals who have entered the court system for a wide variety of misdemeanor offenses. Building on a foundation of activities and components, the curriculum helps individuals learn how to avoid negative influences, handle stress and take responsibility for their decisions. This skills-based curriculum is designed for first-time offenders.

Learning Objectives

- Understand the process of changing negative behavior.
- Discover how attitudes can override values.
- Understand how to avoid negative influences.
- Develop a plan to alter present negative behavior.
- Establish positive, goal-directed behavior patterns.
- Make a firm commitment never to repeat as a criminal offender.
- Utilize the Personal Awareness Journal™.

Certified Facilitators: Bill Cox, David Welch

Length: 8 weeks

Frequency: 1 hour/week

Felony Offenses

The Adult Felony Offenses curriculum addresses the needs of medium to high risk offenders who have entered the court system for a wide variety of felony offenses. This curriculum uses activity enhanced components to provide an in-depth process for gaining and practicing new behavioral skills that can help participants achieve constructive life changes. Individuals are encouraged to practice skills outside of the group setting and to report on the progress and problems they experienced during practice. The length of the curriculum allows for greater development of the participant/facilitator relationship, providing an additional support base for the participant.

Learning Objectives

- Understand the process of changing negative behavior.
- Discover how attitudes affect behavior.
- Understand how to take positive control of life.
- Develop a plan to alter present negative behavior.
- Establish positive, goal directed behavior patterns.
- Develop personal life skills.
- Make a firm commitment never to repeat as a criminal offender.
- Utilize the Personal Awareness Journal™.

Certified Facilitators: Bill Cox, David Welch

Length: 10 weeks

Frequency: 1 hour/week

SCRAM Monitoring and Home Confinement

SCRAM CAM (Continuous Alcohol Monitoring)

Provides Accountability and Encourages Compliance

- Standalone alcohol monitoring or CAM with home curfew monitoring at the flip of a switch
- Eliminates testing gaps—no ability to miss a test or drink around testing schedules
- Goes where the client goes—no transportation to a testing center
- Studies show CAM is most effective for offenders assessed with alcohol dependence or addiction
- Works well in conjunction with treatment to enforce compliance and better identify when intervention may be needed

Home Confinement

Electronic/GPS monitoring is a component of the RCSO Day Reporting program which provides an offender the opportunity to live at a private residence rather than being incarcerated at the Ross County Jail. This program requires that they wear a transmitter around your ankle at all times, and may require a transmitter box installed to the telephone in your host residence.

Offenders may also be required to wear or carry an additional receiving/transmitting device.

They will then be placed in an inclusion zone, this is an area that they cannot move out of or they can be placed with an exclusion zone, which is an area that they are not allowed in.

Please call before placement to assure that there is one available.

Administrator: Brandy Morris- 740-702-1207

Case Manager: Treiva Cottrill- 740-702-1205

Community Service

Community Service is performed by offenders as a part of their sentence or sentence variation to benefit the community as a way of giving back. By engaging in community service it provides the offender/client with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Some of the common benefits of participating in a community service program are as follows:

- 1.) **Psychological Benefits-** Increases overall life satisfaction and helps you feel good about yourself because you are helping others. It can also help to decrease stress and ease depression.
- 2.) **Social Benefits-** Engages students with the community, creates special bonds with the population being served and increases social awareness and responsibility.
- 3.) **Cognitive Benefits-** Helps students enhance their personal knowledge, grow from new experience, and develop better interpersonal communication skills.

Participating in community service not only makes a difference to the organization and people being served, but also makes a difference to every client's career prospects. Participating in community service activities can help to enhance a client's resume by allowing client's to obtain work-related skills and to possibly fill gaps in employment.

Community Service Staff: Brandy Morris, Bill Cox, Dave Welch, Treiva Cottrill

Length: Required amount set forth by probation officers and/or the Municipal or Common Pleas Court.

Frequency: Monday, Wednesday and Friday 8a-2p, unless other arrangements have been made, or if a special Community Service event calls for different times and dates.